



Training Product Submission

This form facilitates [Step 5.1 Submission of draft training products to the Assurance Body](#) of the Training Package Organising Framework (TPOF) Process Requirements.

Completing this form and submitting the required information, including the attachments, provides the Training Package Assurance (TPA) team with the necessary information to assess your Training Product Submission (the submission) against the TPOF. This is an opportunity to describe how the processes you have applied to develop your products and the products themselves comply with the requirements of the TPOF.

Refer to the Training Package Assurance (TPA) Submission Compliance Guide for detailed information about the evidence required for your submission.

Components of the submission include:

- this form
- completed attachments including the Companion Volume Implementation Guide.

About this form

There are three sections to this submission form:

Section 1: Submission Details

Section 2: Submission Evidence

Section 3: CEO Declaration

Unless otherwise indicated, you must provide a response to each part of each question.



This symbol has been used to indicate where attachments and/or additional information must be uploaded with the submission.

Submission to the Assurance Body

To submit your project for assurance please:

1. Upload this completed submission form and supporting evidence into the relevant project folder in the TPA GovTEAMS Community.
2. Ensure all training package products are entered into Training Product Central (TPC) with the product drafting status set to 'Ready for Submission' and the project status set to 'Assurance Body Consideration'.
3. Publish the submission on your website. This includes:
 - Training Product Submission Form
 - Attachment A – Training Products submitted for assurance
 - Anti-discrimination Assessment
 - Consultation Log
 - Consultation Strategy
 - Technical Committee Details (including Terms of Reference)
 - Training Package Products
 - Companion Volume Implementation Guide (CVIG)
4. Email the TPA team at TrainingPackageAssurance@dewr.gov.au with the Project ID and Title to advise the submission is ready for assurance.

Incomplete submissions, including where there is insufficient or missing detail in the submission form and/or attachments, will be returned to you and the assurance process will be paused until the required information is received.

One form of evidence may satisfy multiple questions. A checklist is provided at the end of this document to assist you to ensure your submission is complete. You can use the column titled 'Evidence Reference' in the checklist to identify the document title of the specific evidence in your submission, alternatively, you may prefer to produce your own cover sheet to accompany the submission.

Assistance completing this form

Please refer to the TPA Submission Compliance Guide TPOF 1 July 2025 for information about how the TPA team will review the submission, noting that the examples of evidence provided are only a guide and not intended to be an exhaustive list.

If you need help completing this form, please contact TrainingPackageAssurance@dewr.gov.au.

Refer to the department's website and the TPA Community in GovTEAMS for further information about the Training Package Assurance process.

Section One: Submission Details

1. Jobs and Skills Council Details

Jobs and Skills Council Name:			
Service and Creative Skills Australia			
Contact person: (the person the Training Package Assurance team will liaise with during the assessment process; you can identify more than one person here if required)			
Name(s):	Sarah Latimer Katrina Higham	Position:	Product & Project Lead General Manager, Product Design & Development
Phone:	Click here to enter text.	Mobile:	0403787615 0417669724
Email(s):	sarah.latimer@sacsa.org.au katrina.higham@sacsa.org.au		

2. Project Details

Project ID:	SCS_ANN_2425_004
Project Title:	Review of SFL30115 Certificate III in Floristry

Provide a brief description of the project.

This project reviewed and updated the SFL30115 Certificate III in Floristry following findings from the SHB, SFL, SIF, SIT, SIR Unit Currency Audit Project, in conjunction with the Workforce Plan and Stakeholder engagement which identified that the qualification and associated units of competency no longer fully reflected contemporary floristry practice, industry needs and workforce expectations. The review also responded to significant changes in floristry business models since the qualification was endorsed in 2015, including growth in online and studio-based businesses, events and specialised services, wholesale operations, small businesses and freelance work.

Initial consultation identified a need to strengthen foundational technical skills, practical repetition, commercial speed and workplace readiness. Stakeholders also identified gaps in sustainable practices, technology and small business skills, alongside some existing requirements that extended beyond the level of skill and responsibility appropriate to an entry-level Certificate III florist.

The qualification and associated units of competency were therefore reviewed and updated to better align with contemporary floristry practice and the intended occupational outcome. The revised qualification strengthens foundational technical capability, modernises floristry terminology, products, materials and construction methods, embeds sustainable practices across everyday floristry work, and provides greater flexibility to support different contemporary floristry business contexts.

3. Scope of the submission

Provide the total number of Qualifications, Units of Competency, and Skills Sets included in the proposed release of the Training Package. This may include any minor changes that will be made in the proposed release.

While the assurance assessment focuses on products that require endorsement by Skills Ministers (i.e. major changes), understanding the context for the entire release may be helpful to the Assurance Body.

Refer to the Categories of Change tables in the TPOF for the definition of major and minor changes.

	Major	Minor	Total
Qualification(s):	1	0	1
Unit(s) of competency:	10	0	10
Skill Set(s):			0

If applicable, provide an overview of minor change updates that will be included in this release.

Click here to enter text.



Complete and upload *Attachment A – Products submitted for assurance*

4. The Annual Training Product Development Plan

Provide a link to the published plan on your website.

Link/URL:	https://cms.sacsa.org.au/wp-content/uploads/2026/04/SaCSA-Annual-Training-Product-Development-Plan.pdf
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If the activity is not listed in the plan, provide an overview of the unforeseen or urgent need addressed by the activity.

Click here to enter text.

4.1 Where the submission contains major changes to a qualification/s, has the Purpose of any of the products changed from what is recorded in the Annual Training Product Development Plan (ATPDP)? Answer 'Yes' where the Purpose of the products is not included in the ATPDP.

☐

Yes

☒

No (go to Q5)

If yes, provide details of the changes OR where the purpose of the qualification/s contained in the project is not included in the ATPDP, please provide details below.

Click here to enter text.

Section 2 – Submission Evidence

Technical Committee

5. Technical Committee Composition



Upload details of the membership of the technical committee and their expertise as per Step 1.2 of the TPOF Process Requirements including the Terms of Reference for the committee

Has the composition of the technical committee changed from that published at the pre-submission stage?

☒ Yes ☐ No (go to Q6)

If yes, provide a reason for the change describing any impact of the change on the development activity.

In August 2026, Technical Committee member Andrea Rockett concluded her role with Interflora Australia and established MyFlowerSchool, which provides non-accredited floristry training and work placement opportunities in conjunction with Maison Fleur Floral Design.

As MyFlowerSchool is not a registered training provider, Andrea continued to represent industry expertise on the Technical Committee and the change did not alter the balance or composition of stakeholder representation.

The change occurred after the majority of training product development had been completed and did not impact the Technical Committee's functional output or decision-making processes.

6. Technical Committee Statement

Provide a statement that the technical committee has reviewed the final draft training package products. Include information about the process for the technical committee review (for example, whether the review was completed during a meeting or out of session).

The final draft training package products were provided to Technical Committee members on Monday, 5 October 2026, for review ahead of the final Technical Committee meeting, which was held online as a virtual meeting on Thursday, 8 October 2026.

During the meeting, SaCSA confirmed that no further changes had been requested through the Stage 4 Senior Officials Check and that the documents circulated on 5 October represented the final draft products proposed for submission to the Training Package Assurance Body.

All six Technical Committee members in attendance confirmed that they had received and reviewed the final draft training products. Two members provided verbal confirmation and four confirmed through the meeting chat.

The three members who were not able to attend were notified via email on Friday 9 October that the documents circulated on 5 October represented the final draft products and were asked to confirm via return email that they had reviewed them. Email confirmations were received from Debby Birach-Mayer and Jacinta Young.

TC member Tess Chapman was unable to attend the final meeting. She was provided with the final draft training package products on 5 and 12 October, consistent with the other Technical Committee members, and invited to review. Tess was followed up via telephone and email on 15 October.

Please see folder Q06 for supporting documents.

Consultation Activity

7. Stakeholder Consultation Strategy



Upload a copy of the stakeholder consultation strategy

Did the consultation undertaken deviate from the stakeholder consultation strategy (including changes to identified stakeholders, and any delays or changes to consultation timeframes)?

Refer to pg 24-26 of TPA Submission Compliance Guide.



Yes



No (go to Q8)

If yes, provide a summary of what changed and why.

Consultation was undertaken broadly in accordance with the stakeholder consultation strategy; however, some adjustments were made to identified stakeholders and consultation timeframes as the project progressed.

The Department of Agriculture, Fisheries and Forestry was originally identified for targeted consultation following feedback received during consultation for the Activity Submission, which identified a potential need to incorporate wholesale and importing knowledge and skills into the updated training products. However, the outcomes of initial consultation did not demonstrate sufficient industry demand to support incorporating this area into the draft training products. As a result, targeted consultation with the Department of Agriculture, Fisheries and Forestry was not progressed.

A further change to the consultation and validation timeframe occurred following the release of additional TPA guidance on 24 June 2026, regarding selection and application of the Elements and Performance Criteria (EPC) and Application of Skills and Knowledge (ASK) templates. SaCSA undertook a further review of the newly developed units against the guidance and confirmed that the EPC template remained appropriate. The review also resulted in minor refinements to improve clarity and usability, without changing the agreed competency outcomes established through public consultation. To support this work, a fourth Technical Committee meeting was held on 25 August 2026, followed by a further review opportunity for Technical Committee members before resubmission to the Senior Responsible Officers on 10 September 2026. These changes did not

alter the scope purpose or stakeholder representation of the consultation process and supported the continued integrity of the consultation and endorsement pathway.

8. Consultation Timeframes

Provide an overview of when the consultation activities were undertaken.

You can enter more than one set of dates for each consultation phase as required.

Consultation Phase	Dates
Public and government consultation	24 October 2025 - 4 March 2026
Incorporating feedback (additional consultation if required)	7 March 2026 - 12 May 2026 30 June 2026 - 10 September 2026
Senior Officials Check	13 May - 29 June 2026 10 September 2026 - 1 October 2026

9. Vulnerable and Minority Cohorts

Describe how consultation activities have been responsive to the needs of vulnerable or minority cohorts, including women, people with disability, culturally and linguistically diverse communities, and First Nations people.

Information should include how vulnerable or minority stakeholders were identified and how consultation activities were tailored to respond to the needs of those stakeholders.

Refer to pg 26 of the TPA Submission Compliance Guide.

Consultation activities were designed to be inclusive and responsive to vulnerable and minority cohorts, including women, people with disability, culturally and linguistically diverse (CALD) communities, and First Nations people. These cohorts were identified through consultation planning, Technical Committee advice, stakeholder engagement activities, and consideration of the floristry workforce profile and learner cohorts that access the Certificate III in Floristry qualification across Australia.

The floristry industry is characterised by a high proportion of women, a significant number of small businesses and sole operators, and a workforce that has diverse cultural and linguistic backgrounds. Consultation activities were therefore designed to provide multiple opportunities for participation, including online consultation mechanisms, webinars, targeted stakeholder engagement both within 'standard' business hours and 'after hours', in addition to written feedback processes.

This approach supported participation from stakeholders located in metropolitan, regional and remote areas, as well as those operating small businesses who may have limited capacity to attend face-to-face meetings during standard business hours.

Consultation activities also sought feedback from stakeholders with expertise in training delivery, learner support, access and equity, and workforce participation. Particular consideration was given to ensuring that training product requirements reflected genuine workplace outcomes while allowing flexibility for implementation and reasonable adjustment in accordance with regulatory requirements.

10. Consultation Log



Upload the consultation log including the high-level summary
(an example consultation log is provided in GovTEAMS)

Include information about all consultation activities undertaken, how feedback has been logged, and how feedback has been addressed. For example, if a workshop was conducted and no individual feedback was gathered, describe how the results of the workshop were considered in the project.

Provide as much detail as possible to support the Assurance Assessor's understanding of the consultation process including the treatment of feedback. This detail may be provided in the high-level summary or below.

Refer to pg 27-32 of the TPA Submission Compliance Guide.

Consultation was undertaken across the initial development, public and government consultation, and incorporation of feedback stages, using multiple engagement methods to provide opportunities for industry, training providers, government and other stakeholders to contribute to the development and validation of the training products.

- Initial consultation: An information session, three initial consultation workshops and a stakeholder survey were used to test and validate the issues identified during development of the Activity Submission and determine whether these were experienced consistently and nationally across the floristry sector. The activities explored contemporary floristry practice, the intended vocational outcome and scope of the qualification, foundational technical capability, workplace readiness, sustainability, business and digital skills, and the changing environments in which florists work.
- Industry-specific consultation: Two industry-specific workshops were undertaken to provide florists with a dedicated opportunity to discuss contemporary workplace practice and the capabilities expected of new florists. Feedback from the first workshop informed the timing and approach to subsequent industry engagement, with the second workshop moved outside standard business hours to improve industry participation. Workshop outcomes were considered alongside other consultation evidence and used to inform development of the draft training products.
- Technical Committee: A Technical Committee comprising industry subject matter experts and VET educational experts was established to provide technical oversight and validation throughout development. Feedback, decisions and actions arising from Technical Committee meetings were recorded in meeting records and the Consultation Log and used to refine the qualification structure, core and elective selections and individual units of competency. Matters where stakeholder feedback was conflicting, complex or required further technical consideration were specifically referred to the Technical Committee for discussion and guidance.
- VET Feedback and Monitoring Group: A VET Feedback and Monitoring Group was established to provide a dedicated forum for VET educators to consider whether the proposed training products were practical, relevant and implementable within training environments. Three meetings were held during development and public consultation. Feedback relating to delivery, assessment, clustering, elective selection and implementation was recorded in the Consultation Log and considered in the development of the training products and supporting implementation guidance.
- Public and government consultation: Version 1 draft training products were released through the digital feedback tool on 24 October 2025. Consultation included face-to-face Roadshow activities, online workshops and ongoing access to the draft products for independent review and comment. Version 2 was subsequently released in January 2026 after feedback received on Version 1 had been analysed and incorporated where there was clear and consistent stakeholder support. Public and government consultation closed on 4 March 2026, with close to 1,000 individual pieces of feedback received across Versions 1 and 2.
- Written and digital feedback: Feedback submitted through the digital consultation tool and other written consultation channels was captured and considered alongside workshop and meeting outcomes. Feedback was reviewed both individually and collectively to identify recurring themes, areas of consistent support, conflicting views and matters requiring further technical validation.

Feedback was progressively considered throughout development rather than being treated only at the conclusion of consultation. Where there was clear and consistent support across stakeholders, refinements were incorporated into the draft training products and subsequently made available for further stakeholder review through Version 2. Where feedback was conflicting, more complex or required technical judgement, it was collated and referred to the Technical Committee to guide decision-making.

The Consultation Log records stakeholder feedback and SaCSA's treatment of that feedback, including changes made to the training products and the rationale where feedback was not adopted. Outcomes from workshops and other collective consultation activities were similarly considered against the qualification and draft units, with resulting themes, decisions and actions informing subsequent drafting and Technical Committee consideration. This process enabled individual feedback to be considered while also identifying the level and consistency of support across the broader consultation evidence.

11. Senior Officials Check



Upload evidence that the Senior Responsible Officer (SRO) check was undertaken

Engagement with SROs must be recorded in the Consultation Log.

Use this space to record any additional information about the SRO check to support the Assurance Assessor's understanding of the submission.

The draft training products were originally submitted to Commonwealth, state and territory Senior Responsible Officers for the Stage 4 check on 13 May 2026, with a six-week review period provided.

However, following the release of additional Training Package Assurance guidance on 24 June 2026 regarding the selection and application of the EPC and ASK templates, SaCSA suspended the SRO check to undertake a further review of the training products against the updated guidance.

The revised draft training products were resubmitted to Senior Responsible Officers on 10 September 2026, with a three-week review period and responses due by 1 October 2026. To support this review, SaCSA also facilitated an optional drop-in session on 28 September 2026, providing Senior Responsible Officers with an opportunity to meet with the project team, seek further context and clarify any aspects of the training products, consultation process or supporting documentation.

At the conclusion of the Stage 4 check, SaCSA received unanimous support from all states and territories to progress the draft training products to Stage 5 of the development process.

12. Support from Regulatory and Licensing Bodies

Do any of the products in the submission include occupational licensing, certification or regulation requirements related to **the person** undertaking the work described in the product?

☐ Yes ☒ No (go to Q12.1)

If yes, ensure the requirement is described in the 'Legislative/Licensing/Regulatory' field in TPC and include information about implementation in the Companion Volume Implementation Guide.



Identify products that contain regulatory, licensing or legislative implications in *Attachment A – Products submitted for assurance*



Upload evidence of support from all relevant national/state and territory regulatory and/or licensing bodies

12.1 Other regulatory/legislative information

Is there regulatory/legislative information in the products relevant to the workplace/enterprise?

☐ Yes ☒ No (go to Q13)

If yes, **do not** include the requirement in the 'Legislative/Licensing/Regulatory' field in TPC. You may include this information in the 'Description' of the qualification or 'Application' of the unit of competency. You must include information about implementation implications in the Companion Volume Implementation Guide.

13. Engagement with other Jobs and Skills Councils

Are any of the products in this submission imported into training package products managed by other Jobs and Skills Councils?

☐ Yes ☒ No (go to Q14)

If yes, list the Jobs and Skills Council(s) impacted and describe how you have consulted with them. Briefly describe the impact on relevant qualifications.

Refer to pg 29 and 31 of the TPA Submission Compliance Guide.

Click here to enter text.



Upload evidence of engagement with all listed Jobs and Skills Councils

Note: where any products in this submission impact other training packages managed by your JSC, describe the impact on those other products at *Q15 Implementation Issues*.

14. Rationale for mandatory workplace requirements

Are any Mandatory Workplace Requirements (MWRs) included in the submitted products?

☐ Yes ☒ No (go to Q15)



Identify products that contain MWRs in *Attachment A – Products submitted for assurance*

If yes, describe the process undertaken to determine the inclusion of MWR. Consider the process set out in the good practice guide on MWR: On the Mark: 5 Good Practice Principles when completing this section.

Click here to enter text.

14.1 Support for mandatory workplace requirements



Upload evidence of support for proposed requirements (including from small to medium sized enterprises), and employer willingness to support learner work placements

Use this space to record any additional information about how employer support for learner work placements was gained.

Note: support is required to be demonstrated for all training package products containing MWRs in the scope of the submission, regardless of whether they have been changed as a result of the development project. Confirmation of ongoing support for MWR including employer support for work placement needs to be gathered through the consultation process.

Refer to pg 29-32 of the TPA Submission Compliance Guide.

Click here to enter text.

15. Implementation Issues

Use this space to record information about implementation issues raised throughout the development process. Please include:

- What intelligence was gathered from stakeholders about implementation of the training package products
- How any implementation issues raised through the consultation process were addressed
- Whether any other training package products within your responsibility are affected by the project.

Refer to pg 30-31 of the TPA Submission Compliance Guide.

Stakeholder consultation provided valuable intelligence regarding the practical implementation of the revised floristry training package products across a range of delivery environments. Feedback focused primarily on qualification structure and progression, nominal hours, the allocation of skills across qualification levels, and the inclusion of sustainability skills within the training package.

Nominal hours were raised as an implementation consideration by a number of stakeholders. Feedback highlighted concerns regarding the potential impact of the revised qualification structure and unit content on state and territory nominal hour allocations, delivery models and funding arrangements. While the determination of nominal hours sits outside the remit of Jobs and Skills Councils, SaCSA recognised the importance of providing stakeholders with accurate information regarding the process. To support stakeholder understanding, SaCSA engaged with the Victorian Skills Authority to better understand the methodology and processes used by jurisdictions when determining nominal hours for training products. Information gained through these discussions was used to inform stakeholder communications and provide greater clarity regarding how nominal hours may be considered following endorsement of the revised training package products.

Stakeholders also provided feedback that two UoCs included in the Certificate III in Floristry (CUAACD201 Develop drawing skills to communicate ideas and SFLSOP010 Prepare quotations for floristry products) are more appropriately aligned to the Certificate IV in Floristry.

As review of the Certificate IV in Floristry was outside the scope of this project, these concerns and the utilisation of these skills were explicitly explored through public consultation and Technical Committee discussions to determine how to manage the UoCs at the Certificate III level.

Feedback received from industry representatives, employers and training providers identified that, depending on the nature of the business and employment setting, Certificate III level florists may be required to prepare quotations for clients and communicate design concepts through visual representations.

As such, SFLSOP010 Prepare quotations for floristry products was refined to better align the knowledge and skills requirements with AQF Level 3 expectations while maintaining its relevance to workplace practice and CUAACD201 Develop drawing skills to communicate ideas was moved to the elective bank, providing learners and employers with the flexibility to develop this capability where it is relevant to local industry needs and business practices. These changes strengthened qualification implementation by improving alignment between training outcomes, learner expectations and the diverse operational requirements of floristry businesses.

Stakeholders strongly supported the inclusion of sustainability and circular economy knowledge and skills within the qualification, noting that these capabilities are increasingly important across all aspects of contemporary floristry practice. Feedback consistently highlighted the need for learners to develop a foundational understanding of sustainability principles that could then be applied across the range of tasks undertaken by florists, and to support the knowledge and skills requirements added to units such as SFLDEC006 Construct hand tied floristry products and SFLDEC008 Construct floristry products with a base medium

Many stakeholders supported the development of a dedicated sustainability unit; however, as the development of new units of competency was outside the scope of this project, BSBSUS211 Participate in sustainable work practices was added as a core unit within the qualification. To support implementation and industry relevance, guidance has been included in the Companion Volume Implementation Guide on contextualising the unit for floristry workplaces.

One stakeholder also raised concerns that the increased integration of sustainability concepts throughout the training package products had resulted in duplication, noting multiple references across units of competency. This feedback was considered during product review. The Technical Committee and Strategic Workforce Advisory Group members confirmed that sustainability is a core industry capability that should be embedded across a range of workplace functions, while the inclusion of BSBSUS211 provides the underpinning knowledge required to support consistent application of sustainability practices in different floristry contexts.

Across all implementation issues raised, feedback was considered by the Technical Committee and project team, with proposed changes reviewed against industry requirements, learner outcomes, training delivery considerations and qualification pathways. The final training products reflect stakeholder input and have been designed to support effective implementation by RTOs while ensuring the qualifications remain contemporary, fit-for-purpose and aligned with industry needs.



Include detail about implementation in the *Consultation Log* including information about the stakeholders involved

16. Disputes

Note: This section refers to disputes as described in the Model Dispute Resolution Policy outlined in the TPOF Process Requirements.

Were any disputes recorded during the development activity?

☐ Yes ☒ No (go to Q18)

If yes, describe the dispute/s and how you applied your internal dispute resolution process to resolve the matter.

Click here to enter text.



Include detail about the dispute/s in the *Consultation Log* including information about the stakeholders involved (See example Attachment B Consultation Log - Dispute Resolution tab)

17. Alternative Dispute Resolution (ADR)

Was an Alternative Dispute Resolution (ADR) practitioner engaged?

☐

Yes

☒

No (go to Q18)

If yes, provide a summary of any disputes that were escalated to ADR. Include the recommendations produced, the final position of the Jobs and Skills Council, and a justification where the ADR practitioner's recommendations were not adopted.

Click here to enter text.



Upload a copy of the ADR practitioner's advice

18. Evidence of broad consensus

Has broad consensus been reached on all products?

☒

Yes (go to 18.1)

☐

No (go to 18.2)



Upload evidence of support (e.g. letters of support)

18.1 Provide a summary of how broad consensus has been determined.

Refer to pg 35-36 of the TPA Submission Compliance Guide.

Broad consensus was determined through an extensive consultation process involving employers, industry associations, employee representatives, Registered Training Organisations (RTOs), educators, technical experts, Skills Advisory Groups and government stakeholders. Stakeholders were provided with multiple opportunities to review and provide feedback on draft training package products throughout the development process through targeted consultation activities, workshops, meetings, technical committee discussions and public consultation.

Consultation feedback demonstrated broad support for the overall direction, intent and outcomes of the proposed training package products. While stakeholders expressed differing views on some aspects of product design, assessment requirements and implementation arrangements, these matters were considered through the consultation process and addressed through revisions to the training package products, assessment requirements, Companion Volume Implementation Guide and supporting documentation where appropriate.

Broad consensus was determined through consideration of the feedback received across stakeholder groups, the level of support expressed for the final products, and the resolution of issues raised during consultation. Stakeholder feedback resulted in a number of refinements to the products and implementation guidance, including amendments to assessment requirements and additional implementation advice to support consistent interpretation and delivery. The willingness of stakeholders to continue engaging throughout the consultation process and support the final products following these refinements was a key indicator that consensus had been achieved.

No formal disputes were raised during the development process. Where differing views were identified, these were managed through consultation, discussion and further refinement of the draft products. Feedback was considered on its merits and balanced against industry needs, learner outcomes, implementation considerations and the requirements of the Training Package Organising Framework.

SaCSA is satisfied that stakeholder feedback has been appropriately considered and that broad consensus has been achieved across the relevant stakeholder groups for all products included in this submission.

18.2 Where broad consensus is not reached, provide a justification for why the product has been submitted for endorsement, including how you attempted to gain consensus.

Click here to enter text.

Compliance with Requirements

19. Anti-Discrimination Assessment

Provide an assessment that demonstrates that the products meet anti-discrimination legislation, and associated standards and regulations, including the Disability Standards for Education 2005.

Refer to pg 38–40 of the TPA Submission Compliance Guide.



[Upload a copy of the Anti-Discrimination Assessment](#)

20. Pathways

Describe the process undertaken to ensure the training package products have pathways that facilitate movement between education sectors and employment.

Refer to pg 41–42 of the TPA Submission Compliance Guide.

Note: Pathways advice must be included in the Companion Volume Implementation Guide.

The development of the SFL30126 Certificate III in Floristry included deliberate consideration of its role within the broader floristry training pathway and its function as the primary qualification supporting entry into the floristry workforce. Pathways were reviewed through consideration of qualification purpose, occupational outcomes, AQF level, stakeholder feedback, employment outcomes and the relationship between the Certificate III and other qualifications within the SFL Floristry Training Package.

While this project was limited to review of the Certificate III in Floristry, consultation activities consistently emphasised the importance of maintaining clear progression pathways both into and beyond the qualification. Stakeholders confirmed the Certificate III as the key industry qualification for emerging florists, providing the technical, customer service, design, stock handling, sustainability and business skills required for employment across a range of floristry settings. Feedback also reinforced the importance of ensuring the qualification continued to

provide a pathway to higher-level qualifications, including the Certificate IV in Floristry and Diploma of Floristry Design.

The qualification structure and unit selection were reviewed to ensure graduates develop skills that support immediate employment outcomes while also providing a foundation for further vocational education and career progression. Particular consideration was given to contemporary industry requirements, including sustainability practices, digital capability, online retail and business skills, ensuring learners are equipped for current and emerging employment opportunities.

Pathways advice documented in the Companion Volume Implementation Guide identifies progression opportunities within the floristry training package and provides guidance regarding entry requirements, occupational outcomes and qualification relationships. Mapping information has also been provided to support learner transition from superseded products. Collectively, these measures support movement between education and employment and ensure the Certificate III remains a coherent pathway into the floristry industry and training.

21. Rationalising and Streamlining

Describe the process undertaken to rationalise and streamline the training package products.

Include information about any units and/or qualifications to be deleted and the results of any analysis of cross sector units and/or other existing units.

Refer to pg 43-44 of the TPA Submission Compliance Guide.

SaCSA applied a qualifications-first approach to rationalising and streamlining the SFL30115 Certificate III in Floristry. The intended vocational outcome was first confirmed as preparing learners for employment as florists with foundational technical skills and workplace capability appropriate to Certificate III level. The qualification structure, core and elective units, existing SFL units and available imported units were then reviewed to identify outdated content, duplication and opportunities to use or consolidate existing training products.

As the predominant qualification that individuals undertake to work in the floristry sector in Australia, enrolments have shown a marginal decline, decreasing 4% from 2,040 in 2018 to 1,970 in 2023. Additionally, completions have also shown a slight (2%) decline over the same period, decreasing by from approximately 800 to 785.

Consistent since 2018, enrolments are dominated by domestic students and in 2023, domestic students accounted for 99 per cent of enrolments.

Fifteen Registered Training Organisations (RTOs) (including RTOs who are currently pending re-registration) will be impacted by the changes to the qualifications.

Superseded units were replaced with current units where appropriate, electives with no enrolments over the previous five years were removed, and new elective options were added to support contemporary digital, business and entrepreneurship skills.

Existing SFL units were reviewed before development work was undertaken. Five units were substantially updated across their applications, elements and performance criteria, foundation

skills, performance evidence, knowledge evidence and assessment conditions. Sustainability and circular economy requirements were also strengthened within relevant technical units.

Opportunities to consolidate related workplace activities were identified. SFLSOP004 Receive and store floristry stock and SFLSOP005 Prepare and care for floristry stock were merged into SFLSOP013 Receive, store, prepare and maintain floristry stock.

Version 1 of the Draft Training products also tested merging SFLSOP009 Sell floristry products and SFLSOP010 Prepare quotations for floristry products. However, consultation identified quotation preparation as a distinct commercial function, and SFLSOP010 Prepare quotations for floristry products was therefore updated and retained as SFLSOP015 Prepare quotations for floristry products and services. Instead, SFLSOP008 Provide quality service to floristry customers and SFLSOP009 Sell floristry products were consolidated into SFLSOP014 Deliver customer service and sell floristry products.

Existing cross-sector units were used where they appropriately addressed identified capabilities rather than developing unnecessary SFL-specific content. BSBSUS211 Participate in sustainable work practices was included to support sustainable workplace capability, with floristry-specific contextualisation provided through the Companion Volume and implementation advice.

No nationally endorsed qualifications or units of competency are proposed for deletion through this submission. Rationalisation occurred through removing unused electives from the qualification, replacing superseded units, consolidating related SFL units, updating existing units where the competency remained required, and using suitable cross-sector units rather than duplicating existing competency outcomes.

21.1 Has the analysis identified any overlap with existing units?

☐ Yes (go to 21.1) ☒ No (go to Q22)

21.2 Provide a justification for why existing products are not suitable.

Click here to enter text.

22. Request to change transition period

Is a change to the standard transition period (12 months) proposed for any products in this submission?

☐ Yes ☒ No (go to Q23)



Identify products where a change to the transition period is proposed in *Attachment A – Products submitted for assurance*

Provide a rationale for the proposed transition period. Include information about the consultation undertaken to identify the need for a changed transition period.

Click here to enter text.

Training Product Content

23. Training Package Products

The Training Package Assurance team will review qualifications, units of competency and Skill Sets through Training Product Central.

Note: The drafting status of each training product must be set to 'Ready for Submission' and the project status must be set to 'Assurance Body Consideration'.



Upload a copy of the *Companion Volume Implementation Guide*

24. Pre-requisites

Does the submission include any units of competency that contain pre-requisites?

☐ Yes ☒ No (go to Q25)

If yes, describe the process undertaken to ensure the use of pre-requisites is minimised.

Click here to enter text.

Were there any issues raised about pre-requisites through the consultation process?

☐

Yes

☒

No (go to Q25)

If yes, provide a summary of the issue/s raised and how the issue/s have been resolved.

Click here to enter text.

25. Foundation skills

How did you determine the required level of performance for each of the ACSF core skills areas?

Refer pg 51-52 of the TPA Submission Compliance Guide.

The required ACSF performance levels for SFL30126 Certificate III in Floristry were determined by analysing the foundation skills already embedded in the qualification and its native units of competency. This included reviewing the performance criteria, performance evidence, knowledge evidence, workplace context, supervision requirements, role expectations and task complexity expected of a competent person on completion of the qualification.

The analysis focused on the foundation skills required to perform the entry level florist role. The qualification was reviewed to identify the level of learning, reading, writing, oral communication and numeracy needed to follow instructions, apply workplace procedures, communicate with customers and suppliers, and design, quote, sell and construct a range of floristry products.

The ACSF was used as the reference framework to determine the expected level of performance. Each core skill area was considered against the ACSF performance indicators, including the complexity of tasks, the familiarity of workplace texts, the degree of structure and support

available, and the level of autonomy expected of an entry level florist working with some independence under limited supervision, with more complex judgement supported by experienced colleagues. The required ACSF levels were therefore determined by matching the embedded skill requirements in the units to the ACSF indicators and examples of workplace performance.

Learning: Floristry work requires learners to follow workplace procedures, apply feedback, manage task sequencing, respond to product availability and adapt products or services to customer needs. The required learning level reflects structured workplace performance, some independent task management and ongoing practical skill development.

Reading: Learners are expected to interpret and apply a range of workplace texts, including customer briefs, job specifications, workplace procedures, safety requirements, supplier information, product documentation, order systems and regulatory documents. The required reading level reflects the ability to locate, interpret and apply information from familiar workplace texts to complete floristry tasks safely, accurately and to industry expectations.

Writing: Written tasks embedded in the qualification include recording workplace information, contributing to customer communications, documenting orders, completing stock records, preparing quotations and using workplace systems. The required writing level reflects the ability to produce routine workplace documentation and customer-related information accurately and appropriately for the floristry context.

Oral communication: Learners communicate with customers, team members, supervisors and others to clarify requirements, respond to customer needs, confirm orders, seek guidance and participate in workplace discussions across retail, studio, event, online and other floristry environments. The required level reflects clear, respectful and context-appropriate communication across these varied settings.

Numeracy: Practical calculations in floristry include quantities, pricing, proportions, measurements, resource usage, material requirements and quotation preparation. Learners may also need to estimate water use, measure ribbon or wire, count materials, determine quantities for single or multiple products and identify resource inefficiencies. The required numeracy level reflects confident application of familiar mathematical tasks in practical workplace contexts.

Digital capability: was considered separately, as it is not captured within the current ACSF framework. The Companion Volume identifies digital capability as embedded across floristry units, reflecting the routine use of digital tools in contemporary workplaces, including ordering and stock systems, customer communication platforms, design tools, quotation systems, online sales and digital record keeping. It is described as an additional capability outcome in the Companion Volume rather than an ACSF core skill.

The required levels were determined by matching embedded skill requirements against ACSF performance indicators, with consideration given to task complexity, workplace context, text complexity, available support and degree of autonomy. The foundation skills identified are already evident in the qualification and support competent workplace performance. They do not impose additional assessment requirements on RTOs, and no separate assessment of foundation skills is required.

26. Stand-alone Units

Does the submission include any stand-alone units of competency?

Note: stand-alone units refer to units of competency that are not packaged into a qualification.

☐

Yes

☒

No (go to Q27)

If yes, provide justification for the use of a stand-alone unit. Explain why it cannot be immediately packaged into a qualification and the proposed plan for embedding it in a qualification in future updates to the training package.

Refer pg 52 of the TPA Submission Compliance Guide.

Click here to enter text.

26.1 Support for Stand-alone Unit/s



Upload evidence of industry need and support for each stand-alone unit

Section 3 – CEO Declaration

27. Submission declaration

- ☒ This submission and proposed training package products were developed in accordance with all components of the Training Package Organising Framework (TPOF).
- ☒ I confirm the training package product/s align with their intended purpose and are structured to meet the needs of industry, employers and learners.
- ☒ I confirm all required attachments are included with this submission.
- ☒ I confirm the final draft products are accurately entered into Training Product Central and are ready for assurance assessment.

Jobs and Skills Council Chief Executive Officer			
Signature*:	Click here to add the CEO signature.	Date:	20/10/2026
Full Name:	Natalie Turmine		

* Options for capturing the CEO signature include: copy and paste an electronic signature above; upload a separate signed document which includes the required declarations to GovTEAMS; send an email from the CEOs email address to TrainingPackageAssurance@dewr.gov.au which includes the required declarations.

27. CEO summary statement

Include a summary from the CEO describing how they have ensured that the submission has been developed in accordance with the requirements set out in the TPOF.

I, Natalie Turmine, confirm that the Review of SFL30115 Certificate III in Floristry Activity has been developed in accordance with the requirements of the Training Package Organising Framework (TPOF).

Supported by extensive industry and stakeholder consultation, a dedicated Technical Committee and unanimous support through the Senior Officials Check across all states and territories, the revised training products strengthen foundational technical skills and workplace readiness, reflect contemporary floristry practices and business models, and embed sustainability and circular economy principles while maintaining alignment with regulatory and anti-discrimination requirements.

I am satisfied that the training products meet the TPOF requirements for design, consultation and quality, and are ready for Training Package Assurance Body review and subsequent consideration for endorsement by Skills Ministers.

Submission Checklist

To avoid a delay in the processing of your submission, please ensure that your submission is complete. Submissions that are not accompanied by the required attachments will be returned for completion. Confirm the following documents have been uploaded where applicable.

Q.	Submission Requirement	Uploaded	N/A	 Evidence Reference
Other	Publish submission to JSC website as per Step 5.1 of the TPOF. Refer to page 2 for minimum required documents.	☒		http://sacsa.org.au/projects/review-of-sfl30115-certificate-iii-in-floristry
3	Attachment A – Products submitted for assurance	☒		PS003 Attachment A
5	Technical committee membership details	☒		01 PS003 TC Member Brief v1.0 02 PS003 TC Member Brief v2.0 03 Technical Committee Terms of Reference v0.1 04 PS003 TC 1 Minutes 05 PS003 TC 2 Minutes 06 PS003 TC 3 Minutes 07 PS003 TC 4 Minutes 08 PS003 TC 5 Minutes
7	A copy of the stakeholder consultation strategy	☒		01 Review of SFL30115 Certificate III in Floristry Consultation Strategy 02 Review of SFL30115 Certificate III in Floristry Consultation Strategy v2.0
10	The consultation log	☒		Floristry Consultation Log - v0.12
11	Evidence that the SRO check was undertaken	☒		SRO Review Confirmation - Floristry

Q.	Submission Requirement	Uploaded	N/A	 Evidence Reference
12	Evidence of support from all relevant national/state and territory regulatory and/or licensing bodies	☐	☒	Not applicable
13	Evidence of engagement with other relevant JSCs	☐	☒	Not applicable
14.1	Evidence of support for proposed MWRs including employer willingness to support placements	☐	☒	Not applicable
17	The Alternative Dispute Resolution practitioner's advice	☐	☒	Not applicable
18	Evidence to support broad consensus	☒		01 SRO Review Confirmation - Floristry 02 PS003 TC 5 Minutes 03 PS003 TC Review Confirmation - Debby Birach-Mayer 04 PS003 TC Review Confirmation - Jacinta Young Floristry Consultation Log - v0.12
19	The Anti-Discrimination Assessment	☒		PS003 Anti-Discrimination Assessment
23	Training Package products submitted in Training Product Central	☒		
	The Companion Volume Implementation Guide	☒		01 SFL CVIG v0.8.1 02 SFL CVIG CIII Implementation Advice v1.0 03 Floristry Summary of Changes v1.1 04 SFL CVIG Attachments A-D
26.1	Evidence of identified industry need and support for stand-alone units	☐	☒	Not applicable