

Review of SFL30115 Certificate III in Floristry

Consultation Strategy

PROJECT SNAPSHOT

Item	Description	
Project Sponsor	Aaron Hines, Executive Director Products and Projects	
Project Manager	Katrina Higham, General Manager, Product Design and Development	
Project Lead	Sarah Latimer, Product and Project Lead	
Project Type	Complex: 18 months	April 2025 – October 2026
Timeline	Pre-stage 1 – Establishment of Project	April 2025
	Stage 1 – Initial Development	April 2025 – October 2025
	Stage 2 – Public and Government Consultation	October 2025 – March 2025
	Stage 3 – Incorporation of Feedback	March 2026 – May 2026 June 2026 - August 2026
	Stage 4 – Senior Officials Check	May 2026 - June 2026 September 2026
	Stage 5 – Submission to the Assurance Body	October 2026
	Stage 6 – Assurance Body consideration	October 2026 - November 2026
	Stage 7 – Skills Ministers Endorsement	December 2026
	Stage 8 – Publication of training products	December 2026

PROJECT BACKGROUND

Service and Creative Skills Australia (SaCSA) has received approval from the Department of Employment and Workplace Relations (DEWR) to review and update the following qualification (*the qualification*):

- SFL30115 Certificate III in Floristry

This Training Package Development (TPD) Activity Project will:

- Review the selection of core and elective units of competency (UoC) to reflect the evolving floristry business models and skills required to transition between the different business types
- Design a qualification pathway that aligns with career progression and reflects the appropriate Australian Qualification Framework (AQF) levels
- Create a more streamlined approach to foundational practical skills to ensure individuals are job ready with skills that reflect modern floristry practices
- Revise and enhance the knowledge content to address gaps in the current training product
- Develop a qualification structure that considers the recommendations from Qualification Reform Project
- Develop a contextualisation and mapping guide that supports training providers to develop and deliver qualifications that meet industry knowledge and skills needs
- Align qualification outcomes with current and emerging industry needs

The proposed review of the qualification will result in a major update in alignment with the Training Package Organising Framework (TPOF). SaCSA is proposing to undertake extensive industry and stakeholder consultation to determine knowledge, skills and application that aligns the needs of industry and the learner outcomes from training and education. This in turn, will:

- Support the practical foundation skills that industry requires from individuals,
- Create better flexibility and synergy between industry, training organisations and individuals and
- Enhance opportunities for career pathways and life-long learning.

This Activity Project has the following objectives:

- To update the core and elective selection in the *qualification* to ensure that individuals are equipped to meet current industry trends and future needs
- To ensure the learning outcomes for students are aligned to industry requirements
- To update UoC content to meet the needs of individuals and industry
- To streamline development of foundational practical skills to ensure individuals are job ready

SCOPE

SaCSA will undertake a focused review of SFL30115 Certificate III in Floristry.

This involves reviewing up to 10 UoCs in their entirety to ensure that they are meeting the needs of the industry as well as a full review of the core and elective selection in the *qualification*.

This review intends to result in learners being provided with more modern skills in the different types of floristry arrangements and collections, ensure the *qualification* promotes creativity and artistic vision and provide students with small business skills so they can apply this to future work in the industry.

This Training Package Development (TPD) Activity Project will:

- Undertake a full review of up to 10 UoC including Elements, Performance Criteria and Assessment Requirements to ensure fit-for-purpose knowledge, skills and application
- Create improved structure, allowing the *qualification* to be flexible and meet the evolving needs of industry
- Create a more streamlined approach to delivering foundational practical skills development, to ensure individuals are job ready
- Enabling flexibility to import units from other training packages (where required) to ensure that industry trends can be met

Out of Scope

SaCSA will only be reviewing the above *qualification* as part of this Activity Project. Other qualification reviews other than SFL30115 Certificate III in Floristry is out of scope for this Activity Project.

STAKEHOLDER CONSULTATION STRATEGY

This Stakeholder Consultation Strategy is designed to ensure that targeted and meaningful engagement informs SaCSAs training product development processes, in order to meet industry need for current and relevant training products.

Stakeholders, including industry experts, Registered Training Organisations (RTOs), Strategic Workforce Advisory Groups (SWAGs), and Technical Committees, will be consulted to identify opportunities for reform, review and refine outputs, and validate training product outcomes.

By engaging early and meaningfully, SaCSA will ensure the revised qualifications are current, fit-for-purpose, and reflective of real-world job roles and practices.

Engagement activities will be accurately recorded, and records of discussion retained to ensure transparency and accountability.

This is not an exhaustive list of consultation points undertaken throughout this Activity Project, however, will provide an overview of intended consultation activities.

Strategy Evaluation and Review

SaCSA's engagement strategy is fluid and responsive to the needs of our stakeholders. SaCSA will periodically review and evaluate engagement to ensure that consultation is open, inclusive and facilitates feedback from all key users of the training products.

PURPOSE AND OUTCOMES OF CONSULTATION

The purpose of consultation is to inform and involve stakeholders in the Review of SFL30115 Certificate III in Floristry project, according to the requirements of the TPOF. This consultation forms a critical phase in ensuring the proposed qualification is relevant, future-focused, and aligned with workforce demands across the Floristry sector.

The focus of the engagement is to test and validate the draft recommendations developed through initial research and expert input. Stakeholders are invited to assess the suitability of proposed changes to qualification structures, content, and assessment approaches, and to help identify any potential impacts of implementation.

SaCSA is seeking feedback on:

- The relevance and accuracy of the proposed qualification updates.
- Alignment with current and emerging industry practices.
- Practicality for delivery by Registered Training Organisations (RTOs).
- Potential challenges or impacts on learners, educators, and employers.

All feedback received during the consultation will be analysed and used to refine the draft qualifications. This will help ensure the final products are responsive to industry needs, educationally sound, and practical to implement. Where required, stakeholder insights will lead to adjustments in content, structure, and delivery guidance.

Intended outcomes of the consultation:

- Validation of the proposed qualification content and structure.
- Assurance of alignment with contemporary industry requirements.
- Identification of implementation issues or unintended consequences.
- Strengthening of quality, relevance, and integrity of the final training products.

Through this consultation, SaCSA aims to deliver training products that support workforce capability, meet future industry challenges, and ensure quality outcomes for learners and employers alike.

INFORM AND ENGAGE STAKEHOLDERS

Identify Key Stakeholder Groups

Key stakeholder groups have been identified to ensure broad, representative input across all stages of the development process. Each group brings unique expertise and perspectives that contribute to the relevance, quality, and applicability of the training product. A detailed list of key stakeholder types is provided in [Appendix A: Stakeholder Group Summary](#).

Distribution of Key Stakeholders

The table below outlines the distribution of key stakeholder groups by location to support targeted and regionally informed engagement.

Stakeholder	AUS	ACT	NSW	NT	QLD	SA	TAS	VIC	WA
SWAG			X					X	
Technical Committee	X	X	X		X			X	X
Industry stakeholders	X	X	X	X	X	X	X	X	X
RTOs	X	X	X		X	X		X	X

In addition to the stakeholder groups already mentioned, a public consultation process will be undertaken to ensure that broad occupations and perspectives across the Floristry sector are represented.

Activity Project Launch

Activity Project Page

SaCSA published the [Review of SFL30115 Certificate III in Floristry](#) web page on 12 May 2025. This page will serve as a central hub for updates, ensuring industry professionals have access to the latest information and opportunities to engage in the consultation process.

SaCSA Newsletter

The SaCSA newsletter will keep stakeholders informed with regular updates on project progress and upcoming consultation opportunities. It will also be utilised to encourage participation in surveys and online feedback opportunities.

Activity Project EDM

SaCSA will use targeted Electronic Direct Mail (EDM) campaigns to deliver tailored information to stakeholder groups. These campaigns will ensure that the right audiences receive relevant updates, consultation invitations, and opportunities to provide input.

A tailored EDM was sent to each of the 17 Registered Training Organisations (with current registration and re-registration pending) impacted by this Activity Project, via the publicly available details on training.gov.au, to advise of the commencement of this review and invite them to engage in consultation.

Initial Feedback Survey

SaCSA's Initial Feedback Survey aims to identify issues and opportunities within the current training products, gather stakeholder feedback on the potential solutions and to identify and validate industry practices and workforce needs.

Key areas of feedback that will be sought include but are not limited to:

- Identifying redundant or overlapping units of competency
- Evaluating whether current training aligns with industry standards and skills demands
- Improvement of flexibility and relevance in training delivery
- Emerging trends and skills gaps in the Floristry sector.

SaCSA launched the Initial Feedback survey on 12 May 2025 and made accessible via the Activity Project web page ([Review of SFL30115 Certificate III in Floristry](#)) Industry members were invited to participate, and responses were collected over a period of 8 weeks.

Markup.IO

SaCSA will utilise Markup.IO to gather comprehensive feedback on the nuances of SaCSA's draft training products during the Public and Government Consultation phase. Markup.io will allow stakeholders to provide input and feedback across several key areas, including, but not limited to:

- Suitability of language used within the training products,
- Validation of knowledge and skills included within the draft training products,
- Any foreseen implementation issues, and
- Any persisting knowledge and skills gaps.

The draft training products will be launched on Markup.IO at the commencement of **Stage 2: Public and Government Consultation** and will collate responses for a minimum of four weeks.

Project Consultation Roadshow

In November 2025, SaCSA will facilitate a series of face-to-face workshops to gather feedback on the draft training products.

The workshops will involve technical discussions and collaborative review of the draft training products to ensure they are fit-for-purpose for stakeholders across the industry and VET sector.

SaCSA will also host a series of virtual workshops in November and December 2025 and February 2026 for those stakeholders who are unable to attend in person.

Additional Training Package Assurance Guidance

Following additional guidance received from the Training Package Assurance Body (TPA) on 29 June 2026 regarding the application of the Elements and Performance Criteria (EPC) and Application of Skills and Knowledge (ASK) templates, SaCSA undertook a further review of the template selection for the draft training products.

This included re-reviewing each unit against the TPA guidance to confirm the most appropriate template and revising the draft training products where required.

An additional Technical Committee meeting was held to discuss the TPA guidance, its implications for the project and the proposed approach to revising the training products. The Technical Committee was provided with a further opportunity to review the revised products before the project was resubmitted to the Senior Responsible Officers in September 2026.

The additional review and consultation required in response to the TPA guidance resulted in an extension to the project timeline to allow sufficient time for revision, validation and Technical Committee review.

Regular Updates

As each stage of this Activity Project is progressed, SaCSA will utilise various methods such as direct emails, the SaCSA newsletter and the project website to communicate insights and updates.

ESTABLISH A TECHNICAL COMMITTEE

SaCSA opened applications for this Activity Projects Technical Committee on 12 May 2025.

Technical Committee member applications were screened and reviewed against the criteria of sector experience, VET sector experience, and the needs of this Activity Project. Interviews were conducted as part of the selection process to ensure appropriate representation and expertise, in alignment with the Technical Committee [Terms of Reference](#).

The Technical Committee was stood up in September 2025 to provide expert advice and support to this Activity Project, in line with the Technical Committee Terms of Reference.

Technical Committee Membership

Name	Stakeholder Type	Location	Organisation
Andrea Rockett	Employer	QLD	MyFlowerSchool
Carolyn Williamson	Employer	QLD	Maison Fleur Floral Design
Rita Feldman	Peak body/association	National	Sustainable Floristry Network
Tess Chapman	Employee	VIC	Flowers Vasette
Jacinta Young	Employer	VIC	Jacintas Flower Studio
Clement Lee	RTO	WA	South Metropolitan TAFE
Narelle Phillips	RTO, educational expert	ACT	Canberra Institute of Technology
Emelia Bristow	RTO	NSW	Pearsons School of Floristry
Debby Birach-Mayer	RTO	QLD	Flowers to Impress

No occupational licensing, certification or specific legislative requirements apply to the SFL30115 Certificate III in Floristry. As such, unions will be engaged throughout the consultation process and invited as guest attendees of the Technical Committee meetings.

Technical Committee Meetings

The Technical Committee will meet at least three times throughout the Activity Project. **Note:** Meeting dates are subject to change and are representative of the project at the time of publication.

#	Date	Type	Meeting	Purpose
1	Late September 2025	Virtual	<i>Initial meeting</i>	Set up and expectations of Technical Committee. Review of initial feedback and recommendations to develop draft training product.
2	Early October 2025	Virtual	<i>Progress review</i>	Deep review of the draft training product(s) and companion volume implementation guides Dispute resolution, if required.
3	March 2026	In person	<i>Review of final draft training product</i>	Review of public consultation feedback. Deep review of the draft training product and companion volume implementation guide.
4	Late August 2026	Virtual	<i>TPA Guidance and Next Steps</i>	Discuss recent TPA guidance, its implications for the training products, and the approach to revision and Technical Committee review.

5	Early October 2026	Virtual	<i>Final meeting for Technical Committee</i>	Final review of draft training product and companion volume implementation guide.
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Technical Committee sign-off

The Activity Project Technical Committee will review the final draft training product. This product will then be submitted to the Senior Responsible Officers and the Quality Assurance Body.

PROVIDING PROJECT FEEDBACK

In line with the TPOF, SaCSA will be facilitating broad, public consultation and feedback of the draft training products, in addition to targeted engagement for this Activity Project.

Broad, public consultation will be facilitated for a minimum of four weeks, after which the feedback will be verified by additional engagement (if required) and incorporated into the draft training products.

How to provide feedback

There are mechanisms that Stakeholders can use to provide feedback around this Activity Project:

Workshops	SaCSA will host interactive workshops to provide project updates, foster discussion, and engage with industry perspectives. Each session will offer a platform for stakeholders to share insights, ask questions, and play an active role in shaping the development of training products.
Social media	SaCSA will use social media platforms, including LinkedIn and the SaCSA Webpage, to announce key project developments, share insights, and keep stakeholders informed. These platforms will also identify opportunities for stakeholders to participate in feedback sessions and public reviews.
Online Feedback Surveys	SaCSA will provide online surveys to collate in depth stakeholder's feedback. Surveys will be a structured and accessible way to gather industry perspectives, allowing the capturing of valuable insights from a broad range of stakeholders, including those in regional and remote areas. The surveys will focus on specific UoC changes, assessment structures, and competency requirements to identify recurring feedback themes to inform training product improvements.
Roundtables	SaCSA will host face-to-face roundtables to provide stakeholders with direct opportunities to engage in meaningful discussions about training product developments. Sessions will allow industry leaders, RTOs, and employers to share insights, address challenges, and collaborate on refining UoCs to ensure they meet workforce needs, create a space in open discussions on training product refinements and strengthen industry ownership of training outcomes through direct stakeholder input.

What happens to the feedback

Feedback received throughout the Activity Project is recorded in the Consultation Log. This log will be updated after the Broad Consultation period and will be published on the Activity Project webpage.

All feedback will be considered and either incorporated into the draft training products or deemed as unfit for incorporation. In this instance, information and justification for this decision will be reflected in the Consultation Log.

Conflicting feedback

If feedback received for this Activity Project is conflicting and a broad consensus on the draft training product cannot be achieved, SaCSA will collaborate with the Technical Committee and SWAG (and other specialists/subject matter experts, as required) to reach an agreeable solution.

If required, an additional review and consultation phase will be opened to address the consensus.

If all methods to address the conflicting feedback have been undertaken and a resolution still cannot be reached, SaCSA will undertake the formal dispute resolution process, as outlined in the Training Package Product Development and Endorsement Process Policy.

APPENDIX A - STAKEHOLDER GROUP SUMMARY

Stakeholder	Function
Strategic Workforce Advisory Groups (SWAGs)	Consultation will occur during the project and to seek support of the outcomes from the review and consultation. The SWAG will be consulted of the proposed changes to the qualification and in turn, training.gov.au in line with the TPOF.
Technical Committee	SaCSA will draw on the technical expertise of the Committee Members in this Activity Project to obtain advice on findings and suggestions of development of training product: • Duplication of knowledge and skills to create a better alignment with industry practices, whilst keeping the integrity of repetition necessary to develop competency of skills. • Develop uniform qualifications by removing duplication of units and creating specialisation streams that enable a better learner experience • Create a more streamlined approach to foundational practical skills to ensure individuals are job ready.
Industry stakeholders	Consultation with industry stakeholders will be undertaken throughout the project to identify and validate knowledge and skill gaps among new entrants to the workforce, as well as individuals who have recently completed their qualifications. In addition, industry stakeholders will contribute valuable insights regarding current benchmarks, best practices, and the broader industry context, which will inform the development of the training products.
Registered Training Organisations (RTOs)	Training providers (RTOs) with impacted training products on their Scope of Registration will be consulted throughout the project to provide input on units of competency, the structure of the qualifications and the impact on learners. Once feedback is collated, SaCSA will engage with SWAGs to seek advice and ensure updates align with the TPOF.
The VET Feedback and Monitoring Group (VFMG)	The VET Feedback and Monitoring Group (VFMG) is established as a space for VET educators to share their thoughts on SaCSA projects and give practical input on how project outcomes and outputs can be put into action. Its role is to offer timely feedback throughout a project's lifecycle, from early direction right through to post-endorsement, with all input recorded in a consultation log for the SaCSA project team. Where there's a Technical Committee in place, the VFMG's feedback will also be shared with them. The VFMG is made up of experienced professionals from across the VET sector, the group will provide real-world insights into how SaCSA products are used, and where improvements can be made.

APPENDIX B - KEY STAKEHOLDER ORGANISATIONS BY TYPE AND LOCATION

Organisation	Location	Stakeholder Type
All Occasion Flowers	NSW	Employer
Daily Blooms	National	Employer
Susan Avery Flowers & Events	Sydney	Employer
Petals Network	National	Employer
Interflora Australia	National	Employer, peak body/association
The Flower Company	National	Employer
Florist Works	National	Employer
Tynte Flowers	SA	Employer
Roses Only	National	Employer
Easy Flowers	National	Employer
Bloomex	National	Employer
LVLV	National	Employer
FloralY	National	Employer
Fig & Bloom	National	Employer
Coles	National	Employer
Woolworths	National	Employer
Maison Fleur	QLD	Employer
Sustainable Floristry Network	National	Peak Body
National Retail Association	National	Peak body/association
Wildflowers Australia (WFA)	National	Peak body/association
The Shop, Distributive & Allied Employees' Association (SDA)	National	Union
Australian Workers Union	National	Union
Australian Services Union	National	Union
Flower Industry Australia	National	Peak body/association
Professional Florists Association of New South Wales (PFA NSW)	NSW	Peak body/association
Australian Floral Art Association (AFAA)	National	Peak body/association
Floral Design Council of South Australia (FDCSA)	SA	Peak body/association
The Ivy Institute	National	Educational Expert
The Bloom School	QLD	Educational Expert
Thrive Flower School	NSW	Educational Expert

Blume Flower school	NSW	Educational Expert
Floral Art School Of Australia	National	Educational Expert
Gregory Milner	VIC	Educational Expert
Matthew Landers Academy	WA	Educational Expert
Linda Landers	WA	Educational Expert
Department of Employment and Workplace Relations	National	Commonwealth, state and territory governments
ASQA	National	Licensing and regulatory bodies
Training Accreditation Council	WA	Licensing and regulatory bodies
Victorian Registration and Qualifications Authority	Victoria	Licensing and regulatory bodies
MEGT	National	Australian Apprenticeship Support Network (AASN)
Skills Canberra	ACT	Commonwealth, state and territory governments
Department of Education	NSW	Commonwealth, state and territory governments
Department of Education and Training	NT	Commonwealth, state and territory governments
Department of Trade, Employment and Training	QLD	Commonwealth, state and territory governments
Skills SA	SA	Commonwealth, state and territory governments
Skills Tasmania Department of State Growth	TAS	Commonwealth, state and territory governments
Victorian Skills Authority	VIC	Commonwealth, state and territory governments
Department of Training and Workforce Development	WA	Commonwealth, state and territory governments
Canberra Institute of Technology	ACT	Registered Training Organisation
TAFE Queensland	QLD	Registered Training Organisation
Holmesglen Institute	VIC	Registered Training Organisation
Gordon Institute of TAFE	VIC	Registered Training Organisation
Melbourne Polytechnic	VIC	Registered Training Organisation
MM College	VIC	Registered Training Organisation
TAFE SA	SA	Registered Training Organisation
The Flower School	QLD	Registered Training Organisation
Flowers to Impress	QLD	Registered Training Organisation
Box Hill Institute	VIC	Registered Training Organisation

South Metropolitan TAFE	WA	Registered Training Organisation
TAFE NSW	NSW	Registered Training Organisation
Pearsons School of Floristry	NSW	Registered Training Organisation
High Demand Skills	NSW	Registered Training Organisation

APPENDIX C: VET FEEDBACK AND MONITORING GROUP (VFMG)

Name	Location	Provider
Amy Harrison	NSW	TAFE NSW
Tania Lee	WA	South Metropolitan TAFE
Elisa Caughey	VIC	Box Hill TAFE
Myhanh Rutledge	VIC	Melbourne Polytechnic
David Berger	NSW	TAFE NSW
Renae Monument	VIC	Melbourne Polytechnic