

Training Package	Retail Services (SIR07)		HSC Requirements and Advice
Unit title	Create a display		
Unit code	Competency field	Sector	HSC Indicative Hours 15
SIRXMER005A	Merchandising	Cross-Sector	

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan and implement a display for a retail business.
Prerequisite units	Nil
Application of the unit	This unit requires the team member to identify requirements for a display, develop display ideas and have them approved by relevant personnel and plan and build displays. In addition the unit requires the team member to maintain displays to meet the requirements of the product, the audience and the organisation. The unit may apply to floor and sales team members.
Employability Skills	The required outcomes described in this unit contain applicable facets of Employability Skills. The <i>Employability Skills Summary</i> of the qualification in which this unit is packaged will assist in identifying Employability Skill requirements.

Evidence Guide

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

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Context of and specific resources for assessment	Methods of assessment	Assessing Employability Skills
Evidence of the following is <u>essential</u> : <ul style="list-style-type: none"> • identify the requirements for a new display • create a display plan that meets the requirements of the product, the audience and the organisation • plans and builds the display plan and maintains the display. 	Assessment <u>must</u> ensure access to: <ul style="list-style-type: none"> • a retail work environment • relevant documentation, such as store policy and procedures manuals • display space • a range of display products and materials. 	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: <ul style="list-style-type: none"> • observation of performance in the workplace • third-party reports from a supervisor • customer feedback • written or verbal questioning to assess knowledge and understanding. Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.	Employability Skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts. Employability Skills embedded in this unit should be assessed holistically in the context of the job role and with other relevant units that make up the skill set or qualification.

Required Skills and Knowledge

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- creative thinking skills
- interpersonal communication skills to:
 - communicate display ideas to others
 - seek and accept feedback through clear and direct communication
 - use language and concepts appropriate to cultural differences
 - use and interpret non-verbal communication
- representing ideas in the form of a simple display plan
- observing when display needs to be changed, updated or altered
- maintaining display.

The following knowledge must be assessed as part of this unit:

- basic design principles, including:
 - colour
 - shape
 - use of space
 - flow of product
- the audience for the display and what the display needs to communicate
- a variety of display options
- organisational requirements in terms of product display.

Element	Performance Criteria	Range Statement
1 Identify the requirements of the display	1.1 Identify <i>purpose</i> and <i>audience</i> for the display.	<p>The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. <i>Bold italicised</i> wording in the Performance Criteria is detailed below.</p> <p><i>Purpose</i> of the display may include:</p> <ul style="list-style-type: none"> • window display • promotion • sale • new products • new range. <p><i>Audience</i> for the display may include:</p> <ul style="list-style-type: none"> • new or repeat customers • external and internal foot or vehicular traffic • people of different ages • people from a range of social, cultural and ethnic backgrounds and with varying physical and mental abilities • people with varying degrees of language and literacy.
	1.2 Identify products that will be displayed.	
	1.3 Identify organisation’s requirements and research <i>relevant information</i> where required.	<p><i>Relevant information</i> may be sourced from:</p> <ul style="list-style-type: none"> • direct observation • written reports • colleagues • internet • magazines • technical personnel • marketing personnel.
	1.4 Identify <i>resources</i> required to create the display.	<p><i>Resources</i> may include:</p> <ul style="list-style-type: none"> • labels and tickets • materials • equipment and technology • fixtures and fittings • staff • time • budget.

Element	Performance Criteria	Range Statement
	1.5 Identify and consider <i>constraints or factors</i> that may affect the creation of the display.	<p><i>Constraints or factors</i> may include:</p> <ul style="list-style-type: none"> • time • budget • staff • availability of materials • space • product characteristics.
2 Develop display ideas	2.1 Generate ideas for the display using <i>creative thinking techniques</i> .	<p><i>Creative thinking techniques</i> may include:</p> <ul style="list-style-type: none"> • product association • brainstorming • visualising • telling stories • creative writing • lateral thinking • mind mapping • drawings • using prompts.
	2.2 Test ideas against display requirements and <i>organisation's requirements</i> .	<p><i>Organisation's requirements</i> may include:</p> <ul style="list-style-type: none"> • organisational standards • OHS • branding • store policy and procedures • aesthetics • budget • staff • allocated space.
	2.3 Discuss <i>display options</i> with relevant personnel.	<p><i>Display options</i> may include:</p> <ul style="list-style-type: none"> • indoor or outdoor • static or moving • sound • lighting.
	2.4 Modify display ideas and refine according to <i>feedback</i> and confirm with <i>relevant personnel</i> .	<p><i>Feedback</i> may be sought and received:</p> <ul style="list-style-type: none"> • verbally • in writing • in groups • individually.

Element	Performance Criteria	Range Statement
		<p><i>Relevant personnel</i> may include:</p> <ul style="list-style-type: none"> • manager • team leader • external personnel with display creation expertise.
3. Plan and build displays	3.1 Develop ideas into a simple <i>display plan</i> .	<p><i>Display plan</i> may include:</p> <ul style="list-style-type: none"> • simple sketches of planned display • checklist of materials and equipment required.
	3.2. Source resources, materials and products to meet plan requirements.	
	3.3 Create display following the display plan.	
	3.4 Seek assistance from relevant personnel where required.	
	3.5 Review display and make refinements as required.	
4. Maintain display	4.1 Maintain display in a clean and tidy condition and replace products as necessary according to display plan.	
	4.2 Make changes or alterations to the display as appropriate.	