# WRRM5A Monitor in-store visual merchandising display

**Release: 1**

## WRRM5A Monitor in-store visual merchandising display

## Modification History

Not applicable.

## Unit Descriptor

This unit involves the interpretation of a visual merchandising plan and the monitoring of the display to ensure it meets the requirements of the plan and the organisation's visual merchandising standards.   The ability to contribute to the visual merchandising standards of the organisation is also required.
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## Application of the Unit

Not applicable.

## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

Not applicable.

## Employability Skills Information

Not applicable.

## Elements and Performance Criteria Pre-Content

Not applicable.

# Elements and Performance Criteria

**Elements and Performance Criteria**

| Element | Performance Criteria |
|---------|----------------------|
| 1  Interpret a visual merchandising plan | 1.1  Design requirements of visual merchandising plan are identified. |
|  | 1.2  Resources required to implement plan are sourced. |
|  | 1.3  Factors that may impact on plan are identified. |
|  | 1.4  Organisation's visual merchandising standards are applied to the plan. |
| 2  Monitor display requirements | 2.1  Display is regularly monitored to ensure it meets the requirements of the visual merchandising plan. |
|  | 2.2  Damage or changes to the display are identified. |
|  | 2.3  Action is taken to rectify any changes to the display. |
| 3  Maintain displays to organisation requirements and plan | 3.1  Displays are maintained so that they are clean and tidy. |
|  | 3.2  Additions or changes to displays are made so the display consistently adheres to the visual merchandising plan. |
|  | 3.3  Organisation's requirements for visual merchandising are maintained in the display. |
| 4  Contribute to the visual merchandising standards of the organisation | 4.1  Visual merchandising standards of the organisation are interpreted. |
|  | 4.2  Opportunities for improving visual merchandising standards are identified. |
|  | 4.3  Contributions to the visual merchandising standards are made as appropriate. |

# Required Skills and Knowledge

Not applicable.

# Evidence Guide

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

**Critical Aspects of Evidence**

Competency in this unit requires evidence that the candidate:

Accurately interprets and correctly identifies the design requirements of a visual merchandising plan.

Monitors the display closely and completes regular maintenance to ensure it meets the requirements of the visual merchandising plan and the organisation visual merchandising standards.

Contributes appropriately to the ongoing development of the organisation's visual merchandising standards.

**Underpinning Skills and Knowledge**

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events.   The requirements for this unit of competency are listed below:

Knowledge of:

Basic principles of visual merchandising

Basic design principles

Organisation visual merchandising principles

Skills in:

Maintaining and updating displays according to the visual merchandising plan

Generating ideas for improving visual merchandising standards

**Generic Process Skills**

There are a number of processes that are learnt throughout work and life which are required in all jobs.   They are fundamental processes and generally transferable to other work functions.   Some of these are covered by the **key competencies**, although others may be added.   The questions below highlight how these processes are applied in this unit of competency.

Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

How can **communication of ideas and information** be applied?

Contributions to visual merchandising standards need to be communicated to other members of the organisation. (2)

How can **information be collected**, **analysed and organised**?

Information is collected and analysed when interpreting a visual merchandising plan. (2)

How are **activities planned and organised**?

Maintaining displays and making additions or changes requires activities to be organised. (1)

How can **team work** be applied?

Team work may be required in interpreting the visual merchandising plan and maintaining the display. (1)

How can the use of **mathematical ideas and techniques** be applied?

Interpreting a visual merchandising plan may require some mathematical techniques to work out sizes and shapes of the display. (2)

How can **problem solving skills** be applied?

Ensuring that the displays meet the requirements of the visual merchandising plan will require problem solving. (2)

How can the **use of technology** be applied?

Displays may require the use of technology. (1)

**Context of Assessment**

**Assessment Process**

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

**Integrated Competency Assessment**

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.

Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRM5A can be assessed with other units that make up a particular job function.

**Evidence Gathering Methods**

Evidence should include products, processes and procedures from the workplace context.

Evidence might include:

Observation of the person in the workplace

Third party reports from a supervisor

Customer feedback

Answers to questions about specific skills and knowledge

**Resources Required**

A retail work environment

Relevant documentation, such as:

store policy and procedures manuals

store visual merchandising standards

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Answers to questions about specific skills and knowledge
**Resources Required**
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Relevant documentation, such as:
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store visual merchandising standards

# Range Statement

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces.   It provides details of practices, knowledge and requirements referred to in the elements and performance criteria.   The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

Design requirements of the plan may include:

colours used

layout of the display

functionality

merchandise for display

size of display

location in store of display

Resources required to implement plan may include:

fixtures and fittings

people

time

materials

supports

lights

Factors that may impact on the plan may include:

store promotions

time requirements

budget requirements

availability of staff

Organisational visual merchandising standards may include:

store plan and design

retail image

technology available

location of display

Damage or changes to the display may include:

damage to fixtures, fittings or display supports

damage to items on display

changes in the appearance of the display

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damage to fixtures, fittings or display supports
damage to items on display
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# Unit Sector(s)

Not applicable.