



Australian Government

Department of Education, Employment and Workplace Relations

SIRXMER005A Create a display

Revision Number: 1

SIRXMER005A Create a display

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to plan and implement a display for a retail business.

Application of the Unit

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. This unit may apply to floor and sales team members.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability skills The required outcomes described in this unit contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Identify the requirements of the display.	1.1 Identify <i>purpose</i> and <i>audience</i> for the display. 1.2 Identify products that will be displayed. 1.3 Identify organisation's requirements and research <i>relevant information</i> where required. 1.4 Identify <i>resources</i> required to create the display. 1.5 Identify and consider <i>constraints or factors</i> that may affect the creation of the display.
2 Develop display ideas.	2.1 Generate ideas for the display using <i>creative thinking techniques</i> . 2.2 Test ideas against display requirements and <i>organisation's requirements</i> . 2.3 Discuss <i>display options</i> with relevant personnel. 2.4 Modify display ideas and refine according to <i>feedback</i> and

ELEMENT**PERFORMANCE CRITERIA**

confirm with *relevant personnel*.

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|---|--------------------------|-----|---|
| 3 | Plan and build displays. | 3.1 | Develop ideas into a simple <i>display plan</i> . |
| | | 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. |

Required Skills and Knowledge

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.

Evidence Guide

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 Evidence of the following is essential:

EVIDENCE GUIDE

demonstrate competency in this unit

- identifies the requirements for a new display
- creates 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.

Context of and specific resources for assessment

Assessment must ensure access to:

- a retail work environment
- relevant documentation, such as store policy and procedures manuals
- display space
- a range of display products and materials.

Methods of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- 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.

Assessing employability skills

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.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the performance criteria is detailed below.

Purpose of the display may include:

- window display
- promotion
- sale
- new products
- new range.

Audience for the display may include:

- 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.

Relevant information may be sourced from:

- direct observation
- written reports
- colleagues
- internet
- magazines
- technical personnel
- marketing personnel.

Resources may include:

- labels and tickets
- materials
- equipment and technology
- fixtures and fittings
- staff
- time
- budget.

RANGE STATEMENT

Constraints or factors may include:

- time
- budget
- staff
- availability of materials
- space
- product characteristics.

Creative thinking techniques may include:

- product association
- brainstorming
- visualising
- telling stories
- creative writing
- lateral thinking
- mind mapping
- drawings
- using prompts.

Organisation's requirements may include:

- organisational standards
- OHS
- branding
- store policy and procedures
- aesthetics
- budget
- staff
- allocated space.

Display options may include:

- indoor or outdoor
- static or moving
- sound
- lighting.

Feedback may be sought and received:

- verbally
- in writing
- in groups
- individually.

RANGE STATEMENT

Relevant personnel may include:

- manager
- team leader
- external personnel with display creation expertise.

Display plan may include:

- simple sketches of planned display
- checklist of materials and equipment required.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Merchandising