



**Australian Government**

# **SITXMPR402 Create a promotional display or stand**

**Release 1**

## SITXMPR402 Create a promotional display or stand

### Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	<p>N</p> <p>Replaces but is not equivalent to SITXMPR002A Create a promotional display or stand.</p> <p>Minor adjustments to expression of content to streamline and improve unit. Added elements and principles of design.</p>

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to create a display or stand for the promotion of a product or service. It requires the ability to identify the objectives of the promotion, determine who the audience will be, select all display components and assemble the display or stand.

### Application of the Unit

This unit applies to all industry sectors. People working with some level of independence create displays at promotional events or within their own workplaces. This includes sales and marketing personnel, managers, and owner-operators of small businesses. Displays may be used to promote any product, service, or event; a group of products being cooperatively marketed; or even a whole city, region or tourism precinct.

This unit does not cover the skills of a specialist display designer or visual merchandiser.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

### Pre-Requisites

Not applicable.

## Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

### Elements and Performance Criteria

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

- |  |   |
|--|---|
| 1. Make preparations for display or stand. | <ul style="list-style-type: none"> <li>1.1 Identify display or stand objectives in consultation with appropriate colleagues.</li> <li>1.2 Obtain operational <b><i>information to assist in display or stand preparation</i></b> to allow time for adequate planning.</li> <li>1.3 Plan display or stand to meet target audience needs.</li> <li>1.4 Select and organise adequate <b><i>display supplies</i></b> and transportation arrangements according to display plan.</li> <li>1.5 Identify the need for and seek assistance from display specialists where appropriate.</li> </ul> |
| 2. Create the display.                     | <ul style="list-style-type: none"> <li>2.1 Create or dress the display or stand, making creative use of available materials and supplies.</li> <li>2.2 Consider the <b><i>elements and principles of design</i></b> in creating the display.</li> <li>2.3 Use <b><i>display techniques</i></b> that maximise visual appeal of display and reflect the nature of product or service being sold.</li> <li>2.4 Use display equipment correctly and safely.</li> <li>2.5 Check display or stand to ensure safety of colleagues and customers.</li> </ul>                                      |

## Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

### Required skills

- critical thinking skills to evaluate options for creative display
- literacy skills to:
  - interpret information about the needs of the target audience and operational aspects of the display or stand
- numeracy skills to work with concepts about size, space and layout
- planning and organising skills to coordinate practical and creative aspects of display creation
- visual literacy skills to work with the elements and principles of design.

### Required knowledge

- industry contexts in which displays are used, including:
  - trade and consumer shows
  - shopping centre promotions
  - information centre displays
  - window displays
  - promotional functions
- materials and equipment used for display in different locations and settings, such as stages, exhibition booths, permanent displays and window displays
- elements and principles of design as they apply to the creation of displays
- visual merchandising techniques using commonly available materials, including techniques for maximising the effectiveness of collateral in displays, including brochures and posters
- work health and safety practices for transporting, carrying and assembling the display or stand
- safety issues associated with the construction and operation of promotional displays and stands in different venues.

## Evidence Guide

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

### Overview of assessment

#### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the ability to:

- create a display or dress a promotional stand to meet specific objectives using accepted display techniques and working within typical workplace time constraints
- apply the elements and principles of design
- create display or stand in a well organised and safe manner.

#### **Context of and specific resources for assessment**

Assessment must ensure use of:

- a display space or promotional stand
- display and promotional materials used in the relevant industry sector.

#### **Method of assessment**

A range of assessment methods should be used to assess the practical skills and knowledge required to create a promotional display or stand. The following examples are appropriate for this unit:

- evaluation of the creativity and visual appeal of a display created by the individual
- use of case studies to assess application of different display techniques to typical industry promotional situations
- written or oral questioning to assess knowledge of different visual merchandising techniques, safety considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

#### **Guidance information for assessment**

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITXCOM302 Make presentations
- SITXMPR404 Coordinate marketing activities.

## 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, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

***Information to assist in display or stand preparation*** may include:

- budget allocation
- floor plans
- nature of display area, including booth and stage
- need for utilities, such as electricity and water
- need for waste management
- work health and safety requirements
- security
- set-up times and duration
- type of surface on which display is to be created.

***Display supplies*** may include:

- adhesives and velcro
- audiovisual systems, including videos and sound systems
- balloons and other decorations
- collateral materials, such as brochures, posters, banners and organisational colours and logo
- computers
- floral arrangements and potted plants
- furniture
- mobiles
- pins
- scissors
- string.

***Elements and principles of design*** may include:

- alignment
- balance
- coherence
- colour
- composition
- contrast
- direction
- dominance
- emphasis
- form
- line
- movement
- pattern

*Display techniques* may include the use of:

- proportion
- proximity
- repetition
- rhythm
- shape
- simplicity/complexity
- space (positive and negative)
- subordination
- texture
- unity.
- cultural artefacts
- fabric
- flags
- freestanding display options
- local produce
- printed materials
- product samples
- signs
- 3-D materials.

## **Unit Sector(s)**

Cross-Sector

## **Competency Field**

Marketing and Public Relations