



Australian Government

Department of Education, Employment and Workplace Relations

WRRVM15A Style merchandise for photography

Release: 1

WRRVM15A Style merchandise for photography

Modification History

Not applicable.

Unit Descriptor

This unit involves the application of photographic styling techniques to visual merchandising arrangements.

This unit involves the application of photographic styling techniques to visual merchandising arrangements

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 | Work effectively as a stylist | 1.1 | Work is performed with an emphasis on research, planning and forecasting. |
| | | 1.2 | Resourcing for shooting is completed within |

- prescribed deadlines and to specified budgets.
- 1.3 A comprehensive stylist kit is developed and maintained.
- 2 Collaborate with key creative and production personnel
 - 2.1 Promotional job brief is accurately interpreted.
 - 2.2 Effective communication occurs with creative and production team members, and responsibility is accepted for own output.
 - 3 Carry out steps in stylist planning
 - 3.1 Action plan and critical milestones are documented and tasks are completed according to timelines.
 - 4 Source props and merchandise for photographic assignments
 - 4.1 Props and merchandise are sourced and acquired within designated timeframes as required for specific assignments.
 - 4.2 Props are hired according to industry procedures where required.
 - 4.3 A current and ongoing resource file of services and supplies is maintained for future assignments.
 - 5 Place merchandise and props for photographs
 - 5.1 Styled arrangements demonstrate the application of design principles to two-dimensional and three-dimensional work.
 - 5.2 Arrangements reflect appropriate selection of colour and appreciation of technical lighting and camera arrangements to achieve desired outcomes.

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 will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

Sample analysis of a project brief and subsequent stylist action plan.

Examples of personally styled photographs.

Answers to questions on photographic styling.

Underpinning knowledge and skills

Knowledge including:

The elements and principles of design.

20th century design trends.

Contemporary design issues.

Copyright and intellectual property issues and legislation and their impact on design practice.

The psychological and marketable characteristics of colour in visual merchandising.

The application and effects of light on colour in photography.

Photographic techniques and terminology.

Skills including:

Creative thinking skills.

Design application.

Ability to work in a team.

Time management skills.

Attention to detail.

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? (2)

Communication of ideas and information will be applied when negotiating and interpreting the project brief.

How can **information be collected, analysed and organised**? (2)

Information on the project brief the available budget and required materials will need to be collected analysed and organised.

How are **activities planned and organised**? (3)

Activities are planned and organised through the development of a stylist project action plan.

How can **team work** be applied? (2)

Team work will be applied when seeking information from others in the production team and reporting outcomes.

How can the use of **mathematical ideas and techniques** be applied? (1)

Mathematical ideas and techniques are applied when assessing camera angles and lighting effects.

How can **problem solving skills** be applied? (2)

Problem solving skills will be applied when analysing feedback from other team members and modifying the styled arrangement.

How can the **use of technology** be applied? (0)

The use of technology may not be applied in this unit.

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 WRRVM15A can be assessed with other units which make up a particular job function.

Evidence gathering methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

Observation of the person in the workplace.

A simulated photographic styling project.

Third party reports from a supervisor.

A folio of personally developed styling designs.

Client feedback.

Answers to questions about specific skills and knowledge.

Resources required

A real or simulated work environment.

Relevant documentation, such as:

legislation and statutory requirements

Occupational Health and Safety requirements

industry codes of practice

project briefs.

Access to studio and production facilities.

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

Sample analysis of a project brief and subsequent stylist action plan.

Examples of personally styled photographs.

Answers to questions on photographic styling.

Underpinning knowledge and skills

Knowledge including:

The elements and principles of design.

20th century design trends.

Contemporary design issues.

Copyright and intellectual property issues and legislation and their impact on design practice.

The psychological and marketable characteristics of colour in visual merchandising.

The application and effects of light on colour in photography.

Photographic techniques and terminology.

Skills including:

Creative thinking skills.

Design application.

Ability to work in a team.

Time management skills.

Attention to detail.

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? (2)

Communication of ideas and information will be applied when negotiating and interpreting the project brief.

How can **information be collected, analysed and organised**? (2)

Information on the project brief the available budget and required materials will need to be collected analysed and organised.

How are **activities planned and organised**? (3)

Activities are planned and organised through the development of a stylist project action plan.

How can **team work** be applied? (2)

Team work will be applied when seeking information from others in the production team and reporting outcomes.

How can the use of **mathematical ideas and techniques** be applied? (1)

Mathematical ideas and techniques are applied when assessing camera angles and lighting effects.

How can **problem solving skills** be applied? (2)

Problem solving skills will be applied when analysing feedback from other team members and modifying the styled arrangement.

How can the **use of technology** be applied? (0)

The use of technology may not be applied in this unit.

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 WRRVM15A can be assessed with other units which make up a particular job function.

Evidence gathering methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

Observation of the person in the workplace.

A simulated photographic styling project.

Third party reports from a supervisor.

A folio of personally developed styling designs.

Client feedback.

Answers to questions about specific skills and knowledge.

Resources required

A real or simulated work environment.

Relevant documentation, such as:

legislation and statutory requirements

Occupational Health and Safety requirements

industry codes of practice

project briefs.

Access to studio and production facilities.

Range Statement

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

General context

Location of shoot.

Merchandise range.

Store Image.

Characteristics of the specific product/s.

Clients may include managers within the enterprise or external business customers.

Project brief.

Promotional budget.

Worksite-specific context, variations and environments.

Workplace context

Workplace-specific guidelines, policies and practices.

Consultative processes may involve:

teams

art director

photographer

management

other professional or technical staff.

Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to

Occupational Health and Safety.

Industry codes of practice.

License patent or copyright arrangements.

Australian Consumer Commission provisions.

Trade Practices Act.

Work site environment factors may include but are not limited to

Availability of a studio environment and equipment.

Relevant computer hardware and software.

A basic stylist kit may include but is not limited to

Pliers.

Masking tape/double sided gaffer.

Pins.

Nylon thread.

Safety pins/paperclips.

Hammer.

Stanley knife.

Scissors.

Adhesive gum.

Spray bottle.

Glass cleaner.

General cleaner.
White cotton gloves.
Tweezers.
Cotton buds/balls.
Soft brush/dusting.
Eucalyptus oil.
Pegs/bulldog clips.
Baby wipes.

Materials may include but are not limited to:

Display fixtures and fittings.
Props.
Fabric.
Paper/card.
Furniture.
Outside locations.
Studio scenery.

Visual merchandising standards may include but are not limited to

Store plan and design.
Retail image.
Design brief.
Location of display.

Critical documents

Project brief, stylist action plan, stylist resource file.

Categories of merchandise may include but are not limited to:

Fashion.
Fashion accessories.
Cosmetics.
Confectionery.
Food/drinks.
Homewares.
Books.

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

General context

Location of shoot.
Merchandise range.
Store Image.
Characteristics of the specific product/s.
Clients may include managers within the enterprise or external business customers.
Project brief.
Promotional budget.
Worksite-specific context, variations and environments.

Workplace context

Workplace-specific guidelines, policies and practices.
Consultative processes may involve:
teams

art director
photographer
management
other professional or technical staff.

Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to

Occupational Health and Safety.
Industry codes of practice.
License patent or copyright arrangements.
Australian Consumer Commission provisions.
Trade Practices Act.

Work site environment factors may include but are not limited to

Availability of a studio environment and equipment.
Relevant computer hardware and software.

A basic stylist kit may include but is not limited to

Pliers.
Masking tape/double sided gaffer.
Pins.
Nylon thread.
Safety pins/paperclips.
Hammer.
Stanley knife.
Scissors.
Adhesive gum.
Spray bottle.
Glass cleaner.
General cleaner.
White cotton gloves.
Tweezers.
Cotton buds/balls.
Soft brush/dusting.
Eucalyptus oil.
Pegs/bulldog clips.
Baby wipes.

Materials may include but are not limited to:

Display fixtures and fittings.
Props.
Fabric.
Paper/card.
Furniture.
Outside locations.
Studio scenery.

Visual merchandising standards may include but are not limited to

Store plan and design.
Retail image.

Design brief.

Location of display.

Critical documents

Project brief, stylist action plan, stylist resource file.

Categories of merchandise may include but are not limited to:

Fashion.

Fashion accessories.

Cosmetics.

Confectionery.

Food/drinks.

Homewares.

Books.

Unit Sector(s)

Not applicable.