



Australian Government

Department of Education, Employment and Workplace Relations

SIRXMER202 Plan, create and maintain displays

Release: 1

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Modification History

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

Release	Comments
First Release	This is a revised unit, based on and equivalent to SIRXMER005A Create a display.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify requirements for displays, develop display ideas, obtain approval from relevant personnel, and plan and build displays. It also covers maintaining displays to meet the requirements of the product, the audience and the organisation.

Application of the Unit

This unit applies to floor and sales team members responsible for merchandise displays for a retail business.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Element	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. Identify requirements for displays.	1.1. Identify <i>purpose, audience</i> and products for each display. 1.2. Identify organisational requirements and research <i>relevant information</i> where required. 1.3. Identify available budget and <i>resources</i> required to create the display. 1.4. 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 and <i>organisational 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 confirm with <i>relevant personnel</i> .
3. Plan and build displays.	3.1. Develop ideas into simple <i>display plans</i> . 3.2. Source resources, materials and products to meet plan requirements. 3.3. Create displays following display plans. 3.4. Seek assistance from relevant personnel where required. 3.5. Review display and make refinements as required.
4. Maintain displays.	4.1. Regularly clean and tidy displays and replace products as necessary according to display plans. 4.2. Make changes or alterations to the display as appropriate.

Required Skills and Knowledge

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

Required skills

- communication and interpersonal skills to:
 - communicate display ideas to others
 - seek and accept feedback through clear and direct communication
 - use and interpret non-verbal communication
 - use language and concepts appropriate to cultural differences
- creative thinking and design skills to generate ideas for improving displays
- initiative and enterprise skills to ensure efficient and cost-effective use of resources
- observation skills to identify when display needs to be changed, updated or altered
- sketching and writing skills to represent ideas in a simple display plan

Required knowledge

- audiences for and required effects of displays
- basic design principles, including:
 - colour
 - flow of product
 - shape
 - use of space
- organisational requirements, including:
 - environment, health and safety compliance
 - location of displays
 - visual merchandising standards
- visual merchandising display options

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.

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

Evidence of the following is essential:

- identifies the requirements for new displays
- creates display plans that meet the requirements of the product, audience and organisation
- plans and builds displays, according to plans
- maintains displays.

Context of and specific resources for assessment

Assessment must ensure access to:

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

Method 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.

Guidance information for assessment

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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 individual, accessibility of the item, and local industry and regional contexts) may also be included.

- Purpose*** of display may include:
- attracting customers into the store
 - new products
 - new range
 - promotion
 - sale.
- Audience*** for display may include:
- internal and external foot or vehicular traffic
 - new or repeat customers
 - people from a range of social, cultural and ethnic backgrounds
 - people with varying physical and mental abilities
 - people of different ages
 - people with varying degrees of language and literacy.
- Relevant information*** may be sourced from:
- colleagues
 - direct observation
 - internet
 - magazines
 - marketing personnel
 - technical personnel
 - written reports.
- Resources*** may include:
- equipment and technology
 - fixtures and fittings
 - labels and tickets
 - new or recycled materials
 - staff
 - time.
- Constraints or factors*** may include:
- availability of materials
 - budget
 - product characteristics
 - space
 - staff
 - time.
- Creative thinking techniques*** may include:
- brainstorming
 - creative writing
 - drawings

- lateral thinking
 - mind mapping
 - product association
 - telling stories
 - using prompts
 - visualising.
- Organisational requirements** may include:
- aesthetics
 - allocated space
 - branding
 - budget
 - work health and safety (WHS)
 - organisational standards
 - staff
 - store policy and procedures, including:
 - housekeeping and waste disposal procedures
 - WHS procedures.
- Display options** may include:
- indoor or outdoor
 - lighting
 - sound
 - static or moving.
- Feedback** may be sought and received:
- in groups
 - in writing
 - individually
 - verbally.
- Relevant personnel** may include:
- external personnel with visual merchandising expertise
 - manager
 - team leader.
- Display plans** may include:
- checklist of materials and equipment required
 - simple sketches of planned display.

Unit Sector(s)

Cross-Sector

Competency Field

Merchandising