



Australian Government

Department of Education, Employment and Workplace Relations

WRRM6A Create a display for a small business

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This unit encompasses the competencies required to plan and implement a display for a small retail business. It involves identifying requirements for a display, developing display ideas, developing and implementing a display plan and maintaining the display.

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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 Identify the requirements of the display	1.1 Purpose and audience for the display are identified. 1.2 Products that will be displayed are identified. 1.3 Organisational requirements are identified and relevant information researched where required. 1.4 Resources required to create the display are identified. 1.5 Constraints or factors that may impact on the creation of the display are considered.
2 Develop display ideas	2.1 Ideas for the display are generated using creative thinking techniques. 2.2 Ideas are tested against display requirements and organisational requirements. 2.3 Display options are discussed with relevant personnel. 2.4 Display ideas are modified and refined according to feedback.
3 Develop and implement display plan	3.1 Ideas are developed into a detailed display plan. 3.2 Resources, materials and products are sourced to meet plan requirements. 3.3 Display is created following the display plan. 3.4 Assistance is sought from relevant personnel where required. 3.5 Display is reviewed and refinements made as required.
4 Maintain display	4.1 Display is kept clean and tidy and maintained according to display plan. 4.2 Products are replaced as necessary. 4.3 Changes or alterations to the display 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:

Can accurately identify the requirements of a new display.

Can create a display plan that meets the requirements of the product, the audience and the organisation.

Can successfully implement the display plan and maintain the display.

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 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

Skills in:

Creative thinking skills

Representing ideas in the form of a display plan

Observing when display needs to be changed, updated or altered

Maintaining display

Communicating display ideas to others

Seeking and accepting feedback from others

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?

Ideas for the display need to be communicated to relevant personnel. (2)

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

Information on the products to be displayed and the audience for the display will be gathered and analysed. (2)

How are **activities planned and organised**?

Implementing the display plan will involve planning and organising a range of activities. (2)

How can **team work** be applied?

Team work may be required in developing ideas and implementing the plan. (1)

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

Mathematical ideas and techniques may be used to develop the display plan. (1)

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

Problem solving skills will be required in designing a display to fit the requirements of the store. (2)

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

Technology may be required in creating the display following the plan. (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 WRRM6A 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

Access to a range of display products and materials

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Ideas for the display need to be communicated to relevant personnel. (2)

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

Information on the products to be displayed and the audience for the display will be gathered and analysed. (2)

How are **activities planned and organised**?

Implementing the display plan will involve planning and organising a range of activities. (2)

How can **team work** be applied?

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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:

Purpose of the display may include:

window display

promotion

sale

new products

new range

Resources required may include:

tickets

labels

materials

fixtures and fittings

staff

time

budget

Constraints or factors may include:

time

budget

staff

availability of materials

space

product characteristics

Organisational requirements may include:

organisational standards

aesthetics

budget

staff

allocated space

Relevant personnel may include:

manager

colleagues

team leader

marketing personnel

external personnel with display creation expertise

Creative thinking techniques may include:

visualisation

lateral thinking

product association

Display options may include:

indoor

outdoor

stationary

moving

sound

lighting

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Unit Sector(s)

Not applicable.