

-SQA- SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number- 5120117

-Session-1997-98

-Superclass- BC

-Title- INTRODUCTION TO DISPLAY

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Explaining the relationship between display and sales in a range of retail outlets, and acquiring the practical skills to safely construct a display.

OUTCOMES

1. explain the relationship between the display function and selling;
2. identify display practices adopted by different retail organisations;
3. use basic tools, props, products and materials safely;
4. construct a product display according to a selected theme.

CREDIT VALUE: 1 NC Credit

ACCESS STATEMENT: Access to this unit is at the discretion of the centre.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

Additional copies of this unit may be purchased from SQA (Sales and Despatch section). At the time of publication, the cost is £1.50 (minimum order £5.00).

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STATEMENT OF STANDARDS

UNIT NUMBER: 5120117

UNIT TITLE: INTRODUCTION TO DISPLAY

Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

OUTCOME

1. EXPLAIN THE RELATIONSHIP BETWEEN THE DISPLAY FUNCTION AND SELLING

PERFORMANCE CRITERIA

- (a) The features of selling and prestige displays are described accurately.
- (b) The sensory appeal of displays is described accurately.
- (c) The influences of merchandising policies on the type of display are described correctly.

RANGE STATEMENT

Selling displays: emphasis on quantity; graphic message emphasises cost; layout and design secondary to filling display area.

Prestige displays: emphasis on quality; graphic message emphasises brand; prices underplayed or omitted; design and layout emphasised and enhanced through use of good display materials.

Type of displays: mass; open; technical; promotional.

EVIDENCE REQUIREMENTS

Written and/or oral evidence that the candidate can explain the relationship between the display function and selling.

OUTCOME

2. IDENTIFY DISPLAY PRACTICES ADOPTED BY DIFFERENT RETAIL ORGANISATIONS

PERFORMANCE CRITERIA

- (a) The advantages and limitations of different types of window structures and displays are described accurately.
- (b) The advantages and limitations of different types of interior displays and sites are described accurately.
- (c) The selection of different window and interior displays by different retail organisations is explained correctly.

RANGE STATEMENT

Window structures: full back; open back; partial back; level of sill.

Interior displays: island; wall; plinth; counter top; show case.

Retail organisations: department store; variety chain store; multiple; independent; superstore.

EVIDENCE REQUIREMENTS

Written and/or oral evidence that the candidate can explain the reasons for different retail organisations selecting particular display practices.

OUTCOME

3. USE BASIC TOOLS, PROPS, PRODUCTS AND MATERIALS SAFELY

PERFORMANCE CRITERIA

- (a) Props are assembled, dismantled and stored safely.
- (b) Appropriate tools and fixings are selected and used safely.
- (c) Fixed and portable machinery is operated safely.

RANGE STATEMENT

The range for the outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Performance evidence that the candidate can use basic tools, props, products and materials safely.

OUTCOME

4. CONSTRUCT A PRODUCT DISPLAY ACCORDING TO A SELECTED THEME

PERFORMANCE CRITERIA

- (a) A display plan is prepared in accordance with the site and selected theme.
- (b) A display is constructed safely in accordance with a display plan.
- (c) Adjustments to display are made as a result of viewing.

RANGE STATEMENT

The range for the outcome is fully expressed within the performance criteria.

EVIDENCE REQUIREMENTS

Performance evidence is required to show that the candidate can construct a product display.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes).

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should be kept. These records will be available for external verification.

SPECIAL NEEDS

In certain cases, modified outcomes and range statements can be proposed for certification. See references at end of support notes.

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SUPPORT NOTES

UNIT NUMBER: 5120117

UNIT TITLE: INTRODUCTION TO DISPLAY

SUPPORT NOTES: This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 40 hours. The use of notional design length for programme design and timetabling is advisory only.

PURPOSE This module has been designed for candidates who wish to gain practical and theoretical experience of display.

SQA publishes summaries of NC units for easy reference, publicity purposes, centre handbooks, etc. The summary statement for this unit is as follows:

In this module you will learn how to relate display to selling, relate display practices to specific organisations, and use tools, props and materials to construct a display.

CONTENT/CONTEXT This module should be delivered in the context of a range of retail operations. It is also applicable to the wider scope of the retail business, for example: licensed bookmakers, banks and other financial institutions, tourism and other services such as hairdressing and beauty therapy outlets.

Outcome 3

The need to exercise care when assembling and dismantling structural, functional and decorative props should be emphasised. Safety when using tools, fixed and portable machinery should be emphasised.

Selection of the most appropriate tools and fixings in relation to products and should be emphasised.

Outcome 4

Emphasis should be placed on planning, selecting and preparing merchandise and props. Attention to detail should be stressed: making minor adjustments, ticketing, accessorising etc.

APPROACHES TO GENERATING EVIDENCE Theory should be developed via a practical and candidate-centred approach. The teaching/learning process should take place within the actual or simulated display working environment.

The opportunity to develop skills by practising with different merchandise, props and equipment would be beneficial.

Slides, film and visits can be used.

ASSESSMENT PROCEDURES

Outcome 1

The candidate will participate in short answer questions which will allow evidence to be generated for all of the performance criteria and the full range.

Outcome 2

The candidate will participate in an assignment, involving two different types of retail organisations, which will allow evidence to be generated for all of the performance criteria and the full range.

Outcomes 3 and 4

These outcomes may be assessed integratively. The candidate will participate in a practical exercise, involving the creation of a window or interior display from original concept to creation, allowing evidence to be generated for all the performance criteria. Group assessment would be acceptable provided that there is evidence that each candidate can meet the performance criteria.

PROGRESSION Candidates who achieve this module may progress to NC module xxxx Display Practice.

RECOGNITION Many SQA NC units are recognised for entry/recruitment purposes. For up-to-date information see the SQA guide 'Recognised Groupings of National Certificate Modules'.

REFERENCES

1. Guide to unit writing. (A018).
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment. (B005).
3. Procedures for special needs statements are set out in SQA's guide 'Candidates with Special Needs'. (B006).
4. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures. (F009).
5. For details of other SQA publications, please consult SQA's publications list. (X037).

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