-SQA- SCOTTISH QUALIFICATIONS AUTHORITY

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

GENERAL INFORMATION

-Module Number-   5120107   -Session-1997-98

-Superclass-   BC

-Title-   **DISPLAY PRACTICE**

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Applying practical and evaluative skills associated with the display function.

OUTCOMES

1.   apply design, colour and lighting theory to display;

2.   produce a display programme for a specific retail outlet;

3.   create a display;

4.   evaluate different types of display.

CREDIT VALUE: 1 NC Credit

ACCESS STATEMENT: Access to this unit is at the discretion of the centre. However, it would be beneficial if the candidate had completed NC module 5120117 Introduction to Display.

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

STATEMENT OF STANDARDS

UNIT NUMBER: 5120107

UNIT TITLE: DISPLAY PRACTICE

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.   APPLY DESIGN, COLOUR AND LIGHTING THEORY TO DISPLAY

PERFORMANCE CRITERIA

(a)   Principles of design are applied appropriately to the display.
(b)   Effective use of colour is demonstrated.
(c)   Effective light sources are selected to enhance display.

RANGE STATEMENT

Principles of design: composition; line; form; colour; texture; pattern; space.

Colour: harmony; discord; analogous; complementary; hue; tone; shade; chromatic.

Lighting: general; directional; influence on colour.

EVIDENCE REQUIREMENTS

Performance evidence is required to show that the candidate can apply principles of design, colour and lighting theory to display.

OUTCOME

2.   PRODUCE A DISPLAY PROGRAMME FOR A SPECIFIC RETAIL OUTLET

PERFORMANCE CRITERIA

(a)   Planning for the creation of the display programme is in line with good practice.

(b)   The creation of the display programme maximises the use of resources.

(c)   The brief for the display activity contains all relevant elements.

RANGE STATEMENT

Good practice: integration with other promotional activities; global view of corporate/store activities.

Resources: time; materials and props; staff; selling/display space.

Relevant elements: window/site type; theme; floor and background specifications; list of props, materials and products; showcard and price ticket thumbnail sketch; sketch of composition; details of colour scheme and lighting.

EVIDENCE REQUIREMENTS

Performance evidence that the candidate can produce a display programme and create a brief for a display in a specific retail outlet.

OUTCOME

3.   CREATE A DISPLAY

PERFORMANCE CRITERIA

(a)   Grouping arrangements for various types of products are appropriate to the display to be created.

(b)   Props and products are prepared correctly for display.

(c)   Methods used to enhance display are appropriate to the products to be displayed.

RANGE STATEMENT

Grouping arrangements: repetition and rhythm; radiation; control; harmony; graduation.

EVIDENCE REQUIREMENTS

Performance evidence that the candidate can create a good display.

OUTCOME

    4.   EVALUATE DIFFERENT TYPES OF DISPLAY

PERFORMANCE CRITERIA

    (a)   Criteria for evaluating displays are explained.
    (b)   Different types of display are evaluated accurately in terms of the criteria.

RANGE STATEMENT

Criteria: suitability; power to attract; selling power; arrangement; cleanliness; lightning; technical competence.

EVIDENCE REQUIREMENTS

Written and/or oral evidence is required to show that the candidate can explain the criteria for evaluating displays and evaluate six different types of display according to the specified criteria.

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.

NATIONAL CERTIFICATE MODULE: UNIT SPECIFICATION

SUPPORT NOTES

UNIT NUMBER: 5120107

UNIT TITLE: DISPLAY PRACTICE

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 is designed for candidates who already possess practical and theoretical display skills, who wish to extend those skills and acquire further evaluation skills.

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 create a display, applying design principles and colour and lighting theory. You will also develop skills required to produce a display programme and to evaluate different types of displays.

CONTENT/CONTEXT   This module may 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.

Corresponding to outcomes 1-4:

1.   Emphasis should be placed on practical exercises to develop design theory principles. 2D and/or 3D simulated product and prop models may be used to demonstrate theory and practice. A colour catalogue may be beneficial in helping candidates to appreciate colour theory terminology.

2.   Importance of good planning in on-site progress of display programme should be emphasised.

3.   Floor plans and front evaluations (not to scale) may be used.

4.   Peer assessment and group discussion should be encouraged. Candidates may require guidance and practice in developing skills to make constructive critical analysis of displays.

APPROACHES TO GENERATING EVIDENCE   This module should be delivered in a candidate-centred, practical manner. Visits to retail outlets should be used where possible. Theoretical aspects should be delivered via a mixture of tutor/trainer input, group discussion, visiting speakers and the use of materials such as trade journals.

ASSESSMENT PROCEDURES   Outcomes may be assessed individually but excellent opportunities for integration exist.

Outcome 2

The candidate will participate in a practical exercise to produce a display programme and full brief for one display activity in the programme, allowing evidence to be generated for all the performance criteria and the full range.

Outcomes 1 and 3

The candidate will participate in a practical exercise to create a display from original concept, preparatory planning, to final creation, allowing evidence to be generated for all the performance criteria and the full range.

Outcome 4

The candidate will participate in an assignment to evaluate a minimum of six displays in accordance with defined criteria, allowing evidence to be generated for all the performance criteria and the full range.

PROGRESSION   On completion of this module candidates may wish to progress to HN units in display, design or related areas.

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).