



National Unit specification: general information

Unit title: Visual Merchandising (SCQF level 5)

Unit code: H1SH 11

Superclass: BC

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Summary

This Unit is designed for employees or prospective employees who want to improve their visual merchandising skills within various business operations. Candidates will learn about the importance and relevance of visual merchandising, compare different graphic communication methods and develop skills in creating visual displays. This is an optional Unit in the National Certificate in Retailing at SCQF level 5 but may also be delivered as a free-standing Unit.

Outcomes

- 1 Evaluate the relationship between visual merchandising and sales performance.
- 2 Describe types of window and interior display in terms of effective visual merchandising.
- 3 Identify different graphic communication methods for visual merchandising.
- 4 Create and dismantle an effective merchandising display.

Recommended entry

Entry is at the discretion of the centre.

Credit points and level

1 National Unit credit at SCQF Level 5 (6 SCQF credit points at SCQF level 5*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

General information (cont)

Unit title: Visual Merchandising (SCQF level 5)

Core Skills

Achievement of this Unit gives automatic certification of the following Core Skills component:

Complete Core Skill None

Core Skill component Critical Thinking at SCQF level 4

There are also opportunities to develop aspects of Core Skills which are highlighted in the Support Notes of this Unit specification.

National Unit specification: statement of standards

Unit title: Visual Merchandising (SCQF level 5)

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

Outcome 1

Evaluate the relationship between visual merchandising and sales performance.

Performance Criteria

- (a) Identify methods used for visual merchandising.
- (b) Describe methods of visual merchandising in relation to different products.
- (c) Explain the benefits of visual merchandising in relation to sales performance.

Outcome 2

Describe types of window and interior display in terms of effective visual merchandising.

Performance Criteria

- (a) Describe different types of window and interior displays used for different visual merchandising purposes.
- (b) Describe the advantages and disadvantages of different types of window displays.
- (c) Describe the advantages and disadvantages of different types of interior displays.

Outcome 3

Identify different graphic communication methods for visual merchandising.

Performance Criteria

- (a) Describe the importance of graphic communication in relation to image, promotion and legality.
- (b) Identify different types of graphic communication and their appropriateness for the product and location.
- (c) Identify the requirements and implications of relevant legislation.
- (d) Identify methods for checking the accuracy and legality of signage.

National Unit specification: statement of standards (cont)

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Outcome 4

Create and dismantle an effective merchandising display.

Performance Criteria

- (a) Produce a display plan and sketch/elevation in colour for the selected theme or promotion.
- (b) Prepare the display area.
- (c) Assemble the display using props safely whilst using the correct tools and fixings.
- (d) Evaluate the completed display.
- (e) Dismantle the display safely using the correct tools and fixings.
- (f) Store and dispose of props and display safely.

Evidence Requirements for this Unit

Evidence should be produced in open-book conditions and candidates must demonstrate that they have achieved all Outcomes and Performance Criteria.

Outcome 1

Written and/or oral recorded evidence is required which demonstrates an awareness of different merchandising methods, the benefits of visual merchandising in relation to sales performance and the areas suitable in store for visual merchandising. Candidates must:

- ◆ identify four methods of visual merchandising
- ◆ describe a minimum of three different types of displays and their merchandising methods in relation to different products
- ◆ explain four benefits of visual merchandising in relation to sales performance

Outcome 2

Written and /or oral recorded evidence is required which demonstrates an awareness of the advantages and disadvantages of different window structures and different interior displays used for visual merchandising. Candidates must:

- ◆ describe a window structure and interior display for three different products
- ◆ describe an advantage and a disadvantage of three different window structures
- ◆ describe an advantage and a disadvantage of three interior displays

National Unit specification: statement of standards (cont)

Unit title: Visual Merchandising (SCQF level 5)

Outcome 3

Written and or/oral recorded evidence which demonstrates an awareness of different graphic communication with regard to store image and the implications of the law with regard to visual merchandising. Candidates must:

- ◆ describe two reasons why graphic communication is important in relation to image, promotion and legality
- ◆ identify four different types of graphic communication and their appropriateness for different products and location
- ◆ identify three facts for three government acts which relate to the legislative requirements and implications for signage used in stores
- ◆ identify two methods for checking the accuracy and legality of signage

Outcome 4

Product and performance evidence which demonstrates the candidate's ability to:

- ◆ produce a plan and sketch/elevation of a display for a theme or promotion
- ◆ create the display safely using the correct tools and fixings and at least two props
- ◆ evaluate the completed display against the plan and sketch/elevation
- ◆ dismantle the display safely using the correct tools and fixings
- ◆ store and dispose of props and display safely

National Unit specification: support notes

Unit title: Visual Merchandising (SCQF level 5)

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit broadly aligns to the National Occupational Standards set by the Sector Skills Council Skillsmart Retail. In particular, this Unit deals with elements of the knowledge and skills outlined in:

- ◆ P7-9 Display stock to promote sales to customers in a retail environment
- ◆ P1-5 Dismantle retail displays

The Unit relates to the visual merchandising role within various business operations, including, but not limited to a retail environment.

The Unit is aimed at candidates who are new to the visual merchandising role, or who have limited experience in this area and want to improve their skills.

Visual merchandising is usually related to the retail industry and this Unit will be applicable within a wide range of retail operations. However, visual merchandising is equally important in many other areas, eg manufacturer's showrooms, markets, trade exhibitions, museums and wherever products are presented. This should be taken into account when planning evidence generation.

Health and safety guidance relating to practical activities should be given and candidates are expected to adopt safe working practices at all times.

Guidance on learning and teaching approaches for this Unit

The use of practical activities, either individually or in groups, should be encouraged to embed candidates' knowledge and demonstrate various methods and techniques.

The opportunity for candidates to discuss and share ideas should be explored during delivery of and feedback for Outcome 4. Candidates should have an understanding of the colour wheel, in particular, warm/cold colours and colours associated with different promotional activities.

Candidates should be made aware that different organisations will use their own terminology in relation to visual merchandising. For example, retail stores may use different techniques and words to describe their merchandising methods including outposting, front styling and stories.

National Unit specification: support notes (cont)

Unit title: Visual Merchandising (SCQF level 5)

This Unit should be delivered in a candidate-centred practical manner. Visits to retail outlets and other appropriate venues where visual merchandising is a function, 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 the internet and trade journals for research purposes.

For Outcome 1, keywords include:

- a) Symmetrical; asymmetrical; grouping; repetition; suspending; layering.
- b) Window; interior; exterior; remote.
- c) Increase turnover and profit; raise customer awareness; provide product information; promotion of new products.

For Outcome 2, key words include:

- a) Full back; open back; partial back.
- b) and c) counter top; table/unit top; entrance; hot spot; wall; glass showcase.

For Outcome 3, key words include:

Lifestyle graphics, promotional campaigns, showcards, price labels, price tickets, location information.

Particularly for PC (c) — Sale of Goods; Consumer Credit; Price Marking; Trade Description Act.

For Outcome 4, key words include:

Display; type of display; display drawings; product selection; props; timing of display and tools, if required.

Essential Skills

By adopting the above learning and teaching approaches and through the Outcomes and corresponding Evidence Requirements, the Unit should provide candidates with an opportunity to develop the following essential skills for life, learning and work.

Enterprise — the entire Unit provides an experience of the enterprise environment, career development, self-awareness and improvement. Production of a visual merchandising display is clearly an entrepreneurial activity which encourages the use of initiative, creative thinking and problem solving.

Employability — through developing practical skills to industry standards which involve self-management, problem solving, employer and customer awareness, communication, literacy and time management.

National Unit specification: support notes (cont)

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Guidance on approaches to assessment for this Unit

It is recommended that the assessment for Outcomes 1 and 2 is integrated in a combined open-book assignment. It is also suggested that discussion of each stage and tutor feedback would benefit candidates.

A written/oral record would demonstrate candidates' knowledge and understanding of each Outcome and support evidence generated through practical exercises.

Outcome 3 could be assessed through an open-book, restricted response assessment.

For Outcome 4, candidates should participate in a practical activity which allows the planning, creation and safe erection and dismantling of a visual merchandising activity.

Ideally, in addition to the plan and sketch/elevation, the evidence should include photographic evidence of the completed display.

Opportunities for the use of e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

Opportunities for developing Core Skills

In this Unit candidates will develop skills and understanding required to carry out visual merchandising activities.

Candidates will:

- ◆ describe methods of visual merchandising in relation to different products
- ◆ identify methods of visual merchandising
- ◆ identify requirements and implications of relevant legislation
- ◆ plan and prepare a visual merchandising display

This means that as candidates are doing this Unit they can develop aspects of the Core Skills of *Communication*, *Problem Solving* and *Numeracy*.

In addition, candidates may develop aspects of the Core Skill of *Working with Others* through class discussion and a group approach to planning a display; and aspects of the Core Skill of *Information and Communication Technology (ICT)* when carrying out independent research for assignments.

National Unit specification: support notes (cont)

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This Unit has the Critical Thinking component of Problem Solving embedded in it. This means that when candidates achieve the Unit, their Core Skills profile will also be updated to show they have achieved Critical Thinking at SCQF level 4.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date
02	Core Skills Component Critical Thinking at SCQF level 4 embedded.	09/10/2012

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