SKILLSIQ

CAPABLE PEOPLE MAKE CLEVER BUSINESS

Draft 1

Visual Merchandising

Training Package Products

Consultation Guide

Wholesale and Retail IRC

December 2020

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Introduction

SkillsIQ is a not-for-profit Skills Service Organisation (SSO) supporting industry in developing standards to equip the people-facing workforce with the right skills for jobs now and into the future. SkillsIQ is funded by the Department of Education, Skills and Employment to support the Industry Reference Committees (IRCs) responsible for the development and maintenance of Training Packages in the following sectors:

- Community Services
- Health
- Local Government
- Public Sector
- Floristry
- Hairdressing and Beauty Services
- Funeral Services
- Retail Services
- Sport, Fitness and Recreation
- Tourism, Travel and Hospitality.

IRCs drive the process of Training Package development and are made up of people with experience, skills and knowledge of their particular industry sector. IRCs are responsible for the provision of strategic input and advice that represents the needs of their workforce and for ensuring Training Package Products reflect these needs.

Project Background

During 2017–2018, the Wholesale and Retail IRC's consultation with sector stakeholders in the course of compiling its Industry Skills Forecast identified a range of factors which guided the development of this update.

The consultation covered the three key sub-sectors within the overall Wholesale and Retail (W&R) sector, namely Retail, Wholesale Business-to-Business (B2B) operations, and Community Pharmacy.

The three sub-sectors together are sizeable, and Retail alone is the second-biggest employing sector in Australia (after the Health Care & Social Assistance sector), with a workforce of approximately 1.3 million. The combined sector hosts a multitude of job functions, and the occupations supported by the Training Package are diverse. Some examples of key job roles include Sales Assistant, Retail Manager, **Visual Merchandiser,** Merchandise Planner and Buyer, Warehouse Manager, Operations Manager, Supply Chain Manager, Store Manager, and Pharmacy Assistant.

The consultation further acknowledged that the customer landscape has been evolving in line with wider industry trends regarding technology, innovation and globalisation, and as a result, members of the general public are now equipped with a wealth of product knowledge. Customer loyalty to brands and products has been diminishing, and the ability to exceed customer expectations has become essential across all touchpoints of the customer journey. To address this, the W&R IRC determined that Visual Merchandising is a key skill which, when applied, can create a point of difference among retailers in terms of encouraging customers to visit and purchase. It was also noted that advancements in visualisation and technology, both in the physical store environment and increasingly in the digital space, require a supply of workers with advanced skills in merchandise strategy and implementation.

Responding to and analysing the labour force data, the IRC proposed the development of a new Qualification, the ***Advanced Diploma of Visual Merchandising***, and a series of associated Units of Competency.

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This review relates to the newly proposed Qualification and Units of Competency to be added to the SIR Retail Services Training Package under the remit of the Wholesale and Retail IRC.

The SIR Retail Services Training Package Qualifications must be reflective of the contemporary requirements of industry today and into the future. Specifically, in current circumstances, the way in which Visual Merchandisers prepare to enter the workforce and acquire the necessary skills must be aligned to current-day work roles, and contribute to reducing workforce shortages.

Industry Advisory Committee

The project is being guided by the Wholesale and Retail IRC, which is made up of stakeholders and subject matter experts with national coverage who provide:

- guidance at the national level to ensure Training Package Products are flexible and responsive to changing needs and practices
- specialist advice and strategic direction in relation to stakeholder feedback and issues relevant to their sector
- views and feedback on behalf of the sector/organisation they represent
- facilitation of communication and consultation with others, including other members of their organisations, association members and other networks.

The aim of the update is to ensure that the Retail Services Training Package Products reflect current professional standards and practice, and to ensure that industry has access to graduates who have the requisite skills and knowledge of current industry content, language, and terminology.

Qualification

Industry Skills Forecasts and stakeholder consultation has led to the development of a new ***Advanced Diploma of Visual Merchandising***.

Units of Competency

The development of the new Qualification included the development of the component Units of Competency, as follows:

- *SIRRMERXXX Design and construct visual merchandising display elements*
- *SIRRMERXXX Develop and implement creative photographic styling solution*
- *SIRRMERXXX Develop and implement visual merchandising strategy for a brand*
- *SIRRMERXXX Improve customer brand experience using visual merchandising*
- *SIRRMERXXX Plan a career in visual merchandising.*

Packaging Rules

The *Advanced Diploma of Visual Merchandising* has a requirement that 16 Units need to be completed of which:

- 9 are core Units; and
- 7 are elective Units.

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Consultation Activities and Timelines

National consultation on Draft 1 is open from **23 December 2020 to 12 February 2021**. During this period, input will be sought on the following Training Package Products under the remit of the Wholesale and Retail IRC:

- One **new** Qualification
- Five **new** Units of Competency and their associated Assessment Requirements.

SkillsIQ will be undertaking a number of key activities to engage community stakeholders and VET professionals. Further details are posted on the SkillsIQ website here:

https://www.skillsiq.com.au/CurrentProjectsandCaseStudies/VisualMerchandisingTPD

Feedback can also be provided online via the SkillsIQ Online Feedback Forum, accessed at:

https://www.skillsiq.com.au/FeedbackForum/TrainingPackages1/SIRRetailServices/VisualMerchandisingTPDDraft1

When accessing the Feedback Forum, please first refer to the 'How To' guide located on the page. It will provide directions for leaving and submitting comments.

Following the close of the consultation period, feedback received will be collated and evaluated. This feedback will inform the development of Draft 2 for validation.

To remain up to date with project developments, subscribe to SkillsIQ at:

https://www.skillsiq.com.au/Subscribetoournewsletter.aspx

About this Consultation Guide

This Guide, which should be read in conjunction with the applicable Draft Training Package Products, provides:

- A list of Draft 1 Training Package Products
- Mapping of the Qualification
- Mapping of the Units, and
- Key consultation questions on which SkillsIQ seeks feedback to provide information to the IRC.

Contact details

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Proposed Training Package Products

Qualification

Qualification Code	Qualification Title
SIRXXX21	*Advanced Diploma of Visual Merchandising*

Units of Competency

Unit Code	Unit Title	Prerequisite
SIRRMERXXX	Design and construct visual merchandising display element	Nil
SIRRMERXXX	Develop and implement creative photographic styling solution	Nil
SIRRMERXXX	Develop and implement visual merchandising strategy for a brand	Nil
SIRRMERXXX	Improve customer brand experience using visual merchandising	Nil
SIRRMERXXX	Plan a career in visual merchandising.	Nil

Qualification Mapping

A Qualification is mapped as Equivalent (E) to another one when it provides the same skill and knowledge outcomes, including when:

- Core Units remain the same or are replaced by similar Units which provide the same skill and knowledge outcomes
- Numbers of electives remain the same or are raised or reduced slightly.

A Qualification is mapped as Not Equivalent (N) when it provides different skill and knowledge outcomes, including when:

- Units have been added to the core which provide additional mandatory skill and knowledge outcomes
- Units have been removed from the core which reduce mandatory skill and knowledge outcomes
- A significant number of additional elective Units are required
- Entry requirements are altered, creating significant differences to the structure of the Qualification.

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Draft 1 Qualification Code and Title	Comment in Relation to Previous Version E = Equivalent N = Not Equivalent
SIRXXX21 Advanced Diploma of Visual Merchandising	**NEW**

Unit of Competency Mapping

A Unit of Competency is mapped as Equivalent (E) when:

- It provides the same skill and knowledge outcomes
- Elements and associated Performance Criteria have remained the same, but are better expressed
- Knowledge Requirements have remained the same but are better expressed.

A Unit of Competency is mapped as Not Equivalent (N) when:

- It provides different skill and knowledge outcomes
- Elements and/or Performance Criteria have been added or removed
- Performance Evidence or Knowledge Requirements have been added or removed.

New Unit Code and Title	Comment in Relation to Unit E = Equivalent, N = Not Equivalent
SIRRMERXXX Design and construct visual merchandising display element	**NEW**
SIRRMERXXX Develop and implement creative photographic styling solution	**NEW**
SIRRMERXXX Develop and implement visual merchandising strategy for a brand	**NEW**
SIRRMERXXX Improve customer brand experience using visual merchandising	**NEW**
SIRRMERXXX Plan a career in visual merchandising	**NEW**

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Questions for Consideration

The following questions have been developed to guide feedback for Draft 1 of the Retail Services Training Package Products.

Qualification – Advanced Diploma of Visual Merchandising

- The IRC has proposed the combination of core and elective Units. Should there be more? Should there be fewer?
- Are the Packaging Rules for the core and elective composition of Units attainable at the Advanced Diploma level?

Suite of Units of Competency

- Are all draft Units required? Should any be deleted?
- Are there any additional Units of Competency required?

Titles and Application Statements - Units of Competency

- Do the Titles reflect the skills being described? Could any be changed to better indicate what the Units cover?
- Does the Application Statement provide a clear and accurate description of the skills being described?

Prerequisite

- Are there any essential Prerequisites that should be nominated?

Elements and Performance Criteria

- Do the Elements and Performance Criteria accurately describe what people do in Visual Merchandising job roles? If not, what could be added?
- Do the Performance Criteria adequately describe the level of proficiency?

Performance Evidence

- Would the types of evidence prove that a person is competent in all the Unit outcomes, including Performance Criteria, Foundation Skills and Knowledge?
- Is the suggested volume (sufficiency) of evidence appropriate? Too little, too much?
- Are the statements clear? Would assessors understand exactly what they must do?

Knowledge Evidence

- What is the essential knowledge required of an individual in order to perform the tasks described in the Performance Criteria? Is the Knowledge Evidence requirement specific enough?
- Is there anything which should be added or deleted?
- What is the breadth and depth of knowledge required? Is this described well enough to assist assessors understand the scope?

Assessment Conditions:

- Are the nominated environments appropriate?
- Are the statements clear? Would assessors understand what they must provide for assessment?

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Appendix A: Training Package Unit of Competency Terminology Guide

Units of Competency specify the skills and knowledge a learner needs in order to complete a work task. Each Unit of Competency has associated Assessment Requirements, which detail what a learner must demonstrate and know, in order to be deemed competent, along with any special conditions which apply to the assessment of competency.

UNIT CODE	Unique code which identifies the Unit of Competency
UNIT TITLE	The Unit Title is a brief statement of the outcome of the Unit of Competency, i.e. what the task is that learners will be able to complete once they are deemed competent
APPLICATION	The application summarises: • the content of the Unit of Competency and the skill area it addresses • any relationship with other Units of Competency • any licensing requirements or relevant legislation • the Unit of Competency's scope, purpose and operation in different contexts, for example, by showing how it applies in the workplace.
PREREQUISITE UNIT	Prerequisites are other Units of Competency or in some cases licences, etc. that a learner must complete before undertaking this Unit of Competency. This may be in order to provide underpinning skills or knowledge that is essential for a learner to undertake this Unit.
ELEMENTS	The Elements are the basic themes of the Unit of Competency. They describe the significant functions that form part of the work task that the Unit of Competency covers.
PERFORMANCE CRITERIA	The Performance Criteria specify the required steps that enable the learner to undertake the work task.
Assessment Requirements	
PERFORMANCE EVIDENCE	Identifies what a learner must demonstrate in order to be deemed competent at the work task.
KNOWLEDGE EVIDENCE	Identifies what a learner needs to know to perform the work task effectively.

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ASSESSMENT CONDITIONS	Assessment Conditions provide the context for the Unit of Competency, describing essential operating conditions that must be present for assessment, depending on the work situation, needs of the candidate, accessibility of the items required, and local industry and regional contexts. They may specify any of the following: • The conditions under which competency must be assessed including variables such as the assessment environment or necessary equipment or tools • Whether or not the Unit must be assessed in the workplace or may also be assessed via simulation • Resource implications, for example access to particular equipment, infrastructure or situations • Any required characteristics of the assessor, e.g. whether the assessor must hold a higher Qualification in that field, etc.

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