



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **SITTGDE006A Prepare and present tour commentaries or activities**

**Revision Number: 1**

## **SITTGDE006A Prepare and present tour commentaries or activities**

### **Modification History**

Not applicable.

### **Unit Descriptor**

#### **Unit descriptor**

This unit describes the performance outcomes, skills and knowledge required to prepare and present commentaries or activities to customers. Its main focus is on the need to use effective interpretation and presentation techniques to ensure customer participation and enjoyment. Tour guides may have generalist or specialist knowledge and the diversity of information imparted is immense and immeasurable.

This unit does not focus on the knowledge base but on the skills required to prepare and present information. The unit goes beyond the delivery of fully-scripted commentary and requires significant creative input. SITTPPD005A Plan and develop interpretive activities, is dedicated to the actual development of interpretive activities.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

## Application of the Unit

### Application of the unit

Interpreting and presenting information to visitors is a key function for guides working in a range of locations and in multiple tourism industry sectors and organisation types. This unit can have broader industry application and can apply to cultural industries where delivery of a commentary or activity takes place in a museum, gallery, library, performing arts centre or zoo; sport and recreation industries for commentaries or activities that are linked to outdoor and adventure activities such as guided bushwalking; and to any industry that operates tours at an industrial site, e.g. breweries, waste management facilities and factories.

It applies to frontline personnel who operate with some level of autonomy or under limited supervision and guidance from others. The role is undertaken by a diverse range of people such as tour guides, tour managers, tour directors, site guides, interpretive guides, walking guides, outdoor recreation guides, museum guides, heritage guides, cultural guides, nature-based guides, driver guides, coach captains, specialist guides and owner-operators of small tour operations.

It is critical that training and assessment is contextualised to meet the requirements of local tourism industry operations. Funding and hours allocated to pre-vocational training must allow for a broad scope of guiding contexts to be covered to allow for broad vocational outcomes and utility of the graduate to the local industry. Pre-vocational training should also cover a broad scope of locations and destinations within the city or region in which the guide is training to work. This critical requirement will ensure that city or region-based local guides have the skills and knowledge required to deliver commentary for the range of different locations expected by local tourism industry operators.

## Licensing/Regulatory Information

Not applicable.

## Pre-Requisites

### Prerequisite units

Nil

## Employability Skills Information

**Employability skills** The required outcomes described in this unit of competency contain applicable facets of employability skills. The Employability Skills Summary of the qualification in which this unit is packaged will assist in identifying employability skills requirements.

## Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency. Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Prepare commentaries or activities for presentation to customers.	<p>1.1 Select and organise appropriate information to meet the <b><i>needs of specific customers</i></b>, operational contexts and timing restrictions.</p> <p>1.2 Select or develop appropriate themes as a basis for commentaries or activities.</p> <p>1.3 Construct <b><i>commentaries or activities</i></b> to maximise the potential for customer enjoyment and learning.</p> <p>1.4 Obtain, check and assemble all support materials in advance of the tour or activity.</p>
2 Present commentaries or activities to customers.	<p>2.1 Use interpretive and presentation techniques to combine entertainment and learning and to enhance the quality of the experience for the customer.</p> <p>2.2 Use language appropriate to the customer group.</p>

**ELEMENT****PERFORMANCE CRITERIA**

- 2.3 Present current, accurate and relevant information in a logical order.
  - 2.4 Present information of appropriate depth and breadth for specific customer needs.
  - 2.5 Present information in a manner that demonstrates cultural and social sensitivity.
  - 2.6 Pace the presentation according to timing requirements and *operational context*.
  - 2.7 Use *equipment and resources* correctly and identify and report any equipment defects promptly.
- 
- 3 Interact with customers.
    - 3.1 Encourage customer participation within safety requirements through effective use of interpretive and presentation techniques.
    - 3.2 Invite questions and feedback from customers both during and at the conclusion of any commentary or activity.
    - 3.3 Answer questions courteously and correctly and, if required, involve the whole group by repetition of the question and delivery of answer audible to all.
    - 3.4 Where the answer to a question is unknown, offer to supply the answer at a future time or refer the customer to other information sources.
    - 3.5 Maintain communication with appropriate colleagues as required by specific tour or activity circumstances.
    - 3.6 Implement contingency plans without delay when *unexpected events* occur and amend presentation format, order or structure to minimise impact on customer enjoyment.

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- microphone techniques, as and when applicable to the operational context of delivering the tour commentary or activity, e.g. a coach touring context
- interpretation of specific customer needs and any specific services previously confirmed with customer
- high-level communication skills to facilitate the gathering and analysis of complex information and interpret and adapt this for simpler communication to customers
- creative communication techniques for interpretive commentaries or activities, including such things as storytelling, role-play, games, sensory awareness exercises and illustrated talks
- high-level communication skills to present in an informative, engaging, educational and enjoyable manner and interpret and answer customer questions.

The following knowledge must be assessed as part of this unit:

- in-depth knowledge of subject matter being presented which will vary according to context
- presentation and interpretive techniques, including the role and use of:
  - humour
  - body language
  - role-play
  - voice techniques
  - storytelling
  - games and activities
  - sensory awareness exercises
  - visual aids and props
  - positioning
- safety and emergency procedures for relevant locations.

## Evidence Guide

### EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the

## EVIDENCE GUIDE

performance criteria, required skills and knowledge, the range statement and the Assessment Guidelines for this Training Package.

### **Critical aspects for assessment and evidence required to demonstrate competency in this unit**

Evidence of the following is essential:

- ability to select information and prepare commentaries or activities to meet a specific need
- ability to use interpretive and presentation techniques to create customer-focused, informative and entertaining experiences for customers
- preparation and presentation of multiple commentaries or activities covering a range of topics that meet the differing needs of various customer groups to ensure consistency of performance (for city or region-based generalist guides, this should include the delivery of information that covers different destinations within the city or region)
- presentation of activities and commentaries of a duration that reflects local industry product and practice
- preparation for and presentation of commentaries or activities within multiple guiding environments (e.g. at a tourist site, on a coach tour, in a national park or on a walking tour) to ensure that skills can be adapted to different guiding contexts.

### **Context of and specific resources for assessment**

Assessment must ensure:

- preparation for and presentation of commentaries or activities within commercially realistic guiding environments (e.g. at a tourist site, on a coach tour, in a national park or on a walking tour)
- use of industry-current equipment for presentation that will vary according to the operational context of delivering the commentary or activity (e.g. a microphone is essential equipment for coach touring)
- presentation to and interaction with customer groups of a size and nature that reflect the commercial environment in which the guide operates.

## EVIDENCE GUIDE

### Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to prepare and present tour commentaries or activities. The following examples are appropriate for this unit:

- direct observation of the candidate presenting commentaries or activities and using equipment effectively
- questioning tour members as to the candidate's communication skills, breadth of knowledge and ability to deliver knowledge in an interesting way
- case studies to assess ability to tailor activities and information to suit particular customer needs
- case studies and problem-solving to assess ability to respond effectively to problems that occur during activities or commentaries
- written and oral questioning or interview to test knowledge of interpretive and presentation techniques
- review of guiding activities undertaken as part of industry placement and training with an industry operator
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- SITTGDE007A Develop and maintain the general and regional knowledge required by guides
- SITTGDE008A Research and share general information on Australian Indigenous cultures
- SITTGDE009A Interpret aspects of local Australian Indigenous culture
- SITTGDE010B Prepare specialised interpretive content on flora, fauna and landscape
- SITTGDE011B Prepare specialised interpretive content on marine environments
- SITTGDE012B Prepare specialised interpretive content on cultural and heritage environments
- FDFCDSWTB Promote wine tourism information.

### Assessing employability skills

Employability skills are integral to effective performance



## EVIDENCE GUIDE

in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

## Range Statement

### RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording in the performance criteria is detailed below.

*Needs of specific customers* may vary according to:

- geographic origin
- cultural background
- age
- disability
- educational level
- special interests
- requested coverage.

*Commentaries or activities* may relate to a range of subjects, including:

- history and heritage
- culture
- art
- natural environment
- built environment
- wildlife
- domestic and farm animals
- birds.

## RANGE STATEMENT

*Operational context* may relate to:

- coach touring
- guided walks
- guided site activities
- entertainment-based tours, such as ghost tours.

*Equipment and resources* may include:

- microphone, where applicable to the operational context and assessed as necessary (e.g. on a coach)
- audiovisual equipment
- videotapes and DVDs
- props.

*Unexpected events* may include:

- systems failure
- equipment failure
- injury, accident or death
- adverse weather conditions
- inappropriate customer behaviour
- customers who cause disruption and disturbance to other tour members, host communities and the environment
- unpredictable animal behaviour
- sudden closures
- change of access
- customer health issues, causing a reassessment of physical abilities.

## Unit Sector(s)

**Sector**

Tourism

## Competency field

Guiding.

## Co-requisite units

This unit involves substantial knowledge of the subject matter around which the commentary or activity is based. This knowledge must be thoroughly assessed. Assessment with one of the following co-requisite units of competency, unless previously completed, is required:

- SITTGDE007A Develop and maintain the general and regional knowledge required by guides
- SITTGDE008A Research and share general information on Australian Indigenous cultures
- SITTGDE009A Interpret aspects of local Australian Indigenous culture
- SITTGDE010B Prepare specialised interpretive content on flora, fauna and landscape
- SITTGDE011B Prepare specialised interpretive content on marine environments
- SITTGDE012B Prepare specialised interpretive content on cultural and heritage environments
- FDFCDSWTB Promote wine tourism information.