



**Australian Government**

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

# **SITTGDE010A Prepare specialised interpretive content on flora, fauna and landscape**

Release: 1

## **SITTGDE010A Prepare specialised interpretive content on flora, fauna and landscape**

### **Modification History**

Not applicable.

### **Unit Descriptor**

#### **Unit descriptor**

This unit describes the performance outcomes, skills and knowledge required to research the specialised information on flora, fauna and landscape required by some guides for presentation to customers. It requires a depth of specialised knowledge and highlights the need for ongoing research to update and expand the guide's knowledge.

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

Broad general knowledge of Australia, including the breadth and depth of regional and location-specific knowledge, is covered in SITTGDE007A Develop and maintain the general and regional knowledge required by guides.

## Application of the Unit

### Application of the unit

The interpretation and presentation of specialised information and knowledge to visitors is a key function for many guides working in a range of locations. They must have an essential specialist knowledge base to support this delivery.

This unit has particular application to those specialist guides working within one region or one specific site or tour operation. For example, guides who work in a national park will require a detailed knowledge about the specific park landscape.

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

These guiding personnel are expected to have a specialised knowledge base and must have a breadth and depth of knowledge in order to satisfy the information needs of their customers.

Funding and hours allocated to training must reflect this industry requirement. Training and assessment programs must:

- cover the broad range of knowledge covered within the required skills and knowledge section of this unit
- ensure that the depth of knowledge covered is sufficient to meet the requirements of a guide
- tailor the regional knowledge base to cover specific aspects of the local region
- allow for guides who have moved to different locations to participate in retraining.

## 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 Research specialised information on flora, fauna and landscape for presentation.	<p>1.1 Identify key sources of information on specialised topics relating to flora, fauna and <b><i>landscape</i></b>.</p> <p>1.2 Use <b><i>formal and informal research techniques</i></b> correctly and appropriately to access current, accurate and relevant information on specialised topics.</p> <p>1.3 Identify subjects of potential customer interest, based on direct contact with customers and consultation with industry colleagues.</p> <p>1.4 Make subjects of potential customer interest the focus of research activities.</p>

<b>ELEMENT</b>	<b>PERFORMANCE CRITERIA</b>
2 Prepare specialised information on flora, fauna and landscape for guiding activities.	<p>2.1 Organise information in a manner that reflects the needs of customers and the way in which information may be presented during a guiding or interpretive activity.</p> <p>2.2 Identify and develop interpretive themes and messages from research to meet specific customer needs.</p>
3 Update knowledge of specialised information on flora, fauna and landscape.	<p>3.1 Identify and use <i>opportunities to maintain current knowledge</i> about specialised topics.</p> <p>3.2 Incorporate updated knowledge into day-to-day guiding activities.</p>

## 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:

- basic research skills and techniques for acquiring and maintaining current knowledge of specialised topics
- interpretation of the specific information needs of customer groups and specific customers
- literacy skills to source, read and interpret sometimes complex information on flora, fauna and landscapes.

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

- relationship between the guide's interpretation of knowledge and the quality of the customer experience
- sources of information on the flora, fauna and landscape
- depth of knowledge to satisfy the information needs of the customers and the expectations of the tourism operators, including the following broad knowledge base:
  - landscapes of tourism interest within a local region, such as waterways and landforms, and their general characteristics
  - key ecological terminology
  - key concepts of ecology, including biotic and physical factors, populations, numbers, food web, community relations, life cycles, succession, zonation, carbon cycle, water cycle and energy flow
- interrelationships between parts of the ecosystem
- developmental processes related to the formation of the local landscapes, including geological formations and history, soil composition and its relation to plant and animal life and water catchment areas
- principles of Gondwana theory and the impact of Gondwana on plant and animal communities
- major species of flora and fauna within the landscape, including nature of species and where it is found, roles of individual species, characteristics, commonalities, interactions between species and the environment, nutrition and life cycles and species harmful to humans
- identification techniques for flora and fauna
- environmental influences that affect the landscape, including climate and fire
- nature of human impact on the landscape, including industrial impacts
- management regimes for the local landscape, including relevant authorities and codes of practice
- Australian Indigenous perspective on the landscape.

## Evidence Guide

### EVIDENCE GUIDE

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

- presentation of commentaries or activities to ensure application of the knowledge
- required breadth of knowledge of flora, fauna and landscape as specified in this unit, to a level and familiarity sufficient to:
  - develop a coherent and interesting interpretation for customers
  - answer typical questions asked by customers on given topics
- ability to source initial and updated information to meet differing customer needs and ensure that information supplied is current
- ability to incorporate this information into multiple interpretive commentaries or activities that cover multiple topics, to ensure a breadth of knowledge.

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

Assessment must ensure:

- demonstration of relevant knowledge through the presentation of commentaries or activities within commercially realistic guiding environments, e.g. in a national park or on a bush walking tour
- presentation of information to, and sharing of knowledge with, customer groups of a size and nature that reflect the commercial environment in which the guide operates
- access to information sources in order to conduct research and collect sufficient information.

## EVIDENCE GUIDE

### Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to prepare specialised interpretive content on flora, fauna and landscape. The following examples are appropriate for this unit:

- direct observation of the candidate using knowledge to deliver interpretive commentaries or activities
- questioning of group members as to the candidate's breadth of knowledge and ability to answer customer questions
- review of guiding activities undertaken as part of industry placement and training with an industry operator
- review of a research portfolio to assess the candidate's ability to research current and accurate information
- written and oral questioning or interview to assess the way in which the research process has been used
- oral or written questions to assess key knowledge requirements detailed in this unit
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

Assessment methods should take into account that individuals may have acquired their knowledge through formal study or life experience. This would include such things as the recognition of scientific qualifications of ecotour guides and the recognition systems that relate to cultural knowledge that exists in Aboriginal and Torres Strait Islander societies.

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

- SITTGDE004A Lead tour groups
- SITTPPD005A Plan and develop interpretive activities.

### Assessing employability skills

Employability skills are integral to effective performance 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



## EVIDENCE GUIDE

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.

*Landscapes* may be:

- alpine
- outback
- desert
- tropical
- temperate
- coastal.

*Formal and informal research, techniques and opportunities to maintain current knowledge* may include:

- talking and listening to local experts
- talking and listening to traditional owners
- personal observation and exploration
- watching television, videos and films
- listening to radio
- internet
- reading newspapers, books and other references
- membership of professional associations
- undertaking formal study
- community groups, such as historical societies.

## Unit Sector(s)

Sector

Tourism

## **Competency field**

Guiding.

## **Co-requisite units**

### **Co-requisite units**

Assessment with the following co-requisite unit of competency, unless previously completed, is required:

- SITTGDE006A Prepare and present tour commentaries or activities.