



Australian Government

SITTPPD402 Develop interpretive activities

Release 1

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Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTPPD005A Plan and develop interpretive activities. Title simplified.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop interpretive activities for different customer groups. It requires the ability to establish educational, interpretive and commercial objectives, develop operational aspects and evaluate the success of the activity. The actual presentation of activities is covered in the unit SITTGDE304 Prepare and present tour commentaries or activities.

Application of the Unit

This unit applies to many industry sectors and has particular relevance in tourism, sport and recreation and cultural contexts. Interpretive activities take place on historical, cultural, heritage or nature-based tours, in attractions and theme parks, in national parks or in locations such as museums, galleries, libraries, performing arts centres and zoos. Activities could be virtual.

Planning and development of interpretive activities may be for a series of activities within a venue or tour operation or for a one-off activity. It could be the responsibility of the person delivering the activity or be developed by senior operational or supervisory personnel. The planning role applies to those who work independently with limited guidance from others. This could include senior guides, activities coordinators, or owner-operators of small organisations.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

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

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|-----------------------------------|---|
| 1. Establish need for activities. | 1.1 Identify need for <i>interpretive activities</i> , based on customer, organisation and community needs. |
| | 1.2 Establish educational, interpretive and commercial objectives in consultation with appropriate colleagues. |
| 2. Create activities. | 2.1 Identify and evaluate a range of potential information and <i>resources</i> , including <i>other specialists</i> as required. |
| | 2.2 Develop interpretive framework for activities. |
| | 2.3 Generate and select ideas for potential messages, themes and storylines. |
| | 2.4 Consider relationships between themes, storylines and the site. |
| | 2.5 Incorporate interpretive media that matches the site. |
| | 2.6 Conduct a risk assessment and incorporate controls into activity development. |
| | 2.7 Evaluate and integrate legal, ethical and sustainability considerations. |
| | 2.8 Develop resources to support activities. |
| | 2.9 Develop activity within budget to meet agreed objectives. |
| | 2.10 Promote activities according to organisational marketing objectives. |
| 3. Evaluate activities. | 3.1 Obtain formal and informal feedback from customers and colleagues during piloting or conduct of activities. |
| | 3.2 Modify activities according to feedback received. |
| | 3.3 Establish and implement ongoing review mechanisms to ensure continuous improvement of activities in line with its objectives. |

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills to consult with colleagues about development issues for interpretive activities
- critical thinking skills and research skills to evaluate wide ranging information and tease out creative themes and messages for activities
- literacy skills to:
 - analyse complex information and to interpret this for creative communication to customers
 - develop resources and information materials for the activities
- numeracy skills to calculate costs and work within established budgets
- planning and organising skills to coordinate creative and practical aspects of activities
- problem-solving skills to evaluate and adjust activities.

Required knowledge

- subject matter around which activities are developed
- principles of interpretation, including work of Freeman Tilden
- physical and digital interpretive media
- practical processes that support activity development, including:
 - budgeting
 - evaluation
 - needs analysis
 - resource development
 - scheduling
- creative communication techniques for interpretive activities, including:
 - games
 - illustrated talks
 - role-playing
 - sensory awareness exercises
 - storytelling
 - use of apps, podcasts, near response codes, quick response codes
- safety requirements specific to activities
- risk assessment processes, including:
 - determining overall risk level
 - determining the exposure to the risk
 - estimating the probability of negative impacts
 - identifying the consequences that could result from the identified risk
- legal, ethical and sustainability considerations for activity development, including:

- cultural appropriateness
- duty of care
- minimal impact
- minimising waste and conserving resources.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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

Evidence of the ability to:

- plan and develop multiple interpretive activities with varying themes and messages that meet the needs of different customer groups and commercial and operational constraints
- apply subject matter knowledge to the development of interpretive activities
- plan and develop interpretive activities for a number of different delivery environments.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated environment for which interpretive activities can be planned and developed.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- evaluation of a project undertaken by the individual to develop and evaluate activities for a nominated customer group or organisation
- evaluation of activities by professional interpretation organisations
- written or oral questioning to assess knowledge of interpretation principles and activity development processes
- use of case studies to assess ability to tailor activities and information to suit particular customer needs
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTGDE304 Prepare and present tour commentaries or activities
- SITTGDE306 Research and share general information on Australian Indigenous culture

- SITTGDE307 Prepare specialised interpretive content on flora, fauna and landscape
- SITTGDE308 Prepare specialised interpretive content on marine environments
- SITTGDE309 Prepare specialised interpretive content on cultural and heritage environments.

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, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

- Interpretive activities:***
- may include:
 - guided site activities
 - guided walks
 - one or more activities that may be combined in an overall tour program
 - sporting activities
 - touring activities
 - virtual activities
 - may relate to a range of subjects, including:
 - art
 - birds
 - built environment
 - culture
 - domestic and farm animals
 - festivals or seasonal themes
 - history and heritage
 - natural environment
 - sports
 - wildlife.
- Resources*** may include:
- actors and performers
 - apps and other digital content
 - costumes
 - guest speakers
 - handouts
 - information and communications technology
 - natural resources
 - props
 - professional organisations
 - special interest organisations.
- Other specialists*** may include:
- actors and performers
 - creative designers
 - cultural advisers
 - designers
 - environmental educators

- heritage specialists
- historians
- interpretation consultants
- marketers
- subject matter experts
- technical experts.

Unit Sector(s)

Tourism

Competency Field

Planning and Product Development