

**CARAVAN INDUSTRY NATIONAL COMPETENCY  
STANDARDS**

**TOURISM**



***Unit THTPPD02A***

***Research Tourism Data***

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**Unit Descriptor**                      This unit deals with the skills and knowledge required to conduct formal research in a tourism context. It applies to all tourism industry sectors.

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<b>Element</b>	<b>Performance Criteria</b>
<p><b>1     Identify research needs</b></p>	<ul style="list-style-type: none"> <li>• Specific research needs are identified based on current business focus and needs of the organisation.</li> <li>• Objectives for the research are developed in consultation with relevant colleagues and authorities.</li> </ul>
<p><b>2     Conduct research</b></p>	<ul style="list-style-type: none"> <li>• Research method is selected in accordance with objectives.</li> <li>• Where appropriate, documentation required for the research program is prepared.</li> <li>• Where appropriate, specialist assistance is obtained.</li> <li>• Research is conducted within agreed timeframes and in accordance with agreed methodology.</li> </ul>
<p><b>3     Interpret and apply research results</b></p>	<ul style="list-style-type: none"> <li>• Data collected is accurately analysed and interpreted.</li> <li>• Results are used to inform current activities and future planning.</li> <li>• Research results are communicated to appropriate colleagues and external agencies in a timely manner with appropriate recommendations and observations.</li> </ul>

### ***Range of Variables***

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- This unit applies to all tourism industry sectors.
- Research methods may include but are not limited to:
  - questionnaires and surveys
  - interviews (face-to-face and phone)
  - focus groups
  - electronic counters
  - evaluation of secondary data
  - desk research.
- Research may be related to a range of data including but not limited to:
  - customer preferences
  - general visitation patterns
  - success of marketing initiatives
  - distribution network.
- Information may be obtained through other industry sources or research direct with the final customer.

## ***Evidence Guide***

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### **Underpinning Skills and Knowledge:**

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - typical research methodologies
  - role of research within the tourism industry and major research bodies
  - sources of research data.

### **Context of Assessment:**

- This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through simulation. This should be supported by a range of methods to assess underpinning knowledge.

### **Critical Aspects of Assessment:**

- Look for:
  - knowledge of research techniques and methodology
  - ability to apply knowledge to the conduct of research within a specific tourism context.

### **Linkages to Other Units:**

- There is a strong link between this unit and the following units:
  - THTGCS07A Coordinate Marketing Activities
  - THHGLE12A Develop and Manage Marketing Strategies
  - THHGLE11A Manage Quality Customer Service
  - THHGLE19A Develop and Implement a Business Plan.
- Depending upon the industry sector and workplace combined training and/or assessment may be appropriate.
- Care should be taken in developing training to meet the requirements of this unit. For generic pre-vocational training, organisations should provide training which takes into consideration the full range of industry contexts with no bias towards individual sectors. The Range of Variables will assist in this regard. For sector-specific delivery, training should be tailored to meet the needs of that sector.

## **Competency Standards**

<b>Key Competencies in this Unit</b>	<b>Level</b>
Collecting, Organising and Analysing Information	2
Communicating Ideas and Information	2
Planning and Organising Activities	2
Working with Others and in Teams	1
Using Mathematical Ideas and Techniques	1
Solving Problems	1
Using Technology	1

## ***Unit THTPPD03A***

### ***Source and Package Tourism Products and Services***

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**Unit Descriptor** This unit deals with the skills and knowledge required to research and package tourism products to meet the needs of particular markets or customers.

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<b>Element</b>	<b>Performance Criteria</b>
<b>1 Source products</b>	<ul style="list-style-type: none"><li>• Product initiatives are developed within the context of the organisation's overall business plan and marketing focus.</li><li>• Product objectives are identified in consultation with appropriate colleagues and customers.</li><li>• Potential destinations and products are identified and researched using the following methods as appropriate:<ul style="list-style-type: none"><li>• desk research</li><li>• personal contact with tourism authorities/product suppliers/distribution network</li><li>• destination/site inspection.</li></ul></li><li>• Destination and product details are assessed for suitability including:<ul style="list-style-type: none"><li>• costs</li><li>• availability/accessibility</li><li>• features and benefits</li><li>• profit potential.</li></ul></li><li>• Destinations and products are selected based on research conducted.</li></ul>

## **Competency Standards**

### **2 Package products**

- Programs are developed to meet the requirements of specific customers/markets in relation to:
  - budget
  - product/service preferences
  - time-constraints
  - practicality.
- Program components are combined and integrated to create maximum value and saleability.
- Where appropriate, agreements are made with suppliers and confirmed in writing in accordance with enterprise procedures.
- Programs are costed in accordance with enterprise requirements to take account of the following as appropriate:
  - commissions
  - contract agreements
  - mark up/profit margin requirements
  - payment terms
  - relevant exchange rate implications
  - taxes
  - staff costs.
- Pricing structures are clearly presented and include full details of all inclusions, exclusions and add ons.
- Details are confirmed and finalised in writing.
- Legal requirements are checked and incorporated.
- Programs are presented to appropriate colleagues/customers for approval prior to promotion in the marketplace and within required timeframes.

## ***Range of Variables***

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- This unit applies to all tourism industry sectors.
- Please note that the precise context for this unit will vary according to the specific industry sector but could include sourcing and packaging destinations and products for:
  - conference packages
  - social events
  - tour programs and packages (day, extended, eco, cultural, educational)
  - special interest itineraries
  - incentives
  - series tours.
- Products and services may include but are not limited to:
  - accommodation
  - transport (air, rail, bus /coach, shipping)
  - hire car
  - attractions
  - tours
  - catering
  - entertainment
  - conference facilities
  - specialist services (guides, interpreters etc).

### ***Evidence Guide***

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#### **Underpinning Skills and Knowledge:**

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - local and international regulations and legislation that impact on the packaging and development of tourism products in Australia
  - industry information networks
  - industry practices in packaging products as appropriate to different sectors
  - market knowledge in relation to product being developed and potential customers.

#### **Context of Assessment:**

- This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through simulation. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the on-going implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

#### **Critical Aspects of Assessment:**

- Look for:
  - ability to source and package a range of different products to meet a specific market need
  - ability to develop and cost practical programs that meet both customer needs and enterprise business requirements
  - knowledge of product packaging in the context of the tourism industry.

#### **Linkages to Other Units:**

- This unit should be assessed with or after the following units:
  - THTSOP03A Access and Interpret Product Information
  - THTSOP05A Prepare Quotations.
- Combined training may also be appropriate.
- Care should be taken in developing training to meet the requirements of this unit. For generic pre-vocational training, organisations should provide training which takes into consideration the full range of industry contexts with no bias towards individual sectors. The Range of Variables will assist in this regard. For sector-specific delivery, training should be tailored to meet the needs of that sector.

## Competency Standards

Key Competencies in this Unit	Level
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	2
Planning and Organising Activities	3
Working with Others and in Teams	2
Using Mathematical Ideas and Techniques	1
Solving Problems	2
Using Technology	-

***Unit THTPPD04A***

***Plan and Implement Minimal Impact Operations***

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**Unit Descriptor** This unit deals with the skills and knowledge required to create and operate tourism activities which minimise negative environmental and social impacts. It is particularly relevant to ecotourism operations but should apply to all tourism operations.

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**Element**

**1 Plan environmentally responsible activities**

**Performance Criteria**

- Experiences and activities are developed according to ecotourism codes of practice including:
  - combination of education and interpretation on the natural environment
  - environmental sustainability
  - return to the local environment/community
  - cultural sensitivity
  - meeting of realistic client expectations.
- Tour procedures are developed to limit potential negative impacts and maximise positive impacts on the natural environment.
- Tour procedures are developed to limit potential negative impacts and maximise positive impacts on the local community.

- 2 Conduct activities with minimal impact**
- Minimal impact procedures are selected and used as appropriate to the area, including:
    - waste disposal
    - use of tracks
    - energy use
    - noise
    - souveniring
    - setting of camps
    - interactions with wildlife
    - group size
    - activity specific guidelines
    - local customs/courtesies.
  - Customers are advised about acceptable behaviours in:
    - environments
    - communities.
  - Individual behaviour provides a role model for customers and colleagues in relation to minimal impact.
- 3 Monitor impacts and changes**
- Changes in the environment are accurately monitored and recorded.
  - Where appropriate, environmental information is collected on behalf of environmental/social agencies and authorities.
  - Appropriate authorities are advised of environmental and social change.

### ***Range of Variables***

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- This unit applies to all tourism industry sectors.
- Minimal impact techniques and procedures may include but are not limited to:
  - education on appropriate behavioural patterns
  - site hardening
  - technological solutions
  - education
  - restricting or limiting access
  - staged authenticity.
- Environmental impacts may include but are not limited to:
  - positive:
    - opportunities for conservation/protection
    - education of visitors
    - improvement of sites already impacted.
  - negative:
    - disturbance of flora and fauna
    - physical damage
    - introduction of exotic/feral species
    - pollution
    - waste, energy and consumable demands and issues
    - visual impacts.
- Social impacts may include:
  - positive:
    - economic benefits to local community
    - improved local facilities
    - employment
    - visitor education
    - greater understanding between host and visitor cultures.
  - negative:
    - trivialisation of culture
    - effect on social structures.

- Methods of information collection may include but are not limited to:
  - logbooks
  - sighting forms
  - basic measurements (temperature, weather conditions, estimations of % cover, water)
  - photography.
  
- Changes in the natural environment may include but are not limited to:
  - breeding events
  - erosion
  - species sighting
  - changes to flora
  - changes to fauna.

### *Evidence Guide*

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#### **Underpinning Skills and Knowledge:**

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - basic general knowledge of global environmental issues
  - local environmental and cultural issues
  - basic general knowledge of environmental ethics
  - relevant Federal/State/Territory/local legislation, regulations and by-laws
  - minimal impact techniques
  - environmental information collection techniques
  - ecotourism codes of practice (as per Ecotourism Association of Australia)
  - an understanding of the biophysical and sociocultural elements in an environment.

#### **Context of Assessment:**

- This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.
- Assessment must take place in a setting where minimal impact activities (as detailed in the performance criteria), can be practically demonstrated and environmental changes can be monitored.

#### **Critical Aspects of Assessment:**

- Look for:
  - knowledge of the environmental impacts and issues associated with tourism
  - ability to apply knowledge to the planning and operation of tourism services in a specific industry context.

#### **Linkages to Other Units:**

- There is a strong link between this unit and a range of other units. Depending upon the industry sector or workplace combined training and/or assessment may be appropriate. Examples include but are not limited to:
  - THTPPD01A      Create and Implement Strategic Product Development Initiatives
  - THTPPD06A      Plan and Develop Ecologically Sustainable Tourism Operations.

## Competency Standards

<b>Key Competencies in this Unit</b>	<b>Level</b>
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	1
Solving Problems	3
Using Technology	2

***Unit THTPPD05A***

***Plan and Develop Interpretive Activities***

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**Unit Descriptor** This unit deals with the skills and knowledge required to plan and develop interpretive activities for different customer groups. It is particularly relevant for those developing activities within tour operations and attractions/theme parks. The actual presentation of activities is covered in Unit THFTG09A Present Interpretive Activities.

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<b>Element</b>	<b>Performance Criteria</b>
<b>1 Establish need for activity</b>	<ul style="list-style-type: none"><li>• Need for activity is identified, based on customer requests, customer feedback, product development initiatives and wider community needs.</li><li>• Educational, interpretive and commercial objectives of the activity are established.</li><li>• If required, approval for the activity is obtained from the appropriate source.</li></ul>
<b>2 Develop the activity</b>	<ul style="list-style-type: none"><li>• Possible themes and messages for the activity are identified and developed.</li><li>• A range of potential information and resources are identified and accessed in a manner which is culturally and environmentally appropriate, including other specialists as required.</li><li>• Risk audit is undertaken and incorporated into activity development.</li><li>• Breadth and depth of messages and supporting information selected is appropriate to the customer.</li><li>• Resources to support the activity are developed within designated timelines.</li><li>• Activity is developed within budget.</li><li>• Activity is developed to meet objectives.</li><li>• Activity is developed according to the principles of interpretation.</li><li>• Colleagues are consulted and kept informed during the development of the activity.</li><li>• Activity is promoted in conjunction with relevant colleagues and according to organisation marketing objectives.</li></ul>

**3 Evaluate activity**

- Formal and informal feedback is obtained from customers and colleagues.
- Activity is modified according to feedback received.
- Ongoing review mechanisms are established and implemented to ensure continuous improvement of activity according to its objectives.

### ***Range of Variables***

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- This unit applies to all tourism industry sectors.
- Activities may include but are not limited to:
  - guided walks
  - guided site activities
  - touring activities.
- One or more activities may be combined in a overall tour program.
- Interpretive activities relate to an enormous range of subjects. A few examples are:
  - wildlife
  - domestic/farm animals
  - birds
  - history and heritage
  - culture
  - art
  - natural environment
  - built environment.
- Resources may include:
  - natural resources
  - microphone
  - AV equipment
  - overhead projector/transparencies
  - video & video monitor
  - slides/slide projector
  - handouts
  - costumes
  - props
  - actors/performers
  - guest speakers
  - special interest organisations.

- Other specialists may include:
  - subject matter experts
  - cultural advisers
  - technical experts
  - creative designers
  - actors/performers
  - marketers
  - environmental educators
  - interpretation consultants.

### *Evidence Guide*

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- To demonstrate competence, evidence of knowledge and skill in the following areas is required:
  - interpretation principles (from Tilden, *Interpreting Our Heritage*):
    - interpretation that does not somehow relate what is being displayed or described to something within the personality or experience of the visitor will be sterile
    - information, as such, is not interpretation. Interpretation is revelation based upon information. But they are entirely different things. However, all interpretation includes information
    - interpretation is an art which combines many arts, whether the materials presented are scientific, historical or architectural
    - the chief aim of interpretation is not instruction, but provocation
    - interpretation should aim to present a whole rather than a part, and must address itself to the whole person rather than any phase
    - interpretation addressed to children should not be a dilution of the presentation to adults, but should follow a fundamentally different approach.
  - customer service skills
  - technical/equipment procedures
  - project planning
  - written presentation skills
  - activity design
  - knowledge of subject matter to be presented.

#### **Context of Assessment:**

- This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through simulation. This should be supported by a range of methods to assess underpinning knowledge.

**Critical Aspects of Assessment:**

- Look for:
  - subject knowledge
  - ability to apply knowledge to the development of tourism related interpretive activities
  - ability to apply the total development and evaluation process to an interpretive activity.
  
- This unit may involve substantial knowledge of the subject around which the interpretive activity is based and this knowledge should be thoroughly assessed. Assessment should take account of the fact that individuals may have already acquired this knowledge either through formal study or life and work experience. Examples include the scientific qualifications of EcoGuides and the recognition systems in relation to cultural knowledge that exist in Aboriginal and Torres Strait Islander societies.

**Linkages to Other Units:**

- There is a strong link between this unit and a range of other units. Depending upon the industry sector and workplace combined training and/or assessment may be appropriate. Examples include but are not limited to:
  - THTFTG09A Present Interpretive Activities
  - THTFTG03A Develop and Maintain the General Knowledge Required by Guides
  - THTFTG10A Develop Interpretive Content for Ecotourism Activities.

<b>Key Competencies in this Unit</b>	<b>Level</b>
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	-
Solving Problems	3
Using Technology	1

***Unit THTPPD12A***

***Develop Host Community Awareness of Tourism***

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**Unit Descriptor** This unit deals with the skills and knowledge required to develop host community awareness of tourism and its costs and benefits. It may apply in a local, regional, state or national context.

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<b>Element</b>	<b>Performance Criteria</b>
<b>1 Educate and inform the community on tourism</b>	<ul style="list-style-type: none"><li>• Objectives for the education of the local community are set in accordance with the overall goals of the organisation and the community.</li><li>• Strategies and programs are devised and implemented to maximise the opportunity to inform all sections of the community about tourism.</li><li>• Costs and benefits of tourism are clearly communicated on an ongoing basis.</li></ul>
<b>2 Liaise with stakeholders</b>	<ul style="list-style-type: none"><li>• The main stakeholders in the host community are identified.</li><li>• Views and opinions of stakeholders are sought on an ongoing basis in relation to tourism activities.</li><li>• Input from stakeholders is assessed and applied in the planning and organisation of tourism activities.</li><li>• Potential conflicts relating to tourism are identified and solutions sought in consultation with relevant parties.</li></ul>

## ***Range of Variables***

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- This unit applies to the visitor information services sector of the tourism industry.
- This unit applies in a local, regional, state or national context.
- Stakeholders may include but are not limited to:
  - general public
  - elected officials
  - senior bureaucrats
  - community groups
  - tourism operators
  - tourism industry associations
  - trade unions
  - media.

### *Evidence Guide*

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#### **Underpinning Skills and Knowledge:**

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - community impacts of tourism, both costs and benefits
  - typical structures for local, regional and state tourism organisations
  - main stakeholders in local , regional, state and national tourism
  - typical issues/problems in relation to host communities and tourism
  - strategic and tactical community communications.

#### **Context of Assessment:**

- This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through simulation. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the on-going implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

#### **Critical Aspects of Assessment:**

- Look for:
  - understanding of the role of tourism within host communities, the impacts of tourism and the role of major stakeholders
  - ability to develop strategies to ensure effective communication about tourism issues to the broad community.

#### **Linkages to Other Units:**

- There is a strong link between this unit and the following units:
  - THTPPD14A Develop and Implement a Local/Regional Tourism Plan.
- Combined training/assessment may be appropriate.

<b>Key Competencies in this Unit</b>	<b>Level</b>
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	-
Solving Problems	3
Using Technology	1

## Unit THTPPD13A

### *Assess Tourism Opportunities for Local Communities*

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<b>Unit Descriptor</b>	This unit deals with the skills and knowledge required to assess the general costs and benefits of tourism development for local communities. This unit could also be undertaken by a Tour Operator. It recognises the need for communities to make informed decisions about their potential involvement in tourism. Specific areas of business management are found in other units.
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<b>Element</b>	<b>Performance Criteria</b>
<b>1 Seek information about potential tourism opportunities</b>	<ul style="list-style-type: none"> <li>• The local community is consulted about the possibility of community involvement in tourism and agreement is sought to investigate tourism opportunities.</li> <li>• General information sources on tourism are accurately identified and accessed.</li> <li>• Information of specific relevance to the community is gathered and used to make decisions about tourism.</li> <li>• Information from other communities is obtained and used to make decisions about tourism.</li> </ul>
<b>2 Analyse issues relevant to tourism in local communities</b>	<ul style="list-style-type: none"> <li>• Relevant tourism industry members are consulted on customer and tourism industry expectations for tourism products and services.</li> <li>• Potential social and economic impacts on the community are identified and analysed.</li> <li>• Current skill levels and the need for training or specialist expertise are identified and analysed.</li> <li>• Potential conflicts between tourism and other community values are identified and analysed.</li> </ul>
<b>3 Liaise with external stakeholders</b>	<ul style="list-style-type: none"> <li>• Contacts are established and maintained with relevant people outside the community.</li> <li>• Information and advice are exchanged with external stakeholders.</li> <li>• Assistance is sought from external individuals and organisations when required.</li> </ul>

## **Competency Standards**

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| <b>4 Consult with the community</b>                          | <ul style="list-style-type: none"><li>• The community is consulted about potential tourism opportunities.</li><li>• The community is provided with relevant, current and accurate information to facilitate informed debate and decisions.</li><li>• Where appropriate, external individuals and organisations are invited to talk to the community.</li></ul>   |
| <b>5 Make decisions in relation to tourism opportunities</b> | <ul style="list-style-type: none"><li>• Decisions about tourism opportunities are made within the appropriate timeframe, taking into account all information which has been gathered and analysed.</li><li>• Decisions reflect the wishes of the community.</li><li>• When decisions are made to pursue tourism opportunities, information collected in the assessment process is integrated into future planning.</li></ul> |

## ***Range of Variables***

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- This unit applies to those individuals who wish to assess potential for tourism in local communities. It is particularly relevant for the visitor information services sector, tour operators and those involved in developing tourism within Aboriginal and Torres Strait Islander communities.
- Potential tourism opportunities cover the full range of tourism development opportunities including:
  - tourism retailing operations
  - tour operations
  - accommodation development
  - visits to the community by invited external tour operators
  - community involvement in providing staff for external operations
  - community involvement in training for the tourism industry.
- Sources of information may include but are not limited to:
  - local, regional, state/territory, federal tourism organisations
  - other government agencies
  - research bodies
  - reports on tourism
  - privately owned tourism businesses
  - national parks and land management agencies
  - other local communities
  - local people.
- External stakeholders may include but are not limited to:
  - the wider community
  - local businesses
  - local, regional, state/territory, federal tourism organisations
  - other government agencies
  - privately owned tourism businesses
  - training agencies.

### *Evidence Guide*

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#### **Underpinning Skills and Knowledge:**

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - knowledge of tourism and the tourism industry
  - tourism industry networks and information sources
  - impacts of tourism
  - research and analysis skills.

#### **Context of Assessment:**

- This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through simulation. This should be supported by a range of methods to assess underpinning knowledge.

#### **Critical Aspects of Assessment:**

- Look for:
  - knowledge of the range of potential issues and impacts in relation to tourism development in a local community
  - ability to identify and analyse the full range of potential impacts of proposed tourism development on a particular local community.

#### **Linkages to Other Units:**

- There is a very strong link between this unit and the following units:
  - THTPPD12A      Develop Host Community Awareness of Tourism
  - THTPPD14A      Develop and Implement Local/Regional Tourism Plan.
- Combined training/assessment may be appropriate.

<b>Key Competencies in this Unit</b>	<b>Level</b>
Collecting, Organising and Analysing Information	3
Communicating Ideas and Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	3
Solving Problems	3
Using Technology	3

**Unit THFTG07A*****Research and Share General Information on Aboriginal and Torres Strait Islander Culture***

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<b>Unit Descriptor</b>	This unit deals with the skills and knowledge required to research and share information about Aboriginal and Torres Strait Islander societies which is generally available, in a culturally appropriate way. The unit recognises that there is no single Aboriginal and Torres Strait Islander culture and emphasises the importance of culturally appropriate behaviour and local community consultation. This unit does not include in-depth interpretation of local Aboriginal and Torres Strait Islander cultures.
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<b>Element</b>	<b>Performance Criteria</b>
<b>1 Research general information on Aboriginal and Torres Strait Islander Societies</b>	<ul style="list-style-type: none"> <li>• Sources of information about Aboriginal and Torres Strait Islander societies are correctly identified.</li> <li>• Where appropriate, written sources of information are accurately interpreted and the required information is extracted and checked with local communities prior to use.</li> <li>• Other information sources are accessed in a culturally appropriate way.</li> <li>• Appropriate community members are contacted and guidance is sought on how information should be used in a tourism context.</li> <li>• When seeking information, behaviour shows respect for local Aboriginal and Torres Strait Islander culture and customs and correct protocol is followed.</li> <li>• Knowledge gained is shared with work colleagues to increase cultural awareness and understanding in the organisation.</li> </ul>

## **Competency Standards**

- 2 Share general information with customers on Aboriginal and Torres Strait Islander societies**
- All information shared with customers is accurate.
  - Information includes reference to the diversity of Aboriginal and Torres Strait Islander societies.
  - Information is shared in a manner which shows respect for local community values and customs.
  - Information is shared in a manner which enhances customer understanding of Aboriginal and Torres Strait Islander societies.
  - Customer questions are answered in a polite and friendly manner and in accordance with community wishes about what information can be shared with customers.

## ***Range of Variables***

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- This unit applies to guides working in all sectors of the tourism industry.
- In this unit, information refers to the range of information that is generally available.
- Research may include but is not limited to:
  - talking and listening to Aboriginal and Torres Strait Islander people
  - organising information from personal memory and experiences
  - watching TV, videos and films
  - listening to radio
  - reading books and other references
  - internet
  - museum research.
- Information may be about:
  - Aboriginal and Torres Strait Islander countries across Australia
  - specific Aboriginal and Torres Strait Islander countries.
- Information may cover but is not limited to the following topics:
  - history, pre and post European contact
  - traditional life and culture
  - contemporary indigenous life and culture
  - art and music
  - dance
  - bushcraft/bushfood/bush medicine
  - tools and implements
  - land ownership
  - cultural sites.

### *Evidence Guide*

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#### **Underpinning Skills and Knowledge:**

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - methods of researching and recording information generally available about Aboriginal and Torres Strait Islander societies
  - protocols for sharing information about Aboriginal and Torres Strait Islander societies
  - copyright and intellectual property issues
  - communication skills, including cross cultural skills and awareness of communication from an indigenous perspective.

#### **Context of Assessment:**

- This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through simulation. This should be supported by a range of methods to assess underpinning knowledge.

#### **Critical Aspects of Assessment:**

- Look for:
  - knowledge of the protocols that apply to researching and sharing information generally available about Aboriginal and Torres Strait Islander cultures
  - ability to research and share information in a culturally appropriate way
  - general knowledge of Aboriginal and Torres Strait Islander cultures as appropriate to the region.
- Assessment should take account of the fact that some guides may have gained all of their knowledge and skill in this unit through general life experience.
- Delivery/assessment in this unit should involve appropriate people accepted by the local community.

#### **Linkages to Other Units:**

- There is a strong link between this unit and a range of other guiding and tour operations units.
- Combined training/assessment may be appropriate especially with units such as:
  - THTFTG08A Interpret Aspects of Local Aboriginal and Torres Strait Islander Culture
  - THTFTG06A Prepare and Present Tour Commentaries
  - THTFTG09A Present Interpretive Activities
  - other guiding and tour operations units.

<b>Key Competencies in this Unit</b>	<b>Level</b>
Communicating Ideas and Information	3
Collecting, Organising & Analysing Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	-
Solving Problems	3
Using Technology	2

***Unit THTFTG08A***

***Interpret Aspects of Local Aboriginal and Torres Strait Islander Culture***

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**Unit Descriptor**

This unit deals with the skills and knowledge required to interpret different aspects of local Aboriginal and Torres Strait Islander cultures in a tourism context. This unit focuses on an in-depth interpretation of a specific local culture. It is this in-depth, localised interpretation that distinguishes this unit from Unit THTFTG07A.

The unit recognises that there is no single Aboriginal and Torres Strait Islander culture and emphasises the importance of in-depth local cultural knowledge, appropriate behaviour and local community consultation. The local cultural knowledge necessary to achieve competency in this unit may only be accessible to those individuals who identify as elders and who are authorised by local elders on behalf of their communities.

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**Element**

**Performance Criteria**

**1 Consult with the local community**

- Appropriate community members are consulted about cultural tourism activities including:
  - information which can be shared
  - who can give information to whom
  - who can receive the information
  - what activities are appropriate and who should be involved.
- Tourism activities are planned and conducted in accordance with the needs and wishes of the local community.

**2 Interpret aspects of  
Aboriginal and Torres  
Strait Islander culture  
for customers**

- Cultural aspects are interpreted for customers to the level of depth which is appropriate for the guide and the particular customer.
- Cultural interpretation takes account of any copyright and intellectual property requirements.
- Customers are briefed on culturally appropriate behaviour.
- Customers are made aware of copyright and intellectual property issues which may affect their own future behaviour.
- Individual guide behavior during activities shows respect for Aboriginal and Torres Strait Islander culture and values.
- Where appropriate, traditional and contemporary practices are shown to customers in a manner which enhances their understanding of Aboriginal and Torres Strait Islander culture.
- Where appropriate, local language is used correctly and shared with customers.
- Where appropriate, customers are invited to actively participate and share in the cultural experience.

### *Range of Variables*

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- This unit applies to guides working in all sectors of the tourism industry.
- There are many different indigenous language groups in Australia, therefore focus of cultural interpretation will vary and should ultimately be decided in consultation with elders on behalf of the local community. It may include but is not limited to:
  - art
  - dance
  - music
  - storytelling
  - tools and Implements
  - bush foods and medicine
- This unit deals with complex and interrelated elements of indigenous culture which are the cultural and intellectual property of specific communities. These may only be interpreted by persons authorised by a local tribal elder, on behalf of their community.

### *Evidence Guide*

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#### **Underpinning Skills and Knowledge:**

- To demonstrate competence, evidence of skills and knowledge in the following areas is required:
  - in-depth knowledge and understanding of Aboriginal and Torres Strait Islander culture as it relates to the region of work
  - protocols for the sharing of information about specific local Aboriginal and Torres Strait Islander cultures
  - copyright and intellectual property issues
  - communication skills, from an indigenous and non-indigenous perspective.

#### **Context of Assessment:**

- This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through simulation. This should be supported by a range of methods to assess underpinning knowledge.

#### **Critical Aspects of Assessment:**

- Look for:
  - in-depth knowledge and understanding of Aboriginal and Torres Strait Islander cultures as appropriate to the region
  - ability to provide cultural interpretation for customers in a culturally appropriate and respectful manner.

- Training and/or assessment in this unit must be conducted by persons approved of by elders of the relevant local community.
- Assessment should take account of the fact that some guides may have gained all of their knowledge and skill in this unit through general life experience.

### Linkages to Other Units:

- There is a strong link between this unit and a range of other units.
- Combined training/assessment may be appropriate especially with units such as:
  - THTFTG07A Research and Share General Information on Aboriginal and Torres Strait Islander Culture
  - THTFTG09A Present Interpretive Activities
  - THTFTG06A Prepare and Present Tour Commentaries

Key Competencies in this Unit	Level
Communicating Ideas and Information	3
Collecting, Organising & Analysing Information	3
Planning and Organising Activities	3
Working with Others and in Teams	3
Using Mathematical Ideas and Techniques	3
Solving Problems	2
Using Technology	2