



Australian Government

Department of Education, Employment and Workplace Relations

SISOINT302A Develop specialist resources for interpretive activities

Release: 2

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Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to facilitate the development of specialised resources for specific interpretive activities, areas or participant needs.

Application of the Unit

This unit applies to those who work in the area of interpretation within outdoor environments, activities and or programs. This includes those responsible for the development of specialised resources for interpretive activities.

This unit may also apply to leaders working for outdoor education or adventure providers; volunteer groups; not-for-profit organisations or government agencies.

Licensing/Regulatory Information

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

Pre-Requisites

Nil

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

ELEMENT

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. Access and research information. | <p>1.1. Identify <i>information sources</i> appropriate to the area or activity to be interpreted.</p> <p>1.2. Research <i>information</i> to determine <i>special or unique features</i> of an area.</p> <p>1.3. Ascertain individual, group and activity objectives according to <i>organisational policies and procedures</i>.</p> <p>1.4. Assess participant's needs and gather information on their knowledge and understanding of the specific area or activity.</p> |
| 2. Develop specialist resources for interpretive activities. | <p>2.1. Identify and document activities and information according to <i>participant's</i> needs, <i>relevant legislation</i> and organisational policies and procedures.</p> <p>2.2. Develop or source, where necessary, <i>specialist resources, support materials</i> and props that enhance oral presentation of information.</p> <p>2.3. Consult and contract specialists, where necessary, to enhance the material or resource quality.</p> <p>2.4. Produce materials in a cost effective manner according to organisational policies and procedures.</p> |
| 3. Assess content and impact of interpretive activity. | <p>3.1. Evaluate the effectiveness of the specialist resources and interpretive activity according to the objectives.</p> <p>3.2. Modify content and presentation where required.</p> |

Required Skills and Knowledge

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

Required skills

- planning and organising skills to:
 - establish individual, group and activity objectives
 - source information, resources, materials and props appropriate to participants, area and activity
 - assess participant's knowledge of area and activity
 - produce materials in a cost effective manner
- literacy skills to:
 - research a variety of sources
 - identify information on the special or unique features of an area, including cultural, heritage, historical or environmental matters
- communication and interpersonal skills to:
 - interact with different participant groups
 - consult with specialists to enhance quality of resources
- problem-solving skills to:
 - develop or source interpretive activities
 - evaluate content and delivery techniques.

Required knowledge

- legislation and organisational policies and procedures to enable access to research materials and participant information
- interpretation techniques, definitions and guiding principles to support the development of comprehensive resources
- thematic planning to identify appropriate themes and messages for resources
- information sources, support materials and resources to provide information relevant to interpretation activities
- special or unique features, interrelationships of features, and physical development of activity areas to enable interpretation
- natural history and human usage of the area to gain an understanding of the area
- ongoing review mechanisms to enable continuous improvement and modification of resource materials.

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 following is essential:

- accesses and researches a variety of sources to obtain sufficient information about special or unique features of an activity area
- recognises and responds to the need to consult specialists, where required, to enhance resource quality
- evaluates and reflects on own resource development performance to identify strengths, weaknesses and areas that need improvement.

Context of and specific resources for assessment

Assessment must ensure development of specialist resources and materials for interpretive activities to meet the identified needs of specific participants on sufficient occasions to demonstrate competency and consistency of performance.

Assessment must also ensure access to:

- information on specific participant needs
- information sources, support materials and resources to develop specialist resources for interpretive activities
- specialists, where required, to enhance the material or resource quality.

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:

- portfolio of research material
- completed resources addressing specific participant needs
- oral and or written questioning to assess knowledge of specialist resources that enhance various aspects of an interpretive activity
- third-party reports from a supervisor and or leader detailing performance.

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

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.

- Information sources*** may include:
- print and electronic media
 - local inhabitants
 - persons with prior knowledge.
- Information*** may include:
- cultural
 - heritage
 - historical
 - environmental.
- Special or unique features*** may include:
- geological
 - geographical
 - archaeological
 - biological.
- Organisational policies and procedures*** may include:
- occupational health and safety
 - communication protocols
 - minimal impact environmental codes
 - budget constraints
 - code of ethics.
- Participant*** may include:
- tourists
 - school or youth groups
 - club members
 - special interest groups.
- Relevant legislation*** may include:
- occupational health and safety
 - permits or permission for access
 - environmental regulations
 - marine regulations.
- Specialist resources*** may include:
- DVDS and videos
 - print material
 - PowerPoint presentations
 - website presentations.
- Support materials*** may include:
- books
 - maps
 - diagrams and photographs
 - binoculars
 - guidebooks and field guides.

Unit Sector(s)

Outdoor Recreation

Competency Field

Interpretation