



Australian Government

SITTPPD013 Develop interpretive activities

Release: 1

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Modification History

Not applicable.

Application

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 for an activity; develop operational aspects; and evaluate the success of the activity. The actual presentation of activities is covered in the unit *SITTGDE017 Prepare and present tour commentaries or activities*.

The 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 developing interpretive activities may be for a series of activities in 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.

The skills in this unit must be applied in accordance with Commonwealth and State/Territory legislation, Australian/New Zealand standards and industry codes of practice.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Planning and Product Development

Unit Sector

Tourism

Elements and Performance Criteria

ELEMENTS

PERFORMANCE CRITERIA

Elements describe the

Performance criteria describe the performance needed to

*essential outcomes**demonstrate achievement of the element.*

- | | |
|-----------------------------------|--|
| 1. Establish need for activities. | 1.1. Identify need for interpretive activities, 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 potential information and resources, including other specialists as required. |
| | 2.2. Develop interpretive framework for activities. |
| | 2.3. Generate and select ideas for potential messages, themes and storylines. |
| | 2.4. Identify 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. |
| 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. |

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS

DESCRIPTION

- | | |
|-------------------------------|--|
| Reading skills to: | <ul style="list-style-type: none"> • evaluate wide ranging information and tease out creative themes and messages for activities • analyse and interpret complex information and communicate it creatively to customers. |
| Oral communication skills to: | <ul style="list-style-type: none"> • consult with colleagues about development issues for interpretive activities. |
| Numeracy skills to: | <ul style="list-style-type: none"> • calculate costs in order to work within established budgets. |

- Planning and organising skills to:
- coordinate creative and practical aspects of activities.
- Technology skills to:
- use software to develop products that support the delivery of educational and commercial interpretive activities in both real and virtual contexts.

Unit Mapping Information

Supersedes and is equivalent to SITTPPD002 Develop interpretive activities.

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=68c40a93-e51d-4e0f-bc06-899dff092694>