



Australian Government

Department of Education, Employment and Workplace Relations

CULMS406C Deliver information, activities and events

Revision Number: 1

CULMS406C Deliver information, activities and events

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare and present information, activities and events to different customer groups.

This unit shares some outcomes with unit THTFTG06B Prepare and present tour commentaries or activities, in the THT02 Tourism Training Package.

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

Application of the Unit

Application of the unit

This unit applies across a broad range of industry contexts and focuses on the need to use effective interpretation and communication techniques to ensure customer enjoyment and participation in activities or events. The unit goes beyond the delivery of a scripted commentary and requires significant creative input. Work is carried out autonomously within a framework of established guidelines for activity operations.

Skills for the development of activities are covered in CULMS506C Plan and develop activities, events and programs.

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 for the qualification in which this unit of competency 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 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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Make preparations for the activity, event or program	1.1 Confirm details of the specific information, <i>activities or events</i> including objectives, target group and resources with relevant personnel
	1.2 Plan the sequence and methods for delivering the information, activity or event to achieve aims and objectives
	1.3 Prepare facilities, resources and support materials for the delivery of the information, activity or event

ELEMENT	PERFORMANCE CRITERIA
2 Present information, activity or event	<ul style="list-style-type: none"><li data-bbox="547 376 1313 454">2.1 Explain the objectives of the information, activity or event to the audience<li data-bbox="547 483 1313 595">2.2 Use <i>interpretive and presentation techniques</i> combining entertainment and learning to enhance the quality of the customer experience<li data-bbox="547 624 1313 736">2.3 Tailor presentation to meet the specific needs of different <i>customers</i>, including appropriate language and depth and scope of information<li data-bbox="547 766 1313 844">2.4 Take account of different learning styles in presenting information<li data-bbox="547 873 1313 985">2.5 Present information in a manner which demonstrates cultural and social sensitivity and promotes the concept of sustainability<li data-bbox="547 1014 1313 1093">2.6 Ensure activity is conducted in accordance with legislative requirements<li data-bbox="547 1122 1313 1267">2.7 Take a systematic approach to the presentation of current, accurate and relevant information, and adjust based on audience response, <i>unexpected events or changes in circumstances</i><li data-bbox="547 1296 1313 1408">2.8 Encourage members of the audience to interact with the presenter, to ask questions and to seek clarification during the activity, event or program<li data-bbox="547 1438 1313 1518">2.9 Identify and resolve problems promptly, implement contingency plans or refer to appropriate personnel
3 Evaluate the activity, event or learning program	<ul style="list-style-type: none"><li data-bbox="547 1619 1313 1765">3.1 Seek participant feedback and reaction to the information, activity or event either formally or informally, in accordance with organisational procedures and <i>evaluation methods</i><li data-bbox="547 1794 1313 1859">3.2 Monitor participation levels and communicate information to relevant personnel

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills

- communication skills to apply a range of group presentation techniques, to adjust communication approaches to different situations and to provide an interactive experience
- planning and organisational skills to organise and prepare facilities, resources and other support materials
- problem-solving skills to identify and respond promptly to operational problems and develop appropriate responses
- literacy skills to interpret, use and tailor a wide range of support materials.

Required knowledge

- subject matter around which the activity is developed
- available sources of expert advice on the relevant subject matter
- typical resources required for delivery of activities relevant to the workplace context
- presentation and interpretive techniques, including use of role-playing, storytelling, voice techniques, humour, sensory awareness exercises, visual aids and props, games and activities
- different learning styles and their application to different customer groups
- features of policies, procedures and practices relating to the provision of public activities, events and programs
- legislation that impacts on the delivery of activities, including child protection, copyright and Trade Practices
- occupational health and safety issues and regulations relevant to the workplace and activity context
- needs and expectation of different customer groups, including potential cross-cultural communication requirements
- cultural protocols to be observed in the delivery of activities
- ways in which sustainability can be promoted and integrated into activities.

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, range statement and the Assessment Guidelines for the Training Package.

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

Evidence of the following is essential:

- ability to use and adapt presentation styles and techniques to meet the needs of different customers
- knowledge of interpretation techniques
- presentation on more than one topic to ensure that skills can be adapted to different subject matter.

Context of and specific resources for assessment

Assessment must ensure:

- presentation to and interaction with, a customer group of a size and nature that reflects a typical work environment
- access to a venue or site for the delivery of activity, program, event
- use of activity support materials.

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:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- direct observation of the candidate presenting an activity
- evaluation of case studies to assess ability to tailor activities to different customer needs
- oral or written questioning to assess knowledge of interpretive and presentation techniques.

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

- CULMS004B Integrate knowledge of education and learning into museum activities

EVIDENCE GUIDE

- CULMS506C Plan and develop activities, events and programs
- CUSGEN02B Work in a culturally diverse environment
- THTFTG14A Prepare specialised interpretive content (cultural and heritage environments).

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, 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.

Activities or events may include:

- guided tours
- exhibitions
- special occasions and festivals
- holiday or weekend activities
- performances e.g. theatre, film, music, dance, craft demonstrations, workshops
- scientific experiments
- excursions, field trips, site visits, guided tours
- school visit programs
- institution open days
- ceremonies
- school programs

Interpretive and presentation techniques may include:

- role-playing
- storytelling
- voice techniques
- use of humour
- sensory awareness exercises
- use of visual aids and props
- games and activities
- interactive communication techniques
- use of audiovisual/new technology

Customers may include:

- local community
- tourists
- families
- children, students, school groups
- elderly people
- people with disabilities who have special needs
- people of particular ethnic or cultural backgrounds
- people of Indigenous cultural background
- people with common professional

RANGE STATEMENT

backgrounds/special interests

Unexpected events or changes in circumstances may relate to:

- systems failure
- changing weather conditions
- inappropriate audience behaviour
- cultural considerations
- emergencies
- re-assessment of customer interests or ability

Evaluation methods may include:

- observation of audience reaction
- questioning of select members of the audience
- completion of audience response forms
- anecdotal evidence

Unit Sector(s)

Not applicable.

Competency field

Competency field Public Programs