



Australian Government

SITTGDE008 Prepare specialised interpretive content on flora, fauna and landscape

Release: 1

SITTGDE008 Prepare specialised interpretive content on flora, fauna and landscape

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to research and critically analyse specialised information on flora, fauna and landscape to develop interpretive themes and messages. It highlights the need for ongoing research to update and expand knowledge.

This unit applies across many industry sectors and has particular application to guides who work in national parks, or who conduct tours with a strong focus on the natural environment. In this context, guides work independently to research and prepare interpretive content.

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

Pre-requisite Unit

Nil

Competency Field

Guiding

Unit Sector

Tourism

Elements and Performance Criteria

ELEMENTS

Elements describe the essential outcomes.

1. Research specialised information on flora, fauna and landscape.

PERFORMANCE CRITERIA

Performance criteria describe the performance needed to demonstrate achievement of the element.

- 1.1. Identify key sources of specialised information about flora, fauna and landscape.
- 1.2. Evaluate credibility and reliability of information sources.
- 1.3. Use formal and informal research techniques to access current, accurate and relevant information.

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| | 1.4.Determine potential subjects of customer interest and make focus of research activities. |
| 2. Prepare specialised information on flora, fauna and landscape. | 2.1.Analyse information and develop interpretive themes and messages to meet customer needs.
2.2.Organise information to support ways in which it will be used and presented. |
| 3. Update knowledge of specialised information on flora, fauna and landscape. | 3.1.Identify and use opportunities to maintain currency of knowledge about specialised topics.
3.2.Proactively seek opportunities to enhance and expand own knowledge base.
3.3.Incorporate updated and expanded knowledge into work activities. |

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:	interpret potentially complex and detailed information on flora, fauna and landscape.
Writing skills to:	make notes from research on flora, fauna and landscape.
Initiative and enterprise skills to:	- establish an interpretive framework - evaluate and adapt information for practical workplace purposes - create key messages, themes and storylines for customers.
Technology skills to:	use the internet as a research tool.

Unit Mapping Information

SITTGDE307 Prepare specialised interpretive content on flora, fauna and landscape

Links

Companion Volume implementation guides are found in VETNet -

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

Assessment Requirements for SITTGDE008 Prepare specialised interpretive content on flora, fauna and landscape

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- prepare three different presentations, with each presentation:
 - using at least four credible and reliable sources of information
 - demonstrating knowledge of flora, fauna and landscape as listed in the knowledge evidence
 - using appropriate ecological terminology and concepts
 - incorporating interpretive themes and messages
 - organising information in a logical and suitable manner for presentation.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- role of interpretation in creating a powerful customer experience
- sources of information on flora, fauna and landscape in the relevant geographic context
- landscapes of interest within a local region and their general characteristics
- key ecological terminology and concepts:
 - biodiversity and abundance
 - biotic and physical factors
 - carbon cycle
 - community relations
 - energy flow
 - food web
 - life cycles
 - nutrient cycle
 - populations
 - succession
 - water cycle
 - zonation
- interrelationships between parts of the ecosystem:
 - developmental processes related to the formation of local landscapes:

- geological formations and history
 - soil composition and its relation to plant and animal life and water catchment areas
- principles of Gondwana theory and the impact of Gondwana on plant and animal communities
- major landscape types and their characteristics:
 - alpine
 - coastal
 - desert
 - outback
 - temperate
 - tropical
- major species of flora and fauna within the local landscape:
 - characteristics
 - commonalities
 - interactions between species and the environment
 - nature of species and where it is found
 - nutrition and life cycles
 - roles of individual species
 - species harmful to humans
- identification techniques for flora and fauna
- environmental influences that affect landscape:
 - climate
 - earthquake
 - fire
 - flood
- human impact on landscape:
 - industrial activity
 - land clearing
 - mining
- management regimes and codes of practice for local landscape
- Australian Indigenous perspective on local landscape
- information sources frequently used by guides:
 - artworks
 - events
 - exhibitions
 - experiences and observations (of self or others)
 - films
 - geological societies, plant study groups or wildlife societies
 - images
 - internet

- music
- local experts
- traditional owners
- performances
- presentations
- professional associations
- printed texts.

Assessment Conditions

Skills must be demonstrated in an operational guiding environment. This can be:

- an industry workplace where specialised interpretive content is developed for guiding activities
- a simulated activity involving the development of specialised interpretive content for guiding activities.

Assessment must ensure access to:

- current sources of information as listed in the knowledge evidence
- current interpretive resources
- equipment used to source, record and store information:
 - computer and software
 - internet
 - data storage equipment.

Assessors must satisfy the Standards for Registered Training Organisations' requirements for assessors; and:

- have worked in industry for at least three years where they have applied the skills and knowledge of this unit of competency.

Links

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