



Australian Government

SITTGDE010 Prepare specialised interpretive content on cultural and heritage environments

Release: 1

SITTGDE010 Prepare specialised interpretive content on cultural and heritage environments

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to research and critically analyse specialised information on cultural and heritage environments 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 cultural centres, museums, galleries or historic sites, or who conduct tours in regions with strong cultural and heritage significance. 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 cultural and heritage environments.

PERFORMANCE CRITERIA

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

- 1.1. Identify key sources of specialised information about cultural and heritage environments.
- 1.2. Evaluate credibility and reliability of information sources.

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| | 1.3. Use formal and informal research techniques to access current and relevant information. |
| | 1.4. Determine potential subjects of customer interest and make focus of research activities. |
| 2. Prepare specialised information on cultural and heritage environments. | 2.1. Analyse information and develop interpretive themes and messages to meet customer needs. |
| | 2.2. Organise information to support the ways in which it will be used and presented. |
| 3. Update knowledge of specialised information on cultural and heritage environments. | 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 cultural and heritage environments.
Writing skills to:	make notes on cultural and heritage environments.
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

SITTGDE309 Prepare specialised interpretive content on cultural and heritage environments

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 SITTGDE010 Prepare specialised interpretive content on cultural and heritage environments

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 cultural and heritage environments 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:

- the role of interpretation in creating a powerful customer experience
- sources of information on cultural and heritage environments
- cultural and heritage environments, natural and built:
 - art galleries
 - cultural centres
 - heritage trails
 - historic localities or regions
 - historic theme parks
 - Indigenous art or occupation sites
 - museums
 - prehistoric and fossil sites
- nature and significance of each cultural or heritage environment:
 - how the environment developed and evolved
 - historically and culturally significant features, details of any exhibits, displays or performances
 - individuals associated with the environment, their roles and impacts
 - role of the environment in the local community, both past and present
- relationship of the environment to past and current Australian culture and history

- information sources frequently used by guides:
 - artworks
 - events
 - exhibitions
 - experiences and observations (of self or others)
 - films
 - images
 - internet
 - music
 - objects
 - local experts
 - traditional owners
 - performances
 - presentations
 - professional associations
 - printed texts, books, journals, magazines, newspapers
 - technical information.

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.

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