



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

Elements describe the

PERFORMANCE CRITERIA

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-bc06-899dffa092694>

Assessment Requirements for SITTPPD013 Develop interpretive activities

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:

- plan and develop one single interpretive activity and one series comprising at least three interpretive activities combined into an overall program, for at least two of the following:
 - attractions
 - guided activities or walks
 - sporting activities
 - theme parks
 - virtual activities
- plan and develop the above interpretive activities using at least two of the following themes:
 - cultural
 - heritage
 - historical
 - nature
- ensure above interpretive activities include key messages that reflect subject matter knowledge and meet the needs of different customer groups and commercial and operational constraints
- identify and implement review mechanisms for above interpretive activities.

Knowledge Evidence

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

- subject matter around which activities are developed
- influential principles and theories of interpretation
- physical and digital interpretive media
- resource considerations for the development of interpretive activities:
 - apps and other digital content
 - costumes
 - guest speakers
 - handouts
 - information and communications technology

- natural resources
- props
- professional organisations
- special interest organisations
- specialists:
 - actors and performers
 - creative designers
 - cultural advisers
 - designers
 - environmental educators
 - heritage specialists
 - historians
 - interpretation consultants
 - marketers
 - subject matter experts
 - technical experts
- practical processes that support activity development:
 - budgeting
 - evaluation
 - needs analysis
 - resource development
 - scheduling
- creative communication techniques for interpretive activities:
 - games
 - illustrated talks
 - role-playing
 - sensory awareness exercises
 - storytelling
 - use of apps, podcasts, near response codes, quick response codes
- safety requirements specific to activities
- risk assessment processes:
 - determining overall risk level
 - determining exposure to the risk
 - estimating probability of negative impacts identifying consequences that could result from the identified risk
- legal, ethical and sustainability considerations for activity development:
 - cultural appropriateness
 - duty of care
 - minimal impact
 - minimising waste and conserving resources.

Assessment Conditions

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

- an industry workplace; or
- a simulated industry environment set up for the purposes of assessment.

Assessment must ensure access to:

- a real or simulated environment for which interpretive activities can be planned and developed
- information sources on subject matter of interpretive activities, resources and other specialists
- current technology for use in activity development
- customers sufficient in number to reflect different customer, organisational or community needs and locations for interpretive activities. These can be:
 - customers in an industry workplace who are assisted by the individual during the assessment process; or
 - individuals who participate in role plays or simulated activities, set up for the purpose of assessment, in a simulated industry environment operated within a training organisation.

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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