



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **SITTPPD005A Plan and develop interpretive activities**

**Revision Number: 1**

## SITTPPD005A Plan and develop interpretive activities

### Modification History

Not applicable.

### Unit Descriptor

#### Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to plan and develop interpretive activities for different customer groups. It requires the ability to establish the educational, interpretive and commercial objectives of the activity, develop all operational aspects and evaluate the success of the activity.

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

This unit does not cover the ability to participate in the strategic development of the organisation's product range. SITTPPD001B Research, assess and develop tourism products, takes a more strategic focus to product development and covers the high-level market research and analysis function of product planning.

The actual presentation of activities is covered in unit SITTGDE006A Prepare and present tour commentaries or activities.

## Application of the Unit

### Application of the unit

This unit describes a product planning function for a diverse range of tourism activities delivered in a range of tourism industry sectors. It is particularly relevant to those developing activities within tour operations, attractions, theme parks, and national parks for delivery at a particular site. Many would be nature or ecotourism-based experiences.

This unit can have broader industry application and can apply to cultural industries where delivery of interpretive activities takes place in a museum, gallery, library, performing arts centre or zoo; sport and recreation industries for interpretive activities that are linked to outdoor and adventure activities such as guided bushwalking; and any industry that operates interpretive activities at an industrial site, e.g. breweries, waste management facilities and factories.

The planning and development of interpretive activities may be for a series of activities within a venue or tour operation or for a one-off activity. Planning and development may be undertaken by the same person involved in delivering the activity or may be developed by senior operational or supervisory personnel. The planning role would normally apply to those who operate with some level of autonomy or under limited supervision and guidance from others, e.g. senior guide or senior activities coordinator, site guide and interpretive guide.

## 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 of the qualification in which this unit 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 required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

## Elements and Performance Criteria

### ELEMENT

### PERFORMANCE CRITERIA

- |                                |                                                                                                                                                                                                       |
|--------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Establish need for activity. | 1.1 Identify need for the <b><i>interpretive activity</i></b> , based on customer requests and feedback, product development initiatives and wider community needs.                                   |
|                                | 1.2 Establish educational, interpretive and commercial objectives of the activity in consultation with appropriate colleagues.                                                                        |
| 2 Develop the activity.        | 2.1 Identify and develop possible themes and messages for the activity.                                                                                                                               |
|                                | 2.2 Identify and access a range of potential information and <b><i>resources</i></b> , including <b><i>other specialists</i></b> as required, in a culturally and environmentally appropriate manner. |
|                                | 2.3 Develop activity using creative and interpretive techniques.                                                                                                                                      |
|                                | 2.4 Identify hazards for customers and delivery personnel at activity site, conduct a risk assessment and incorporate                                                                                 |

**ELEMENT****PERFORMANCE CRITERIA**

- controls into activity development.
- 2.5 Select messages and supporting information of appropriate breadth and depth to meet customer needs.
  - 2.6 Develop resources to support the activity within designated timelines.
  - 2.7 Develop activity within budget to meet agreed objectives in consultation with colleagues.
  - 2.8 Promote activity in conjunction with relevant colleagues and according to organisation marketing objectives.
- 3 Evaluate activity.
- 3.1 Obtain formal and informal feedback from customers and colleagues during piloting or conduct of activity.
  - 3.2 Modify activity according to feedback received.
  - 3.3 Establish and implement ongoing review mechanisms to ensure continuous improvement of activity in line with its objectives.

## Required Skills and Knowledge

### REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

The following skills must be assessed as part of this unit:

- ability to conduct a safety-based risk assessment
- interpretation of the specific needs of customers and any specific services previously promoted to customers
- high-level communication skills to facilitate the gathering and analysis of complex information and to interpret this for simpler communication to customers
- creative communication techniques for interpretive commentaries or activities, including such things as storytelling, role-play, games, sensory awareness exercises and illustrated talks.

The following knowledge must be assessed as part of this unit:

- in-depth knowledge of subject matter around which the activity is developed
- the comprehensive details of Freeman Tilden's principles of interpretation
- principles and processes that support activity development.

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

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

Evidence of the following is essential:

- ability to develop all operational aspects of interpretive activities that meet the needs of the specific customers and objectives of the organisation and evaluate those activities
- subject knowledge and ability to apply that knowledge to the development of tourism-related interpretive activities
- planning and developing various interpretive activities

## EVIDENCE GUIDE

covering multiple themes and messages that meet the needs of different customer groups to ensure consistency of performance

- planning and developing interpretive activities that take account of the commercial constraints of their delivery, e.g. budget restrictions and limitations on activity duration
- planning and developing interpretive activities for a number of different delivery environments (e.g. at a nature-based site, at a cultural site, in a national park or on a walking tour) to ensure that skills can be adapted to different delivery locations and contexts
- project or work activities conducted over an operationally realistic period of time so that monitoring, evaluation and review of interpretive activities can be assessed, e.g. through a pilot of activities.

### Context of and specific resources for assessment

Assessment must ensure:

- access to and use of appropriate environments for which interpretive activities can be planned and developed, e.g. nature-based sites, cultural sites, national parks and walking tours
- access to comprehensive and sufficient information about the customer base for which interpretive activities would be planned to allow the candidate to fully develop appropriate activities
- access to resources and equipment used for the presentation of interpretive activities.

## EVIDENCE GUIDE

### Methods of assessment

A range of assessment methods should be used to assess the practical skills and knowledge required to plan and develop interpretive activities. The following examples are appropriate for this unit:

- project to develop and evaluate activities for a nominated customer group or organisation
- review of planning and development activities undertaken as part of industry placement or training with an industry operator
- written and oral questioning or interview to test knowledge of interpretation principles and activity development processes
- case studies to assess ability to tailor activities and information to suit particular customer needs
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the candidate.

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

- SITTGDE006A Prepare and present tour commentaries or activities
- SITTGDE008A Research and share general information on Australian Indigenous culture
- SITTGDE009A Interpret aspects of local Australian Indigenous culture
- SITTGDE010B Prepare specialised interpretive content on flora, fauna and landscape
- SITTGDE011B Prepare specialised interpretive content on marine environments
- SITTGDE012B Prepare specialised interpretive content on cultural and heritage environments.

This unit involves substantial knowledge of the subject matter around which the interpretive activity is based. This knowledge must be thoroughly assessed. Co-assessment with at least one of the abovementioned units is required. Those units describe skills and knowledge essential to this unit of competency.

Assessment methods should take into account that individuals may have acquired this knowledge through formal study or life experience. This would include such things as the recognition of scientific qualifications of

## EVIDENCE GUIDE

ecotour guides and recognition systems that relate to cultural knowledge that exists in Aboriginal and Torres Strait Islander societies.

### **Assessing employability skills**

Employability skills are integral to effective performance in the workplace and are broadly consistent across industry sectors. How these skills are applied varies between occupations and qualifications due to the different work functions and contexts.

Employability skills embedded in this unit should be assessed holistically with other relevant units that make up the skill set or qualification and in the context of the job role.

## 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 in the performance criteria is detailed below.

## RANGE STATEMENT

An *interpretive activity*:

- may include:
  - guided walks
  - guided site activities
  - touring activities
  - sporting activities
  - one or more activities that may be combined in an overall tour program
- may relate to a range of subjects, including:
  - wildlife
  - domestic and farm animals
  - birds
  - history and heritage
  - culture
  - art
  - natural environment
  - built environment
  - sports
  - festivals or seasonal themes.

**Resources** may include:

- natural resources
- audiovisual equipment, such as:
  - video and video monitor
  - slides and slide projector
  - microphone
  - overhead projector and transparencies
- handouts
- costumes
- props
- actors and performers
- guest speakers
- special interest organisations.

**RANGE STATEMENT**

- Other specialists*** may include:
- subject matter experts
  - cultural advisers
  - technical experts
  - creative designers
  - actors and performers
  - marketers
  - environmental educators
  - interpretation consultants.

**Unit Sector(s)**

**Sector**                                      Tourism

**Competency field**

**Competency field**                      Planning and Product Development