



Australian Government

SITTGDE307 Prepare specialised interpretive content on flora, fauna and landscape

Release 1

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Modification History

The version details of this endorsed unit of competency set are in the table below. The latest information is at the top.

Version	Comments
1.0	E Replaces and is equivalent to SITTGDE010A Prepare specialised interpretive content on flora, fauna and landscape. Corequisites removed.

Unit Descriptor

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

Application of the Unit

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, they work independently to research and prepare interpretive content.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

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.

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|---|--|
| 1. Research specialised information on flora, fauna and landscape. | 1.1 Identify key <i>sources</i> of specialised information about flora, fauna and <i>landscape</i> . |
| | 1.2 Evaluate the credibility and reliability of information sources. |
| | 1.3 Use formal and informal research techniques to access current, accurate and relevant information. |
| | 1.4 Make subjects of potential customer interest the 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 the 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 knowledge into work activities. |

Required Skills and Knowledge

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

Required skills

- critical thinking and interpretive skills to:
 - establish an interpretive framework
 - evaluate and adapt a varied range of information for practical workplace purposes
 - create key messages, themes and storylines for audiences
- literacy skills to:
 - interpret potentially complex and detailed information on flora, fauna and landscape
- learning skills to proactively build own knowledge base
- technology skills to use the Internet as a research tool.

Required knowledge

- understanding of the role of interpretation in creating a powerful customer experience
- current interpretive theory, methods and media
- 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, including:
 - biotic and physical factors
 - populations
 - biodiversity and abundance
 - food web
 - community relations
 - life cycles
 - succession
 - zonation
 - carbon cycle
 - water cycle
 - energy flow
 - nutrient cycle
- interrelationships between parts of the ecosystem:
 - developmental processes related to the formation of the local landscapes, including:
 - 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 species of flora and fauna within the landscape, including:
 - nature of species and where it is found
 - roles of individual species

- characteristics
- commonalities
- interactions between species and the environment
- nutrition and life cycles
- species harmful to humans
- identification techniques for flora and fauna
- environmental influences that affect the landscape, including climate and fire
- nature of human impact on the landscape, including industrial impacts
- management regimes for the local landscape, including relevant authorities and codes of practice
- Australian Indigenous perspective on the landscape.

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.

Overview of assessment

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

Evidence of the ability to:

- demonstrate knowledge of flora, fauna and landscape as detailed under Required Knowledge
- develop coherent and interesting interpretations for presentation.

Context of and specific resources for assessment

Assessment must ensure use of:

- current specialised information sources
- current interpretive resources.

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 observation of the individual using knowledge to deliver interpretive commentaries or activities
- questioning of group members about the individual's breadth of knowledge and ability to answer customer questions
- review of a research portfolio prepared by the individual
- written or oral questioning to assess the way in which the research process has been used
- written or oral questioning to assess aspects of

specialised knowledge

- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITTPPD402 Develop interpretive activities.

Assessment should also recognise the different ways that people acquire specialised knowledge, for example:

- specialised qualifications in the subject matter area
- cultural knowledge in Aboriginal or Torres Strait Islander societies.

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.

Sources may include:

- artworks
- events
- exhibitions
- experiences and observations (of self or others)
- films
- images
- Internet
- music
- objects
- other people:
 - local experts
 - traditional owners
- performances
- presentations
- professional associations
- printed texts (books, journals, magazines, newspapers)
- special interest groups:
 - geological societies
 - plant study groups
 - wildlife societies
- technical information.

Landscape may be:

- alpine
- coastal
- desert
- outback
- temperate
- tropical.

Unit Sector(s)

Tourism

Competency Field

Guiding