



Australian Government

Department of Education, Employment and Workplace Relations

THTFTG03B Develop and maintain the general knowledge required by guides

Release: 1

THTFTG03B Develop and maintain the general knowledge required by guides

Modification History

Not applicable.

Unit Descriptor

This unit deals with the skills and knowledge required to research information on Australia for presentation to customers. It includes the requirement for sound general knowledge of Australia and the local region and highlights the need for ongoing research to update and expand the guide's knowledge. The more detailed and specialised skills and knowledge relating to cultural/heritage sites and natural environments are found in other units.

The essential knowledge base for this unit will vary according to local industry needs, and it is vital that any training take account of these. Funding and hours allocated to training must reflect the breadth and depth of knowledge required to meet the specific requirements of local tourism industry employers.

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Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Not applicable.

Elements and Performance Criteria Pre-Content

Not applicable.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Research information on Australia and the local region	1.1 Identify subjects of potential customer interest based on direct contact with customers and consultation with industry colleagues. 1.2 Identify correctly the key information sources frequently used by guides. 1.3 Evaluate the credibility and reliability of information sources. 1.4 Select and use informal and formal research techniques appropriately to access current, accurate and relevant information about Australia and the local region. 1.5 Obtain information in a culturally appropriate way.
2 Prepare information for guiding activities	2.1 Create and update accurate personal reference materials using a filing system that allows quick and efficient access 2.2 Organise information to reflect the needs of customers and the way in which information may be presented during a guiding activity. 2.3 Identify themes and messages from research to meet specific customer needs
3 Update general knowledge of Australia and the local region	3.1 Identify and use opportunities to maintain the currency of general knowledge about Australia and the local region 3.2 Incorporate updated knowledge into guiding activities regularly and in a culturally appropriate way.

Required Skills and Knowledge

Not applicable.

Evidence Guide

Essential Knowledge and Skills to be Assessed

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

General knowledge of Australia and the local region including:

climate (weather patterns including any extreme conditions, impact of climate on lifestyle, stories associated with climate in a local area)

geography and geology (major land formations/landmarks/natural attractions and their key features for both Australia and the local region)

history (historical development of Australia and the local region, major historical events and prominent individuals, key dates, overview of Australian Indigenous history)

architecture (major styles and their proponents, key buildings and structures both in Australia and the local area)

cultural elements (overview of indigenous cultures within Australia, different cultures within Australia and the local area, cultural activities, local customs)

art, theatre, music and literature (key Australian performers, writers and artists, major works by Australians, major cultural events)

religion (religious make-up of Australian and the local area, religious practices)

natural environment and tourism (how the environment is a tourism asset, impacts of tourism on the environment, land management in Australia including the role of National Parks)

flora and fauna (overview of native flora and fauna, their characteristics and key locations)

government and politics (general structure, political parties, major political figures, current political issues)

transport (main transport systems, usage of different forms of transport across Australia, historical development of different forms of transport)

agriculture (Australia's history as a primary producer, key products of Australia, current issues)

science and technology (Australia's contribution both past and present, prominent individuals, key discoveries)

sport (main Australian sporting activities, Australia's sporting record, local sporting focus, sporting facilities, sporting comparisons with other countries or areas)

economy (overview of current state of the economy, key features of the local economy and local industry)

trade (Australia's key exports and its main trading partners)

education (overview of school and higher education systems, comparisons of systems to those of other countries or States)

food (local dishes and produce)

wine (Australian wine styles, major wine areas)

lifestyle (key features of the day-to-day living patterns of Australians and local people, family and social customs)

shopping (key locations, local products)

tourism services and local facilities of interest to visitors (currency exchange locations, tour booking offices, accommodation, attractions, banks, dry cleaners, medical facilities)

current events in Australia and the local region.

Linkages to Other Units

This unit must be assessed with the following unit. This unit describes the skills and knowledge that are essential to this unit of competence:

THTFTG06B Prepare and present interpretive tour commentaries or activities

This unit also underpins effective performance in all other guiding units and combined assessment and/or training with those units is strongly recommended.

Critical Aspects of Assessment

Evidence of the following is critical:

knowledge of Australia and the local region as specified in the Evidence Guide and to a level of depth and familiarity sufficient to:

develop a coherent and interesting interpretation for customers

answer the typical questions asked by customers on the given topic

ability to source and update relevant information to meet differing customer needs and to

incorporate this information in interpretive commentaries and activities

Context of Assessment and Resource Implications

Assessment must ensure:

demonstration of relevant knowledge through the presentation of an interpretive commentary or activity within an operational and commercially realistic guiding environment (e.g. at a tourist site, on a coach)

interaction with and involvement of a customer group (of appropriate size and nature for the local workplace) with whom knowledge can be shared

presentation of activity or commentary on more than one topic and within more than one environment to ensure that knowledge and skills can be adapted to different guiding contexts.

Assessment Methods

Assessment methods must be chosen to ensure that the application of knowledge to guiding and interpretive activities can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

direct observation of the candidate using knowledge to deliver an interpretive commentary or activity

questioning of group members on their response to the candidate's breadth of knowledge and ability to delivery that knowledge in an interesting way

review of a research portfolio to assess the candidate's ability to research current and accurate information

oral and written questions to assess the way in which the research process has been used

oral or written questions to assess key knowledge of Australia and the local area

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

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies**Collecting, Organising and Analysing Information**

For example:

Reviewing media reports for information to include in upcoming tour activities (2)

Communicating Ideas and Information

For example:

Deciding on the way in which humour can be used in relation to a given topic (2)

Planning and Organising Activities

For example:

Developing a card reference system and updating mechanism for information on different parts of Australia (2)

Working with Others and in Teams

For example:

Discussing changing customer trends and interests with fellow guides (2)

Using Mathematical Ideas and Techniques

Not Applicable

Solving Problems

For example:

Resolving a situation where two sources provide conflicting information (1)

Using Technology

For example:

Using the Internet to access current information on a given topic or location (1)

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

General knowledge of Australia and the local region including:

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history (historical development of Australia and the local region, major historical events and prominent individuals, key dates, overview of Australian Indigenous history)

architecture (major styles and their proponents, key buildings and structures both in Australia and the local area)

cultural elements (overview of indigenous cultures within Australia, different cultures within Australia and the local area, cultural activities, local customs)

art, theatre, music and literature (key Australian performers, writers and artists, major works by Australians, major cultural events)

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Range Statement

This unit applies to guides working in all sectors of the tourism industry.

The following lists and statements identify how this unit may be applied in different workplaces, sectors and circumstances.

Information on Australia and the local region must include all those items listed in the Evidence Guide.

Informal and formal research, opportunities to update knowledge or sources of information may include:

- talking and listening to local experts
- talking and listening to traditional owners
- personal on site observation/exploration
- organising information from own memory and experiences
- watching TV, videos and films
- listening to radio
- reading newspapers, books and other references
- Internet
- industry association membership
- attending seminars or conferences.

Personal reference materials and filing systems may include:

- card reference systems
- computerised database of information
- notes based around different themes or characters
- notes for specific touring routes or locations
- notes for specific customer interests
- notes for particular types of customer group (e.g. from particular countries, special interests)
- chronologies of major events
- storylines
- customer profiles (e.g. interest profiles for particular age groups, nationalities).

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Unit Sector(s)

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