



Australian Government

THTFTG14A Prepare specialised interpretive content (cultural and heritage environments)

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to research and update the specialised information required by some guides. For example, guides who work in cultural centres will require specific information related to the centre's cultural focus. General knowledge (e.g. about Australia and a given region) is covered in the unit THTFTG03B Develop and maintain the general knowledge required by guides. 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.

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

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Element	Performance Criteria
1 Research specialised information for presentation	1.1 Identify correctly the key sources of information on a specialised topic.

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|--|---|
| | 1.2 Use formal and informal research techniques correctly and appropriately to access current, accurate and relevant information on a specialised topic. |
| | 1.3 Identify subjects of potential customer interest, based on direct contact with customers and consultation with industry colleagues. |
| | 1.4 Make subjects of potential customer interest the focus of research activities. |
| 2 Prepare specialised information for guiding activities | 2.1 Organise information in a manner which reflects the needs of customers and the way in which information may be presented during a guiding or interpretive activity. |
| | 2.2 Identify and develop interpretive themes and messages from research to meet specific customer needs. |
| 3 Update knowledge of specialised information | 3.1 Identify and use opportunities to maintain current knowledge about a specialised topic. |
| | 3.2 Incorporate updated knowledge into day-to-day guiding activities. |

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:

relationship between the guide's interpretation of knowledge and the quality of the customer experience

research techniques for acquiring and maintaining current knowledge of a specialised topic

detailed knowledge of a specific environment of visitor interest to a level of depth sufficient to provide a guided tour of the environment, including:

how the environment developed/evolved

historically and culturally significant features of the environment, including details of any exhibits, displays or performances

individuals associated with the environment, their roles and impacts
role of the environment within the local community, both past and present
relationship of the specific environment to the past/current Australian culture and history
nature and extent of visitation to the environment
current management and operating details for the environment.

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 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 to avoid an inappropriate focus on assessment of bodies of knowledge unrelated to the needs of customers.

Critical Aspects of Assessment

Evidence of the following is critical to the judgement of competence in this unit:

knowledge of one or more cultural/heritage environments 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 knowledge through the presentation of an interpretive commentary or activity within an operational and commercially realistic guiding environment (within a cultural centre, gallery, national park)

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 detailed in the Evidence Guide

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 original historical documentation to assess how it may be used in a customer activity (2)

Communicating Ideas and Information

For example:

Integrating information into a commentary or interpretive activity (2)

Planning and Organising Activities

For example:

Developing an information reference and updating system (2)

Working with Others and in Teams

For example:

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

Using Mathematical Ideas and Techniques

For example:

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)

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.

Informal and formal research may include:

- talking and listening to local experts
- talking and listening to traditional owners
- personal observation/exploration
- watching TV, videos and films
- listening to radio
- browsing the web
- reading newspapers, books and other references
- membership of professional associations
- undertaking formal study
- community groups (e.g. historical societies).

All of the above represent key sources of information and opportunities to update knowledge.

The knowledge requirements for this unit will vary according to the area of specialisation and local workplace conditions. Knowledge should be tailored according to local needs.

Cultural/Heritage Environments may be natural or built and may include:

- museums
- historic theme parks
- art galleries
- aboriginal art or occupation sites
- cultural centres
- heritage trails
- historic localities or regions
- pre-historic/fossil sites.

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Unit Sector(s)

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