



Australian Government

Department of Education, Employment and Workplace Relations

THTPPD05B Plan and develop interpretive activities

Release: 1

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Modification History

Not applicable.

Unit Descriptor

This unit deals with the skills and knowledge required to plan and develop interpretive activities for different customer groups. Senior guides or senior activities co-ordinators would generally undertake this role. It is particularly relevant for those developing activities within tour operations, attractions/theme parks and national parks.

The actual presentation of activities is covered in unit THTFTG06B Prepare and present interpretive tour commentaries or activities.

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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

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Element	Performance Criteria
1 Establish need for activity	1.1 Identify the need for the activity, based on customer requests, customer 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 resources in a manner which is culturally and environmentally appropriate, including other specialists as required. 2.3 Develop activity according to the principles of interpretation using creative communication techniques. 2.4 Undertake a risk audit and incorporate 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 the activity. 3.2 Modify activity according to feedback received.

- 3.3 Establish and implement ongoing review mechanisms to ensure continuous improvement of activity according to its objectives.

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:

detailed knowledge and understanding of interpretation principles (from Tilden, *Interpreting Our Heritage*)

interpretation that does not somehow relate what is being displayed or described to something within the personality or experience of the visitor will be sterile

information, as such, is not interpretation. Interpretation is revelation based upon information. But they are entirely different things. However, all interpretation includes information

interpretation is an art which combines many arts, whether the materials presented are scientific, historical or architectural

the chief aim of interpretation is not instruction, but provocation

interpretation should aim to present a whole rather than a part, and must address itself to the whole person rather than any phase

interpretation addressed to children should not be a dilution of the presentation to adults, but should follow a fundamentally different approach

creative communication techniques for interpretive activities including story-telling, role-playing, games, sensory awareness exercises and illustrated talks

principles and processes which support activity development

in-depth knowledge of subject matter around which the activity is developed.

Linkages to Other Units

This unit has linkages to a range of other units and combined training and assessment may be appropriate. For example:

THTFTG06B Prepare and present interpretive tour commentaries or activities

THTFTG03B Develop and maintain the general knowledge required by guides

THTFTG12A Prepare specialised interpretive content (flora, fauna and landscape)

THTFTG13A Prepare specialised interpretive content (marine environments)

THTFTG14A Prepare specialised interpretive content (cultural and heritage environments)

Critical Aspects of Assessment

Evidence of the following is critical:

ability to apply the total development and evaluation process to an interpretive activity.

subject knowledge and the ability to apply that knowledge to the development of tourism related interpretive activities

This unit may involve substantial knowledge of the subject around which the interpretive activity is based and this knowledge must be thoroughly assessed. Assessment should take account of the fact that individuals may have already acquired this knowledge either through formal study or life and work experience. Examples include the scientific qualifications of Ecotour Guides and the recognition systems in relation to cultural knowledge that exist in Aboriginal and Torres Strait Islander societies.

Context of Assessment and Resource Implications

Assessment must ensure:

project or work activities conducted over a period of time to allow the candidate to develop, pilot and evaluate the activity

integration of commercially-realistic constraints for the development process (e.g. budget, tight timeframes, limitations on activity duration)

access to and use of an appropriate environment for the piloting of the activity (e.g. natural or cultural heritage site)

involvement of other people to act as the customer group.

Assessment Methods

Assessment methods must be chosen to ensure that the planning and development of an interpretive activity 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:

project to develop and evaluate an activity for a nominated customer group or enterprise

oral or written questions to assess knowledge of interpretation principles and development processes

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:

Collecting and analysing information to inform the development process (3)

Communicating Ideas and Information

For example:

Developing creative ways of communicating message to customers (3)

Planning and Organising Activities

For example:

Integrating the components of an activity to meet time and other practical operational limitations (3)

Working with Others and in Teams

For example:

Holding a brainstorming session with colleagues on possible approaches to an activity (3)

Using Mathematical Ideas and Techniques

For example:

Calculating costs of the activity (1)

Solving Problems

For example:

Developing creative solutions to address resource shortages (3)

Using Technology

For example:

Integrating audio-visual elements into the activity (1)

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Range Statement

This unit applies to many tourism and hospitality industry sectors and is particularly relevant to guides working in a natural or cultural heritage environments. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Activities may include:

- guided walks
- guided site activities
- touring activities
- sporting activities.

One or more activities may be combined in an overall tour program.

Interpretive activities relate to an enormous range of subjects. Examples are:

- wildlife
- domestic/farm animals
- birds
- history and heritage
- culture
- art
- natural environment
- built environment
- sports
- festivals/seasonal themes.

Resources may include:

- natural resources
- microphone
- AV equipment
- overhead projector/transparencies
- video and video monitor
- slides/slide projector
- handouts
- costumes
- props
- actors/performers
- guest speakers
- special interest organisations.

Other specialists may include:

- subject matter experts
- cultural advisers
- technical experts
- creative designers
- actors/performers
- marketers
- environmental educators
- interpretation consultants.

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Unit Sector(s)

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