

Competency Standard

UNIT TITLE: DEVELOP INTERPRETIVE CONTENT FOR ECO-TOURISM ACTIVITIES		NOMINAL HOURS: 70
UNIT NUMBER: D2.TTO.CL4.07		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to develop interpretive content for a range of eco-tourism activities.		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Research information</p> <p>1.1 Describe the <i>interpretive approach</i> to guiding and activities</p> <p>1.2 Identify <i>sources of information</i> for eco-tourism knowledge</p> <p>1.3 Determine <i>customer interests and potential themes</i> for possible <i>interpretive activities</i></p> <p>1.4 Use <i>research techniques</i> to obtain information</p> <p>1.5 <i>Classify and store information</i></p> <p>1.6 <i>Verify information</i> that has been gathered</p> <p>1.7 Learn the required information to support identified eco-tourism concepts, themes and focal points</p> <p>Element 2: Prepare an eco-tourism activity</p> <p>2.1 <i>Develop and determine concepts, themes and focal points</i> for potential eco-tourism activities</p>	<p>Unit Variables</p> <p>The Unit Variables provide advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment.</p> <p>This unit applies to organisations that are involved in developing interpretive content for eco-tourism activities within the labour divisions of the hotel and travel industries and may include:</p> <ol style="list-style-type: none"> 1. Travel Agencies 2. Tour Operation <p><i>Interpretive approach</i> commonly uses face-to-face methods and is frequently supported by interpretive media and aids. The interpretive approach should include:</p> <ul style="list-style-type: none"> • Engaging the participants • Providing a verbal commentary to explain and translate the characteristics, significance and features of the tour • Attributing local and cultural meaning to sights and activities • Facilitating learning, understanding and awareness • Contextualising the tour within a local framework and flavour 	

<p>2.2 <i>Acquire physical resources</i> to support identified eco-tourism concepts, themes and focal points</p> <p>2.3 <i>Generate scripted commentaries</i> to support identified eco-tourism concepts, themes and focal points</p> <p>2.4 <i>Trial developed eco-tourism activities</i> for identified concepts, themes and focal points</p> <p>2.5 <i>Revise developed eco-tourism activities</i> on the basis of feedback</p> <p>2.6 <i>Promote prepared eco-tourism activities</i></p> <p>Element 3: Update knowledge and eco-tourism activities</p> <p>3.1 <i>Take action to receive information</i> from relevant bodies</p> <p>3.2 <i>File and share new information</i></p> <p>3.3 <i>Incorporate new knowledge in existing activities</i></p> <p>3.4 Create new activities</p> <p>3.5 Correct information and activities that prove to be inaccurate or misleading</p>	<ul style="list-style-type: none"> • Generating respect and appreciation for the local customs, history and people • Provoking curiosity, thought and encouraging personal reflection • Bringing the tour to life by providing opportunities for learning and participation • Building a relationship between the tour groups and the environment/focus of the tour. <p><i>Sources of information</i> may include:</p> <ul style="list-style-type: none"> • The internet • Local communities • Relevant peak preservation and conservation bodies • Authorities, including published reports • Text books and literature. <p><i>Customer interests and potential themes</i> will include:</p> <ul style="list-style-type: none"> • Flora, including types, history, concentrations, growth patterns, threats, seasonal influences, preservation and conservation issues • History and heritage of the general area with attention to special items or areas of interest • The general natural environment • The built environment, including its impact on the eco-system • Individual species, including their history, current context and predicted future, foods, predatory inclinations, habitats, mating habits, life cycle and threats • Specific geographic locations and landmarks • Feedback from customers and co-workers suggesting topics for activities • Initiatives recommended by local authorities and local communities • Topics of general community interest.
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Interpretive activities may include:

- Guided walks
- Guided site activities, including interactive and static displays
- Touring activities
- Commentaries
- Problem solving activities
- Concept testing activities
- Spotting and observation activities
- Sensory experiential activities
- Any activity that facilitates engagement with the subject that is the focus of the activity.

Use research techniques should include formal and informal research techniques and may include:

- Personal observation
- Interviews with relevant stakeholders
- Undertaking primary data research activities
- Gathering secondary research data from existing sources
- Monitoring media articles.

Classify and store information should include:

- Allocating research data into identifiable categories
- Establishing and maintaining paper-based and electronic storage and retrieval systems
- Preserving actual samples.

Verify information should relate to:

- Confirming accuracy, currency and relevancy of information
- Validating contested pieces of information with authorities and relevant others
- Obtaining credible evidence to support the integrity of information collected
- Checking with local communities and stakeholders to confirm or deny research material.

Develop and determine concepts, themes and focal points may include:

- Prioritising options that have been identified
- Evaluating practicality of implementing available options, including impact, cost, sensitivity, timing, safety and sustainability issues
- Planning physical and ancillary requirements to deliver selected options
- Setting specific objectives for each eco-tourism activity.

Acquire physical resources may include:

- Purchasing ready-made materials
- Designing and building identified requirements
- Seeking to borrow materials from stakeholders
- Preparing printed material, including handouts, exercises, guides and fact sheets
- Obtaining necessary permissions and authorisations to conduct activities in areas that are sensitive, restricted or of significance to local indigenous communities
- Ensuring resources used comply with principles of environmental sensitivity, including considering recycling, re-use and minimal impact
- Matching the resources to the identified objective for each of the identified eco-tourism activities.

Generate scripted commentaries may include:

- Ensuring currency and accuracy, including a total ban on fabricating facts
- Ensuring comprehensive and relevant information
- Including necessary safety and security information relevant to the activity, time of day, conditions and other applicable issues
- Ordering the information in logical sequence
- Preparing sufficient and appropriate depth and breadth of information
- Identifying delivery style
- Matching words, phrases and terminology to the identified needs of customers
- Explaining unfamiliar terms, abbreviations and acronyms
- Including an interpretive orientation to the script
- Checking grammar
- Ensuring that language used does not give offence, including unintended offence in relation to gender, culture, race, age or personal characteristics
- Matching the length of the script to the duration of the activity
- Providing an appropriate mix of statistical and qualitative information
- Ensuring the commentary explains and translates the characteristics, significance and features of the activity.

Trial developed eco-tourism activities may include:

- Conducting the eco-tourism activities as planned, including all planned activities and all scripted commentaries
- Establishing monitoring and feedback for the trial
- Including participants and observers for the trial

- Ensuring the trial reflects expected actual tour conditions for the activity, to the greatest extent possible

- Recording the trial for later analysis or review.

Revise developed eco-tourism activities must relate to evidence gathered during the trial and may include:

- Changing the nature, scope, objective, timing or location of the activity
- Altering the commentary
- Changing the physical resources that supported the trial, including acquisition of new resources, providing alternative resources, or deleting the use of existing resources
- Deciding not to proceed with an activity that has demonstrated significant negative or potentially dangerous or harmful impacts.

Promote prepared eco-tourism activities may include:

- Including the eco-tourism activity in new or existing advertisements, packages and itineraries
- Erecting signage to support the activity
- Notifying co-workers in relation to the activity.

Take action to receive information may include:

- Joining professional associations
- Registering on-line with relevant sources
- Maintaining a connection with relevant stakeholders and communities
- Monitoring the media.

Share new information may include:

- Sharing information with colleagues
- Sharing information with customers.

Incorporate new knowledge in existing activities may include:

- Amending activities to suit new information, including static and interactive activities
- Updating printed materials provided to customers, including handouts and static signage at displays
- Changing the commentaries to include new information.

Assessment Guide

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

- Enterprise policies and procedures in regard to the operation of eco-tourism activities to ensure minimal impact and the need to conduct all such operations in consultation with appropriate communities
- Principles of minimal impact tourism activities and operation
- Knowledge of host country legislation, standards, regulations and codes of practice in relation to eco-tourism
- Ability to use research techniques
- Knowledge of key concepts of ecology which must include specific knowledge relating to the ecology of the environment where the eco-tourism activities are to be conducted; this knowledge may include biotic and physical factors, populations, biodiversity, abundance, food webs, life cycles, succession, zoning, nutrition, water, energy, interaction of species with the environment, impact of humans and natural events, characteristics and commonalities, as appropriate
- Knowledge of the interrelationships that exist between nominated parts of the eco-system
- Knowledge of ecological terminology
- Principles of interpretive guiding and activities
- Ability to write scripted commentaries, posters and general handout material
- Ability to plan and produce physical resources, materials, props and other physical requirements to support eco-tourism activities.

Linkages To Other Units

- Develop and update tourism industry knowledge
- Follow safety and security procedures
- Work as a tour guide
- Conduct interpretive activities in the field
- Demonstrate/observe respect for indigenous cultures
- Research and share information on indigenous cultures
- Develop and monitor culturally appropriate tourism activity
- Plan, develop and evaluate interpretive activities
- Prepare and present tour commentaries
- Develop/monitor ecologically sustainable tourism operations.

Critical Aspects of Assessment

Evidence of the following is essential:

- Understanding of host enterprise policies and procedures in regard to the operation of eco-tourism activities to ensure minimal impact and the need to conduct all such operations in consultation with appropriate communities
- Knowledge of host country legislation, standards, regulations and codes of practice in relation to eco-tourism
- Demonstrated ability to apply principles of interpretive guiding and interpretive activities
- Demonstrated ability to develop minimal impact tourism activities
- Demonstrated ability to research a nominated eco-topic and present sufficient and valid information that could be used to develop an eco-tourism activity on a nominated focal point/objective

- Demonstrated ability to prepare an eco-tourism activity, including commentary and all necessary supporting resources on a nominated theme appropriate for designated types of tour group members
- Demonstrated ability to update eco-tourism information and identify how that information and feedback received from colleagues and customers on a nominated eco-tourism activity can be integrated into a new or revised eco-tourism activity.

Context of Assessment

This unit may be assessed on or off the job:

- Assessment should include practical demonstration either in the workplace or through a simulation activity, supported by a range of methods to assess underpinning knowledge
- Assessment must relate to the individual's work area or area of responsibility.

Resource Implications

- Training and assessment must include the use of real environments, real information, real materials and real eco-tourism settings; and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Assessment Methods

The following methods may be used to assess competency for this unit:

- Observation of practical candidate performance
- Portfolio of eco-tourism activities such as research material, handouts and other props, samples and similar that form the basis and that have been developed
- Feedback from people who have participated in the trial of an eco-tourism activity to gauge their level of satisfaction and engagement
- Role plays
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work.

<p>Key Competencies in this Unit</p> <p><i>Level 1 = competence to undertake tasks effectively</i></p> <p><i>Level 2 = competence to manage tasks</i></p> <p><i>Level 3 = competence to use concepts for evaluating</i></p>		
Key Competencies	Level	Examples
Collecting, organising and analysing information	2	Gather information as the basis for eco-tourism activities
Communicating ideas and information	2	Prepare activities to communicate understanding to tour group members
Planning and organising activities	2	Establish a system to classify and store information
Working with others and in teams	2	Liaise with co-workers and customers to identify suitable activities
Using mathematical ideas and techniques	-	
Solving problems	1	Validate contested information
Using technology	1	Use the internet for research