

Competency Standard

UNIT TITLE: PLAN, DEVELOP AND EVALUATE INTERPRETIVE ACTIVITIES		NOMINAL HOURS: 80
UNIT NUMBER: D2.TTG.CL3.14		
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to prepare and develop an interpretive activity ready for presentation to a tour group, and to evaluate the activity after it has been presented. It does not cover the skills and knowledge required to conduct the interpretive activity		
ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE	
<p>Element 1: Identify the basis for the interpretive activity</p> <p>1.1 Describe the <i>context for the interpretive activity</i></p> <p>1.2 Specify <i>customer requests and needs</i> in relation to the <i>interpretive activity</i> and the <i>interpretative approach</i> to be adopted</p> <p>1.3 Investigate <i>local community requirements</i> and/or preferences in relation to the interpretive activity</p> <p>1.4 Determine <i>final objectives</i> for the interpretive activity</p> <p>1.5 Identify the type of interpretive activity to be presented</p> <p>1.6 Identify <i>opportunities for local community participation</i> in the interpretive activity</p> <p>1.7 <i>Research the subject</i> that is the focus of the interpretive activity</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 staff responsible for preparing and developing an interpretive activity ready for presentation to a tour group and to evaluating the activity after it has been presented within the labour divisions of the hotel and travel industries and may include:</p> <p>1. Tour Operation</p> <p><i>Context for the interpretive activity</i> may be related to:</p> <ul style="list-style-type: none"> • Integration into wider or diverse interpretive activities and tour experiences including the need to factor in product and site development initiatives and general, as opposed to local, community needs • Location and cultural background to the activity • Contemporary thoughts and opinions in relation to the activity that is the focus of the eventual presentation • Time and budget available to develop the presentation • Need to comply with legislated obligations imposed by the country in which the interpretive activity takes place 	

<p>Element 2: Plan and develop the interpretive activity</p> <p>2.1 Identify and develop possible <i>messages and themes</i> for the interpretive activity</p> <p>2.2 <i>Generate and develop activities</i> to support the identified themes and messages for the interpretive activity</p> <p>2.3 <i>Incorporate risk management principles</i> into the final interpretive activity</p> <p>2.4 Develop <i>resources and materials</i> to support the on-tour delivery of the interpretive activity</p> <p>2.5 Prepare <i>contingency plans</i></p> <p>2.6 <i>Promote the tour and the interpretive activity</i></p>	<ul style="list-style-type: none"> • The need to apply the principles of the interpretive approach to guiding • The subject that is the basis of the activity • Feedback that has been received from past tour group members. <p><i>Customer requests and needs</i> may include:</p> <ul style="list-style-type: none"> • Timing and duration considerations • Budget • Location of the interpretive activity • Access to and requirements for unimpeded lines of sight and hearing regarding the interpretive activity • The specific activities to be included within the overall interpretive activity • Information to be communicated • Level of engagement with the activity • Variations to the interpretive activity to meet specific tour group characteristics including variations to cater for groups such as school groups, senior citizens, local and international travellers, as appropriate.
<p>Element 3: Evaluate the interpretive activity</p> <p>3.1 <i>Establish and implement a scheduled system for evaluating</i> the presentation of interpretive activities</p> <p>3.2 <i>De-brief</i> with colleagues</p> <p>3.3 Seek <i>feedback from customers</i></p> <p>3.4 Evaluate actual presentation of the interpretive activity against target performance criteria for the activity</p> <p>3.5 <i>Revise operations</i> on the basis of the review data</p>	<p><i>Interpretive activity</i> can apply to a wide range of subjects and activities and may include:</p> <p>Subjects:</p> <ul style="list-style-type: none"> • Flora and fauna • Domestic and farm animals • History and heritage • Culture, arts and entertainment • Sport and recreation • The general natural environment • The built environment • Festivals, seasons and religious observances.

	<p>Activities:</p> <ul style="list-style-type: none"> • Guided walks • Guided site activities • Touring activities • Spotting activities • Any activity that facilitates engagement with the subject that is the focus of the activity. <p><i>The interpretive approach</i> commonly uses face-to-face methods and is frequently supported by interpretive media and aids. The interpretive approach includes:</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 sites, sights and activities • Facilitating learning, understanding and awareness • Contextualising the tour/activities within a local framework and flavour • 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>Local community requirements</i> may be related to:</p> <ul style="list-style-type: none"> • Prohibitions and permissions in relation to information that may be shared • Timing concerns for presentation of the activity and the presence of tour groups • Determinations regarding ancillary activities such as retail opportunities • Required behaviour of group members • Types of activities that may or may not be undertaken.
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Final objectives may relate to:

- Educational, historical and cultural issues
- Commercial imperatives
- Social agendas
- Identification of specific themes and/or messages to be contained within the interpretive activity
- Compliance with obligations imposed by local communities, authorities and other bodies.

Opportunities for local community participation may relate to:

- Use of local guides, demonstrators, interpreters and facilitators
- Capitalising on supplementary retail opportunities
- Increased levels of public exposure for issues
- Chance to redress public misconceptions.

Research the subject may include:

- Talking and listening to relevant people including visiting communities and interacting with local communities, where applicable and where possible
- Organising information from personal memory and personal experiences
- Watching, reading and listening to the media including specific articles and programs on the subject that is the focus of the interpretive activity
- Reading books and other targeted reference sources
- Undertaking internet desktop research
- Visiting museums and cultural centres including discussions with curators.

Messages and themes may include:

- Support and align with identified objectives
- Be approved by the wider community and the local communities, where applicable

- Integrate with the interpretive approach to guiding
 - Comply with ethical standards including the requirements for truth, full disclosure and absence of fabrication of information.
- Generate and develop activities should include:*
- Completing an interpretive activity planner for each identified activity
 - Involving relevant specialists who may include:
 - Subject matter experts
 - Cultural advisers
 - Technical experts
 - Creative designers
 - Actors and performers
 - Marketers
 - Environmental educators
 - Interpretive consultants.
- Activities may include:*
- Commentaries
 - Story-telling
 - Interactive activities including demonstrations, hands-on activities, games, sightings and observations, completing checklists, gathering on-site information, explorations, problem solving challenges
 - Activities to meet all sensory needs, as far as practicable
 - Activities to engage the widest range of potential tour group members.
- Incorporate risk management principles must include:*
- Implementing risk identification, risk analysis and risk control practices for all interpretive activities

- Ensuring the safety of all tour group members
- Preserving the environment
- Respecting the requests and needs of local communities.

Resources and materials may include:

- Natural resources
- Handouts including take away materials such as fact sheets/brochures for tour group members and 'tips for guides' sheets to background the interpretive activity for them and to assist in the presentation of the interpretive activity
- Costumes and props
- Equipment and items specific to the individual activity
- Performers, actors and guest speakers
- Involvement of special interest organisations and groups
- Equipment to present the activity including microphones, megaphones, audio-visual equipment and systems, such as overhead projectors, data projectors, slides, transparencies, and laser pointers.

Contingency plans may be prepared to address special circumstances that can be expected to arise when the interpretive activity is conducted, which may include:

- Adverse weather conditions
- Very large groups
- Very small groups
- People who do not speak or understand the language in which the interpretive activity is normally presented
- Instances where the interpretive activity has to be conducted in a reduced amount of time.

Promote the tour and the interpretive activity may include:

- Writing advertisements

- Designing promotional material
- Selecting the media to be used
- Allocating resources to support the promotion.

Establish and implement a scheduled system for evaluating may include:

- Identifying personnel to be involved in the process
- Allocating specific responsibilities in relation to the evaluation
- Setting dates for formal evaluations
- Creating feedback sheets for distribution to group tour members
- Identifying the external community who will be included in the process
- Establishing facilities to facilitate after tour feedback from tour group members including telephone, mail, fax or e-mail responses
- Establishing a process for handling complaints about the interpretive activity.

De-briefing may include:

- Soliciting verbal and written feedback from colleagues
- Analysing incident reports
- Evaluating staff perceptions of levels of customer satisfaction
- Identifying complaints received, or overheard, from customers.

Feedback from customers may include:

- Verbal feedback
- Written feedback
- Feedback received during, on the conclusion of the interpretive activity or tour, or later via letter or electronic format
- Web page feedback.

Revise operations may include:

- Altering plans
- Acquiring extra or different resources/information
- Preparing different activities and/or commentaries
- Changing the promotional activities for the tour
- Amending staffing for the tour
- Imposing or easing restrictions or limitations on tour customers
- Changing the itinerary for the tour.

Assessment Guide

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

- Enterprise policies and procedures in regard to the development, promotion, conduct and evaluation of interpretive activities
- Principles of guiding and the interpretive approach to activities
- Ability to use research, planning and preparation techniques to develop interpretive activities for the required tour destinations, sites, groups and objectives
- Ability to use basic communication and tour guiding equipment
- Knowledge of and skills relating to the focus for the tour
- Understanding of the principles of guiding
- Ability to prepare plans
- General knowledge about communities and their culture
- Ability to communicate and negotiate with communities
- Sensitivity to cultural issues of unique cultures
- Ability to produce or acquire resources and support materials to enable the presentation of an interpretive activity

- Ability to determine customer requirements in relation to an interpretive activity at a designated location/site.

Linkages To Other Units

- Develop and update tourism industry knowledge
- Follow safety and security procedures
- Work as a tour guide
- Allocate tour resources
- Conduct interpretive activities in the field
- Co-ordinate and operate a day-tour (or short excursions)
- Demonstrate/observe respect for indigenous cultures
- Manage and facilitate an extended tour experience
- Research and share information on indigenous cultures
- Prepare and present tour commentaries
- Develop interpretive content for eco-tourism activities
- Develop and monitor culturally appropriate tourism activity.

Critical Aspects of Assessment

Evidence of the following is essential:

- Understanding of host enterprise policies, procedures and plans relating to the conduct of tours and to the preparation, presentation and evaluation of interpretive activities
- Demonstrated ability to identify an interpretive activity suitable for inclusion in a nominated tour type and produce a written plan; for example, an interpretive activity planner and supporting resources and materials to enable and guide the successful, effective and engaging implementation of that activity. The planned and developed interpretive activities to be assessed against criteria provided to a tour group. This does not include the delivery of the interpretive activity

- Demonstrated ability to obtain written and/or verbal feedback from colleagues and customers on a nominated interpretive activity presented on tour
- Demonstrated ability to identify how feedback received from colleagues and customers on a nominated interpretive activity can be integrated in to standard operating procedures and plans for the future.

Context of Assessment

Assessment must ensure:

- Actual or simulated workplace application of planning, development and evaluation skills and a local community context for the research of material and negotiation of content for the interpretive activity.

Resource Implications

- Training and assessment must include the use of real locations/sites and communities, real contexts, real people for the evaluation and real materials, props and support materials; 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 documentation including interpretive activity planners, materials to support the implementation of interpretive activities and feedback sheets
- Role plays
- Oral and written questions
- Third party reports completed by a supervisor
- Project and assignment work
- Simulations.

Key Competencies in this Unit		
<i>Level 1 = competence to undertake tasks effectively</i>		
<i>Level 2 = competence to manage tasks</i>		
<i>Level 3 = competence to use concepts for evaluating</i>		
Key Competencies	Level	Examples
Collecting, organising and analysing information	3	Research and develop general knowledge about the interpretive activity
Communicating ideas and information	3	Communicate and negotiate with a community to determine information that can be shared with tour groups
Planning and organising activities	2	Organise arrangements with communities to use a local interpreter and/or guide
Working with others and in teams	3	Liaise with specialists in the development of the interpretive activity
Using mathematical ideas and techniques	1	Calculate costs
Solving problems	3	Negotiate solutions to problems and issues raised by communities
Using technology	1	Use the internet for research; use audio-visual systems and equipment