Conduct interpretive activities in the field

D2.TTG.CL3.03

Assessor Manual

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Project Base

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Competency Based Assessment (CBA) – An Introduction for Assessors

Assessment is the process of identifying a participant's current knowledge, skills and attitudes sets against all elements of competency within a unit of competency.

Suggested Assessment Methods

For each unit of competency a number of assessment tools have been identified including:

- Work Projects
- Oral Questions
- Written Questions
- Third Party Statements
- Observation Checklists.

Instructions and Evidence Recording Sheets have been identified in this Assessment Manual for use by Assessors.

Alternative Assessment Methods

Whilst the above mentioned assessment methods are suggested assessment methods, the assessor may use an alternate method of assessment taking into account:

a) The nature of the unit

b) The strengths of participants

c) The number of participants in the class

d) Time required to complete assessments

e) Time dedicated to assessment

f) Equipment and resources required.

Alternate assessment methods include:

- Practical demonstrations
- Practical demonstrations in simulated work conditions
- Problem solving
- Portfolios of evidence
- Critical incident reports
- Journals
- Oral presentations
- Interviews
- Videos
- Visuals/slides/audiotapes
- Case studies

- Log books

- Projects and Role plays

- Group projects

- Recognition of Prior Learning.

Whilst there is no specific instruction or evidence collection documents for all the alternative assessment methods, assessors can record competency in the 'Other' section within the 'Competency Recording Sheet'.

Selection of Assessment Methods

Each assessor will determine the combination of Assessment Methods to be used to determine Competency for each Competency Unit on a student by student basis.

'Sufficient' evidence to support the 'Pass Competent'/'Not Yet Competent' decision must be captured.

In practice this means a minimum of 2 – 3 Assessment Methods for each candidate for each Competency Element is suggested.

At least one method should provide evidence of practical demonstration of competence.

The following assessment methods deemed to provide evidence of practical demonstration of competence include:

- Practical Work Projects

- Third Party Statement

- Observation Checklist.

Assessing Competency

Competency based assessment does not award grades, but simply identifies if the participant has the knowledge, skills and attitudes to undertake the required task to the specified standard.

Therefore, when assessing competency, an assessor has two possible results that can be awarded:

- 'Pass Competent' (PC)

- 'Not Yet Competent' (NYC).

Pass Competent (PC)

If the participant is able to successfully answer or demonstrate what is required, to the expected standards of the performance criteria, they will be deemed as 'Pass Competent' (PC).

The assessor will award a 'Pass Competent' (PC) if they feel the participant has the necessary knowledge, skills and attitudes in all assessment tasks for a unit.

Not Yet Competent' (NYC)

If the participant is unable to answer or demonstrate competency to the desired standard, they will be deemed to be 'Not Yet Competent' (NYC).

This does not mean the participant will need to complete all the assessment tasks again. The focus will be on the specific assessment tasks that were not performed to the expected standards.

The participant may be required to:

a) Undertake further training or instruction

b) Undertake the assessment task again until they are deemed to be 'Pass Competent'.

Regional Qualifications Framework and Skills Recognition System

The 'Regional Qualifications Framework and Skills Recognition System', also known as the 'RQFSRS' is the overriding educational framework for the ASEAN region.

The purpose of this framework is to provide:

- A standardised teaching and assessment framework

- Mutual recognition of participant achievement across the ASEAN region. This includes achievement in individual Units of Competency or qualifications as a whole.

The role of the 'RQFSRS' is to provide, ensure and maintain 'quality assurance' across all countries and educational providers across the ASEAN region.

Recognition of Prior Learning (RPL)

Recognition of Prior Learning is the process that gives current industry professionals who do not have a formal qualification, the opportunity to benchmark their extensive skills and experience against the standards set out in each unit of competency/subject.

This process is a learning and assessment pathway which encompasses:

- Recognition of Current Competencies (RCC)

- Skills auditing

- Gap analysis and training

- Credit transfer.

Code of Practice for Assessors

This Code of Practice provides:

- Assessors with direction on the standard of practice expected of them

- Candidates with assurance of the standards of practice expected of assessors

- Employers with assurance of the standards maintained in the conduct of assessment.

The Code detailed below is based on the International Code of Ethics and Practice (The National Council for Measurement in Education [NCME]):

- The differing needs and requirements of the person being assessed, the local enterprise and/or industry are identified and handled with sensitivity

- Potential forms of conflict of interest in the assessment process and/or outcomes are identified and appropriate referrals are made, if necessary

- All forms of harassment are avoided throughout the planning, conducting, reviewing and reporting of the assessment outcomes

- The rights of the candidate are protected during and after the assessment

- Personal and interpersonal factors that are not relevant to the assessment of competency must not influence the assessment outcomes

- The candidate is made aware of rights and process of appeal

- Evidence that is gathered during the assessment is verified for validity, reliability, authenticity, sufficiency and currency

- Assessment decisions are based on available evidence that can be produced and verified by another assessor

- Assessments are conducted within the boundaries of the assessment system policies and procedures

- Formal agreement is obtained from both the candidate and the assessor that the assessment was carried out in accordance with agreed procedures

- The candidate is informed of all assessment reporting processes prior to the assessment

- The candidate is informed of all known potential consequences of decisions arising from an assessment, prior to the assessment

- Confidentiality is maintained regarding assessment results

- The assessment results are used consistently with the purposes explained to the candidate

- Opportunities are created for technical assistance in planning, conducting and reviewing assessment procedures and outcomes.

Instructions and Checklist for Assessors

Instructions

General instructions for the assessment:

- Assessment should be conducted at a scheduled time that has been notified to the candidate

- Facilitators must ensure participants are made aware of the need to complete assessments and attend assessment sessions

- If a participant is unable to attend a scheduled session, they must make arrangements with the Assessor to undertake the assessment at an alternative time

- At the end of the assessment the Assessor must give feedback and advise the participant on their PC/NYC status

- Complete the relevant documentation and submit to the appropriate department.

Preparation

- Gain familiarity with the Unit of Competency, Elements of Competency and the Performance Criteria expected

- Study details assessment documentation and requirements

- Brief candidate regarding all assessment criteria and requirements.

Briefing Checklist

- Begin the assessment by implementing the following checklist and then invite the candidate to proceed with assessment.

Checklist for Assessors

Prior to the assessment I have:	Tick (✓)	Remarks
Ensured the candidate is informed about the venue and schedule of assessment.		
Received current copies of the performance criteria to be assessed, assessment plan, evidence gathering plan, assessment checklist, appeal form and the company's standard operating procedures (SOP).		
Reviewed the performance criteria and evidence plan to ensure I clearly understood the instructions and the requirements of the assessment process.		
Identified and accommodated any special needs of the candidate.		
Checked the set-up and resources for the assessment.		
During the assessment I have:		
Introduced myself and confirmed identities of candidates.		
Put candidates at ease by being friendly and helpful.		
Explained to candidates the purpose, context and benefits of the assessment.		
Ensured candidates understood the assessment process and all attendant procedures.		
Provided candidates with an overview of performance criteria to be assessed.		
Explained the results reporting procedure.		
Encouraged candidates to seek clarifications if in doubt.		
Asked candidates for feedback on the assessment.		
Explained legal, safety and ethical issues, if applicable.		
After the assessment I have:		
Ensured candidate is given constructive feedback.		
Completed and signed the assessment record.		
Thanked candidate for participating in the assessment.		

Instructions for Recording Competency

Specifications for Recording Competency

The following specifications apply to the preparation of Evidence Gathering Plans:

- A Competency Recording Sheet must be prepared for each candidate to ensure and demonstrate all Performance Criteria and Competency Elements are appropriately assessed. This Sheet indicates how the Assessor will gather evidence during their assessment of each candidate

- This Competency Recording Sheet is located at the end of the Assessment Plan

- It is the overriding document to record competency

- The Assessor may vary the Competency Recording Sheet to accommodate practical and individual candidate and/or workplace needs

- Assessor must place a tick (✓) in the 'Assessment Method' columns to identify the methods of assessment to be used for each candidate

- Multiple Competency Elements/Performance Criteria may be assessed at the one time, where appropriate

- The assessor and participant should sign and date the Competency Recording Sheet, when all forms of evidence and assessment have been completed

- The assessor may provide and feedback or clarify questions which the participant may have in regards to the assessment grade or findings

- All documents used to capture evidence must be retained, and attached to the Competency Recording Sheet for each candidate for each Competency Unit.

Instructions for Different Assessment Methods

Specifications for Work Project Assessment

These guidelines concern the use of work projects.

The work projects identified in the Training Manuals involve a range of tasks, to be performed at the discretion of the Assessor.

Work project tasks can be completed through any form of assessment as identified in the Trainer and Trainee Manuals and stated at the start of this section.

Assessors should follow these guidelines:

- Review the Work Projects at the end of each 'Element of Competency' in the Trainee Manual to ensure you understand the content and what is expected

- Prepare sufficient resources for the completion of work activities including:

  - Time – whether in scheduled delivery hours or suggested time participants to spend outside of class hours

  - Resources – this may involve technical equipment, computer, internet access, stationery and other supplementary materials and documents

- Prepare assessment location (if done in class) making it conducive to assessment

- Explain Work Projects assessment to candidate, at the start of each Element of Competency. This ensures that participants are aware of what is expected and can collate information as delivery takes place

- Assessors can use the following phrase as a guide (where an 'X' is identified, please input appropriate information):

"At the end of each Element of Competency there are Work Projects which must be completed. These projects require different tasks that must be completed.

These work projects are part of the formal assessment for the unit of competency titled X:

  - You are required to complete these activities:

    a) *Using the 'X' method of assessment*

    b) *At 'X' location*

    c) *You will have 'X time period' for this assessment*

  - You are required to compile information in a format that you feel is appropriate to the assessment

  - Do you have any questions about this assessment?"

- Commence Work Project assessment:

  - The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions

  - Participants complete work projects in the most appropriate format

  - Participants must submit Work Project evidence to the assessor before the scheduled due date

- Assessor must assess the participant's evidence against the competency standards specified in each Element of Competency and their own understanding. The assessor can determine if the participant has provided evidence to a 'competent' standard

- Transcribe results/details to Competency Recording Sheet

- Forward/file assessment record.

Specifications for Oral Question Assessment

These guidelines concern the use of oral questioning.

Assessors should follow these guidelines.

- Prepare Assessment Record for Oral Questioning. One record for each candidate:
  - Enter Student name
  - Enter Assessor name
  - Enter Location

- Familiarise self with Questions to be asked

- Prepare assessment location (table and chairs) making it conducive to assessment

- Explain Oral Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

"These oral questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability and I will record whether or not you have answered correctly.

We have 60 minutes for this assessment.

- ▪ I will give you feedback at the end of the assessment
- ▪ Do you have any questions about this assessment?"
- Commence Oral Questioning assessment:
    - ▪ Complete Assessment Record for the Oral Questioning by:
        - a) Ticking PC or NYC, as appropriate
        - b) Entering 'Remarks' as required
        - c) Completing Oral Questioning within 60 minutes
- Complete Oral Questioning and provide feedback to candidate
- Transcribe results/details to Competency Recording Sheet
- Forward/file assessment record.

Specifications for Written Question Assessment

These guidelines concern the use of written questioning.

Assessors should follow these guidelines:

- Familiarise self with Questions and Answers provided
- Print and distribute copies of 'Written Questions' for participants. Ideally this should take place with adequate time for participants to answer all questions before the expected due date
- Explain Written Questioning assessment to candidate, using the following phrase as a guide (where a 'X' is identified, please input appropriate information):

"These written questions are part of the formal assessment for the unit of competency titled X.

There are X questions and you are required to answer all of them to the best of your ability.

You may refer to your subject materials, however where possible try to utilise your existing knowledge when answering questions.

Where you are unsure of questions, please ask the Assessor for further instruction. This may be answering the question orally or asking the assessor to redefine the question.

We have X time for this assessment:

- ▪ The due date for completion of this assessment is X
- ▪ On this date you must forward the completed questions to the assessor by X time on the date of X
- ▪ Do you have any questions about this assessment?"
- The assessor may give time for participants to review the questions at this time to ensure they understand the nature of the questions. The assessor may need to clarify questions
- Participants may record written answers (where possible)
- Participants must submit the cba written answers to the assessor before the scheduled due date

- Assessor must assess the participant's written answers against the model answers provided as a guide, or their own understanding. The assessor can determine if the participant has answered the questions to a 'competent' standard

- Transcribe results/details to Competency Recording Sheet

- Forward/file assessment record.

Specifications for Observation Checklist

These specifications apply to the use of the Observation Checklist in determining competency for candidates.

Only an approved assessor is authorised to complete the Observation Checklist.

The assessor is required to observe the participant, ideally in a simulated environment or their practical workplace setting and record their performance (or otherwise) of the competencies listed on the Observation Checklist for the Competency Unit.

To complete the Observation Checklist the Assessor must:

- Insert name of candidate

- Insert assessor name

- Insert identify of location where observations are being undertaken

- Insert date/s of observations – may be single date or multiple dates

- Place a tick in either the 'Yes' or 'No' box for each listed Performance Criteria to indicate the candidate has demonstrated/not demonstrated that skill

- Provide written (and verbal) feedback to candidate – as/if appropriate

- Sign and date the form

- Present form to candidate for them to sign and date

- Transcribe results/details to Competency Recording Sheet for candidate

- Forward/file Observation Checklist.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the participant.

Specifications for Third Party Statement

These specifications relate to the use of a relevant workplace person to assist in determining competency for candidates.

The Third Party Statement is to be supplied by the assessor to a person in the workplace who supervises and/or works closely with the participant.

This may be their Supervisor, the venue manager, the Department Manager or similar.

The Third Party Statement asks the Supervisor to record what they believe to be the competencies of the participant based on their workplace experience of the participant. This experience may be gained through observation of their workplace performance, feedback from others, inspection of candidate's work etc.

A meeting must take place between the Assessor and the Third Party to explain and demonstrate the use of the Third Party Statement.

To complete the Third Party Verification Statement the Assessor must:

- Insert candidate name

- Insert name and contact details of the Third Party

- Tick the box to indicate the relationship of the Third Party to the candidate

- Present the partially completed form to the Third Party for them to finalise

- Collect the completed form from the Third Party

- Transcribe results/details to Competency Recording Sheet for candidate

- Forward/file Third Party Statement.

The Third Party must:

- Record their belief regarding candidate ability/competency as either:
  - Pass Competent = Yes
  - Not Yet Competent = No
  - Unsure about whether candidate is competent or not = Not Sure
- Meet briefly with the assessor to discuss and/or clarify the form.

This source of evidence combines with other forms of assessment to assist in determining the 'Pass Competent' or 'Not Yet Competent' decision for the candidate.

A separate Third Party Statement is required for each Competency Unit undertaken by the candidate.

Competency standard

UNIT TITLE: CONDUCT INTERPRETIVE ACTIVITIES IN THE FIELD	NOMINAL HOURS: 80
UNIT NUMBER: D2.TTG.CL3.03	
UNIT DESCRIPTOR: This unit deals with skills and knowledge required to deliver interpretive activities to groups and individual on tour. It does not include the pre-tour research, planning and preparation required to precede the presentation of an interpretive activity in the field.	

ELEMENTS AND PERFORMANCE CRITERIA	UNIT VARIABLE AND ASSESSMENT GUIDE
Element 1: Make on-tour preparations **1.1** Implement *interpretive activity plans* **1.2** *Schedule the interpretive activity* **1.3** *Prepare on-tour requirements* to support the interpretive activity **1.4** *Confirm operational details* with colleagues **1.5** Ensure *safety issues* have been addressed **1.6** *Provide for maximum engagement* by customers **Element 2: Introduce the interpretive activity** **2.1** *Alert people* to the up-coming interpretive activity **2.2** Welcome customers to the interpretive activity **2.3** *Explain* the interpretive activity	**Unit Variables** 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. This unit applies to all industry sectors that deliver interpretive activities to groups and individual on tour within the labour divisions of the hotel and travel industries and may include: 1. Tour Operation *Interpretive activities* can apply to a wide range of subjects and may include: • 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.

2.4 *Demonstrate necessary pre-requisites* for the activity	*Schedule the interpretive activity* may include:
2.5 *Confirm customer understanding* regarding the up-coming activity	• Considering pre-planning needs
	• Considering issues arising during the conduct of the tour
Element 3: Conduct the interpretive activity	• Considering allied issues that impact on, or flow from, timing of the activity
3.1 Assemble tour group as required	• Taking into account tour conditions, including condition of customers, the environment and time constraints.
3.2 *Provide commentary and interpretive presentation techniques*	*Interpretive activity plans* may include consideration of:
3.3 Apply appropriate *interpersonal skills*	• Customer request and need, including general and specified objectives for the activity
3.4 Use *prepared aids and materials* and *equipment* to support presentation	• Theme and message, including content, depth and scope
3.5 Encourage audience participation, where appropriate	• Information and resources required, including specific resource acquisition and/or development
3.6 *Respond to questions*	• Method of communication to be used
3.7 Respect environmental, cultural and social sensitivities	• Commentary to be used
3.8 *Adjust presentation* to suit emerging requirements	• Timing and duration issues, including sequencing considerations
	• Safety and security
3.9 *Liaise with colleagues* throughout the activity	• Respect for the environment and indigenous peoples
	• Cost
3.10 Deal with *unexpected events*	• Techniques for engagement of customers
3.11 *Complete the activity*	• Feedback received from staff and customers on previous interpretive activities
Element 4: Review the interpretive activity	• Obtaining necessary permissions and authorisations to undertake the interpretive activities.
4.1 *De-brief* with colleagues	
4.2 Seek *feedback from customers*	

| 4.3 Evaluate actual performance against target performance criteria for the activity

4.4 *Revise operations* on the basis of the review data | *Prepare on-tour requirements* may be related to:
• Setting up the activity in accordance with plans
• Observing respect for local customs and people
• Explaining the preparations to customers, as and where appropriate
• Keeping the preparations secret from customers, as and where appropriate.

Confirm operational details should include:
• Verifying with others that timing is appropriate
• Confirming the activity should proceed
• Making arrangements to address issues arising
• Checking that staff are in position, if required
• Verifying the presence of physical resources, including emergency and safety equipment, where necessary
• Checking the fully operational nature of all support equipment, including equipment to be used to communicate with tour group members.

Safety issues may relate to:
• Personal and customer safety
• Safety of company and customer property
• Safety of equipment, materials and the environment of the host enterprise or peoples.

Provide for maximum engagement may include:
• Ensuring sufficient equipment
• Positioning of activity items in the most appropriate position, where possible
• Planning for the positioning of customers. |

Alert people may include:

- Making verbal announcements
- Advising of the location and timing of the activity
- Encouraging attendance and participation, as appropriate
- Giving sufficient warning to allow customers to attend and participate
- Ensuring all group members is aware.

Explaining may include:

- Providing background information and context
- Providing notes, handouts, brochures and samples
- Distributing safety equipment, if required
- Highlighting risks
- Illustrating required and unacceptable behaviour
- Telling customers what will be involved in the interpretive activity and how long it is expected to take.

Demonstrate necessary pre-requisites may include:

- Showing how to use equipment needed during the activity]
- Showing how to use emergency equipment
- Showing how to wear necessary clothing
- Showing how to use personal safety items.

Confirm customer understanding may include:

- Asking questions to check understanding
- Checking of customer items of equipment and wearing of safety clothing
- Encouraging customers to ask questions
- Providing additional guidance and explanation.

Provide commentary and interpretive presentation techniques will depend on the nature and context of the interpretive activity and must be applied sensitively for each activity. It may include:

- Use of humour

- Appropriate body language

- Role playing

- Voice techniques

- Story-telling

- Games and activities

- Demonstrations

- Participant interaction

- Sensory awareness exercises

- Use of visual aids, support materials and props

- Use of audio-visual, sound and lighting technologies.

Interpersonal skills may include:

- Motivation and encouragement

- Negotiation

- Conflict resolution

- Communication, including verbal and non-verbal

- Embracing diversity, in terms of age, race, gender, dress, disability of audience

- Rapport building and maintenance.

Prepared aids and materials may include:

- Natural resources
- Handouts
- Costumes
- Equipment and items specific to the individual activity
- Props
- Performers and actors
- Guest speakers
- Involvement of special interest organisations and groups.

Equipment may include:

- Microphone
- Megaphone
- Videos, DVDs, CDs and films, including players
- Electronic presentation facilities
- Audio-visual equipment, including overhead projectors and data projectors
- Sound and lighting technologies
- Laser pointers.

Respond to questions must include:

- Ensuring honesty and all absence of fabrication of answers
- Identifying clearly any responses that are opinions as opposed to fact
- Acknowledging instances where the answer is not known
- Referring customers to sources.

	Adjust presentation may include:
	• Responding to initial and subsequent re-assessment of physical abilities of customer
	• Responding to changing environmental and other factors, including those related to safety, weather, and the environment
	• Adjusting pacing of the presentation.
	Liaise with colleagues may include:
	• Seeking assistance when required
	• Including them in the activity
	• Keeping them aware of events arising.
	Unexpected events should be planned for as far as practicable so that contingency plans can be put into effect when required. The nature of unexpected events will depend on the tour types and the specifics of individual interpretive activities but may include:
	• Systems failure, including technical and equipment failure
	• Injury, accident or death
	• Adverse weather conditions, including the impact of adverse weather conditions in a near-by or associated area
	• Inappropriate customer behaviour
	• Unpredictable animal behaviour
	• Closures of sites and unannounced restricted access to traditional areas.
	Complete the activity may include:
	• Forewarning customers in relation to the closure/end of the activity
	• Using appropriately sensitive techniques to bring the activity to a close, where required
	• Regaining obtaining equipment and items that were distributed to customers
	• Preparing equipment and items ready for the next activity/group

	- Tagging or removing damaged or malfunctioning equipment - Advising group of the timing, location and nature of next interpretive activity, where appropriate. *De-brief* 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 tour or later via letter or electronic format. *Revise operations* may include: - Altering plans - Acquiring extra or different resources - 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 promotion and conduct 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 interpretive guiding (see below)

- 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.

Principles of interpretive guiding – an overview:

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.

Linkages To Other Units

- Maintain quality customer/guest service

- Develop and update tourism industry knowledge

- Establish and maintain a safe and secure workplace

- Prepare and deliver a presentation

- Follow safety and security procedures

- Work as a tour guide

- Allocate tour resources

- Co-ordinate and operate a day-tour (or short excursions)

- Demonstrate/observe respect for indigenous cultures

- Manage and facilitate an extended tour experience

- Plan, develop and evaluate interpretive activities

- 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 presentation of interpretive activities

- Demonstrated ability to, as part of a tour, make ready the area and necessary supporting resources, introduce and safely and effectively conduct and conclude a designated interpretive activity at a nominated location for a given tour type and group

- 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

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
- Actual application of interpretive presentation techniques in a real or simulated tour location/site to real or simulated customers.

Resource Implications

Training and assessment to include access to a real or simulated workplace, and access to workplace standards, procedures, policies, guidelines, tools and equipment.

Training and assessment must include the use of real locations/sites, real people, and real materials, props and support materials. Emergency and/or unexpected delays may be simulated.

Assessment Methods

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

- Observation of practical candidate performance
- Case studies
- Hard copy of materials distributed to customers as part of the interpretive activity
- Portfolio of interpretive activities – including video-taped presentations of interpretive activities
- Role plays
- Oral and written questions

- Third party reports completed by a supervisor
- Project and assignment work.

Key Competencies in this Unit

Level 1 = competence to undertake tasks effectively

Level 2 = competence to manage tasks

Level 3 = competence to use concepts for evaluating

Key Competencies	Level	Examples
Collecting, organising and analysing information	3	Research tour guide information; analyse safety and security issues
Communicating ideas and information	3	Develop tour commentaries and handout materials
Planning and organising activities	3	Integrate interpretive activities into the itinerary for a tour
Working with others and in teams	3	Collaborate with colleagues and clients to identify topics and approaches to apply in the presentation of interpretive activities
Using mathematical ideas and techniques	1	Calculate costs and resource requirements
Solving problems	3	Respond to emergencies and unexpected events
Using technology	1	Use audio-visual and sound and lighting technologies

Oral questions

Student name	
Assessor name	
Location/venue	
Unit of competency	Conduct interpretive activities in the field D2.TTG.CL3.03
Instructions	1. Ask student questions from the attached list to confirm knowledge, as necessary 2. Place tick in boxes to reflect student achievement (Pass Competent 'PC' or Not Yet Competent 'NYC') 3. Write short-form student answer in the space provided for each question.

Questions	Response	
	PC	**NYC**
1. With reference to an interpretive activity you have conducted describe the action you would take to implement prepared plans for that activity.	❏	❏
2. What factors must be considered when scheduling an interpretive activity as part of a tour?	❏	❏

Questions	Response	
	PC	**NYC**
3. Name an interpretive activity and describe the on-tour requirements needed to support that activity.	❏	❏
4. Describe a situation where you have confirmed operational details for an interpretive activity with colleagues as part of the preparation procedures for the activity.	❏	❏
5. Name an interpretive activity and explain how you ensure safety issues for that activity are effectively addressed.	❏	❏

Questions	Response	
	PC	**NYC**
6. With reference to an interpretive activity illustrate how you optimise customer engagement with the activity.	❏	❏
7. Illustrate how you alert customers to an up-coming interpretive activity.	❏	❏
8. Demonstrate how you might welcome customers to an interpretive activity.	❏	❏

Questions	Response	
	PC	NYC
9. Use an interpretive activity you have conducted to show how you explain the activity to customers before they engage with it.	❑	❑
10. Nominate an interpretive activity and explain what you do to demonstrate necessary pre-requisites to customers for the activity.	❑	❑
11. Give me two examples of what you do or say to confirm customer understanding of an upcoming interpretive activity.	❑	❑

Questions	Response	
	PC	**NYC**
12. Explain how you might assemble a tour group for the start of an interpretive activity.	❏	❏
13. Demonstrate with reference to an interpretive activity you have conducted how you provide commentary and present the activity.	❏	❏
14. Demonstrate how you apply appropriate interpersonal skills when conducting an interpretive activity.	❏	❏

Questions	Response	
	PC	NYC
15. Describe how you have used prepared aids and materials to support the presentation for an interpretive activity.	❑	❑
16. Illustrate how you might encourage tour group members to participate in an interpretive activity.	❑	❑
17. A customer has asked a question about an interpretive activity and you do not know the answer: how would you respond to this situation?	❑	❑

Questions	Response	
	PC	**NYC**
18. With reference to a tour and/or interpretive activity explain how you respect environmental, cultural and/or social sensitivities.	❑	❑
19. Give me an example of how you have adjusted presentation of an interpretive activity to suit emerging requirements.	❑	❑
20. How do you liaise with colleagues through the conduct of an interpretive activity? Why is there a need to do this?	❑	❑

Questions	Response	
	PC	**NYC**
21. Give me an example of an unexpected event you experienced when conducting an interpretive activity and explain how you dealt with it.	❏	❏
22. With reference to an interpretive activity you have conducted explain how you conclude/complete the activity.	❏	❏
23. How, when and where do you de-brief with colleagues at the end of an interpretive activity/tour?	❏	❏

Questions	Response	
	PC	**NYC**
24. What do you do to obtain feedback from tour group members at the end of an interpretive activity /tour?	❏	❏
25. Describe the processes you go through to evaluate the actual performance of an interpretive activity against its target performance criteria.	❏	❏
26. Give me an example of how (and why) you revised an interpretive activity on the basis of the review process.	❏	❏

Assessor Manual
Conduct interpretive activities in the field

Written questions

Conduct interpretive activities in the field – D2.TTG.CL3.03

Student Name: _____

Answer all the following questions and submit to your Trainer.

1.   In your own words explain the concept of interpretive guiding.

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2.   What are the seven very important questions which need to be answered when seeking to understand interpretive activity plans?

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3. Name five pre-planning needs which may need to be considered when scheduling an interpretive activity.

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4. Identify six examples of possible issues arising which need to be considered when scheduling an interpretive activity.

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5. Give five reasons it is important to adhere to the plans for an interpretive activity when setting up for/preparing for an activity.

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6. Name six generic actions which may be involved in setting up for an interpretive activity.

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7. Identify six practical ways a Tour Operator/Guide can demonstrate respect for local communities when preparing for an interpretive activity.

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8. List five activities commonly inherent in preparing tour group members for an interpretive activity.

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9.	Name six topics which may provide the content for briefing/information sessions held by Tour Guides with colleagues prior to an interpretive activity.

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10.	Give five factors which help provide the context for 'safety' in relation to the conduct of an interpretive activity.

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11.	What is PPE and why is it provided for some interpretive activities?

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12.	At the preparation stage of an activity list four ways to provide for maximum engagement by participants with the activity.

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13. Identify six reasons it is necessary to notify tour group members of all upcoming interpretive activities.

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14. Describe four ways to alert tour group members to up-coming interpretive activities.

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15. Explain five standard practices commonly used to welcome customers to an interpretive activity.

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16. Give six practicalities in relation to explaining an interpretive activity.

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17. Describe three activities associated with distributing equipment as part of demonstrating necessary pre-requisites for an interpretive activity.

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18. Give three ways the tour team may be used to conduct a simulated/model activity as part of demonstrating necessary pre-requisites for an interpretive activity.

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19. Identify four aspects of standard presentation technique for demonstrations when demonstrating necessary pre-requisites for an interpretive activity.

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20. Identify four actions inherent in 'walking the activity ground' as part of demonstrating necessary pre-requisites for an interpretive activity.

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21. Explain five reasons it is important to ensure tour group members understand explanations and demonstrations relating to an up-coming interpretive activity.

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22. List five strategies which can be used to confirm tour group member understanding of an upcoming interpretive activity.

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23. Name six standard on-tour protocols regarding assembly of the tour group for an interpretive activity.

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24. Describe and differentiate between 'scripted' and 'unscripted' commentary.

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25. Provide five pieces of advice/basic communication strategies for delivering scripted commentary.

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26. Identify and describe the application of three interpretive presentation techniques.

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27. Name four ways to optimise the interpretive activity experience for individuals.

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28. Give six techniques which can be used by Tour Guides to build rapport with tour group members.

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29. Name six keys to negotiation between a Tour Guide and tour group members.

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30. Describe six tips which might be used by a Tour Guide to resolve conflict with and between tour group members.

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31. List four important considerations regarding aids and materials to be used in an interpretive activity.

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32. Name ten examples of 'aids and materials' which might be used to support presentation of an interpretive activity.

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33. Give five examples of 'equipment and technology' which might be used to support presentation of an interpretive activity.

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34. What are the two main reasons Tour staff should not try 'force' tour group members to participate in an interpretive activity?

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35. Describe six ways a Tour Guide might encourage active engagement of tour group members with interpretive activities.

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36. Describe four ways a Tour Guide might generate customer confidence in their own abilities in relation to an interpretive activity.

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37. List six tips for Tour Guides for answering questions asked by tour group members as part of an interpretive activity.

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38. Describe four actions which might be followed by a Tour Guide when they are asked a question they do not know the answer to by a tour group member.

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39. What are the two generic methods used by Tour Guides to communicate relevant Codes of Conduct to tour group members before they enter a local community?

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40. Describe five ways a tour group may demonstrate respect for environmental sensitivities as part of an interpretive activity.

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41. Identify five ways a tour group may demonstrate respect for cultural sensitivities as part of an interpretive activity.

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42. Give four reasons there is an ongoing need to monitor interpretive activities and adjust them to suit emerging requirements.

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43. Describe four ways a Tour Guide might respond to the need to adjust the presentation of an interpretive activity to suit emerging needs.

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44. Identify four activities which may comprise liaising with colleagues as part of interpretive activities.

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45. In relation to tours/interpretive activities, what are contingency plans?

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46. Give five examples of the generic contents of a contingency plan.

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47. Explain five reasons every interpretive activity should have a 'proper end'.

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48. What are the three generic requirements regarding delivery of an effective and successful completion to an interpretive activity?

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49. Describe five standard protocols for ending an interpretive activity.

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50. List five reasons all interpretive activities should be reviewed.

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51. Describe five activities involved in de-briefing with colleagues after an interpretive activity.

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52. Identify three ways feedback may be obtained from tour group members who have participated in an interpretive activity.

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53. Name four important factors/keys in relation to feedback from customers who have participated in an interpretive activity.

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54. Describe five keys when evaluating the actual presentation of an interpretive activity.

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55. Give five examples of possible revisions which might be made to an interpretive activity once it has been reviewed.

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Answers to written questions

Conduct interpretive activities in the field – D2.TTG.CL3.03

The following are model answers only – Trainers/Assessors must use discretion when determining whether or not an answer provided by a Student is acceptable or not.

1. In your own words explain the concept of interpretive guiding.

    Answer should address:

    - Interpretive guiding can be seen as the use of interpretive activities and presentation techniques by a Tour Guide when leading/presenting a tour

    - Their use makes a tour for participants a much more memorable experience

    - Interpretive guiding goes beyond the basic provision of information which is seen by many as their sole objective when conducting a tour

    - Interpretive guiding refers to the use of interpretive activities and techniques to interpret the topics/areas which are the focus of the tour or encountered along the way

    - In many ways interpretive guiding seeks to make people care about, and care for, topics and subjects which are the focus of interpretive activities.

2. What are the seven very important questions which need to be answered when seeking to understand interpretive activity plans?

    - Why is the interpretive activity being conducted?

    - When is the interpretive activity to be presented?

    - Where is the interpretive activity to be conducted?

    - Who is involved in the activity?

    - How is the interpretive activity to be conducted/presented?

    - What resources are available to deliver the interpretive activity?

    - Have necessary permissions to conduct the activity been obtained?

3. Name five pre-planning needs which may need to be considered when scheduling an interpretive activity

    - Consideration of the timing

    - Consideration of weather

    - Consideration of the physical resources

    - Consideration of the personnel

    - Consideration of the customers

    - Consideration of the physical environment.

4. Identify six examples of possible issues arising which need to be considered when scheduling an interpretive activity.

    -   Previous interpretive activities running over time and leaving less time for the next activity

    -   Previous interpretive activities running under time thus leaving more/extra time for the next activity

    -   Need to cancel or in some way amend an interpretive activity because of safety, weather or other reasons

    -   Requests/demands from tour group members for certain things to be done, changed or omitted from the itinerary

    -   Unacceptable behaviour and/or attitudes demonstrated by certain tour group members

    -   Accidents and/or incidents which have occurred when the tour group participated in a previous interpretive activity

    -   Vehicle breakdown and/or road closures which have caused delays to the itinerary

    -   Sickness of tour group members or involvement of participants in an accident of some sort.

5. Give five reasons it is important to adhere to the plans for an interpretive activity when setting up for/preparing for an activity.

    -   Following the plans decreases the time required for set up

    -   They have been subjected to standard risk assessment protocols of risk identification, risk evaluation and risk control

    -   They will comply with budget constraints imposed by the Tour Operator

    -   The plans may have been developed in collaboration/consultation with certain bodies/people who have insisted or required they be implemented 'as stated'

    -   Implementation according to the plan ensures compliance with all safety requirements – and Duty of Care obligations

    -   They will have been created to allow 'the right amount' of time for each activity

    -   Implementation of an interpretive activity according to the plan will optimise the outcomes for the activity.

6. Name six generic actions which may be involved in setting up for an interpretive activity.

    -   Obtaining resources

    -   Inspecting the condition of equipment/items

    -   Obtaining handout materials, equipment and other physical resources

    -   Checking the activity area

    -   Holding a briefing.

7. Identify six practical ways a Tour Operator/Guide can demonstrate respect for local communities when preparing for an interpretive activity.

- Meeting with local communities to develop Codes of Practice and other working agreements
- Developing Codes of Conduct for groups who visit local/host communities
- Notifying communities in advance of dates and times of expected tours
- Maintaining regular contact with local communities
- Providing economic opportunity for local/host communities
- Advising the communities on the day (or the day before) the tour
- Notifying tour group members of acceptable and unacceptable conduct
- Asking permission to enter lands/communities
- Observing the necessary cultural constraints
- Maintaining secrecy of items and information
- Involving the local/host community in decision making which impacts them
- Parking only in designated areas – as prescribed by the communities
- Staying on designated walking tracks and agreed pedestrian routes
- Prohibiting taking of photographs – of certain areas or of people
- Banning use of limited/scarce local resources – such as water
- Identifying and banning carriage of nominated items/products onto community lands/property
- Cleaning up after using facilities – or a ban on using facilities
- Modifying tours and interpretive activities – on the basis of feedback received from the local communities.

8. List five activities commonly inherent in preparing tour group members for an interpretive activity.

- Making a verbal presentation explaining the activity and detailing what tour group members:
  - Can expect; Will be expected to so; Might think about when engaging with the activity
- Assessing individual capacity for individual tour group members to participate in the activity – in terms of (as appropriate) their:
  - Height and weight; Physical fitness; Previous experience; Stated unwillingness/reluctance to participate
- Distributing materials, resources and/or equipment – which tour group members will/might:
  - Read to gain background knowledge about the activity
  - Use to engage in a practical way with the activity
  - Provide instructions, directions, tips, advice and suggestions to optimise engagement with and enjoyment from the activity

- Demonstrating use of items required in relation to the activity – this may involve showing how to:
    - Wear or use safety clothing and protective items
    - Use tools and/or sporting equipment
    - Achieve whatever may be the aim/objective for the activity

- Notifying tour members of basic operational parameters – in terms of (as applicable):
    - Start and finish times
    - Safety issues
    - Physical/geographical parameters relating to the activity
    - 'Do's' and 'Don'ts' for the activity

- Notifying tour group members of acceptable and unacceptable conduct – in terms of topics such as:
    - Language; Behaviour; Taking of photographs/videos; Engaging with community members; Cultural sensitivities particular to individual communities

- Introducing other people who will be helping to deliver the presentation – such as:
    - Third party guides or interpreters
    - Members of the local/host communities

- Encouraging tour group members to engage with the activity – by:
    - Motivating them through anecdotes and personal enthusiasm
    - Identifying the potential benefits and learning they may take from the activity
    - Offering ongoing help and support for them while they participate.

9. Name six topics which may provide the content for briefing/information sessions held by Tour Guides with colleagues prior to an interpretive activity.

- Roll call

- Provision of an overview of the activity

- Confirmation the activity should proceed

- Discussion of duration for the activity

- Development and/or confirmation of arrangements to address issues arising

- Allocation of staff to required positions

- Verification of the presence of physical resources

- Conduct of communication checks.

10. Give five factors which help provide the context for 'safety' in relation to the conduct of an interpretive activity.

- Safety must always be a standing topic for all staff briefing sessions prior to interpretive activities – safety must always be addressed.

- Safety is paramount

- The risk assessment conducted as part of the planning stage for the activity must form the basis for safety check

- A designated Safety Officer is used for some interpretive activities and they have total control over safety issues and decisions regarding safety

- Consideration to be given to participants

- Consideration to be given to environment

- Consideration to be given to resources

- The aim of all safety checks is to ensure 'safe place' is created instead of creating 'safe person'.

11. What is PPE and why is it provided for some interpretive activities?

- Safety equipment is often known as PPE (personal protective equipment and clothing)

- The intention of PPE is to prevent harm/injury.

12. At the preparation stage of an activity list four ways to provide for maximum engagement by participants with the activity.

- Unloading items from the tour vehicle – together with:
  - Completing visual and other checks to confirm suitability
  - Counting and recording items

- Obtaining identified resources from third party providers – as previously arranged:
  - In accordance with purchase orders
  - To align with individual requirements

- Ensuring sufficient equipment – for all participants:
  - In-keeping with the plan for the activity
  - In accordance with their individual need and personal characteristics
  - To achieve objectives imposed by last-minute special requests

- Arranging for action to address missing/broken items – such as:
  - Buying additional items
  - Borrowing items
  - Adjusting the activity

- Positioning of items in the most appropriate position – which may require attention to:
  - Initial distribution of items at the participant briefing/demonstration
  - Placement of items at different locations/stations along the way
  - Maintaining security of items until they are used/required
- Planning for the positioning of customers – with reference to, as appropriate:
  - Initial briefing/demonstration; Practice session/s; Key stages within the activity.

13. Identify six reasons it is necessary to notify tour group members of all upcoming interpretive activities.

- Meet expectations – they expect to be made aware of what is happening

- Generate excitement and a sense of anticipation

- Get people talking – about the imminent event

- Keep people informed – to let them know how the tour is progressing in terms of the itinerary they have been given

- Allow individuals to prepare – on a personal basis, which may be:
  - Getting ready; Making a 'comfort stop'; Checking their camera; Having something to eat and drink; Changing clothes/footwear

- Give them an opportunity to:
  - Ask questions; Lodge special requests; Read handout material.

14. Describe four ways to alert tour group members to up-coming interpretive activities.

- Including them on the itinerary – and:
  - Making sure everyone receives a copy of the itinerary when they are issued with their ticket
  - Posting a copy of the itinerary in the camp or in the tour vehicle
- Identifying the activities as part of the pre-tour briefing – which may be conducted:
  - At a special event shortly before departure day (for extended tours)
  - On the day of departure before departing the Tour Operator's business
- Making verbal group-based announcements – which may be made:
  - Along the way/route of a walking tour
  - At rest or meals stops/breaks
  - On the tour vehicle
  - At end-of-day sessions (for multiple day tours)
  - At briefing sessions at the start of each day (for multiple day tours)
- Advising of the details of the of the activity – which will involve:
  - Describing the physical/geographic location of the activity
  - Identifying about timing – start and finish times
  - Notifying of any necessary changes which have to be made – together with explanation of cause/reason

- Encouraging engagement – which can include;
    - Motivating people to attend or watch
    - Highlighting the benefits of participation
    - Setting challenges
    - Stressing the unique nature of the activity/experience
- Responding as appropriate – to:
    - Questions
    - Concerns
    - Fears
    - Issues arising
- Speaking to people on an individual basis – to:
    - Ensure all group members are aware of up-coming activities
    - Show interest in individuals
    - Optimise likelihood of responding positively to all concerns/matters raised.

15. Explain five standard practices commonly used to welcome customers to an interpretive activity.

- There is a welcome for every interpretive activity

- There must be an actual spoken welcome

- The welcome should be relatively short

- Provision of relevant materials appropriate to the site and/or activity

- Presentation of site-specific Code of Conduct

- Introducing other staff who will assist the Tour Guide.

16. Give six practicalities in relation to explaining an interpretive activity.

- In many cases the presentation of this section is undertaken at the same time as 'demonstrations' for the activity

- In some cases the 'Welcome' also includes an explanation of the activity

- Care must be taken to ensure correct positioning of tour group members and presentation staff

- Amplification of explanations may be acceptable (or necessary)

- Presentation must reflect the plans for the activity

- The explanation must be in accordance with previous information provided about the activity

- Linkages should be made to previous activities

- Explanations must always include training for the activity

- Need to pay attention to the time spent on explanations

- There can be a need for repetition of explanations

- Checking for understanding

- Willingness to use other tour group members to help with explanations

- Highlighting risks associated with the activity

- Action to take in the event of certain eventualities.

17. Describe three activities associated with distributing equipment as part of demonstrating necessary pre-requisites for an interpretive activity.

- Handing out items

- Naming the items

- Describing their use

18. Give three ways the tour team may be used to conduct a simulated/model activity as part of demonstrating necessary pre-requisites for an interpretive activity.

- Show how to undertake the activity

- Demonstrate tips and techniques

- Highlight certain aspects of the activity (as appropriate to the individual nature of the activity) such as:
  - Teamwork
  - Speed
  - Skill levels
  - Observation of the environment/happenings
  - Interpretation of data, evidence or material
  - Application of the rules
  - Alignment with outcomes.

19. Identify four aspects of standard presentation technique for demonstrations when demonstrating necessary pre-requisites for an interpretive activity.

- Demonstrating at normal speed what needs to be done with no explanation whatsoever

- Then demonstrating slowly/step-by-step with explanations at each stage – perhaps asking participants what the next step is and/or why the next stage needs to occur

- Asking tour group members to join in – and practice/demonstrate the activity along with/at the same time as the Tour Guide

- Providing time for individual practice – with supervision and, where necessary, assistance in order to generate some level of competency

- Building on known previous knowledge

20. Identify four actions inherent in 'walking the activity ground' as part of demonstrating necessary pre-requisites for an interpretive activity.

- Physically walking around the activity ground/site

- Pointing to dangers and risks – and highlighting the actions/controls which are inherent to prevent accident or injury

- Providing specific techniques which may be useful at different points of the activity

- Highlighting location of safety equipment, rescue gear and/or emergency equipment

- Indicating where Safety Officers/Marshals will be positioned – and how tour group members can/should gain their attention/contact them.

21. Explain five reasons it is important to ensure tour group members understand explanations and demonstrations relating to an up-coming interpretive activity.

- It helps demonstrate discharge of the common law Duty of Care – and thus helps protect staff and the business against legal action

- It helps optimise safety for everyone – which must always be the primary consideration regardless of all other factors

- It generates increased involvement/engagement with the activity – and so optimises the twin potentials for increased levels of customer satisfaction and sense of achievement

- It allows an opportunity for people to ask questions – and further clarify issues or ambiguities

- It provides (another) chance for users to gain familiarity with what is required – and increase their personal level of mastery/competence

- It increases the likelihood participants/tour group members will learn from the experience – or achieve identified objectives for the activity

- It underlines the potential for accident and injury – and thereby focusses the mind and attention on the activity.

22. List five strategies which can be used to confirm tour group member understanding of an upcoming interpretive activity.

- Asking questions – to check knowledge and/or understanding

- Administering a basic 'test'

- Checking of individual customers – in terms of:
  - Physically checking the items of equipment each person is going to use
  - Physically checking the fit and wearing of safety clothing
  - Asking people to move/function within their safety clothing
  - Posing individual tests/trials for people

- Encouraging customers to ask questions – by:
  - Asking for questions
  - Responding politely and positively to them
  - Thanking those who ask them

- Providing additional guidance and explanation – as deemed necessary based on:

    - The nature of the question asked
    - The degree of confusion/misunderstanding which appears to be present
    - The threat/danger posed by the person not knowing the relevant information

- Monitoring people actively to judge levels of understanding – by:

    - Reading their body language
    - Interpreting their facial expressions
    - Listening to what they say and how they say it.

23. Name six standard on-tour protocols regarding assembly of the tour group for an interpretive activity.

- Check personal requisites before convening the group – this means:

    - Double-checking own items and equipment before starting the assembly
    - Verifying items and equipment of staff who are to participate before starting the assembly

- Group assembly must flow from (if not actually be part of) the explanation and demonstration phase – it is incorrect to believe:

    - These are separate and distinct 'stages' to the introduction and commencement process – rather they should be seen as blending into one seamless 'pre-activity undertaking'
    - There are required timelines for any of the actions mentioned – some will be quite brief while others can be expected to take considerably longer. Strive to maintain the itinerary for the tour/activity.

- All the group should be assembled – where possible/appropriate or time-effective.

    - Time can often not be spent ensuring absolutely everyone is present
    - There must always be a requirement for 'the greatest good for the greatest number' which may mean repeating introductory remarks to those who missed them

- The assembly of the group should occur with some planning – which may be:

    - After all necessary explanations and demonstrations have been completed
    - Once all handouts/distributions have taken place
    - Following confirmation (as appropriate) that all tour group members understand what is required
    - At the same location and at the same time as explanations and demonstration are performed

- Conduct the assembly at a logical point – this is/may be:

    - Dictated by common sense and experience
    - Stated in the plans for the activity
    - Governed by the size of the group
    - Determined by the weather and/or existing conditions
    - Influenced by safety concerns
    - Impacted by agreements/arrangements with the host/local community or the venue/operator where the activity is being conducted

- Follow the standard lecture/training dictum when assembling the group – which is:
    - Tell them what they are going to be told – the Introduction
    - Tell them – The Body
    - Tell them what they have been told – repeat/recap things: the Conclusion
- Be assertive when directing the group to assemble – which means:
    - Not being aggressive
    - Giving clear directions
    - Organising individuals/groups
    - Speaking loudly enough to be heard
- Maintain and/or create atmosphere and anticipation – through:
    - Choice of words and phrases used
    - Personal orientation and/or enthusiasm
- Notify relevant others at this stage – there can be a need at this point to:
    - Update Head Office of progress
    - Inform the local/host community
    - Tell third party providers about timing.

24. Describe and differentiate between 'scripted' and 'unscripted' commentary.

- A scripted commentary is a prepared talk about identified topics of interest to a group of tour group members
- The scripted commentary may be prepared by the Tour Operator and provided for use by the Tour Guide, or there may be a need for every Tour Guide to develop their own scripted commentary for each group they lead and for every interpretive activity they conduct
- A scripted commentary should be thought of as a guide about what needs to be said rather than a complete list of everything that needs to be said during an activity
- There will always be a need to provide some unscripted commentary to supplement whatever scripted commentary is prepared
- Unscripted commentary refers to the situation where information is provided to the tour group throughout the activity but reference is not made to a script when doing so
- In many cases, experienced Tour Guides will memorise the scripted commentary for regular/scheduled tours and interpretive activities.

25. Provide five pieces of advice/basic communication strategies for delivering scripted commentary.

- Ensuring visibility to all tour group members – it is preferable if all people participating in the activity can also read/see the lips of the Tour Guide when they are speaking but at a minimum they should at least be able to see the person speaking to some extent

- Facing the group – to the greatest extent possible

- Speaking loudly enough for everyone to hear – or using technology/amplification to help project the voice

- Remaining enthusiastic and appropriate to the nature and content of the activity

- Beginning the verbal commentary sufficiently in advance of a scheduled event – so participants have time to focus on whatever is the focus of the commentary

- Alternatively a decision may be taken to arrive at a stop/location, and then deliver all the commentary at this point

- Focussing attention on entire group – the commentary must be directed at, and embrace, all the tour group members

- Communicating at level that will be understood by the audience considering their age, education, language, culture and special needs:

  - Keeping things simple
  - Using hand gestures to accompany verbal communication
  - Using appropriate words, terms and phrases
  - Highlighting points identified as being of interest to the group

- Seeking feedback from the group throughout the commentary:

  - Can they hear/see?
  - Anything else they want to know?
  - Do they want a break/rest?

- Encouraging questions – and responding to them in a way which demonstrates questions really are encouraged and appreciated

- Making the commentary a 'unique' event – avoid allowing commentaries to:

  - Become boring and lifeless
  - Sounding rote and mechanised/robotic
  - Adding comments which include new information and target the interests of the group

- Knowing when to be quiet – many people who deliver commentaries seem to think their job is to talk 'all the time' and this is definitely not the case/requirement

- Adjusting the commentary as required – to accommodate:

  - Identified interest of the group
  - Emerging events.

26. Identify and describe the application of three interpretive presentation techniques.

   No model answer.

27. Name four ways to optimise the interpretive activity experience for individuals.

   - Using humour when talking with people – most tours or activities contain an element of fun and the use of appropriate humour at appropriate times can set the scene for fun and actually impart fun and enjoyment as part of the experience
   - Checking on people's welfare – by:
     - Asking if they need anything
     - Verifying they are OK and prepared
     - Helping them
   - Applying suitable interpersonal and communication skills at every opportunity/exchange – such as:
     - Smiling and using eye contact
     - Demonstrating interest
     - Responding to questions
     - Clarifying information
   - Involving members of the group in what is happening – this can include:
     - Telling them what is about to happen
     - Providing them with advice of some sort to enable them to move forward with their learning, experience or whatever is the focus of the activity.

28. Give six techniques which can be used by Tour Guides to build rapport with tour group members.

   - Extending/building on conversations when people were initially greeted– such as:
     - Remembering and using the person's name
     - Mentioning something talked about as part of the previous contact
     - Checking to ensure something they queries earlier has been resolved to their satisfaction
   - Asking participants questions – about topics such as:
     - Their country of origin
     - Personal interests and specific interests for this tour
     - Their reasons for being on tour
     - Their previous experiences and tours
   - Using icebreakers – these are quick exercises which can be used to 'break the ice' and introduce tour group members to each other at the start of a tour or activity
   - Using anecdotes when interacting with participants – these are short stories relevant to the tour and/or the activity and are used as they add interest and provide insight into the experience

- Sharing with individuals – in terms of:
    - Their findings within the activity
    - Their thoughts and feelings
    - Conclusions they have come to
    - Revised thinking
    - Experiences

- Applying suitable non-verbal communication techniques – such as:
    - Using similar body language and signals to those being used by individuals in the group
    - Focussing on being open, approachable, friendly, relaxed and inclusive
    - Realising the need for non-verbal language to align with/support verbal language to avoid confusion about the message being sent
    - Using appropriate voice tone and pacing

- Avoiding judgements – about:
    - People and their experiences
    - Choices made by individuals
    - Thoughts and conclusions that tour group members come to as a result of the interpretive activity

- Embracing diversity – in terms of:
    - Seeing beyond the 'obvious' indicators of tour group members – such as their age, gender, dress, race and/or disability
    - Avoiding pre-judging and stereo-typing people

- Giving (warranted) compliments – in relation to:
    - Comments made by tour group members
    - Actions taken by individuals
    - Thoughts and ideas held or contributed to the group.

29. Name six keys to negotiation between a Tour Guide and tour group members.

- Strive for a win-win outcome – a negotiation is not about coercing or forcing the tour group/people into a pre-determined decision

- Be prepared to give – not just take

- Plan in advance – to develop a strategy and suitable tactics

- Know what is not negotiable – and ensure key elements of the activity are always delivered and safety is never compromised

- Be inclusive – involve everyone, exclude no-one

- Communicate well – think before speaking and speak clearly

- Explain the situation requiring negotiation – never assume everyone knows what needs to be resolved

- Give reasons for (possible) action – rather than ultimatums

- Be prepared to suggest a solution – for others to consider if they are unable to identify their own solution

- Encourage people – to participate in the process

- Thank people – for making contributions

- Confirm the agreed outcome – to verify the detail and make sure regarding the decisions that has been made

- Implement the negotiated decision as agreed – promptly and without variation from the agreement.

30. Describe six tips which might be used by a Tour Guide to resolve conflict with and between tour group members.

- Realise no problem will ever resolve itself – problems require action to fix/address them

- Take responsibility for taking action – it is part of the job of the Tour Guide and the tour staff to do so

- All identified issues must be addressed – it is an option to ignore a problem
    - If appropriate/possible, look for 'safety angle' on which to focus the conversation to be had with those creating/causing a problem or issue
    - People are more likely to listen and comply if it can be demonstrated they need to alter what they are doing because it is unsafe or poses a risk to others

- Treat people with respect – talk politely with them allow them their dignity
    - Aim to make the other person feel special, not to feel victimised

- Talk with people who need to be spoken to away from others in order to respect their right not to be embarrassed or challenged in front of others

- Try to stay calm – when a need to intervene and say something to a participant arises.
    - Aim to 'act' but do not 'over-react'

- Avoid using a loud voice – try to speak so the conversation is private, and so those being spoken to do not feel as if they are being reprimanded in front of the rest of the group and being made to look silly or 'small'

- Phrase what is said so it is not a personal 'attack' on the other person – for example, instead of saying "You must not do that", re-phrase the statement to "We prefer such action does not take place while here/on tour/in this location"
    - Try phrasing statements asking people to modify their behaviour as 'requests' rather than 'commands'

- Give reasons why the request is being made
    - There is big difference between 'Stop doing that' and "Could I please ask you not to do that because it scares the animals?"

- Look through the eyes of the tour group member and try to see things from their perspective.

31.   List four important considerations regarding aids and materials to be used in an interpretive activity.

- All aids and materials to be used for an interpretive activity need to have been prepared and packed as part of the planning and preparation process for a tour – it is 'too late' to do this on-tour/at the activity site because there is just too much else to do

- Aids and materials must be appropriate to the individual nature of the activity – and:
    - Allow the identified objectives to be attained
    - Reflect required/requested information
    - Revised regularly to ensure they match changed conditions

- Items must be sufficient in number – so every tour group member receives 'their own' copy of hard copy materials

- Items must be 'user-friendly' – this can mean they (may) need to be:
    - Written/presented in a language which can be understood
    - Clear and unambiguous
    - Easy to carry/handle.

32.   Name ten examples of 'aids and materials' which might be used to support presentation of an interpretive activity.

- Hard copy items which will vary depending on the type of activity – such as:
    - Safety tips
    - Information handouts
    - Rules of the game
    - Permanent ('take home') copy of the scripted commentary provided by the Tour Guide
    - Maps
    - Diagrams
    - Photographs
    - Sight cards
    - Activity sheets
    - Exercise sheets
    - Question sheets
    - Score cards

- Activity-related physical resources (not safety/PPE) – which may include:
    - Sports gear
    - Props
    - Costumes
    - Equipment and items specific to the individual nature and need of particular activities – for example:
        - Pens
        - Note books
        - Binoculars
        - Nets
    - Special needs gear

- ▪ Natural resources – as appropriate
- • Human resources – in the form of:
  - ▪ Sufficient observers – to monitor activities and intervene when safety is threatened
  - ▪ Performers and actors
  - ▪ Players, teams and troupes
  - ▪ Presenters and demonstrators
  - ▪ Guest speakers
  - ▪ Aides/assistants
  - ▪ Involvement of local/special interest organisations and groups.

33. Give five examples of 'equipment and technology' which might be used to support presentation of an interpretive activity.

- • PA systems and microphones
- • Megaphones
- • Overhead projectors
- • Data projectors
- • Slides and transparencies
- • Sound and lighting technologies
- • Laser pointers
- • Personal electronic devices.

34. What are the two main reasons Tour staff should not try 'force' tour group members to participate in an interpretive activity?

- • Some people simply do not want to participate in every activity – they may be:
  - ▪ Happy to observe and watch what others do
  - ▪ Seeking to simply experience the moment on their own
  - ▪ Shy and/or self-conscious
  - ▪ Confined by traditional thinking
- • Some people are unable to participate in every activity – due to:
  - ▪ Tiredness
  - ▪ Lack of physical capacity/ability
  - ▪ Health/medical reasons
  - ▪ Need to care for/look after other.

35. Describe six ways a Tour Guide might encourage active engagement of tour group members with interpretive activities.

  - Being personally enthusiastic about the activity

  - Verbally motivating people

  - Circulating throughout the group

  - Tailoring provision of additional/ongoing information to the identified needs of the group

  - Using a prop kit

  - Using variety of approaches

  - Highlighting unexpected occurrences

  - Interacting with all tour group members on an ongoing basis

  - Improvising commentary

  - Striving to deliver excellent service at all times regardless of the problems or situations which present themselves

  - Demonstrating interest in tour group members.

36. Describe four ways a Tour Guide might generate customer confidence in their own abilities in relation to an interpretive activity.

  - Talking about the activity and giving examples of:
    - What is required
    - What can be expected
  - Demonstrating what to do

  - Providing personal/one-on-one assistance

  - Screening an instructional DVD

  - Initiating interaction on a graduated basis – so the intensity of engagement increases as the skill/confidence of the individual grows

  - Congratulating individuals on effort as well as achievement

  - Encouraging people to continue trying.

37. List six tips for Tour Guides for answering questions asked by tour group members as part of an interpretive activity.

  - Thank the person for the question – this encourages others to ask questions as it shows questions are actually welcomed

  - Mention the person's name when thanking them – many participants wear name tags which can be used to identify who they are.

  - This personalises the answer and people love to hear the sound of their own name

  - Smile when responding – if appropriate – this is another way of showing providing answers to questions is not an imposition

- Use polite and respectful language – when replying, including the use of humour, where appropriate

- Provide a direct answer to the question which was asked – this means:

- Ensure personal opinion in an answer is specifically identified as such – and not offered as fact.

- Present the answers to the most appropriate 'target'

- Respond promptly

- Check the response has answered the question to satisfaction of the person who asked it.

38. Describe four actions which might be followed by a Tour Guide when they are asked a question they do not know the answer to by a tour group member.

- Apologise for not knowing – this is a standard 'customer service' response and needs to be done.
  - The apology needs to be genuine and accompanied by appropriate supporting body language/facial expressions.

- Maintain positive relations with the person/group – it is important:
  - Not to show annoyance at not knowing the answer
  - Not to be personally embarrassed about the lack of knowledge
  - Not to give the person who asked the question the impression they should ask no more questions

- Give information on an associated topic – which:
  - May give some generally broad detail in relation to the actual question asked
  - At least shows a willingness to respond even though the real answer is not known

- Refer the question to the rest of the group – to see if anyone else participating in the activity has an answer to the question

- Refer customers to sources that may provide the relevant information at the conclusion of the activity or tour – this may be:
  - Brochures, posters, handouts which are available at the point of disembarkation
  - A website
  - A Visitor Information Centre
  - A business, organisation or government agency/authority

- Make arrangements to research the question – at the conclusion of the activity or tour and:
  - Pass on the answer face-to-face at the point of disembarkation, if the person is willing to wait a few minutes
  - Send a reply via email to the person if they are able to provide an address
  - Give an SMS reply if they provide a number.

39. What are the two generic methods used by Tour Guides to communicate relevant Codes of Conduct to tour group members before they enter a local community?

- Inclusion of a hard copy of the Code in materials handed out either:
    - When they buy/receive their tickets
    - As part of a pre-tour briefing
- Verbal communication to customers – which may occur:
    - On the tour vehicle as the destination for the activity approaches
    - As part of a formal pre-activity briefing.

40. Describe five ways a tour group may demonstrate respect for environmental sensitivities as part of an interpretive activity.

- Not using local resources
- Limiting/restricting/rationing use of local resources
- Removing all rubbish created by the group/activity
- Staying on designated tracks, paths, areas
- Not picking the flowers
- Staying a set distance from wildlife
- Using only specifically identified and agreed areas for activities
- Limiting number of visits to the area
- Restricting number of tour group members and duration of activities
- Banning carriage of nominated items (known to cause damage/pollution) into the area
- Confining interpretive activities only to approved actions which have been agreed to by local/host communities
- Helping local communities in whatever way they require in order to rehabilitate and/or conserve their environment – as agreed through consultation and negotiation.

41. Identify five ways a tour group may demonstrate respect for cultural sensitivities as part of an interpretive activity.

- Attending/participating in 'cultural awareness' training as part of standard Tour Guide training
- Learning about the meaning of a range of non-verbal communications relevant to the culture/s of people who are regular tour participants – to avoid giving unintentional offence
- Speaking in language that can be understood by tour group members
- Providing written material in different languages
- Not pre-judging/stereo-typing people based on their obvious cultural indicators
- Avoiding comments and jokes which are related to specific cultures
- Checking to ensure symbols, examples and activities used as part of an activity are culturally appropriate

- Refraining from comments which can be interpreted as being culturally-based

- Embracing/including all tour group members in conversation, provision of assistance, interaction and other activities

- Not joining in when/if customers engage in culturally inappropriate behaviour or language

- Intervening when a tour group member says or does something which is culturally insensitive

- Acknowledging differences and embracing diversity

- Offering all tour group members the same opportunity to engage with activities

- Avoiding any form of negative discriminatory behaviour or language

- Being patient and understanding.

42. Give four reasons there is an ongoing need to monitor interpretive activities and adjust them to suit emerging requirements.

- Optimise customer enjoyment and engagement

- Accommodate and respond to general issues arising for the group

- Keep the activity on schedule and the tour running according to the itinerary

- Cater for individual needs, wants and preferences as they are identified

- Demonstrate customer-focus and a genuine service ethic.

43. Describe four ways a Tour Guide might respond to the need to adjust the presentation of an interpretive activity to suit emerging needs.

- Changing the basic tenor of an activity – which may mean:
    - Switching from an active to a passive orientation
    - Allowing the tour group to determine their approach to the activity rather than insisting the plans for the activity are followed

- Altering the pacing of the presentation – by (for example)
    - Speeding up or slowing down commentary
    - Adding more information or omitting 'nice to know' information and presenting only the 'need to know' detail

- Changing the scope of the activity itself – by:
    - Adding new or different elements
    - Reducing objectives and/or dimensions of the activity

- Adjusting the duration of the activity – which may take the form of:
    - Making the activity longer or shorter
    - Breaking the overall activity up into smaller, discreet sections
    - Introducing breaks/rests periods into the activity

- Addressing the degree of engagement/participation of the tour group with the activity – which will commonly require either:
    - The tour group members to do more or less
    - The tour group members to do something different – such as something more active or less active/challenging/hands-on
    - The Tour Guide and/or tour staff members to do more or less

- Taking action in relation to the administration of the activity – which may require changes in relation to:
    - Monitoring of the group
    - Supervision of the activity
    - Provision of further advice
    - Feedback given

- Moving the location of the activity – to:
    - A better area given the nature of issues arising
    - A safer site

- Responding to initial assessment of participant physical ability – and conducting a subsequent re-assessment based on their demonstrated capacity

- Responding to changing environmental and other factors – including those related to:
    - Safety
    - Weather
    - Environment

- Abandoning the planned activity and initiating a substitute/alternative activity – where the original interpretive activity appears to be unacceptable and inappropriate to the group

- Allocating more and/or different resources, gear and equipment – to address resourcing issues which have occurred

- Being prepared to amend the itinerary for the tour in consultation with the group – where the presentation of this activity appears to warrant such a response

- Altering the level of communication and interaction with individuals and/or groups – to:
    - Make people feel more included
    - Address signs of distress, fatigue or other negative signals
    - Enhance the connection between Tour Guide and the individual.

44. Identify four activities which may comprise liaising with colleagues as part of interpretive activities.

- Responding to requests from people/colleagues for assistance – these can come from destinations, carriers and suppliers in cases where (for example):
    - They notify they are unable to provide normal services as previously arranged/expected
    - They advise scheduled activities cannot be delivered at planned times
    - The expected/organised meals and/or some other service cannot be supplied as arranged

- Asking them for assistance – as dictated by a wide number of potential reasons such as:
    - Seeking to accommodate special needs customers who have been identified as the activity begins/progresses
    - Requesting changes to normal arrangements – to accommodate issues arising as the activity proceeds
    - Responding to specific requests made by tour group members while participating in the activity

- Liaising with individuals and properties – in order to:
    - Make operational decisions
    - Alter planned arrangements
    - Advise of changes and issues impacting the activity, the tour and the itinerary
    - Keep people appraised of tour progress and where the tour 'currently' is and its expected arrival at other locations and activities

- Providing support for the work of others – such as:
    - Supplying information and facts as required by others in relation to the tour and operational details of individual activities
    - Passing on feedback received from tour group members about the activity and the tour
    - Assisting others complete their work as it relates to the activity
    - Integrating other/new requested work-related activities into standard interpretive activity protocols

- Anticipating requests from colleagues – and:
    - Responding positively
    - Responding proactively
    - Striving to achieve a mutually beneficial outcome

- Communicating with venues, sites, destinations and providers – and:
    - Confirming forward bookings
    - Advising sites and operators of expected arrival time, group numbers, special requests and timing constraints that may apply
    - Making arrangements
    - Negotiating changes to standard arrangements

- Making payment for services and products rendered according to previously agreed arrangements, or as required – to:
    - Suppliers/providers
    - Communities
    - Carriers.

45. In relation to tours/interpretive activities, what are contingency plans?

- Contingency plans are plans prepared for tour staff to follow in case certain predictable, foreseeable or likely events actually materialise

- They are Plan B

- They detail what will be done when Plan A (what should normally occur as planned/as usual according to standard 'operational' plans) cannot happen/take place

- These events are not 'emergencies' (that is, they do not put life or property in danger) but they have the potential to cause:
  - Disruption to the tour and/or delivery of an activity
  - Disappointment to tour group members.

46. Give five examples of the generic contents of a contingency plan.

- Name/title of the activity

- Name of the Tour to which the plan applies

- Relevant dates

- Trigger points for implementation

- Action to be taken

- Required notifications

- Prompts/lists of other factors which may potentially need to be considered as a consequence

- Need to complete specified internal report – at the end of the tour or activity to explain/address the issue.

47. Explain five reasons every interpretive activity should have a 'proper end'.

- The end of the activity is as important as the start of the activity

- The end of the activity is often the last thing the participant remembers – especially if it is not a positive conclusion

- Participants pay for the entire experience – not just the beginning and the 'middle'

- It shows professionalism and demonstrates planning and organisation

- It allows people to 'finish up' – whatever that might mean for them

- The activity needs to finish 'on time' – so that:
  - The itinerary can be maintained
  - Other activities booked for the same site/venue can take place.

48. What are the three generic requirements regarding delivery of an effective and successful completion to an interpretive activity?

- Need to plan the closure/completion

- Need to prepare for the end of the activity

- Need to communicate – with:
    - Staff who are assisting
    - Stakeholders
    - Tour group members/participants.

49. Describe five standard protocols for ending an interpretive activity.

- Remaining positive and 'up beat' – and not allowing personal energy/enthusiasm drop off towards the end of the activity

- Communicating with other tour staff and those working as part of the activity – in relation to:
    - Advising the activity will conclude in X minutes
    - Seeking confirmation from them it is appropriate to complete/finish up the activity
    - They should commence 'close down' actions as relevant to the individual activity

- Forewarning customers in relation to the closure/end of the activity – which may be accomplished through:
    - Making a public announcement
    - Speaking to tour group members – quietly and individually or in small groups
    - Ringing a bell or some other visual or audible warning

- Providing a staged-completion – that is, for example:
    - Stage 1: Advise of completion in 15 minutes
    - Stage 2: Advise of completion in 10 minutes
    - Stage 3: Advise of completion in 5 minutes
    - Stage 4: Advise activity is complete.

- Initiating closing activities – which will depend on the nature of the activity but may include:
    - Dimming lights
    - Turning down sound/volume
    - Turning off equipment
    - Collecting items
    - Closing entry points

- Sharing feelings of the group/individuals – such as:
    - Amazement time has already passed and it is time to finish
    - Disappointment at having to leave
    - Enjoyment of the experience they have gained.

50. List five reasons all interpretive activities should be reviewed.

- Determine if the activities are effective – that is, if they are achieving their desired outcomes

- Assess whether or not the activities remain relevant – to the tour, to other stakeholders and tour objectives

- Identify satisfaction levels of tour group members – who have experienced/engaged with the activities

- Work out the extent to which the activities 'as delivered' in reality match:
    - Advertisements and claims made about the activities
    - Expectations tour group members have about the activities

- Calculate the cost of conducting the activities – to compare this against projections for cost

- Meet quality assurance obligations – as imposed under various QA schemes the Tour Operator might subscribe to/use

- Provide current and actual data to management – to help with decision-making regarding the operation of tours and inclusion of activities

- Confirm all management protocols remain valid and effective – in terms of (for example) controls, supervision, staffing, safety, ethical operations.

51. Describe five activities involved in de-briefing with colleagues after an interpretive activity.

- Soliciting verbal feedback – through:
    - Talking to colleagues when they return after a tour/activity
    - Raising de-briefing/feedback as a standing item at staff meetings

- Obtaining written feedback from colleagues – by:
    - Making it mandatory for staff to complete and forward designated forms/reports within given timeframes (after a tour/activity has been conducted)
    - Providing an electronic lodgement/reporting option
    - Providing a variety of pro forma reports/forms for certain circumstances where staff simply have to supply details/answers to listed questions/prompts

- Analysing written reports – in order to:
    - Identify issues
    - Determine causal factors
    - Decide action to take in response, if necessary
    - Resolve issues, if required

- Evaluating staff perceptions – about nominated topics such as:
    - Levels of customer satisfaction
    - Input by third parties
    - Suitability of resourcing
    - Feelings regarding the need for change

- Considering complaints received, or overheard, from customers – with a view to:

- ▪ Determining legitimacy of issues
- ▪ Taking appropriate action in response – which may include:
  - – Letter or phone call of apology
  - – Refunding ticket price
  - – Providing complimentary ticket/merchandise or discounted offer
- ▪ Learning lessons to improve delivery and prevent recurrence
- Advising staff of upcoming activities and tours – regarding:
  - ▪ Special requests
  - ▪ Changes to schedules
  - ▪ Staffing arrangements
  - ▪ New Private/Custom tours which have been booked
- Thanking staff – for their input and on-tour efforts/work.

52. Identify three ways feedback may be obtained from tour group members who have participated in an interpretive activity.

- Making personal observations of customers by tour staff – in terms of:
  - ▪ Noting the body language of people – and watching their reactions
  - ▪ Listening to what tour group members say
- Soliciting written feedback provided by tour group members – in terms of:
  - ▪ Written Comments cards/feedback forms – as they leave the tour/Tour Operator's business at the end of a tour
  - ▪ Online feedback received – which is available any time for people to use
  - ▪ Letters of complaints and/or compliments received
- Using other market research techniques – such as:
  - ▪ Surveys and/or Response Sheets – such as Customer Satisfaction surveys conducted at the end of tours/activities
  - ▪ Targeted questionnaires – about activities and tours usually undertaken on a less frequent basis (say every 6 – 12 months)
  - ▪ Focus groups – undertaken an a scheduled/regular basis with a cohort of participants whose characteristics mirror those of target markets/tour and activity users
- Analysing comments made by and input received from third party providers, co-chair operators and/or joint-venture partners – on the basis of:
  - ▪ Formal feedback made to them by customers
  - ▪ Feedback initiatives they have implemented
  - ▪ Overheard comments.

53. Name four important factors/keys in relation to feedback from customers who have participated in an interpretive activity.

- It must be asked for – there is a need to be proactive and (for example):
  - Ask customers to complete Customer Comment/Feedback cards
  - Move around customers asking for their completed cards/forms'
  - Clearly indicate on handout materials (including tickets, receipts, generic advertising information) the online and telephone options available
  - Inform partners and relevant stakeholders their contributions in this respect are expected

- The feedback process must be formalised – in terms of:
  - Being entrenched as part of SOP for the business
  - Having appropriate resources allocated to it
  - Conducting underpinning staff training
  - Being conducted on a regular/scheduled or ongoing basis

- Contributions received must be:
  - Acknowledged
  - Recorded
  - Investigated
  - Analysed

- Obvious requests/suggestions for change must not be ignored – the information provided via customer feedback is highly valuable customer data and no Tour Operator can afford to dismiss it lightly

- Changes made to interpretive activities and tours on the basis of feedback received from customers must be communicated to them – so they:
  - See demonstrated evidence of the customer-focussed nature of the organisation
  - Can see how their comments have impacted operations.

54. Describe five keys when evaluating the actual presentation of an interpretive activity.

- The stated performance criteria as stated in the plans are the standards which must be used – it is always possible/permissible to add extra performance criteria but at a minimum those developed during the planning phase need to be implemented

- Actual evidence, proof or data must be used in the evaluation – as opposed to relying on hunches or 'beliefs'

  In practice/reality:
  - The information used for evaluation purposes may not always be objective data, but it should nonetheless be data as distinct from pure guesswork or a total lack of data
  - There is often a need to undertake special activities/work to generate the required data for this purpose as (for example) standard Customer Comments/feedback do not always/usually address these criteria

- Statistical analysis is at the heart of the process – this means:
    - Evidence needs to be quantified or presented in statistical form
    - Analysis will need to be presented in some arithmetic format – such as in the form of percentage/s or ratio/s
- The evaluation itself is a simple process of comparing the projected/required/expected figure for each performance criteria as stated in the relevant plan with the findings of the actual data
- The process should result in the generation of findings – which may be/lead to:
    - Expressed in terms of outcomes
    - Written Recommendations or Suggestions
- The performance criteria used for the evaluation need to be reviewed and revised where necessary at every evaluation – to:
    - Ensure they remain relevant to changing conditions, activities, contexts, objectives and target markets/audiences
    - Fine-tune them so they can be better used to analyse and evaluate performance.

55. Give five examples of possible revisions which might be made to an interpretive activity once it has been reviewed.

- Undertaking new or additional risk management protocols – to ensure all proposed changes have has their risks identified and effectively controlled
- Altering plans – in terms of:
    - Operational plans – to enable achievement of new/revised operational imperatives, requirements, objectives and performance criteria
    - Contingency plans – generated to provide alternative activities/options
    - Emergency plans – where the new/revised activity has introduced an issue which needs to be addressed
- Acquiring extra or different resources – to enable the activities to:
    - Be conducted as intended
    - Cater for revised numbers participating in each activity
    - Provide items/equipment demanded by previous customers
    - Feature more modern/upgraded or 'better' resources
- Acquiring extra information – to:
    - Meet requirements new/revised inclusions
    - Cater for new/re-defined audiences or groups
    - Address deficiencies identified by customer feedback
- Preparing revised or new activities – to:
    - Accommodate newly identified requests/demands
    - Respond to valid criticism of previous offerings
    - Match the needs, wants and preferences of new/emerging markets

- Generating revised or new commentaries – to:
  - Provide information appropriate to new/revised inclusions, routes, content, objectives, activities
  - Reflect changes to the itinerary, travel routes and times
  - Incorporate specifics of new/revised activities

- Changing the promotional activities for the tour – in terms of:
  - Printed materials and signage/posters
  - Online content
  - Media campaigns

- Amending staffing for the tour – which may require:
  - More or less staff
  - More or less hours for existing staff
  - Different staff with different experience, expertise and skills sets

- Changing parameters relating to tour customers – which could mean:
  - Increasing or decreasing group size/numbers
  - Imposing or easing restrictions or limitations on participants – regarding (for example) age, fitness, mobility, disability

- Changing the itinerary for the tour – which may require:
  - Including new activities or removing previous activities
  - Altering the sequencing and/or location of activities in the tour
  - Modifying duration of activities.

Observation checklist

Student name	
Assessor name	
Location/venue	
Unit of competency	Conduct interpretive activities in the field D2.TTG.CL3.03
Dates of observation	

Instructions	1. Over a period of time observe the student completing each of the following tasks:
	
	    a) Make on-tour preparations
	
	    b) Introduce the interpretive activity
	
	    c) Conduct the interpretive activity
	
	    d) Review the interpretive activity
	
	2. Enter the date on which the tasks were undertaken
	
	3. Place a tick in the box to show they completed each aspect of the task to the standard expected in the enterprise
	
	4. Complete the feedback sections of the form, if required.

Did the candidate	Yes	No
Element 1:Make on-tour preparations		
Implement interpretive activity plans	❏	❏
Schedule the interpretive activity	❏	❏
Prepare on-tour requirements to support the interpretive activity	❏	❏
Confirm operational details with colleagues	❏	❏
Ensure safety issues have been addressed	❏	❏
Provide for maximum engagement by customers	❏	❏
Element 2: Introduce the interpretive activity		
Alert people to the up-coming interpretive activity	❏	❏
Welcome customers to the interpretive activity	❏	❏
Explain the interpretive activity	❏	❏

Did the candidate	Yes	No
Demonstrate necessary pre-requisites for the activity	❑	❑
Confirm customer understanding regarding the up-coming activity	❑	❑
Element 3: Conduct the interpretive activity		
Assemble tour group as required	❑	❑
Provide commentary and interpretive presentation techniques	❑	❑
Apply appropriate interpersonal skills	❑	❑
Use prepared aids and materials and equipment to support presentation	❑	❑
Encourage audience participation, where appropriate	❑	❑
Respond to questions	❑	❑
Respect environmental, cultural and social sensitivities	❑	❑
Adjust presentation to suit emerging requirements	❑	❑
Liaise with colleagues throughout the activity	❑	❑
Deal with unexpected events	❑	❑
Complete the activity	❑	❑
Element 4: Review the interpretive activity		
De-brief with colleagues	❑	❑
Seek feedback from customers	❑	❑
Evaluate actual performance against target performance criteria for the activity	❑	❑
Revise operations on the basis of the review data	❑	❑
Did the student's overall performance meet the standard?	❑	❑

Feedback to student and trainer/assessor			
Strengths:			
Improvements needed:			
General comments:			
Candidate signature		**Date**	
Assessor signature		**Date**	

Third Party Statement

Student name:			
Name of third party:		**Contact no:**	
Relationship to student:	❏ Employer ❏ Supervisor ❏ Colleague ❏ Other *Please specify:_____* *Please do not complete the form if you are a relative, close friend or have a conflict of interest]*		
Unit of competency:	Conduct interpretive activities in the field D2.TTG.CL3.03		

The student is being assessed against industry competency standards and we are seeking your support in the judgement of their competence.

Please answer these questions as a record of their performance while working with you. Thank you for your time.

Do you believe the trainee has demonstrated the following skills? *(tick the correct response]*	**Yes**	**No**	**Not sure**
Takes all necessary action to schedule and prepare for the delivery of on-tour interpretive activities	❏	❏	❏
Implements prepared plans for interpretive activities liaising with colleagues as required	❏	❏	❏
Ensures safety and optimum engagement of tour group members with on-tour interpretive activities	❏	❏	❏
Alerts people and welcomes them to interpretive activities	❏	❏	❏
Explains interpretive activities demonstrating necessary pre-requisites ensuring customers understand all aspects of same	❏	❏	❏
Conducts interpretive activities providing commentary and using suitable range of interpretive guiding practices/presentation techniques	❏	❏	❏
Optimises customer learning, enjoyment and experience of interpretive activities	❏	❏	❏
Deals with unexpected events on-tour to maintain safety and optimise customer engagement	❏	❏	❏
De-briefs with colleagues after tours using customer feedback to evaluate effectiveness of interpretive activities	❏	❏	❏
Revises interpretive activities on the basis of end-of-tour reviews.	❏	❏	❏

Comments/feedback from Third Party to Trainer/Assessor:	
Third party signature:	**Date:**
Send to:	

Competency recording sheet

Name of Student		
Name of Assessor/s		
Unit of Competency	Conduct interpretive activities in the field	D2.TTG.CL3.03
Date assessment commenced		
Date assessment finalised		
Assessment decision	Pass Competent / Not Yet Competent (Circle one)	
Follow up action required (Insert additional work and assessment required to achieve competency)		
Comments/observations by assessor/s		

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 1: Make on-tour preparations						
Implement interpretive activity plans						
Schedule the interpretive activity						
Prepare on-tour requirements to support the interpretive activity						
Confirm operational details with colleagues						
Ensure safety issues have been addressed						
Provide for maximum engagement by customers						
Element 2: Introduce the interpretive activity						
Alert people to the up-coming interpretive activity						
Welcome customers to the interpretive activity						
Explain the interpretive activity						
Demonstrate necessary pre-requisites for the activity						
Confirm customer understanding regarding the up-coming activity						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 3: Conduct the interpretive activity						
Assemble tour group as required						
Provide commentary and interpretive presentation techniques						
Apply appropriate interpersonal skills						
Use prepared aids and materials and equipment to support presentation						
Encourage audience participation, where appropriate						
Respond to questions						
Respect environmental, cultural and social sensitivities						
Adjust presentation to suit emerging requirements						
Liaise with colleagues throughout the activity						
Deal with unexpected events						
Complete the activity						

Place a tick (✓) in the column to reflect evidence obtained to determine Competency of the student for each Performance Criteria.

Element & Performance Criteria	Observation of skills	3rd Party Statement	Oral Questions	Written Questions	Work Projects	Other
Element 4: Review the interpretive activity						
De-brief with colleagues						
Seek feedback from customers						
Evaluate actual performance against target performance criteria for the activity						
Revise operations on the basis of the review data						
Candidate signature:			**Date:**			
Assessor signature:			**Date:**			