



Higher National Unit Specification

General information for centres

Unit title: Interpretation: An Introduction

Unit code: F3SP 34

Unit purpose: Interpretation is an increasingly significant form of communication utilised by a wide range of heritage sector organisations to fulfil a number of roles. This Unit gives candidates an introduction to the principles and practice of interpretation in a range of situations and underpins the study of interpretation methods — whether they be in countryside or urban, nature conservation or cultural and heritage context. Candidates are required to demonstrate good practice in delivering interpretive material.

On completion of the Unit the candidate should be able to:

- 1 Describe interpretive provision in terms of key features and principles.
- 2 Deliver direct and indirect interpretation.

Credit points and level: 1 HN credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: This Unit could be delivered as a stand alone Unit, requiring no formal knowledge of interpretation. Visits to interpretive venues or sites would be useful but not essential experience.

Core Skills: There are opportunities to develop the Core Skills of *Communication* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

General information for centres (cont)

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment: The Unit could be assessed by three separate assessments that cover each Outcome individually. Outcome 1 could be assessed by the collation of a folio of evidence whilst Outcome 2 might be assessed by a presentation and the production of a leaflet.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Outcome 1

Describe interpretive provision

Knowledge and/or Skills

- ◆ Direct and indirect interpretation
- ◆ Interpretation and information
- ◆ Tilden's principles of interpretation
- ◆ Captive and non captive audiences
- ◆ Role and uses of interpretation
- ◆ Qualities of a good interpreter

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ differentiate between direct and indirect interpretation and give an example of each
- ◆ differentiate between interpretation and information and give an example of each
- ◆ describe Tilden's key principles of interpretation
- ◆ differentiate between captive and non captive audiences and give an example of each
- ◆ describe the uses of interpretation in three different contexts
- ◆ describe three essential qualities a good interpreter

Assessment Guidelines

The Outcome could be assessed by the collation of a folio of evidence which examines a range of interpretive material either at a single site or several sites. The folio could describe how the material is delivered, the target audiences, qualities displayed by guides/interpreters and giving a justified opinion on the effectiveness of the interpretation. The interpretive material considered would need to include examples of both direct and indirect interpretation.

Higher National Unit specification: statement of standards (cont)

Unit title: Interpretation: An Introduction

Outcome 2

Deliver direct and indirect interpretation

Knowledge and/or Skills

- ◆ Themes development
- ◆ Interpretive material
- ◆ Presentation skills for interpretation

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ research an interpretive theme appropriate to a target audience and topic and using this theme:
 - design and deliver one piece of indirect interpretation demonstrating the application of Tilden's key principles
 - design and produce one piece of direct interpretive material demonstrating the application of Tilden's key principles

Assessment Guidelines

Two separate assessments may be required to cover direct and indirect interpretation. To assess direct interpretation a presentation could be used. For assessing indirect interpretation, the design and production of a leaflet could be sufficient.

Administrative Information

Unit code: F3SP 34
Unit title: Interpretation: An Introduction
Superclass category: FJ
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History of changes:

Version	Description of change	Date

Source: SQA

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Higher National Unit specification: support notes

Unit title: Interpretation: An Introduction

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit is intended to introduce candidates to the principles and good practice that make for effective interpretation and offer opportunity for practical evaluation and application of techniques. It is targeted towards candidates with no previous experience of interpretation. For those taking only a HNC Group Award it gives the basic knowledge and skills necessary to deliver interpretive programmes. For candidates progressing to HND and beyond in countryside, urban, nature conservation or cultural and heritage contexts, it provides underpinning support for future studies.

Interpretation is an increasingly significant form of communication utilised by a wide range of heritage sector organisations to fulfil a number of roles. It aims to develop people's understanding and positive attitudes toward many aspects of their heritage in a way that is enjoyable and appropriate to the needs of both the audience and the resource being interpreted. Modern interpretation is underpinned by universally accepted principles of good practice and it is vital that candidates have clear grounding in these across a range of techniques if they are to meet the needs of their chosen industry sector. Candidates could be given classroom opportunities to critically assess their own, and others, performance and to practice their presentation skills.

Differences between interpretation and information should cover Tilden's Principles of interpretation (particularly provoke, relate, reveal, themeing) and definitions of interpretation related to the particular context of the candidate's area of interest. Plenty of examples of good practice should be used from the start.

Qualities of a good interpreter should be highlighted. Roles of interpretation could include: conservation; visitor management; education; public relations; income generation; tourism; personal development; community involvement.

Techniques could cover a wide variety of examples and can include:

- ◆ direct: guided walks; more informal guided activities; large events; living history presentations; talks
- ◆ indirect: indoor exhibits; leaflets; self-guided trails; outdoor panels; audio-visual presentations

Accuracy of the evaluations is particularly with regard to the justification. Interpretation has a subjective element to it and assessor and candidate may therefore differ in their view of how effective a programme is. However, the justification of effectiveness must be accurate in terms of the underlying principles and understanding of the target audience's needs.

Producing interpretive themes could be based on the Sam Ham approach and candidates should be given plenty of opportunity for practise.

Critical analysis should be developed, encouraging candidates to remark on the positive aspects as well as 'areas to work on'. An element of group assessment and sharing of feedback should be adopted.

Higher National Unit specification: support notes (cont)

Unit title: Interpretation: An Introduction

Guidance on the delivery and assessment of this Unit

Although this Unit is designed to provide underpinning knowledge for candidates in a wide range of subject areas such as countryside, heritage and environmental studies. It is therefore important that the material is contextualised through exemplars and case studies or site visits as appropriate.

The folio collation may be based on site visits and supplemented by candidates own independent work. Candidates could be actively encouraged to gain further experience in their own time — both of interpretive programmes but also to develop their natural history or other knowledge which is so important to under-pin their future work.

The emphasis in Outcome 2 is on developing practical skills. It is vital that candidates with very limited or no experience are given plenty of opportunity to practise and to work in small groups for the direct programmes. Peer and self assessment may be built into the assessment schedule to encourage reflective practice.

Opportunities for developing Core Skills

There are opportunities to develop communication skills in both Outcomes of this Unit. If a folio of evidence is collected, this may contribute to the Core Skills component Written Communication of the Core Skill *Communication* at SCQF level 6 if it is written clearly, in a well structured manner and correctly referenced. The direct interpretation will contribute to the Core Skill component Oral Communication of the Core Skills *Communication* at SCQF level 6.

Open learning

Elements of this Unit could be delivered via distance learning or indeed via a flexible learning approach. Certain aspects though, such as the opportunity to undertake site visits under the guidance of a tutor or the ability to exchange views with one's peer group might be better undertaken as organised learning episodes.

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering alternative Outcomes for Units. Further advice can be found in the SQA document *Guidance on Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs* (www.sqa.org.uk).

General information for candidates

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This Unit is intended to introduce you to the principles and good practice that make for effective interpretation and offer opportunity for practical evaluation and application of techniques. It is targeted towards candidates with no previous experience of interpretation. It gives you the basic knowledge and skills necessary for you to deliver interpretive programmes. You should also be able to critically assess your own and others performance.

Interpretation is an increasingly significant form of communication utilised by a wide range of heritage sector organisations to fulfil a number of roles. It aims to develop people's understanding and positive attitudes toward many aspects of their heritage in a way that is enjoyable and appropriate to the needs of both the audience and the resource being interpreted. Modern interpretation is underpinned by universally accepted principles of good practice and it is vital that you have clear grounding in these across a range of techniques if they are to meet the needs of their chosen industry sector.

The Unit could be assessed by three separate assessments that cover each Outcome individually. Outcome 1 could be assessed by the collation of a folio of evidence whilst Outcome 2 might be assessed by a presentation and the production of a leaflet.

There are opportunities to develop your Core Skill of *Communications* at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.