



## National Unit specification: general information

**Unit title:** Countryside Interpretation (SCQF Level 5)

**Unit code:** FV44 11

**Superclass:** QA

**Publication date:** September 2011

**Source:** Scottish Qualifications Authority

**Version:** 01

## Summary

This Unit is designed to introduce candidates to the principles and practices of countryside interpretation. Candidates will explore a range of interpretative techniques and gain an understanding of the processes involved in developing and delivering interpretative material.

On completion of the Unit candidates will be able to understand the principles of interpretation and deliver appropriate countryside interpretation.

This Unit is suitable for candidates who are looking to develop a career in the natural heritage. This Unit is part of the National Certificate in *Countryside Management* (SCQF Level 5) but may also be taken as a free standing Unit.

## Outcomes

- 1 Explain the key principles and function of countryside interpretation.
- 2 Evaluate countryside interpretation for a given situation.
- 3 Deliver countryside interpretation.

## Recommended entry

Entry is at the discretion of the centre.

## Credit points and level

1 National Unit credit at SCQF level 5: (6 SCQF credit points at SCQF level 5\*)

*\*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.*

## **General information (cont)**

**Unit title:** Countryside Interpretation (SCQF Level 5)

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill component in this Unit.

## **National Unit specification: statement of standards**

### **Unit title:** Countryside Interpretation (SCQF Level 5)

Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

#### **Outcome 1**

Explain the key principles and function of countryside interpretation.

##### **Performance Criteria**

- (a) Describe the relationship between interpretation, education and information.
- (b) Explain the key principles of interpretation.
- (c) Describe the function of countryside interpretation.

#### **Outcome 2**

Evaluate countryside interpretation for a given situation.

##### **Performance Criteria**

- (a) Explain the difference between direct and indirect interpretation.
- (b) Evaluate direct interpretation for a given situation.
- (c) Evaluate indirect interpretation for a given situation.

#### **Outcome 3**

Deliver countryside interpretation.

##### **Performance Criteria**

- (a) Plan a piece of countryside interpretation.
- (b) Produce a piece of countryside interpretation.
- (c) Present a piece of countryside interpretation.

## National Unit specification: statement of standards (cont)

**Unit title:** Countryside Interpretation (SCQF Level 5)

### Evidence Requirements for this Unit

Written and/or recorded oral evidence is required to demonstrate that candidates have achieved all Outcomes and Performance Criteria.

Evidence for all Outcomes must be produced under open-book conditions. The assessor must be satisfied that the evidence submitted is the individual candidate's own work.

#### Outcome 1

Evidence must include:

- ◆ a description of the relationship between interpretation, education and information
- ◆ an explanation of the key principles of interpretation which must include the following:
  - relevant
  - organised
  - pleasurable
  - themed
- ◆ a description of the function of countryside interpretation which must include:
  - site needs
  - audience needs
  - interpreters needs

#### Outcome 2

Evidence must include:

- ◆ an explanation of the difference between direct and indirect interpretation which must include an example of:
  - one direct interpretive technique and its advantages and disadvantages
  - one indirect interpretive technique and its advantages and disadvantages
- ◆ an evaluation of one piece of direct interpretation which must include the following four principles:
  - relevant
  - organised
  - pleasurable
  - themed
- ◆ an evaluation of one piece of indirect interpretation which must include the following four principles:
  - relevant
  - organised
  - pleasurable
  - themed

## **National Unit specification: statement of standards (cont)**

**Unit title:** Countryside Interpretation (SCQF Level 5)

### **Outcome 3**

Candidates must deliver one piece of countryside interpretation. Evidence must include:

- ◆ a plan to include:
  - identification of the needs of
    - the site, the user and the manager
  - target audience
  - interpretive objectives
  - interpretive media
- ◆ production of appropriate interpretive material to be:
  - relevant
  - organised
  - pleasurable
  - themed
- ◆ presentation of appropriate interpretive material produced in PC (a) and (b)

## National Unit specification: support notes

### Unit title: Countryside Interpretation (SCQF Level 5)

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 aligned to the following LANTRA National Occupational Standards (NOS):

- ◆ EC25 Research and Plan Environmental Interpretation
- ◆ EC26 Prepare and Deliver Interpretive and Educational Activities
- ◆ EC27 Produce Interpretive Material

Countryside interpretation has an increasing role in the management of the natural heritage. Candidates will gain an understanding of the importance of this role from developing people's understanding of the countryside through to the changing of behaviour and attitudes.

#### Outcome 1

Candidates will need to understand the difference between information, education and interpretation. Different situations should be used to allow candidates to explore the difference and similarities between information, education and interpretation. Candidates should be encouraged to discuss their understanding and relate them to real life experiences. Candidates should explore the foundations of interpretation to include Freeman Tilden and his six principles. Sam Ham and his four principles should be covered in detail as this will be the basis of the evaluation for Outcome 2. This will include:

- ◆ relevant — relating to peoples knowledge and experiences
- ◆ organised — making it easy to follow and understand
- ◆ pleasurable — making it an enjoyable experience
- ◆ themed — a clear central idea

Candidates should be actively encouraged to explore these principles in relation to their own experiences. The four principles of countryside interpretation are to be discussed with candidates and examples used where possible to illustrate these principles.

## National Unit specification: support notes (cont)

### Unit title: Countryside Interpretation (SCQF Level 5)

The function of countryside interpretation should to be discussed with candidates to allow an understanding of how interpretation plays an integral part in the:

- ◆ orientation of visitors
  - way markers
  - maps of facilities
  - access restrictions
  - bridle ways
- ◆ visitor awareness and appreciation
  - seasonal notices
  - raising consciousness
  - understanding
  - special events
  - stimulate interest
- ◆ change in behaviour
  - conflict
  - access issues
- ◆ achieving the goals and objectives of organisations
  - entertainment
  - economic
  - involving local communities
  - educational
  - environmental conservation

### Outcome 2

Candidates will explore the difference between direct and indirect interpretation. Examples of direct interpretation can include guided walks, talks, re-enactments, displays and educational activities. Examples of indirect interpretation can include leaflets, interpretation boards, posters and static displays. The benefits and drawbacks of the different direct and indirect interpretive techniques should be discussed with candidates. Case studies or real life examples could be used to initiate discussion.

Candidates should be given the opportunity to experience different direct and indirect interpretation to include the natural and cultural heritage, eg local nature reserves, ranger led walks, local and national museums.

## **National Unit specification: support notes (cont)**

### **Unit title:** Countryside Interpretation (SCQF Level 5)

One direct and one indirect interpretive experience should be chosen by the candidate to evaluate in relation to the four principles. Areas to evaluate may include:

#### **Site — the overall use, layout and presentation of the site**

Initial Impression — welcoming, interesting, impact.

Suitability of surroundings — does the surroundings (building, location etc.) reflect/complement the interpretive material?

Layout and structure — is the layout organised, disjointed, cluttered?

Atmosphere/Feel good factor — good atmosphere, relaxing, intimidating.

Accessibility/position — is the site accessible for everyone, are there any restrictions to visitors?

Durability — is the site and interpretive material within it able to withstand multiple visitors or is there the possibility of damage?

Visitor safety — is the site safe for all visitors or are there potential restrictions due to safety?

#### **Content — interpretive material**

Is it themed? — is there a clear central theme.

Balance of interpretation — different methods of interpretation eg visual display, group talk.

Clear, concise, organised — is it easy to follow, does it allow understanding?

Interest/attention held — does it capture the audience attention?

Relevance to subject — is the interpretative material relevant to the overall subject?

Accuracy — is the interpretative material accurate or are there discrepancies?

#### **Objective Achievement — what the organisation aims to achieve through the interpretive experience**

Seasonal versatility/flexibility — is it suitable all year round, is there the ability to change the interpretive material depending on the time of year?

User groups — is it limited to one type of user group or is there flexibility to adapt to different groups? — age, interests, educational groups.

Enjoyment value — is the interpretive experience enjoyable?

Interaction/involvement — does the interpretive material have audience participation?

Provocation — does the interpretive experience provoke emotions or actions?

Education/revelation — does the interpretive experience reveal new information, thoughts, ideas?

Conservation — is there a possibility that the interpretive experience could change behaviours?

## National Unit specification: support notes (cont)

**Unit title:** Countryside Interpretation (SCQF Level 5)

### Outcome 3

This Outcome will allow candidates to utilise knowledge gained throughout the Unit to plan and develop their own piece of countryside interpretation. Candidates will have the option of choosing either indirect or direct interpretation material to plan, produce and present. Local scenarios could be used to create realistic situations, eg oral presentation for a local wildlife group, wildlife leaflet for a local nature reserve. The use of local scenarios will allow candidates to identify the needs of the site, the user and the manager as covered in Outcome 1. Candidates will be required to plan appropriate interpretative material; this will involve the identification the target audience they are aiming for. Considerations may include age range, interests, who they are and the reason for the visit. Interpretation objectives should be discussed with candidates to allow the development of their own objectives; these should include:

- ◆ learning objectives
- ◆ emotional objectives
- ◆ behavioural objectives

Interpretive material produced will also need to be:

- ◆ relevant — relevant to the site, audience and the interpretive objectives
- ◆ organised — the information must be organised, well presented, relevant, easy to understand and follow
- ◆ pleasurable — enjoyable
- ◆ themed — a central key idea

The presentation of interpretative material should be appropriate to the planning and research. The use of ICT and visual aids should be encouraged wherever appropriate.

## Guidance on learning and teaching approaches for this Unit

The Unit should use a mixture of class based sessions and field trips to allow candidates experience different forms of interpretation.

Field trips may include:

- ◆ natural heritage — local nature reserves, ranger lead walks
- ◆ cultural heritage — local and national museums
- ◆ activities based at primary school age groups
- ◆ local talks, presentations
- ◆ RSPB, SWT reserves

Class based sessions will involve gaining an understanding of the role interpretation plays in the countryside to enable candidates to use that knowledge in the evaluation for Outcome 2.

A case study or real situation should be used for Outcome 3; this could be linked into field trips already undertaken.

## **National Unit specification: support notes (cont)**

**Unit title:** Countryside Interpretation (SCQF Level 5)

### **Guidance on approaches to assessment for this Unit**

#### **Outcome 1**

Could be assessed by open-book restricted response.

#### **Outcome 2**

Could be assessed by open-book report including checklist. A table format may be used for PC (b) and (c).

#### **Outcome 3**

Report including

- ◆ identification of the needs of the site, user and manager
- ◆ identification of target audience
- ◆ interpretive objectives
- ◆ interpretive media

and

Observational checklist for oral presentation

or

Production of a leaflet

### **Opportunities for the use of e-assessment**

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or e-checklists. Centres which wish to use e-assessment must ensure that the national standard is applied to all candidate evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. Further advice is available in *SQA Guidelines on Online Assessment for Further Education (AA1641, March 2003)*, *SQA Guidelines on e-assessment for Schools (BD2625, June 2005)*.

## **National Unit specification: support notes (cont)**

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### **Opportunities for developing Core Skills**

In this Unit candidates will develop research, organisational and presentational skills.

Candidates will:

- ◆ describe the role that interpretation has in the countryside
- ◆ evaluate different interpretive experiences
- ◆ plan, produce and present their own piece of interpretation

As candidates are doing this Unit they will be developing aspects of the Core Skills in *Communication, Information and Communication Technology (ICT)* and *Working with Others*.

### **Disabled candidates and/or those with additional support needs**

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date

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