

Title	Develop and deliver interpretive presentations, and gather feedback		
Level	4	Credits	10

Purpose	People credited with this unit standard are able to: prepare the content, and plan the delivery of an interpretive presentation; present an interpretive presentation verbally to an audience; and describe interpretive feedback, and gather feedback from interpretive activities.
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Classification	Tourism > Visitor Interpretation
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Available grade	Achieved
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Guidance Information

- 1 Training delivery and assessment will normally occur in the workplace. All tasks are to be carried out in accordance with tourism workplace policies and procedures, the workplace being the enterprise carrying out the work.
- 2 Preparation and delivery of guided interpretation is based on an existing interpretation plan that meets the outcomes stated in Unit 18311, *Prepare an interpretation plan for delivery to visitors*. This plan may be supplied by the assessor or employer.
- 3 Commercial interpretive activities carried out on land which the Department of Conservation administers (public conservation land) are subject to the requirements of the Department of Conservation concession process. Prior to such activities being carried out, guidance should first be sought from the nearest Department of Conservation office. Contact details can be found at www.doc.govt.nz/.
- 4 Commercial interpretive activities carried out on land which is not administered by the Department of Conservation may have special requirements. Prior to such activities being carried out, guidance should first be sought from the land owner or administrator.
- 5 For the purposes of assessment a tour is a professionally organised tour on a predetermined route or within an attraction.
- 6 Legislation relevant to this unit standard includes but is not limited to – Health and Safety at Work Act 2015, Land Transport Act 1998, Occupiers' Liability Act 1962, Conservation Act 1987, Copyright Act 1994, Historic Places Act 1993, Local Government Act 2002, Marine Reserves Act 1971, National Parks Act 1980, Reserves Act 1977, Resource Management Act 1991, Consumer Guarantees Act 1993, Fair Trading Act 1986, Treaty of Waitangi Act 1975.

Any relevant Acts, regulations, and bylaws must be complied with during assessment against this standard.

7 Recommended texts

AHI: Journal of the Association for Heritage Interpretation. Gillingham, Kent:

Association for Heritage Interpretation, available from www.ahi.org.uk.

Beck, L. & Cable, T. (2002). *Interpretation for the 21st Century: fifteen guiding principles for interpretation nature and culture* (2nd ed.). Champaign, IL: Sagamore.

Brochu, L. & Merriman, T. (2008). *Personal interpretation: connecting your audience to heritage resources*. Fort Collins, CO: InterpPress.

Clayworth, P. (2008). Historic heritage thematic frameworks: their use as tools for management and interpretation. Wellington, NZ: Department of Conservation. (Science for conservation; 285).

Ham, S.H. (1992). *Environmental interpretation: a practical guide for people with big ideas and small budgets*. Golden, CO: North American Press.

Legacy: The Journal of the National Association for Interpretation. Fort Collins, CO:

National Association for Interpretation, 1990-, available from PO Box 2246, Fort Collins, CO 80522, USA, or www.interpnet.com.

Tourism Industry Association New Zealand (2014). *Tourism 2025: growing value together*. Ministry of Business, Innovation and Employment, Wellington, available at www.mbie.govt.nz.

Pastorelli, John. (2002). *Enriching the experience: an interpretive approach to tour guiding*. Elsternwick, Vic: Hospitality Press.

Tilden, F. (1977). *Interpreting our heritage*. Chapel Hill, NC: University of North Carolina Press.

Veverka, J.A. (1994). *Interpretive master planning: for parks, historic sites, forests, zoos, and related tourism sites, for self-guided interpretive services, for interpretive exhibits, for guided programs/tours*. Nashville, TN: Falcon Press.

8 Recommended websites

Interpretation Australia – www.interpretationaustralia.asn.au.

Interpretation Canada – www.interpscan.ca.

9 Definitions

Cultural sensitivity refers to behaviour that shows respect for other people and their customs. The behaviour could involve avoiding sacred places, practicing customs of the host, or avoiding insensitive behaviour practised in the visitors' own environment.

Feedback in the context of this unit standard refers to the reaction of an audience or peers that have just participated in an interpretive experience. Feedback is usually requested in verbal or written form and typically covers feelings, levels of satisfaction, strengths and weaknesses, business performance, and suggested improvements.

Interpretation refers to a means of communicating ideas and feelings which helps people enrich their understanding and appreciation of their world and their place in it.

Interpretive message refers to a simple yet meaningful statement that makes sense in isolation while still supporting the overall theme, e.g. 'Fire can rejuvenate a forest'.

Interpretive presentation refers to a talk, static or dynamic visual presentation, or audio recording that employs interpretive communication techniques.

Pilot test refers to a small scale test that collects feedback and assesses the merits of a larger scale venture, prior to proceeding. This may include but is not limited to a familiarisation tour, assisting a tour guide on a prior tour, or a desktop exercise.

Theme refers to the key take-home message(s) that you want your visitors to understand or remember about the topic being discussed. A theme is often a single 'big idea' but it can also be a combination of messages that all support a similar line of thinking.

Tourism workplace policies and procedures refer to documented instructions about workplace expectations. These must include but are not limited to – customer service delivery, personal.

- 10 Recommended skills and knowledge: Unit 18311, *Prepare an interpretation plan for delivery to visitors*; and Unit 18317, *Demonstrate knowledge of visitor interpretation techniques*.

Outcomes and performance criteria

Outcome 1

Prepare the content of an interpretive presentation.

Performance criteria

- 1.1 Content is selected in accordance with prescribed themes, messages, and concepts in an interpretation plan, and is relevant to the specific site where it is delivered.
- 1.2 Any current issues in the interpretation plan, and their likely solutions are identified.
- Range may include but is not limited to – legal, ethical, cultural, financial, legal and moral authority to use information and objects, conservation.
- 1.3 Accuracy of content is verified by research, review of information, and interviews.
- 1.4 Content is selected to match the characteristics of the identified target audience.
- Range may include but is not limited to – origin, age, language, level of interest and learning, prior understanding of the subject, available time, attitude and cultural sensitivity to the environment, other cultures, languages; evidence for four characteristics is required.
- 1.5 Content is checked to ensure copyright is not infringed.
- 1.6 Content is verified as suitable in length for the time available to the visitors.

Outcome 2

Plan the delivery of an interpretive presentation.

Performance criteria

- 2.1 Delivery technique is selected to match personal characteristics and experience, and learning styles and characteristics of the audience, and is in accordance with the interpretation plan.
- Range may include but is not limited to – story telling, quotations, anecdotes, mythology, humour, props, rhetorical questions, sensory awareness (touch, taste, smell), role playing, voice techniques, games and activities; must include at least two techniques to communicate information in addition to the spoken word.
- 2.2 Delivery is structured as a sequential, logically flowing story which presents the interpretive theme and its associated messages in easily assimilated parts.
- Range may include but is not limited to – outline, introduction, body, optional extensions, conclusion.
- 2.3 Delivery is pilot-tested for logistical performance, and performance against objectives stated in the interpretation plan.
- Range logistical performance may include but is not limited to – time, timing, effectiveness of props and equipment.
- 2.4 Delivery is fine-tuned where necessary to ensure it meets the objectives stated in the interpretation plan.

Outcome 3

Present an interpretive presentation verbally to an audience.

Performance criteria

- 3.1 The interpretive experience is introduced in a manner that creates interest in the interpretive theme, establishes rapport, and establishes the interpretive purpose of the presentation.
- 3.2 The interpretive messages are linked to the relevant sites and objects of interest throughout the presentation.
- 3.3 The group's experience is used to focus interest on key features of the presentation.
- 3.4 Audience participation and interaction is encouraged in accordance with safety guidelines.
- Range consideration should be shown to content, duration, and style.

- 3.5 Culturally sensitive techniques which match audience and site characteristics are used.
- Range communication techniques may include but is not limited to – visual aids (maps, diagrams), objects (rock, bone), body language, gadgets (bird caller), creative use of silence, use of inspirational or teachable moments;
language may include but is not limited to – inclusive, free of jargon and technical terms, neutral perspective;
sites may include but are not limited to – history of human tragedy, inspirational, cultural sensitivity, natural sensitivity, accessibility, predictability, crowdedness.
- 3.6 Unnecessary barriers are avoided in placement of self in relation to audience.
- Range clearly visible and audible to entire group, eye contact with entire group.
- 3.7 Environmental, cultural, religious, and social sensitivities are taken into account.
- 3.8 The main points made throughout the presentation are summarised in the conclusion by reinforcing the messages and supporting the concept.
- 3.9 Farewell is delivered consistent with the audience and situation.
- Range may include but is not limited to – language, nationality, origin, age, special needs.
- 3.10 Follow-up information is provided.
- Range may include but is not limited to – texts, websites, note sheets, digital media, other related tours, visitor centres, interpretation based merchandise.

Outcome 4

Describe interpretive feedback, and gather feedback from interpretive activities.

Performance criteria

- 4.1 Interpretive feedback is described in terms of the types of information collected and the benefits of that information.
- Range evidence is required for at least four types of information and one benefit for each type.

- 4.2 Interpretive feedback is described in terms of the methods for obtaining feedback, and the usefulness of the feedback in terms of evaluating the activity.

Range peer feedback may include but is not limited to – regular discussion, observation of customer reactions, feedback from travel agents and wholesalers, feedback from regulatory authorities, written checklist, video feedback; evidence is required for at least three examples of peer feedback; self-feedback may include but is not limited to – notebook (unstructured, formal record), structured discussion, written checklist, video feedback; evidence is required for at least three examples of self-feedback; visitor feedback may include but is not limited to – participation rate, uptake of brochures, sale of merchandise, recognition of enterprise or company branding, demonstration of desired behaviour, written questionnaire or survey, focus group, complaints register, comments book, observations, return visit; evidence is required for at least six.

- 4.3 Feedback is gathered for personal interpretive activities.

Range may include but is not limited to feedback from – peer, self, visitors; feedback collected may include but is not limited to – pre-interpretation, during interpretation, post-interpretation.

- 4.4 Visitors are informed of the procedures related to gathering feedback.

Range may include but is not limited to – who is collecting the feedback, why feedback is being collected, how feedback will be used, how confidentiality will be ensured, access to results, ongoing or other feedback activities.

This unit standard is expiring. Assessment against the standard must take place by the last date for assessment set out below.

Status information and last date for assessment for superseded versions

Process	Version	Date	Last Date for Assessment
Registration	1	23 May 2001	31 December 2019
Review	2	22 May 2009	31 December 2019
Review	3	20 April 2017	31 December 2025
Review	4	24 August 2023	31 December 2025

Consent and Moderation Requirements (CMR) reference

0078

This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.