

Title	Demonstrate knowledge of visitor interpretation and evaluate interpretative techniques		
Level	3	Credits	3

Purpose	People credited with this unit standard are able to: describe the principles and techniques of visitor interpretation; describe and compare personal and non-personal interpretation; describe the relationship between participants' learning styles and development and delivery of interpretive techniques; evaluate interpretive techniques for given situations; and describe interpretive feedback.
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Classification	Tourism > Visitor Interpretation
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Available grade	Achieved
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Guidance Information

- Evidence for this unit standard must be obtained in a 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.
- 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.

- 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: InterPress.
 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.

4 Recommended websites

Interpretation Australia – www.interpretationaustralia.asn.au.

Interpretation Canada – www.interpscan.ca.

5 Definitions

Interactive interpretation refers to a means of engaging an audience with the interpreter or interpretive device. Interactive interpretation is deliberately designed to engage with the audience, provoke a response and encourage participation.

Interactive techniques include role-playing, involving audience members in demonstrations or through structured questioning, or directed use of the senses, e.g. touching, smelling, listening and visual identification and/or exploration.

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 feedback refers to the reaction of an audience or peers that have just undergone an interpretive experience, and self-feedback. The reaction is usually provided in verbal or written form, and typically covers feelings, levels of satisfaction, strengths and weaknesses, business performance, and suggested improvements.

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 technique refers to a method of communicating ideas and messages about a topic in such a way as to engage an audience's feelings as well as intellect.

Living history refers to a living portrayal of characters or events, incorporating dress, dialect, objects or artefacts, and acting. It may involve participant's active participation, and enables participants to obtain first-hand experience in a recreated setting.

Non-personal interpretation refers to a situation where media (such as print or audio-visual) are the primary mechanisms for the delivery of interpretation.

Personal interpretation refers to a situation where a person is directly responsible for the delivery of interpretation.

Point duty refers to a situation where the interpreter is standing in one place delivering interpretation to groups of visitors who approach them. Point duty is an effective way of managing large numbers of visitors in a short period of time.

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

Roving interpretation refers to a situation where the interpreter usually approaches and mixes with participants to present information in an informal, impromptu manner.

Outcomes and performance criteria

Outcome 1

Describe the principles and techniques of visitor interpretation.

Performance criteria

1.1 The key principles of visitor interpretation are described.

Range principles of interpretation may include but are not limited to – relate to each participant’s personality and experience, revelation based on information, is an art and therefore teachable, provocation not instruction, a whole idea addressed to the whole person;
evidence is required for at least four principles.

1.2 The importance of, and interrelationships between, the essential components of visitor interpretation are explained.

Range may include but is not limited to – interpretive message, audience, setting and context, interpretive technique.

1.3 The relationship between the interpretive techniques and the media used for delivery of visitor interpretation is explained.

Range evidence is required for at least two techniques.

Outcome 2

Describe and compare personal and non-personal interpretation.

Performance criteria

2.1 Personal and non-personal interpretation are described in terms of the techniques available.

Range personal interpretation techniques may include but are not limited to – guided tour, point duty, roving interpretation, presentations, demonstration, living history, interactive interpretation, lecture or talk, drama;
non-personal interpretation techniques may include but are not limited to – print media, self-guided programmes, self-guiding signs, exhibits, visitor centres, museums, paintings, sculptures, buildings, audio-visual devices, participatory or interactive media, observation hides;
evidence is required for four each of personal and non-personal interpretation techniques.

2.2 Personal and non-personal interpretation techniques are compared in terms of their strengths and weaknesses in a given context.

Range evidence is required of three contexts, with three strengths and three weaknesses in each.

Outcome 3

Describe the relationship between participants' learning styles and development and delivery of interpretive techniques.

Performance criteria

3.1 Participants' learning styles are described in relation to the opportunities they present for developing and delivering interpretive techniques.

Range may include but is not limited to – visual, auditory, kinaesthetic, cognitive, psychomotor, affective, right brain, left brain, whole brain.

Outcome 4

Evaluate interpretive techniques for given situations.

Performance criteria

4.1 Given situations are described in terms of the interpretive techniques used.

Range evidence is required for a minimum of three different situations.

4.2 The existing interpretive techniques are evaluated in terms of suitability for a given audience.

Range evidence is required for a minimum of three different situations; evidence is required for two different audience groups; criteria for evaluation may include but are not limited to – interactivity, creativity, imagination, sophistication, flexibility, cost, time, specific audience needs, feedback potential.

Outcome 5

Describe interpretive feedback.

Performance criteria

5.1 Types of information collected from interpretative feedback and the benefits of that information are described.

Range evidence is required for at least four types of information and one benefit for each type.

- 5.2 Methods for obtaining interpretive feedback and the usefulness of the feedback in terms of evaluating the activity are described.

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 three examples of peer feedback; self-feedback may include but is not limited to – notebook, written checklist, structured discussion, video feedback; evidence is required for 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 three examples of visitor feedback.

Planned review date	31 December 2022
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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	N/A

Consent and Moderation Requirements (CMR) reference	0078
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This CMR can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

Comments on this unit standard

Please contact ServicelQ qualifications@ServicelQ.org.nz if you wish to suggest changes to the content of this unit standard.