

Unit AH4 Plan and deliver interpretative activities

Elements

AH4.1 Plan the use of resources

AH4.2 Deliver and evaluate an interpretative activity

AH4.3 Develop information materials to support an interpretative activity

Unit Commentary

This unit is for archaeologists who have responsibility for the interpretation of archaeological material and sites, for education, display and other public-oriented purposes. Once an idea for an interpretative activity has been formulated, there is a need to realise this idea. This involves deciding on the subject for interpretation and learning, identifying the appropriate media and specifying the target audience. This unit covers planning one interpretation project and evaluating its success.

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AH4.1 Plan the use of resources

Performance Required

This will involve:

- a) Identifying the theme for the **activity**
- b) Defining the **target audience** (numbers and composition)
- c) Ensuring that the activity is in accordance with internal and external policies and guidelines
- d) Setting clear targets including learning outcomes for the activity
- e) Identifying the appropriate materials and methods for delivering the theme to the target audience and achieving the learning outcomes
- f) Planning the resources and timescale required to deliver the activity
- g) Securing the resources required
- h) Ensuring that all relevant health and safety and other legal, professional and ethical conditions are complied with
- i) Evaluating the results of the activity including the learning outcome.

Occupational Context

1 Activities

- Talks, presentations, story telling
- Workshops, craft activities, dressing up, re-enactment, making displays
- Handling sessions, demonstrations
- Site tours, guided tours of displays

2 Target audience

- Teachers
- Parents and carers
- Other archaeologists
- Museums and other professionals
- Community groups
- Local interest groups
- Adults and children with or without disabilities

Knowledge Requirements

You need to know and understand how to:

- Plan and resource an activity
- Identify, achieve and evaluate appropriate learning outcomes

You need to know about:

- Internal and external policies, guidelines and codes and policies for social inclusion relating to education and learning, including the national curriculum
- The different learning styles and emotional responses that individuals may possess and appropriate methods for meeting them
- Appropriate interpretative and learning themes and activities for different target audiences including children, young adults, the elderly, people with special needs, the disabled and members of ethnic minorities
- Relevant legislation and codes of conduct
- Detailed knowledge of the theme being prepared
- Potential sources of public and private sector funding

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AH4.1 Plan the use of resources

Required Skills

You should demonstrate:

- Excellent communication skills, written and verbal
- Active listening and responsiveness to differing user needs and reactions
- Enthusiasm for and commitment to public access to knowledge and objects
- Flexible and constructive approach to problem solving
- Creativity

Evidence Required

You should provide evidence that you can plan the use of resources

The candidate should be questioned, based upon the documentation provided, to explore how they:

- A portfolio including project plans, budgets, photographs and other records of activities, uses and evaluations.
- Project plans should clearly identify theme, target audience, learning outcomes, delivery methods and compliance with appropriate legislation, codes and guidelines.

Evidence Rules

The candidate should have been responsible for planning at least one interpretative and learning activity, and should have been involved in delivering at least two.

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AH4.2 Deliver and evaluate an interpretative activity

Performance Required

This will involve:

- a) Ensuring the interpretative activity is an **honest interpretation** of the subject matter
- b) Delivering the **interpretative activity** in a manner that meets the needs of the audience
- c) Encouraging members of the audience to ask questions and seek clarification at appropriate stages
- d) Choosing sites and locations for the interpretative activity that are appropriate environments and allow maximum visibility
- e) Handling information and items carefully and ensuring that the latter are undamaged
- f) Conducting the interpretative activity within the resource and time constraints
- g) Clearly establishing **appropriate success criteria**
- h) Evaluating the activity using only the established success criteria
- i) Basing all conclusions and subsequent **recommendations** on the results of the evaluation

Occupational Context

1 Honest interpretation

- that which is in line with proposal specifications
- that which is not simulated but which is grounded in evidence
- that which is without bias
- that which is not skewed and steered
- ensuring material evidence retains its integrity

2 Interpretative activities

- include demonstrations; on/off -site programmes; presentations.
- meet the needs of: individuals/groups; the disadvantaged

3 Appropriate success criteria

- in terms of proposed objectives
- in terms of realistic outcomes
- in terms of quantifiable evidence
- in terms of contributing to the profession/ discipline/ society in a constructive and commendable way

4 Recommendations

- for future archaeological practice
- for policy
- for individual / social / cultural behaviour and development

Knowledge Requirements

You need to know and understand how to:

- Ensure evidence presented retains its integrity
- Pace and sequence activities for different audiences
- Encourage audience participation
- Ensure maximum visibility
- Draw accurate conclusions

You need to know about:

- The subject matter at the heart of the interpretative activity
- What constitutes an honest interpretation of the subject matter
- Why evaluation is important
- What size the audience should be for different interpretative activities
- What constitutes an appropriate environment for the interpretative activity
- The resource and time constraints relating to the interpretative activity
- The health and safety regulations that should be met

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AH4.2 Deliver and evaluate an interpretative activity

Required Skills

You should demonstrate:

- Risk assessment skills
- Best Practice assessment

Evidence Required

You should provide evidence that you can deliver and evaluate an interpretative activity

The candidate should be questioned, based upon the documentation provided, to explore how they:

- deliver interpretative activities to meet the educational, leisure and study needs of users.

Evidence Rules

The candidate should have been involved in planning and delivering interpretative activities in at least 2 substantive contexts.

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AH4.3 Develop information materials to support an interpretative activity

Performance Required

This will involve:

- a) Identifying existing information materials and assessing their suitability for the **interpretative activity**
- b) Identifying the **different requirements** of users of the information
- c) Ensuring the generated information materials are suitable for the purpose and type of interpretative activity
- d) Producing information materials within resource and time constraints
- e) Ensuring the **information materials** are capable of attracting interest and enthusiasm in the interpretative activity
- f) Ensuring the information materials contain valid and reliable information and honest interpretations

Occupational Context

1 Interpretative activities

- include demonstrations; on/off -site programmes; presentations.
- meet the needs of: individuals/groups; the disadvantaged

2 Different requirements [

- in terms of social profile (age, background, education and financial resources)
- in terms of special needs or disabilities, e.g. visual/ hearing impairment, of limited mobility
- in terms of user focus: learning, entertainment, professional development, procuring resources, etc.

3 Information materials include:

- replicas
- descriptions
- labels
- signs,
- guidance materials
- educational materials.

Knowledge Requirements

You need to know and understand how to:

- Review and assess the suitability of information materials
- Undertake research to identify audience reaction to specific media
- Ensure objectivity and test the reliability and accuracy of information

You need to know about:

- The different users of information materials
- The purpose and type of interpretative activity
- How different information materials contribute to the interpretative activity
- The resource and time constraints on the production of information materials
- How information materials can attract interest and enthusiasm for interpretative activities
- What interpretation is and how it differs from providing information
- What constitutes honest interpretation
- The consequences of failing to check the currency, accuracy and reliability of information.

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AH4.3 Develop information materials to support an interpretative activity

Required Skills

You should demonstrate:

- Exhibition design skills

Evidence Required

You should provide evidence that you can develop information materials to support an interpretative activity

The candidate should be questioned, based upon the documentation provided, to explore how they:

- develop information materials to support interpretative activities to meet the educational, leisure and study needs of users.

Evidence Rules

The candidate should have been involved in planning and delivering interpretative activities in at least 2 substantive contexts.