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## Overview

This standard is about developing and delivering interpretation in creative or cultural heritage organisations. This could be for an exhibition, display, education, learning or other public-oriented purpose.

It includes evaluating previous interpretation, selecting approach, format, and structure of interpretation, researching interpretation information, writing, designing and developing interpretation, choosing locations for interpretation, planning resources to deliver interpretation, protecting copyright and intellectual property and evaluating success.

This standard is for anyone who develops and delivers interpretation for a creative or cultural organisation. This could be an individual working alone or as part of an education, learning and interpretation, curating or collections team.

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## Performance criteria

### *You must be able to:*

1. use reliable information to research lessons learned from previous interpretation activities
2. consult relevant people to identify intended audience, visitor needs, key themes, learning objectives and aims for interpretation activities
3. select approach, format and structure for interpretation that are feasible and best meets learning objectives, aims and user needs
4. research reliable sources to identify the information required for interpretation, consulting with other people when required
5. brief other people involved with developing and delivering interpretation with sufficient information for them to carry out their required role
6. work with appropriate people to write, design and develop interpretation information
7. ensure interpretation incorporates lessons learned from previous interpretation activities
8. ensure interpretation is in line with any relevant organisational strategies for learning and interpretation and audience development
9. ensure interpretation is relevant, accurate and relates to agreed themes
10. ensure interpretation is inclusive and appropriate to intended audience and all user needs
11. choose sites and locations that are suitable and safe for both interpretation and users
12. ensure all resources are in place to deliver interpretation when required
13. ensure interpretation is delivered on time and to budget
14. protect copyright and intellectual property of interpretation outputs in line with organisational procedures
15. ensure interpretation activities maintain the security of cultural heritage in line with organisational procedures
16. ensure all work is quality assured and approved by relevant staff
17. evaluate the success of interpretation activities before, during and after delivery

## Knowledge and understanding

*You need to know and understand:*

1. where to obtain information about previous interpretation activities including colleagues and public information in the wider sector
2. how to identify the type of audience, customer or visitor to interpretative activity and their needs
3. approaches that are available for delivering different types of interpretative activity
4. the effect the interpretative approaches are likely to have on other activities and people
5. the key features of different interpretative activities
6. the potential challenges encountered by visitors with mobility, hearing and sight impairment, neurodivergent conditions and community groups difficulties and the different strategies available to enable them to access interpretation
7. what makes one interpretative approach more suitable than another
8. who from within the organisation should contribute to interpretation concepts
9. the organisation's policies and objectives that impact on interpretation
10. how to identify learning objectives and communicate learning objectives
11. the types of resources that are involved in the delivery of different interpretative approaches
12. how to identify and secure different resources from different sources
13. who needs to be informed of chosen interpretative approaches
14. how to identify what is realistic and can actually be implemented
15. the potential uses of objects and information in interpretative activities, the likely constraints on the use of objects and the effect these may have
16. the resources and information that are suitable for different types of interpretative activity
17. the type of contribution specialists and colleagues can make to interpretative activities, what information they require and how to brief them
18. different evaluation techniques
19. how to present information in an interesting and lively manner

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- 20. how to encourage the exploration of ideas
  - 21. copyright, intellectual property and security procedures

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| <b>Developed by</b>             | Creative & Cultural Skills  |
| <b>Version Number</b>           | 2   |
| <b>Date Approved</b>            | March 2022  |
| <b>Indicative Review Date</b>   | March 2026  |
| <b>Validity</b>                 | Current   |
| <b>Status</b>                   | Original  |
| <b>Originating Organisation</b> | Creative and Cultural Skills  |
| <b>Original URN</b>             | CCSCCS72  |
| <b>Relevant Occupations</b>     | Arts, Media and Publishing; Performing Arts; Crafts, creative arts and design; Media and communication; Publishing and information services; Archaeology and Archaeological Sciences; Education and training; Direct learning support; Quality and Customer Care Managers; Artistic and Literary Occupations; General; Leisure and Travel Service Occupations; Conservation Associate Professionals |
| <b>Suite</b>                    | Cultural Heritage   |
| <b>Keywords</b>                 | education; interpretation programme; cultural heritage; exhibitions; displays; learning; creative organisation;   |