

## **Unit AH3 Identify and evaluate the requirements of users of exhibitions or interpretative activities**

### **Elements**

**AH3.1 Identify current and potential users and their needs**

**AH3.2 Evaluate the impact of exhibitions or interpretative activities on users**

### **Unit Commentary**

This unit is for archaeologists who have responsibility for exhibitions and interpretative activities<sup>1</sup>. It is important to identify and evaluate the requirements of users of learning and interpretative activities. This involves identifying current and potential users, both as individuals and in groups, and their learning, educational and social needs. It also involves gathering information through suitable collection methods and from all relevant sources and consulting representative groups of users to determine their current and future needs. This information needs to be analysed and related to the organisation's learning strategy.

The impact of interpretative and learning activities on users needs to be evaluated. This involves using information from a variety of sources such as surveys, admissions data and knowledge and observations of staff. This information needs to be analysed and recorded so that the feedback can be used to influence the strategy for interpretation and to revise the evaluation activity.

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<sup>1</sup> **Interpretative Activities** – these can take a number of forms and involve creating visual or multi-media scenarios that assist the public in understanding the historic environment. A 'son et lumière' event could be one such interpretive activity

### AH3 Identify and evaluate the requirements of users of exhibitions or interpretative activities

#### AH3.1 Identify current and potential users and their needs

##### Performance Required

*This will involve:*

- a) Identifying the makeup of and **characteristics** of current users
- b) Identifying those in the target group who do not participate and their **characteristics**
- c) Obtaining **information** from all relevant **sources** to inform an analysis of factors affecting user participation
- d) Categorising current and potential users in relation to potential **needs**
- e) Consulting groups representative of the target audience to determine their current and future **needs**
- f) Assessing the feasibility of attracting the specified audiences
- g) Relating the information gathered to the organisation's learning and communications strategy
- h) Reporting the results of the analysis accurately and clearly in an appropriate format
- i) Complying with relevant legislation and guidelines on consumer research

##### Occupational Context

###### 1 Characteristics (of users and non-users)

- age
- social class
- education
- income
- reasons for participation / non-participation

###### 2 Information

- qualitative /quantitative
- measurable/ valid
- reliable/ up to date

###### 3 Sources

- admissions data
- booking records
- surveys
- knowledge and observations of staff
- monitoring information
- publications/ reports

###### 4 Needs

- education
- leisure
- social
- cultural
- special interest

##### Knowledge Requirements

*You need to know and understand how to:*

- Collect information on users and non-users
- Categorise users, and the criteria that can be used
- Consult with different types of users
- Conduct user research

*You need to know about:*

- The value of different sources of information
- The strengths and limitations of questionnaires and other methods of audience research
- The factors that determine the feasibility of attracting specified audiences
- Who should be involved in the review of the information
- The organisation's interpretation strategy
- Relevant legislation and guidelines (including the Disability Discrimination Act)
- Internal and external policies on learning and social inclusion

### **AH3 Identify and evaluate the requirements of users of exhibitions or interpretative activities**

#### **AH3.1 Identify current and potential users and their needs**

##### **Required Skills**

N/A

##### **Evidence Required**

*You should provide evidence that you can identify current and potential users and their needs*

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

- identify current and potential users of learning and interpretative activities
- identify potential educational, leisure and study needs.

Qualitative and quantitative information must be obtained from a variety of sources that are likely to include admissions data, booking records, knowledge and observations of staff, and publications.

Candidates will normally provide evidence of collated information on current and potential users and an analysis of the information in a written or graphical form, often as part of a proposal for a new display or interpretative activity.

This would be supplemented with a significant degree of questioning to explain the rationale behind the identification of user needs and to demonstrate that the knowledge areas were fully covered.

##### **Evidence Rules**

The candidate should have been involved in a range of learning activities

### AH3 Identify and evaluate the requirements of users of exhibitions or interpretative activities

#### AH3.2 Evaluate the impact of exhibitions or interpretative activities on users

##### Performance Required

*This will involve:*

- a) Determining the **criteria** for success
- b) Selecting the evaluation methods and implement them correctly using suitable and valid information collection methods
- c) Accessing all relevant sources of information
- d) Analysing and quantifying the results of the evaluation, recording them clearly in an appropriate format
- e) Providing **feedback** on the evaluation to influence the strategy for learning and to revise the evaluated activity
- f) Reviewing the suitability of the evaluation methods and making recommendations for further improvements

##### Occupational Context

###### 1 Criteria (may include)

- match with profile of target audience(s)
- visitor satisfaction
- visitor numbers
- income generation

###### 2 Feedback

- lessons learnt
- validity and reliability of evaluation conclusions
- feasibility of responding to those conclusions, short and long-term
- time and cost of evaluation

##### Knowledge Requirements

*You need to know and understand how to:*

- Assess whether an information collection method is suitable and valid
- Interpret statistics
- Record the results of the evaluation

*You need to know about:*

- targets for the activity
- The relevant sources of information
- The different information collection methods
- The value of different sources of information
- The limitations of different types of user survey
- Who should be provided with the results of the evaluation
- The limitations of the evaluation
- Quantitative and statistical methods
- Relevant legislation and guidelines
- Sources on professional advice

### AH3 Identify and evaluate the requirements of users of exhibitions or interpretative activities

#### AH3.2 Evaluate the impact of exhibitions or interpretative activities on users

##### Required Skills

*You should demonstrate:*

- Data collection, analysis and interpretation

##### Evidence Required

*You should provide evidence that you can define aims and initial objectives for the project*

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

- evaluate the impact of exhibitions and interpretative and learning activities on users.

This will mean using qualitative and quantitative information from a variety of sources, likely to include surveys, admissions data, booking records, knowledge and observations of staff, and publications.

The evaluations will be both formal and informal, and qualitative as well as quantitative.

Candidates will normally provide written evidence of an evaluation, possibly in the form of a report to senior manager, funders or trustees. Often recommendations will be in the form of memos or other correspondence.

This evidence would be supplemented with a significant degree of questioning to explain the rationale behind the identification of user needs and to demonstrate that the knowledge areas were fully covered.

##### Evidence Rules

The candidate should have been involved in evaluating a range of interpretative and learning activities