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## Overview

This standard is about developing and delivering learning and interpretation activities. This is primarily for creative or cultural organisations but could be used by any organisation that prepares learning and interpretation activities. Activities may be accessed in situ or online and may be single activities or an entire programme developed by one organisation or in partnership with other organisations or community groups. Types of activity may include, but are not restricted to, workshops, sessions, events, exhibitions, displays, performances, outreach activities, multi-media systems or printed materials. Participants may be referred to as audiences, visitors or customers depending on the context.

It involves working with a wide range of colleagues, external subject specialists and other stakeholders to produce exciting and inspirational activities making full use of resources. It includes evaluating previous activities, agreeing themes, learning objectives and interpretative and learning approaches, developing plans, selecting locations, project management, contingency planning, and ongoing evaluation of activities.

This standard is for anyone working in interpretation and learning using activities to engage participants.

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## Performance criteria

### You must be able to:

1. evaluate relevant information about the success of previous face-to-face or online learning and interpretation activities from within and outside of the organisation
2. identify target audience, themes, learning objectives and aims of face-to-face or online activities that comply with organisational strategies for audience development and interpretation and learning
3. consult relevant people about suitable interpretative and learning approaches and delivery formats for face-to-face or online activities
4. produce an accurate estimate of budget, people, timescale, and other resources required for the development and delivery of face-to-face or online activities
5. develop plans for face-to-face or online activities containing clearly presented material at the required level of detail in line with organisational requirements
6. ensure planned face-to-face or online activities are relevant and accurate with a clear relationship to identified themes
7. ensure face-to-face or online learning and interpretation activities are inclusive and appropriate to intended audience and all user needs
8. liaise with relevant people to seek agreement for activity plans at all key stages of development and delivery
9. work with appropriate people to ensure any required marketing is conducted in sufficient time to attract participants
10. brief any specialists, contractors, staff, or volunteers involved with the development and delivery of face-to-face or online activities with sufficient information for them to carry out their required role
11. choose locations with sufficient space for set up and delivery of face-to-face or online learning and interpretation activities
12. include objects or sites that encourage access and enhance participant's engagement and understanding of face-to-face or online activity themes
13. put in place plans to maintain the security of objects or sites at all times during face-to-face or online activity set up and delivery
14. identify risks and mitigation and plan realistic contingencies to deal with any unforeseen circumstances
15. ensure appropriate licensing, contracts and insurance are identified and obtained
16. make sure all resources are in place when required throughout set up and delivery of face-to-face or online activities
17. ensure that high quality customer care is maintained throughout face-to-face or online delivery in line with organisational procedures
18. contribute to risk assessments and ensure that the health and safety of face-to-face or online participants is maintained in line with relevant legislation and organisational procedures

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19. evaluate face-to-face or online activities against learning objectives both before, during and after delivery
  20. identify any modifications to ongoing face-to-face or online activities that will enhance future effectiveness, basing all conclusions and subsequent recommendations on evaluation results

## Knowledge and understanding

### You need to know and understand:

1. how to identify learning objectives and agree them with colleagues
2. how to obtain information about previous face-to-face and online activities including accessing organisational and public information and discussion with colleagues
3. how to undertake audience research to use in planning, identifying target audience and their needs
4. best practice and organisational strategies for audience development and interpretation and learning, including key themes
5. the benefits and disadvantages of different activity formats for both online and face to face delivery including days and times, duration, accessibility, engagement, participation, resources, budgets, and achievement of objectives
6. the benefits of involving community members and learners in face-to-face and online activity design, approaches, and formats and how to consult with them
7. different learning needs, and how to cater for these in face to face and online delivery
8. how to create learning objectives and aims
9. types of interpretative approach and their benefits and disadvantages and who to consult about them
10. methods to enhance face-to-face and online audiences' understanding and enjoyment including interesting ways to present information and mechanisms to encourage audience participation
11. the potential challenges encountered by participants with mobility, hearing and sight impairment and neurodivergent conditions and those from different community groups and the different strategies available to enable them to access face-to-face and online activities so they are inclusive
12. project planning and management skills including budgeting and scheduling
13. how to identify the skills needed for development and delivery of face-to-face and online activities and the information needed by others involved
14. legislation and organisational objectives in relation to accessibility, diversity and inclusivity, security, health and safety, environmental protection, data protection and safeguarding
15. how to select objects or sites and information to include
16. the arrangements for access to objects and areas of your building for those involved in delivery
17. what is included in contingency planning and how to do it
18. how to write a risk assessment
19. security arrangements for objects, sites, and participants for face-to-face and online activities
20. marketing methods including the use of social media, who to work

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- with on marketing and suitable lead times for face-to-face and online activities and target audiences
21. how to ensure licensing, insurance and contracts are in place for face-to-face and online activities
  22. organisational customer care procedures for both face-to-face and online activities
  23. information to include in an evaluation of face-to-face and online learning and interpretation activities and how to collect and analyse it

Developed by	Creative & Cultural Skills
Version Number	2
Date Approved	30 Mar 2022
Indicative Review Date	30 Mar 2026
Validity	Current
Status	Original
Originating Organisation	Creative and Cultural Skills
Original URN	CCSCCS71
Relevant Occupations	Archaeology and Archaeological Sciences, Artistic and Literary Occupations, Arts, Media and Publishing, Crafts, Creative Arts and Design, Direct Learning Support, Education and Training, Functional Managers, General, Leisure and Travel Service Occupations, Media and Communication, Performing Arts, Publishing and Information Services, Quality and Customer Care Managers
Suite	Cultural Heritage
Keywords	learning; education; interpretation; programme; activities; cultural heritage; face to face; online; exhibition; event;