

**Modification history**

| Release   | Comments  |
|-----------|---|
| Release 2 | This version released with ACM Animal Care and Management Training Package Version 4.0. |
| Release 1 | This version released with ACM Animal Care and Management Training Package Version 1.0. |

| ACMCAN405                | Design and evaluate interpretive and learning programs  |
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| <b>Application</b>       | <p>This unit of competency describes the skills and knowledge required to develop and evaluate interpretive and learning programs for a captive animal facility to provide exemplary learning opportunities that connect people to nature.</p> <p>This unit applies to senior team members with zoo keeping, wildlife care, aquarium or related experience who generally supervise others and provide and communicate solutions to a range of predictable and unpredictable problems. Tasks may vary in scale from individual animal welfare to social group management, working across a range of programs and/or animal groups in the facility's collection.</p> <p>All work must be carried out to comply with workplace procedures according to state/territory health and safety and animal welfare regulations, legislation and standards that apply to the workplace.</p> <p>No licensing, legislative or certification requirements are known to apply to this unit at the time of publication.</p> |
| <b>Prerequisite Unit</b> | Nil   |
| <b>Unit Sector</b>       | Captive Animals (CAN)   |

| Elements  | Performance Criteria  |
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| <i>Elements describe the essential outcomes.</i>          | <i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>  |
| 1. Identify and design interpretive and learning programs | 1.1 Review learning and interpretive policies and assess whether program objectives meet the strategic plan<br>1.2 Establish priorities for interpretive and learning programs in consultation with management<br>1.3 Identify and access internal and external resources to assist with development of specific program content<br>1.4 Design programs to meet the learning objectives of the target audience in consultation with relevant personnel<br>1.5 Present draft program designs to management |
| 2. Develop and deliver interpretive and learning programs | 2.1 Develop communication methods and materials noting relevant <b>safety and security</b> requirements<br>2.2 Train staff members and provide with ongoing professional development to deliver and support the programs<br>2.3 Trial programs where appropriate and incorporate feedback into the final draft<br>2.4 Promote and display programs according to facility policies and procedures  |
| 3. Review and evaluate the programs or materials          | 3.1 Present programs or other interpretive material to relevant client groups<br>3.2 Collect, collate and analyse feedback from a variety of sources<br>3.3 Improve and update programs or displays according to facility policies and procedures   |

| <b>Foundation Skills</b>   |   |
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| <i>This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.</i> |   |
| <b>Skill</b>   | <b>Description</b>  |
| Writing  | <ul style="list-style-type: none"> <li>Prepare, structure and sequence written plans of learning and interpretive programs</li> </ul> |
| Oral communication   | <ul style="list-style-type: none"> <li>Engage and facilitate learning with community groups that have different needs</li> </ul>      |

| <b>Unit Mapping Information</b>                                     |  |   |                           |
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| <b>Code and title current version</b>                               | <b>Code and title previous version</b>                           | <b>Comments</b>   | <b>Equivalence status</b> |
| ACMCAN405<br>Design and evaluate interpretive and learning programs | ACMCAN405 Design and evaluate interpretive and learning programs | Minor edits for clarity<br>Reordered Knowledge Evidence | Equivalent unit           |

| <b>Links</b>  |
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| Companion Volumes, including Implementation Guides, are available at VETNet:<br><a href="https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103">https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103</a> |

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| <b>TITLE</b>   | <b>Assessment requirements for ACMCAN405 Design and evaluate interpretive and learning programs</b> |
| <b>Performance Evidence</b>  |   |
| <p>An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.</p> <p>There must be evidence that the individual has:</p> <ul style="list-style-type: none"> <li>• designed and evaluated at least one interpretive and learning program</li> <li>• trialed and delivered an interpretive and learning program to two different audiences</li> <li>• reviewed and improved one interpretive and learning program, based on feedback.</li> </ul> |   |

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| <b>Knowledge Evidence</b>  |  |
| <p>An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> <li>• purpose, principles and practices of captive animal interpretive and learning programs</li> <li>• facility education and media policy and strategies</li> <li>• Zoo and Aquarium Association education policy and support materials</li> <li>• types of programs, including: <ul style="list-style-type: none"> <li>• conservation/management programs</li> <li>• family learning programs</li> <li>• outreach programs</li> <li>• preschool and community programs</li> <li>• school excursion programs</li> <li>• interactive programs - 'zoofaris'</li> </ul> </li> <li>• features of interpretive and learning programs, including: <ul style="list-style-type: none"> <li>• instructional design principles</li> <li>• basic interpretive theory</li> <li>• subject matter for interpretive and learning programs</li> </ul> </li> <li>• program delivery techniques presentations, including: <ul style="list-style-type: none"> <li>• public speaking techniques</li> <li>• group presentation techniques</li> <li>• customising content to suit audience</li> <li>• use of media, visual aids and presentation equipment</li> <li>• techniques for engaging audience</li> </ul> </li> <li>• delivering interpretive and learning activities, including: <ul style="list-style-type: none"> <li>• briefing to participants</li> <li>• exhibit design</li> <li>• preparation and monitoring of the animal/s</li> <li>• animal welfare and safe animal handling techniques</li> </ul> </li> <li>• key features of facility policies and procedures relevant to interpretive and learning, including: <ul style="list-style-type: none"> <li>• education policy</li> <li>• media policy</li> <li>• facility health and safety and emergency procedures.</li> </ul> </li> </ul> |  |

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| <b>Assessment Conditions</b>  |  |
| <p>Assessment of skills must take place under the following conditions:</p> <ul style="list-style-type: none"> <li>• physical conditions: <ul style="list-style-type: none"> <li>• a workplace or an environment that accurately reflects a real workplace setting</li> </ul> </li> <li>• resources, equipment and materials: <ul style="list-style-type: none"> <li>• equipment and resources appropriate to work undertaken in an animal care environment</li> </ul> </li> <li>• specifications: <ul style="list-style-type: none"> <li>• access to facility policies and procedures for education programs</li> </ul> </li> <li>• relationships (internal and/or external): <ul style="list-style-type: none"> <li>• interactions with manager/team members</li> <li>• interactions with audiences.</li> </ul> </li> </ul> |  |

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| <b>Assessment Conditions</b>   |
| Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards. |

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| <b>Links</b> | Companion Volumes, including Implementation Guides, are available at VETNet:<br><a href="https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103">https://vetnet.education.gov.au/Pages/TrainingDocs.aspx?q=b75f4b23-54c9-4cc9-a5db-d3502d154103</a> |
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