Modification history

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| 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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| Application | 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.  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.  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.  No licensing, legislative or certification requirements are known to apply to this unit at the time of publication. |
| Prerequisite Unit | Nil |
| Unit Sector | Captive Animals (CAN) |

| Elements | Performance Criteria |
| --- | --- |
| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Identify and design interpretive and learning programs | 1.1 Review learning and interpretive policies and assess whether program objectives meet the strategic plan  1.2 Establish priorities for interpretive and learning programs in consultation with management  1.3 Identify and access internal and external resources to assist with development of specific program content  1.4 Design programs to meet the learning objectives of the target audience in consultation with relevant personnel  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 safety and security requirements  2.2 Train staff members and provide with ongoing professional development to deliver and support the programs  2.3 Trial programs where appropriate and incorporate feedback into the final draft  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  3.2 Collect, collate and analyse feedback from a variety of sources  3.3 Improve and update programs or displays according to facility policies and procedures |

| Foundation Skills  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. | |
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| Skill | Description |
| Writing | * Prepare, structure and sequence written plans of learning and interpretive programs |
| Oral communication | * Engage and facilitate learning with community groups that have different needs |

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

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

| TITLE | Assessment requirements for ACMCAN405 Design and evaluate interpretive and learning programs |
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| Performance Evidence | |
| An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.  There must be evidence that the individual has:   * designed and evaluated at least one interpretive and learning program * trialled and delivered an interpretive and learning program to two different audiences * reviewed and improved one interpretive and learning program, based on feedback. | |

| Knowledge Evidence |
| --- |
| 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:   * purpose, principles and practices of captive animal interpretive and learning programs * facility education and media policy and strategies * Zoo and Aquarium Association education policy and support materials * types of programs, including: * conservation/management programs * family learning programs * outreach programs * preschool and community programs * school excursion programs * interactive programs - 'zoofaris' * features of interpretative and learning programs, including: * instructional design principles * basic interpretive theory * subject matter for interpretive and learning programs * program delivery techniques presentations, including: * public speaking techniques * group presentation techniques * customising content to suit audience * use of media, visual aids and presentation equipment * techniques for engaging audience * delivering interpretive and learning activities, including: * briefing to participants * exhibit design * preparation and monitoring of the animal/s * animal welfare and safe animal handling techniques * key features of facility policies and procedures relevant to interpretive and learning, including: * education policy * media policy * facility health and safety and emergency procedures. |

| Assessment Conditions |
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| Assessment of skills must take place under the following conditions:   * physical conditions: * a workplace or an environment that accurately reflects a real workplace setting * resources, equipment and materials: * equipment and resources appropriate to work undertaken in an animal care environment * specifications: * access to facility policies and procedures for education programs * relationships (internal and/or external): * interactions with manager/team members * interactions with audiences.   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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