



**Australian Government**

# **ACMCAN405 Design and evaluate interpretive and learning programs**

**Release: 1**

## ACMCAN405 Design and evaluate interpretive and learning programs

### Modification History

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

### Application

This unit of competency describes the skills and knowledge required to develop and evaluate interpretive and learning programs for a captive animal institution to provide exemplary learning opportunities that connect people to nature.

This unit applies to senior or more experienced keepers with extensive zoo keeping or related experience who supervise others and provide and communicate solutions to a range of predictable and sometimes unpredictable problems.

No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication.

NOTE: The terms ‘occupational health and safety’ (OHS) and ‘work health and safety’ (WHS) generally have the same meaning in the workplace. In jurisdictions where the national model WHS legislation has not been implemented, RTOs must contextualise the unit of competency by referring to current OHS legislative requirements.

### Pre-requisite Unit

Nil

### Unit Sector

Captive Animals (CAN)

### Elements and Performance Criteria

Element	Performance criteria
<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	1.1 Review learning and interpretive policies and assess whether program objectives meet the strategic plan

<b>Element</b>	<b>Performance criteria</b>
programs	<p>1.2 Establish priorities for interpretive and learning programs in consultation with management</p> <p>1.3 Identify and access internal and external resources to assist with development of specific program content</p> <p>1.4 Design programs to meet the learning objectives of the target audience in consultation with relevant personnel</p> <p>1.5 Present draft program designs to management</p>
2. Develop and deliver interpretive and learning programs	<p>2.1 Develop communication methods and materials noting relevant WHS requirements</p> <p>2.2 Train staff members and provide with ongoing professional development to deliver and support the programs</p> <p>2.3 Trial programs where appropriate and incorporate feedback into the final draft</p> <p>2.4 Promote and display programs according to workplace policies and procedures</p>
3. Review and evaluate the programs or materials	<p>3.1 Present programs or other interpretive material to relevant client groups</p> <p>3.2 Collect, collate and analyse feedback from a variety of sources</p> <p>3.3 Improve and update programs or displays according to workplace policies and procedures</p>

## 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.*

<b>Skill</b>	<b>Description</b>
Writing	<ul style="list-style-type: none"> <li>Develop 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>

## Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ACMCAN405 Design and evaluate interpretive and learning programs	ACMCAN405A Design and evaluate interpretive and learning programs	Updated to meet Standards for Training Packages	Equivalent unit

## Links

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