



Australian Government

ACMEXH403 Design and evaluate interpretive and learning programs

Release: 1

ACMEXH403 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 4.0.

Application

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

This unit applies to experienced or senior team members who generally supervise others and provide and communicate solutions to a range of predictable and unpredictable problems. Tasks may vary in scale 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 Commonwealth and state/territory health and safety and animal welfare regulations, legislation and standards that apply to the workplace.

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

Pre-requisite Unit

Nil

Unit Sector

Exhibited Animals (EXH)

Elements and Performance Criteria

Elements	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

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
programs	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 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.

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

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ACMEXH403 Design and evaluate interpretive and learning programs	ACMCAN405 Design and evaluate interpretive and learning programs	Minor changes to performance criteria for clarity Assessment Requirements updated	Equivalent

Links

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

Assessment Requirements for ACMEXH403 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, including:

- trialled and delivered an interpretive and learning program to two different audiences on two separate occasions
- 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 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 and presentation delivery techniques, 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 programs, including:
 - education policy
 - media policy
 - facility health and safety and emergency procedures.

Assessment Conditions

Assessment of the skills in this unit of competency must take place under the following conditions:

- physical conditions:
 - an animal care 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:
 - facility policies and procedures for education programs
- relationships:
 - manager and team members
 - audiences as specified in the performance evidence.

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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