



Australian Government

Department of Education, Employment and Workplace Relations

ACMCAN405A Design and evaluate interpretive and learning programs

Revision Number: 1

ACMCAN405A Design and evaluate interpretive and learning programs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the process of developing and evaluating interpretive and learning programs for a captive animal institution to provide exemplary learning opportunities that connect people to nature. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.
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Application of the Unit

Application of the unit	The unit is applicable to senior or more experienced keepers with extensive zoo keeping or related experience. In addition to legal and ethical responsibilities, all units of competency in the ACM10 Animal Care and Management Training Package have the requirement for animals to be handled gently and calmly. The individual is required to exhibit appropriate care for animals so that stress and discomfort is minimised.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.
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Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify and design priority interpretive and learning programs	1.1. Australian Regional Association of Zoological Parks (ARAZPA) and institutional interpretive and learning policies are accessed and reviewed, and draft program objectives are assessed in line with the institutional strategic plan. 1.2. Priorities for <i>interpretive and learning programs</i> are established in consultation with management. 1.3. Internal and external <i>resources</i> are identified and accessed to assist with development of specific program content. 1.4. Programs are <i>designed</i> in consultation with relevant personnel to meet the learning objectives of the target audience. 1.5. Draft program designs are presented to management to gain approval for further development.
2. Develop and deliver interpretive and learning programs	2.1. Communication methods and materials for delivery are developed, noting relevant <i>occupational health and safety (OHS)</i> requirements. 2.2. Staff members are trained and provided with ongoing professional development to deliver and support the programs. 2.3. Programs are trialled where appropriate and feedback is incorporated into the final draft. 2.4. Programs are printed or displayed and promoted in accordance with institutional policies and procedures.
3. Review and evaluate the <i>programs or materials</i>	3.1. Programs or other interpretive material are presented to relevant client groups. 3.2. Feedback from a variety of <i>sources</i> is collected, collated and analysed on a regular basis. 3.3. Programs or displays are improved and updated in accordance with institutional policies and procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- apply effective presentation and public speaking skills
- apply excellent written skills to develop program materials and resources
- evaluate interpretive and learning programs
- employ safe, humane and environmentally responsible organisational systems and procedures when handling and working with animals
- identify relevant communication methods and materials for delivery
- implement institutional policies and procedures
- maintain records and write workplace documents, including reports to management
- relate to and communicate with a wide range of clients
- undertake research and consult to determine program requirements
- use training and facilitation skills
- literacy skills to read and follow institutional policies and procedures, including OHS and waste management; develop sequenced written instructions; record accurately and legibly information collected; and select and apply procedures to a range of defined tasks
- oral communication skills/language to fulfil the job role as specified by the institution, including negotiating and questioning techniques, active listening, training others, asking for clarification from client groups and acknowledging and responding to a range of views
- interpersonal skills to work with others and relate to people from a range of cultural, social and religious backgrounds and with a range of physical and mental abilities
- problem-solving skills to use available resources and present information in a format appropriate for the audience.

Required knowledge

- ARAZPA education policy and support materials
- exhibit design theories
- features of presentation equipment
- instructional design principles
- interpretive theory
- learning principles, strategies and technologies
- principles of animal welfare and ethics
- public speaking techniques
- teaching strategies
- relevant institutional policies and procedures, including OHS, animal welfare, ethics and strategic plan

REQUIRED SKILLS AND KNOWLEDGE

- relevant OHS and animal welfare legislative requirements and codes of practice
- safe work practices
- subject matter for the interpretive and learning programs.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

The evidence required to demonstrate competence in this unit must be relevant to workplace operations and satisfy all of the requirements of the performance criteria, required skills and knowledge and the range statement of this unit. Assessors should ensure that candidates can:

- design, develop and promote interpretive and learning programs in consultation with others
- trial and deliver a range of interpretive and learning programs to a wide range of audiences
- review and improve interpretive and learning programs based on feedback.

The skills and knowledge required to design and evaluate interpretive and learning programs must be transferable to a range of work environments and contexts and include the ability to deal with unplanned events.

Context of and specific resources for assessment

Assessment of this unit is to be practical in nature and will be most appropriately assessed in a captive animal workplace. Workplaces may include small or large captive animal facilities, traditional or open-range type facilities and mobile or theme park environments.

There must be access to the appropriate equipment and/or resources to enable one to demonstrate competence.

Method of assessment

To ensure consistency in one's performance, competency should be demonstrated, to industry defined standards, on more than one occasion over a period of time in order to cover a variety of circumstances and where possible, over a number of assessment activities.

The assessment strategy must include practical skills assessment. Suggested strategies for this unit are:

EVIDENCE GUIDE	
	• written and/or oral assessment of candidate's required knowledge • observed, documented and first-hand testimonial evidence of candidate's application of practical tasks • simulation exercises that reproduce normal work conditions • third-party evidence • workplace documentation (e.g. program materials) • portfolio. This unit may be assessed in a holistic way with other units of competency relevant to the industry sector, workplace and job role.
Guidance information for assessment	Assessment methods should reflect workplace demands (e.g. literacy and numeracy demands) and the needs of particular target groups (e.g. people with disabilities, Aboriginal and Torres Strait Islander people, women, people with a language background other than English, youth and people from low socioeconomic backgrounds).

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

<i>Interpretive and learning programs</i> may include:	• conservation programs • family learning programs • holiday programs and tours • interactive programs • keeper talks and other presentations • learning technologies • online learning • outreach programs • preschool and community programs • publications • schools education (on and off-site) • signage and brochures • special events • website information.
<i>Resources</i> that may be accessed include:	• internal resources: • content experts • educational personnel • existing materials and programs • external resources: • ARAZPA educational policy and support materials • ARAZPA education specialist advisory groups • internet material • other institutions' programs and materials.
Program or material <i>design</i> considerations may include:	• budget • instructional design principles • learning principles • levels of interaction required • program objectives • requirements to use animals • target groups.

RANGE STATEMENT	
OHS risks when working with animals may include:	• animal bites, envenomation, kicks, scratches and crush injuries • biological hazardous waste and sharps disposal • handling of chemicals and medicines • inhalation of aerosol particles • intraocular contamination • manual handling, including carrying, lifting and shifting • needle pricks and cuts from other sharps • release of infective agents (animal and human) • slippery or uneven work surfaces • zoonoses.
Feedback sources may include:	• education specialist advisory groups • keepers within the section, in other sections or keepers in charge • management • other institutions' staff • species experts • target audience evaluations.

Unit Sector(s)

Unit sector	Captive animals
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		

