



Australian Government

Department of Education, Employment and Workplace Relations

ACMACR407A Conduct community awareness programs

Revision Number: 1

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Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the process of contributing to the development and improvement of community awareness programs as well as preparing, delivering and evaluating programs to increase community awareness on matters relating to animal control and regulation. 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	This unit is applicable to those working in the animal control and regulation sectors where it may be required to conduct community awareness programs. It requires an ability to research information, prepare materials, deliver programs and evaluate outcomes. 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. Contribute to the development/improvement of community awareness programs	1.1. Community consultation is conducted. 1.2. Specific information needs and expectations of the community are identified. 1.3. Suggestions for changes/improvements to community awareness programs are provided. 1.4. Contributions are made to the production of new and/or improved program materials and methods. 1.5. Reports on progress of community awareness programs are publicised and community input/feedback is encouraged.
2. Plan community awareness programs	2.1. Details of community requirements and expectations are clarified and confirmed to ensure programs meet their needs. 2.2. Objectives of programs are determined in consultation with relevant personnel. 2.3. Research to gather materials for presentation is conducted. 2.4. Draft programs are structured and checked with supervisor where required. 2.5. Programs are finalised and accepted in accordance with organisational policies and procedures. 2.6. Relevant equipment, aids and materials to be used are identified, sourced and organised.
3. Deliver community awareness programs	3.1. Information is presented in a clear and logical sequence. 3.2. Programs are conducted using effective public speaking techniques , age-appropriate information and recognised principles of group learning appropriate to the community . 3.3. Relevant equipment is operated correctly and marketing aids and materials are used effectively to assist the community in understanding the programs. 3.4. Opportunities are provided for the community to seek clarification on points. 3.5. Questions are answered and supplemented with relevant information where possible. 3.6. Queries outside the area of responsibility or expertise are referred to relevant personnel/area.
4. Evaluate the delivery of community	4.1. Community understanding and responses to the programs are assessed.

ELEMENT	PERFORMANCE CRITERIA
awareness programs	4.2.Feedback from the community and observers is analysed. 4.3.Recommendations for changes/improvement to the community awareness programs are made.

Required Skills and Knowledge

Required knowledge

- data collection methods to support the development of materials
- legislation relevant to the subject matter of the presentation
- organisational policies and procedures relating to presenting information to the public
- principles of animal welfare and ethics
- principles of learning for children and adults
- range of presentation aids and materials available to support the presentation
- range of communication strategies
- relevant and current community awareness programs
- technical information relevant to the presentation or subject matter.

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: • conduct community consultations to determine needs and expectations • contribute to the development/improvement of community awareness programs and associated materials • conduct research and gather materials to develop programs for presentation • use relevant presentation equipment, materials and aids • present programs to the community using effective public speaking and communication techniques • gather community feedback and evaluate the delivery of programs. The skills and knowledge required to conduct community awareness 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 an animal control and regulation workplace or in a situation that reproduces normal work conditions. There must be access to community and/or target audiences when delivering presentations as well as 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,

EVIDENCE GUIDE	
	on more than one occasion over a period of time in order to cover a variety of circumstances, cases and responsibilities and over a number of assessment activities. The assessment strategy must include practical skills assessment. Suggested strategies for this unit are: • 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 • 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.

Community awareness programs may include:

- community awareness programs in animal control and regulation intended to improve communication between local council and the community and involve three key issues:
 - community pet owner facilities
 - council enforcement and regulation services
 - responsible pet ownership, community pet owner facilities, and council enforcement and regulation services
- community pet owner facilities:
 - agility and tracking parks
 - dog training facilities
 - faecal litter waste management
 - off-leash areas
 - public communication conduits, including websites, newspapers and electronic media
 - waterway and beach access provisions
- council enforcement and regulation services:
 - local laws in general
 - the council's position on compliance expectation and schedules of infringement penalties
 - direct and simple explanations of:
 - dangerous dog controls
 - excessive barking prevention
 - fence laws
 - leash laws
- responsible pet ownership:
 - adequate dog training
 - concepts of owners' obligations and responsibilities
 - environmental enrichment

RANGE STATEMENT	
	• puppy socialisation • remedial measures for routine animal behaviour problems • self-help groups • sensible pet pre-selection • the council's overall strategy for community pet management • other community awareness programs: • information on pet owner obligations and community expectations • conveying key messages about animal welfare and competent pet ownership • promotion of the benefits of providing appropriate environmental enrichment for pets • providing structured classes for dog obedience instruction • recommending remedial measures to counter nuisance behaviour in pet animals.
Reasons for community consultation may include:	• to determine what the community expects of pet owners, what pet owners expect of the community and what both expect from the organisation or council • to involve the community in the development or redevelopment of programs • to raise community awareness of a particular issue (e.g. new legislation or new organisation priorities).
Examples of equipment, aids and materials include:	• equipment: • data projector • overhead projector • video and audio-recordings • whiteboard • aids and materials: • CD-ROMs • charts and posters • data projector slides/shows • diagrams • handouts • information kits

RANGE STATEMENT	
	• media articles • models • newsletters • overhead transparencies • pamphlets • show bags • videos • website material.
Examples of public speaking techniques include:	• accent • audience interaction • body language • eye contact • inflection • pace of speech • tone of voice.
Community target audience groups may include:	• conferences • schools (pre, primary and high) • community forums • groups: • Australia Post and emergency services (e.g. fire and ambulance) • police • persons included in these groups may be: • adults, including senior citizens • children, including preschool children • community groups • people from culturally and linguistically diverse backgrounds • people with disabilities.

Unit Sector(s)

Unit sector	Animal control and regulation
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Competency field

Competency field	
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Co-requisite units

Co-requisite units		