

Modification history

Release	Comments
Release [1]	This version released with Agriculture, Horticulture and Conservation and Land Management Training Package Version [1.0] .

AHCASW309	Interpret Aboriginal cultural landscape
Application	<p>This unit of competency describes the skills and knowledge required to interpret cultural landscapes from an Aboriginal cultural and spiritual perspective. The unit also covers if and how this knowledge may be collected and provided to others.</p> <p>This unit applies to individuals who are required to interpret cultural landscapes on Country. The unit applies to working with lore/law men and women either as an autonomous sites worker or under the supervision and cultural authority of Traditional Owners and Elders for specific Country. This unit is also applicable to the work of repatriation workers and anthropologists.</p> <p>This unit applies to all Aboriginal sites workers. However, cultural beliefs and practices vary across locations and communities however and in some situations non-Aboriginal learners may not be able to access the cultural knowledge and materials required to achieve competency in this unit due to restrictions that are applied to non-Aboriginal people gaining access to cultural knowledge, material or sites. In these situations the Registered Training Organisation will be required to make alternative arrangements for learners that are still consistent with the delivery and assessment requirements for this unit.</p> <p>No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication</p>
Prerequisite Unit	AHCASW302 Relate Aboriginal culture to sites work* AHCILM306 Follow Aboriginal cultural protocols
Unit Sector	Aboriginal Sites Work (ASW)

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. Investigate cultural knowledge	1.1 Acknowledge the determination of Aboriginal people as the primary source of information about cultural knowledge 1.2 Work with cultural authorities to identify appropriate persons within communities who hold cultural knowledge 1.3 Access cultural knowledge through reference to the appropriate Knowledge Holders or Cultural Manager 1.4 Consult appropriate cultural authorities to obtain approval to be on Country 1.5 Determine boundaries and extent of Country 1.6 Establish ownership rights and intellectual property rights to Aboriginal cultural knowledge 1.7 Establish parameters for access and access restrictions in transferring cultural knowledge and information 1.8 Determine and record key principles, values and practices of Aboriginal cultural knowledge 1.9 Define relationships between cultural knowledge and Country according to Aboriginal cultural protocols 1.10 Determine and record the history of dispossession from Community sources and available resources 1.11 Recount lost connections to Country due to colonisation

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
2. Acquire information	2.1 Manage movement through Country/park/reserve to minimise disturbance and degradation to the park/reserve and surrounding environments 2.2 Determine the relationships between Aboriginal beliefs, Aboriginal sites, land features, seasons, artefacts, objects and spirituality 2.3 Identify landscape features and sites on Country in accordance with their place and role in Dreaming, Aboriginal spirituality and local cultural practices and ceremony 2.4 Make the association of connection to Country through language, stories, song, dance and art 2.5 Determine the role of lore and customs in matters of land, family, marriage, kinship, totem, clan and obligation 2.6 Use Aboriginal and common names to identify fauna and flora used for food and medicine 2.7 Investigate knowledge of relationships between plants and animals from Aboriginal beliefs, land management and cultural perspectives 2.8 Define simple bush tucker food chains relevant to Country and determine relationships to the cultural landscape 2.9 Carry out investigations in accordance with work health and safety and environmental sustainability policies and procedures 2.10 Document investigation in accordance with Community protocols and permissions, to enterprise standards
3. Relate information on cultural knowledge to others	3.1 Seek permissions from cultural authorities, relevant individuals and organisations for access, use and documentation of Aboriginal cultural information and material 3.2 Provide information on Aboriginal cultural knowledge to those who are authorised to possess that knowledge according to Community guidelines and Aboriginal cultural protocols 3.3 Relate information on cultural knowledge in an appropriate format and medium according to Community guidelines and cultural protocols 3.4 Refer requests for disclosure of information on Aboriginal cultural sites, landscapes and cultural material that infringes intellectual property rights of a group or Community to appropriate persons 3.5 Decline requests for disclosure of information on aspects of cultural knowledge by unauthorised individuals

Foundation Skills	
<i>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.</i>	
Skill	Description
[Skill]	<ul style="list-style-type: none"> • [Style to be applied is SI Bullet List 1 • Use sentence case (i.e. commence with upper case) for each bullet point but do not put a full stop at the end • See <i>Guidelines</i> for the skills to be described, the order in which to list them and hints on writing descriptions
[Skill]	<ul style="list-style-type: none"> • SI Bullet List 1 • SI Bullet List 1
[Style to be applied in left column is SI Text]	<ul style="list-style-type: none"> • SI Bullet List 1 • SI Bullet List 1]

Unit Mapping Information			
Code and title current version	Code and title previous version	Comments	Equivalence status
[SI Text]	[SI Text]	<p>[SI Text For equivalent or no equivalent units include detail of the work undertaken.</p> <p>For newly created add the following statement: The unit has been created to address a skill or task required by industry that is not covered by an existing unit</p> <p>For a deleted unit add the following statement: The unit is deleted as the skill or task is no longer required by industry]</p>	<p>[Equivalent OR Not equivalent OR Newly created OR Deleted]</p>

Links	Companion Volumes, including Implementation Guides, are available at VETNet: [Insert hyperlink for the training package]. See Guidelines for developing training package products for directions on how to find the right hyperlink
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TITLE	Assessment requirements for AHCASW309 Interpret Aboriginal cultural landscape
Performance Evidence	
<p>An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.</p> <p>There must be evidence that the individual has xxx:</p> <ul style="list-style-type: none"> • interpret cultural landscapes from an Aboriginal cultural and spiritual perspective • identify details of plant and animal species on Country, their Aboriginal names and their roles and place in the cultural landscape • collate information on Aboriginal culture and history for Country in culturally appropriate ways • collect and use information according to Community guidelines and cultural protocols • follow community lore/laws, customs on accessing and sharing cultural knowledge • identify landscape features and sites on Country in accordance with their place and role in Dreaming, Aboriginal spirituality and local cultural practices and ceremony • use Aboriginal names and standard industry terminology appropriate to the task • apply work health and safety practices in the context of own work • apply appropriate sustainability practices to minimise disturbance and degradation to park or reserve and surrounding environments. 	
Knowledge Evidence	
<p>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:</p> <ul style="list-style-type: none"> • Aboriginal history, cultural values and interpersonal and Community protocols associated with area • Aboriginal cultural customs and heritage related to area • authentic and authoritative sources for Aboriginal cultural information, material and expression able to be accessed and shared • designated cultural areas and features of Country, boundaries and extent of Country • key principles, values and practices of Aboriginal cultural knowledge • connection to Country through stories, song, dance and art • role of Community lore and customs in matters of land, family, marriage, kinship, totem, clan and obligation • protocols and customs relating to disclosure of knowledge about Country • when and how to relate and document information and when it is not appropriate according to cultural protocols • Aboriginal names for plants, animals and landscape features • cultural knowledge about plant and animals relating to a particular Community, group or region • role and rights of Indigenous people in maintaining and controlling cultural knowledge • individuals who are authorised to possess cultural knowledge.. 	
Assessment Conditions	
<p>Assessment of the skills in this unit of competency must take place under the following conditions:</p> <p>If any of the first level dot points do not apply to this unit, then please delete the point completely, e.g. if no interactions are needed with people at all, then you would delete the relationships point and second level points.</p> <ul style="list-style-type: none"> • [physical conditions:] <ul style="list-style-type: none"> • [e.g. skills must be demonstrated in [a commercial kitchen/a racing stable/veterinary practice/vineyard] or an environment that accurately represents workplace conditions] • [resources, equipment and materials:] <ul style="list-style-type: none"> • [e.g. live horses] • [e.g. use of specific tools] 	

Assessment Conditions	
<ul style="list-style-type: none"> • [e.g. use of specific items of personal protective equipment] • [specifications:] <ul style="list-style-type: none"> • [e.g. use of specific workplace documents such as policies, procedures, processes, forms] • [e.g. use of manufacturer’s operating instructions for specific equipment, machinery, etc.] • [e.g. access to specific safety data sheets] • [e.g. use of workplace instructions/job specifications/client briefs] • [access to specific legislation/codes of practice] • [relationships: Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.] <ul style="list-style-type: none"> • [e.g. client(s), customer(s)] • [e.g. team member(s), supervisor(s)] • [timeframes: (include only if time is an essential assessment condition)] <ul style="list-style-type: none"> • [e.g. according to time specified in job sheet] • [e.g. within a specific time period] • [final point only ends with a full stop.] <p>Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.</p> <p>Delete the following if there are no additional assessor requirements. [In addition, the following specific assessor requirements apply to this unit:</p> <ul style="list-style-type: none"> • SI Bullet List 1 • SI Bullet List 1: <ul style="list-style-type: none"> • SI Bullet List 2.] 	
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