

Modification history

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

AHCILM306	Follow Aboriginal cultural protocols
Application	<p>This unit of competency describes the skills and knowledge required to develop awareness of, and apply the protocols of Aboriginal culture, including the need to identify the appropriate persons when approaching a Community and the cultural and social protocols associated with that task. This unit applies to following cultural protocols and details the specific cultural, gender and kinship sensitivities of working in Aboriginal Communities and on Country with diverse cultural requirements. The unit applies to individuals working with lore/law men and women either autonomously or under the supervision and cultural authority of Traditional Owners or Elders for specific Country. They work under broad direction and use discretion and judgement in the selection and use of available resources.</p> <p>This unit is also applicable to the work of repatriation workers and anthropologists. 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. No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication</p>
Prerequisite Unit	Nil
Unit Sector	Indigenous Land Management (ILM)

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 Aboriginal beliefs and associated cultural protocols for different Country	1.1 Identify and document the importance of Aboriginal beliefs and the relationship of these beliefs with cultural landscapes 1.2 Recognise and respect gender roles 1.3 Respect language groups and kinship networks within specific Country that inform the basis of social relationships and Community roles 1.4 Recognise and respect cultural taboos, factions and avoidance relationships 1.5 Acknowledge the rights of individuals within Communities and on Country to hold specific knowledge and ceremony 1.6 Acknowledge the rights of individuals within Communities and on Country to hold responsibility for Aboriginal sites and the cultural rules associated with sharing that knowledge 1.7 Respect and affirm the inherent diversity that exists within cultures and Communities

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. Identify Aboriginal cultural authorities for specific Country in culturally appropriate ways	2.1 Apply various approaches and resources to identify cultural authorities for specific Country 2.2 Research difficulties in identifying cultural authorities in various states and territories 2.3 Identify and consult appropriate cultural authorities 2.4 Apply the identification by cultural authorities of appropriate persons within Communities who hold cultural knowledge relevant to determining the cultural significance of Aboriginal objects and places 2.5 Respect and implement the provision of advice by cultural authorities 2.6 Respect and implement rights and responsibilities associated with cultural knowledge, story, song, site and ceremony 2.7 Support cultural knowledge holders to inform the decision-making process to determine the cultural significance of objects and places 2.8 Acknowledge and respect traditional knowledge and practices in managing Country and environment
3. Relate Aboriginal cultural protocols to Community consultation	3.1 Identify and record key protocols required for Aboriginal Community consultation 3.2 Acknowledge determination of Aboriginal people as the primary source of cultural information 3.3 Select participants for and methods of consultation in accordance with decisions made by Aboriginal cultural authorities 3.4 Use communication approaches that place Aboriginal cultural protocols and values as a principal concern 3.5 Undertake participation in Community consultation following appropriate cultural protocols for that Country and Community
4. Recognise and administer Aboriginal ownership and intellectual property rights	4.1 Establish ownership rights and intellectual property rights of Aboriginal cultural information and material 4.2 Recognise rights to control cultural heritage by Aboriginal people as custodians of Aboriginal culture 4.3 Apply access restrictions to cultural knowledge, information and material 4.4 Follow confidentiality measures for recording secret, sacred materials 4.5 Determine and administer the ownership of cultural knowledge, information and material 4.6 Report any identified infringement of copyright
5. Access, transfer and use cultural information and material	5.1 Seek permissions from cultural authorities, relevant individuals and organisations for access and use of Aboriginal cultural information and material 5.2 Abide by decisions from cultural authorities, relevant individuals and organisations to deny permission for access and use of Aboriginal cultural information and material 5.3 Establish and implement parameters for processes of transfer of cultural knowledge 5.4 Observe cultural restrictions on Aboriginal cultural information and Aboriginal material 5.5 Acknowledge and observe copyright and licensing issues related to access and use of Aboriginal cultural material and cultural information 5.6 Follow Aboriginal cultural requirements for communications about, and display, access and handling of Aboriginal cultural information and material 5.7 Acknowledge and agree to the implications of consent for accessing, transferring and using cultural information and materials

Elements	Performance Criteria
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
6. Use appropriate personal and social protocols	6.1 Observe appropriate use of personal protocols for addressing and greeting persons, personal contact, and gestures 6.2 Allow respect for local and Community traditions to guide personal presentation and conduct 6.3 Use personal communication styles such as language, non-verbal communication, discussion, meaning, questioning, eye contact and silence that reflect the customs and idioms of the local Community 6.4 Maintain a flexible attitude to address situations of cultural diversity and cross-cultural differences

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 AHCILM306 Follow Aboriginal cultural protocols
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"> • identify and consult with appropriate cultural authorities for a Community, place or site • identify cultural information, material and cultural expression that is appropriate to be shared • identify groups to be consulted in relation to owners or custodians of cultural and Community knowledge, information and/or material • follow cultural protocols for consultation, research and recording information about particular Communities • show respect and cultural sensitivity towards Aboriginal people, their beliefs, customs, values, lore/law, ceremonies and history. 	
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"> • cultural diversity within Aboriginal Communities • the cultural rights and responsibilities when using Community knowledge, information and material • Aboriginal cultural values and interpersonal and Community protocols • authentic and authoritative sources for Aboriginal cultural information, material and expression able to be accessed and shared • customs, history, protocols of the Community with which they are working. 	
Assessment Conditions	
<p>Assessment of the skills in this unit of competency must take place under the following conditions: 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] • [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 be conducted by recognised and appropriate Community Elders and/or Custodians with appropriate assessor qualifications or co-assessed by a qualified assessor in cooperation and discussion with an appropriate with Community Elders and/or Custodians.] <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] 	

Assessment Conditions	
<ul style="list-style-type: none">• [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.</p> <p>[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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