Modification history

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| Release | Comments |
| Release 1 | This version released with Agriculture, Horticulture and Conservation and Land Management Training Package Version 8.0. |

| AHCASW3X02 | Relate Aboriginal and/or Torres Strait Islander culture to sites work |
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| Application | This unit of competency describes the skills and knowledge required to understand cultural landscapes from Aboriginal and/or Torres Strait Islander perspectives. The unit introduces overarching belief systems that operate where Aboriginal and/or Torres Strait Islander sites work takes place. It provides a conceptual foundation for understanding Aboriginal and/or Torres Strait Islander cultural protocols, cultural customs and cultural practices that the Aboriginal and/or Torres Strait Islander sites worker is likely to encounter in daily work routines.  This unit applies to Aboriginal and/or Torres Strait Islander worldviews and beliefs as they impact and affect Aboriginal and/or Torres Strait Islander sites work on Country. The unit applies to working either as an autonomous sites worker or under the supervision and cultural authority of Traditional owners or Elders for specific Country and is also applicable to the work of repatriation workers and anthropologists.  No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication. |
| Prerequisite Unit | AHCILM3X06 Develop awareness of Aboriginal and/or Torres Strait Islander cultural safety and protocols  DRAFT |
| Unit Sector | Aboriginal Sites Work (ASW) |

| Elements | Performance Criteria |
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| Elements describe the essential outcomes. | Performance criteria describe the performance needed to demonstrate achievement of the element. |
| 1. Apply understanding of traditional cultural frameworks when working with Aboriginal and/or Torres Strait Islander people | 1.1 Integrate the relationship to the land into daily work routines  1.2 Determine relationships of Aboriginal and/or Torres Strait Islander objects, features and cultural landscapes to Aboriginal beliefs  1.3 Determine the interrelationship of discrete Aboriginal and/or Torres Strait Islander sites to cultural frameworks  1.4 Acknowledge and respect traditional knowledge, belief systems, customs and cultural practices in managing Country |
| 2. Recognise traditional Aboriginal and/or Torres Strait Islander social frameworks | 2.1 Recognise different language groups and general lore/laws and customs  2.2 Identify extended family structures and clans in physical and geographical locations  2.3 Relate totemic structures and associated stories about ancestral beings from the Creation Period to landscape features and sites  2.4 Identify social structures that define the social positions, behaviours and obligations in kinship names, sections and networks  2.5 Identify the kinship system for determining roles and responsibilities, marriage unions, ceremonial relationships, funeral roles and behaviour patterns with other kin  2.6 Determine marriage relationships resulting from the union of two moieties or skin names  2.7 Recognise and respect gender roles |
| 3.Relate Aboriginal and/or Torres Strait Islander spirituality to the landscape | 3.1 Acknowledge and record beliefs that determine Aboriginal and/or Torres Strait Islander cultural protocols  3.2 Define the connection between spirituality and the land in local and trans-local terms of identity, culture and food  3.3 Relate the historical and present living environments to Dreamtime stories and cultural knowledge  3.4 Recount cultural language and customs embedded in the relationship to the land and Aboriginal and/or Torres Strait Islander sites  3.5 Define the relationships of Creation stories, oral histories, kinship and totems to the cultural landscape  3.6 Recount the sense of belonging to the land and culture embedded in landscape in culturally appropriate ways  3.7 Express elements of spirituality in ceremony, rituals, stories, dance, song, art and language |
| 4. Relate the interactions between Dreamtime, traditional beliefs and ceremonies to Aboriginal and/or Torres Strait Islander sites work | 4.1 Record the effects of cultural disconnection with the land, spirituality and ceremonial expressions of culture  4.2 Record impacts of disintegration and disconnection on Aboriginal and/or Torres Strait Islander sites  4.3 Acknowledge and respect the evolving nature of Dreamtime  4.4 Identify and document current trends in mainstream culture and heritage and opportunities and threats to the Aboriginal and/or Torres Strait Islander sites work sector |

| 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. | |
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| Skill | Description |
| Reading | * Interpret, analyse and extract information from a range of sources including legal documents, policies and procedures |
| Oral Communication | * Use culturally appropriate verbal and non-verbal communication |

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| Unit Mapping Information | | | |
| Code and title current version | Code and title previous version | Comments | Equivalence status |
| AHCASW3X02 Relate Aboriginal and/or Torres Strait Islander culture to sites work | AHCASW302 Relate Aboriginal culture to sites work | Updated unit code and title to include Torres Strait Islander people Minor changes to Application Minor changes to Elements and Performance Criteria Added Foundation Skills Revised Performance Evidence to express assessment in terms of frequency Revised Knowledge Evidence Revised Assessment Conditions to include Assessor requirements | Equivalent |

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| Links | Companion Volumes, including Implementation Guides, are available at VETNet:  https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=c6399549-9c62-4a5e-bf1a-524b2322cf72. |

| TITLE | Assessment requirements for AHCASW3X02 Relate Aboriginal and/or Torres Strait Islander culture to sites work |
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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 at least once:   * documented traditional Aboriginal and/or Torres Strait Islander belief systems of the local Community * identified examples and impacts of disintegration and disconnection with Aboriginal and/or Torres Strait Islander culture * described the relationship between, and connection to, the land and environment and Aboriginal and/or Torres Strait Islander people * documented the relationship between Dreamtime, traditional beliefs, ceremony and sites and how it relates to own work * used local Aboriginal and/or Torres Strait Islander names and standard industry terminology appropriate to the task. | |

| Knowledge Evidence |
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| 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:   * appropriate cultural and lore/law authority for specific Country and/or sites * protocols and customs relating to disclosure of knowledge about Country * Aboriginal and/or Torres Strait Islander cultural and social frameworks * local Community’s ancestral beliefs * kinship names, sections and networks * totems, moieties, skin names * relationship of Community’s Dreamtime to the site and how it is evolving * rules and limitations to access to cultural knowledge * different social structures of various Aboriginal and/or Torres Strait Islander Communities * Aboriginal and/or Torres Strait Islander local cultural customs and heritage of the Community * recording and documentation procedures used by organisation. |

| Assessment Conditions |
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| Assessment of the skills in this unit of competency must take place under the following conditions:   * physical conditions: * skills must be demonstrated on Country and/or within an Aboriginal and/or Torres Strait Islander Community or an environment that accurately represents workplace conditions * specifications: * access to specific legislation/codes of practice * relationships: * local Community Elders and/or Custodians.   Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards. In addition, the following specific assessor requirements apply to this unit:   * Assessment must be undertaken by a workplace assessor who has expertise in this unit of competency and who is: * an Aboriginal and/or Torres Strait Islander Elder and/or Custodian   or:   * accompanied by, or in communication with, an Aboriginal and/or Torres Strait Islander person who is a recognised member of the community with experience and knowledge of local cultural protocols. |

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