



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **BSBATSIC403B Maintain and protect culture**

**Release: 1**

## **BSBATSIC403B Maintain and protect culture**

### **Modification History**

#### **Unit Descriptor**

This unit covers working as a Board member in such a way as to respect, maintain and protect aspects of culture within the Board structure, the organisation and the community.

This unit is based on a unit originally developed by the Aboriginal and Torres Strait Islander Curriculum Consortium, Tropical North Queensland Institute of TAFE.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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#### **Application of the Unit**

This unit applies to individuals with a broad knowledge of the business or core functions of organisations who contribute their skills and knowledge to monitoring and guiding the activities of organisations in the Indigenous community.

Indigenous community boards are upholders of traditional and cultural values.

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#### **Licensing/Regulatory Information**

Refer to Unit Descriptor

#### **Pre-Requisites**

#### **Employability Skills Information**

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

### Elements and Performance Criteria

Element	Performance Criteria
1 Demonstrate a knowledge of your culture	1.1 Outline appropriately relevant <b>traditional and cultural responsibilities</b>
	1.2 Explain <b>local history</b>
	1.3 Follow <b>protocols</b>
	1.4 Identify and document the role of Elders and their relationship to the organisation
	1.5 Model respect for culture
2 Demonstrate respect for cultural diversity	2.1 Describe diverse <b>lifestyles</b>
	2.2 Identify relevant aspects of <b>diversity</b>
	2.3 Accommodate cultural differences in dealings with other people
3 Identify the <b>impacts of colonialism</b> on Aboriginal and Torres Strait Islander culture	3.1 Describe the history of the community from the Aboriginal and Torres Strait Islander perspective
	3.2 Identify and list <b>negative changes</b> in community life
	3.3 Identify and list <b>positive changes</b> to culture

- |   |  |     |   |
|---|--|-----|---|
| 4 | Combine Aboriginal and Torres Strait Islander and non-Aboriginal and Torres Strait Islander ways | 4.1 | Explain examples of <b>relevant Aboriginal and Torres Strait Islander processes</b>   |
| 5 | Deal with cultural exploitation  | 5.1 | Identify examples of <b>actual and/or potential harm</b>  |
|   |  | 5.2 | Develop, document and implement strategies for eliminating or containing damage to cultural integrity   |
| 6 | Deal with stereotyping and prejudice   | 6.1 | Identify and list <b>areas of social conflict</b>   |
|   |  | 6.2 | Develop in consultation with <b>appropriate non-Aboriginal and Torres Strait Islander sectors</b> in targeted areas, strategies toward reconciliation |
| 7 | Assess the effects of new legislation and policy   | 7.1 | Locate and describe new <b>legislation and policy</b> affecting Aboriginal and Torres Strait Islander people  |
|   |  | 7.2 | Identify and list changes to public policy relevant to Aboriginal and Torres Strait Islander affairs  |
|   |  | 7.3 | Assess <b>impacts</b> and develop and document responses  |
| 8 | Assess the impacts of <b>development</b> on culture  | 8.1 | Identify and list relevant current social, technical, economic and political changes  |
|   |  | 8.2 | Assess positive and negative impacts  |
|   |  | 8.3 | Consider and list potential future impacts  |
|   |  | 8.4 | Develop, document and implement strategies to prevent or minimise negative impacts  |
|   |  | 8.5 | Develop, document and implement strategies to maximise positive impacts   |

## Required Skills and Knowledge

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

### Required skills

Oral and written communication

Cross-cultural competence, including gender and disability

Evaluation and decision-making

Problem solving

### Required knowledge

Cultural context - Boards are upholders of traditional and cultural values. Relevant aspects of culture may include: cultural protocols, language (both Traditional and Aboriginal English), Aboriginal learning styles, cultural business, family and community responsibilities and local history

Community control - community participation and control in decision-making are central to organisations and the role of Boards is to support the community in these processes

Location and resources - organisations operate in diverse locations where cultural, social, economic and political conditions may vary widely. Also, acute resource shortages may also determine the options available

Legal requirements - organisations operate under provisions of federal, state or territory legislation as legal entities and funding recipients which influence decision-making

Organisation processes

Equity and diversity principles

Technological changes

## 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

Evidence of the following is essential:

Integrated demonstration of all elements of competency and their performance criteria; and

Culture is maintained and protected

#### Context of and specific resources for assessment

Assessment must ensure:

This unit of competency should be assessed through the performance of Board duties, but in the event that there is no opportunity to observe such a performance a simulated environment can be used but such simulation must replicate Board conditions in terms of: performing the task; managing a number of different tasks; coping with irregularities and breakdowns in routine; dealing with the responsibilities and expectations of the Board, including working with others; and transferring competency to other situations

Knowledge and performance to be assessed over time to confirm consistency in performance

#### Method of assessment

The following assessment method is appropriate for this unit:

Performance of Board duties, or through an accurate simulation of Board duties

#### Guidance information for assessment

## 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.

<b>Traditional and cultural responsibilities</b> may include:	Aboriginal Law kinship land ownership Elders, Traditional Owners, men / women birth, marriage and death
<b>Local history</b> may include:	events eg. massacres development community relations
<b>Protocols</b> may include:	talking to the right people land ownership family/kinship/clan
<b>Lifestyles</b> may include:	remote rural urban
<b>Diversity</b> may include:	language law ceremonies literacy employment living conditions lifestyles
<b>Impact of colonialism</b> may include:	legislation land use religion

	education
	alcohol
<b>Negative changes</b> may include:	personal trauma
	stolen generation
	dispossession
	cultural disintegration
	loss of social control
<b>Positive changes</b> may include:	education
	living standards
<b>Relevant Aboriginal and Torres Strait Islander organisational processes</b> may include:	committee meetings in appropriate language
	constitutions recognise Traditional Owners
	decision-making processes
	bush meetings
<b>Areas of actual or potential harm</b> may include:	artworks copyright
	shift from community focus to business
<b>Areas of social conflict</b> may include:	schools
	workplaces
	public places
<b>Strategies for eliminating damage</b> may include:	legal options
	negotiation
	joint development
<b>Appropriate non-Aboriginal and Torres Strait Islander sectors</b> may include:	sporting clubs
	schools
	local government
	businesses
	church groups
<b>Legislation and policy</b> may include:	Native Title
	Wik amendments
	pastoral and mining leases
	'Three Strikes' laws
	GST



**Impacts** may include:

independent living allowance  
extended trading hours (liquor)  
lost of land and culture  
cultural assimilation  
unemployment

**Development** may include:

land developments  
mainstreaming services  
changing technologies

**Unit Sector(s)**

empty  
empt

**Competency field**

Regulation, Licensing and Risk - ATSI Governance  
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