



Australian Government

**CULMS002B Research and evaluate
Aboriginal or Torres Strait Islander
cultural material**

Release: 1

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Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to research the context and interpretation of Aboriginal or Torres Strait cultural material. As such, the unit focuses on the skills to analyse cultural material, including current collections and the impact of post-colonial history. These skills then form the basis for appropriate treatment and interpretation of cultural material. The unit includes a focus on appropriate consultation with the traditional custodians of cultural material.

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

Application of the Unit

Application of the unit

This unit has particular application to Aboriginal or Torres Strait Islander peoples.

The cultural knowledge necessary to achieve competency in this unit may only be accessible to Aboriginal or Torres Strait Islander peoples. This unit also recognises that there is no single Aboriginal or Torres Strait Islander culture.

The unit deals with complex and interrelated elements of Aboriginal or Torres Strait Islander cultures, which are the cultural and intellectual properties of specific communities across the continent and islands of Australia. These may only be interpreted by appropriate persons, for example those recognised by the local Aboriginal or Torres Strait Islander community as an Elder or custodian of local cultural knowledge.

Any organisation or individual planning to train or assess this unit would be expected to work in a culturally appropriate manner with the appropriate Aboriginal or

Torres Strait Islander community, for example through the establishment of a local Aboriginal or Torres Strait Islander reference group. In particular, it is vital to ensure respectful integration of any local cultural knowledge or protocols that will inform the implementation of the unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units Nil

Employability Skills Information

Employability Skills The required outcomes described in this unit of competency contain applicable facets of Employability Skills. The Employability Skills Summary for the qualification in which this unit of competency is packaged, will assist in identifying Employability Skills requirements.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Research the context of Aboriginal or Torres Strait Islander cultural material	<p>1.1 Identify <i>relevant sources of information</i> on <i>cultural material</i> and the <i>context</i> for its interpretation</p> <p>1.2 Use <i>formal and informal research techniques</i> in a culturally appropriate manner to access <i>information</i></p> <p>1.3 Critically evaluate the validity of the range of interpretations of cultural material and the cultural relevance to its traditional custodians</p>
2 Assess post-colonial interpretation of Aboriginal or Torres Strait Islander cultural material	<p>2.1 Critically evaluate the ways in which different aspects of post-colonisation history have affected the interpretation of Aboriginal or Torres Strait Islander cultural material</p> <p>2.2 Critically evaluate collections in relation to the <i>context</i> in which materials were collected and interpreted and the respect shown for <i>cultural protocols</i> in sourcing, handling and exhibiting cultural material</p> <p>2.3 Assess ways in which interpretations by those other than traditional custodians may have impacted on communities and/or individuals</p>
3 Develop approaches to the interpretation of Aboriginal or Torres Strait Islander cultural material	<p>3.1 Identify and explore potential <i>new and appropriate approaches to the interpretation</i> of <i>cultural material</i> based on knowledge and understanding of consultation with traditional custodians and respect for their wishes</p> <p>3.2 Integrate the concept and practice of community consultation within interpretive approaches</p> <p>3.3 Develop substantiated positions for interpretive approaches</p> <p>3.4 Enhance interpretative approaches <i>by challenging and adapting</i> own ideas</p>

ELEMENT

PERFORMANCE CRITERIA

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| 4 Communicate new approaches to stakeholders | <p>4.1 Identify <i>key stakeholders</i> in the interpretation and exhibition of cultural material, including traditional custodians</p> <p>4.2 Consult and negotiate ways with stakeholders in culturally appropriate ways to interpret Aboriginal or Torres Strait <i>Islander cultural material</i> in accordance with wishes of traditional custodians</p> |
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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- research and critical-thinking skills to analyse, interpret and present complex and varied references for application to cultural material
- literacy skills to critically evaluate and communicate ideas and concepts surrounding cultural material.

Required knowledge

- broad range of sources of information about post-colonial history, theory and cultural practice relating to Aboriginal or Torres Strait Islander cultural material
- key aspects of post-colonial history and its impact on the collection and interpretation of Aboriginal or Torres Strait Islander cultural material
- copyright, moral rights and intellectual property issues and legislation with particular reference to Aboriginal or Torres Strait Islander cultural material
- cultural protocols and appropriate consultations for the movement, storage and maintenance of cultural material in the relevant context/type of display
- cultural protocols for the exhibition of cultural material in the relevant community context.

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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- sound knowledge of information sources for Aboriginal or Torres Strait Islander cultural material
- knowledge of cultural protocols and practices as well as appropriate consultative processes in seeking information
- application of research and analytical skills to evaluate Aboriginal or Torres Strait Islander cultural material and its context.

Context of and specific resources for assessment

Assessment must ensure:

- involvement in the assessment process of persons approved of by Elders, appropriate persons or custodians of the relevant community
- access to sources of information on Aboriginal or Torres Strait Islander cultural material.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate
- project to research a specific collection of Aboriginal or Torres Strait Islander cultural material
- project to research and document the cultural significance of particular objects
- case studies to assess ability to research and use different types of information in the analysis of cultural material
- oral or written questioning to assess knowledge of cultural material.

EVIDENCE GUIDE

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

- CULMS001B Work with Aboriginal or Torres Strait Islander cultural material
- other collection and exhibition management units.

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.

Relevant sources of information may include:

- community members (family groups, cultural educators, Elders)
- libraries
- museums
- archives
- cultural centres
- community organisations
- Indigenous units within local, state or national bodies

Cultural material may be:

- part of an existing collection (public or private)
- not yet part of a collection
- held by the local Aboriginal or Torres Strait Islander community or broader community
- held by an organisation external to the community
- held by individuals
- in the care of traditional custodians

The ***context*** of cultural material may relate to:

- pre-colonisation cultural practices
- post-colonisation collection and interpretive practices
- cultural/spiritual significance of cultural material to community
- the way material was acquired and historical view of Indigenous collections
- treatment of collection materials
- dispersal of skeletal remains and cultural materials within and outside of Australia
- men's or women's business
- secret or non-secret business
- rarity
- locality

RANGE STATEMENT

Formal and informal research techniques may include:

- discussion
- note taking, listing
- interviews
- questionnaires
- critical discourse
- analysis
- reflection
- comparing information
- summation
- judgement
- observation

Information may relate to:

- philosophy
- Indigenous world views
- effects of colonisation on Indigenous lives and cultures
- dreaming stories
- world histories
- cultural issues
- spiritual beliefs
- aesthetics
- politics
- gender and identity issues
- land and place - traditional custodians of Country
- signs and symbols in cultural practice
- evaluative criticism in relation to interpretations made by post-colonial interpreters
- oral histories

RANGE STATEMENT

Cultural protocols may relate to:

- acquisition of material
- transportation
- storage
- written documentation on cultural materials
- exhibition
- geographic location
- degree of consultation with traditional custodians
- respect for the wishes of traditional custodians

New and appropriate approaches to interpretation may relate to:

- local Aboriginal or Torres Strait Islander community involvement
- different perceptions of both pre and post-colonial history
- interpretation in the context of post-colonial effects and behaviours
- local history
- oral histories
- appropriate consultation with traditional custodians
- respect for the wishes of traditional custodians
- industry/sector debate

Challenging and adapting ideas may include:

- comparing
- contrasting
- reflecting
- critiquing
- judging
- considering merit
- discussing and debating

Key stakeholders may include:

- Indigenous communities, including traditional custodians
- current holders of collections (private and public)
- cultural centres
- Indigenous units within local, state and national bodies
- museum/heritage organisations

Unit Sector(s)

Not applicable.

Competency field

Competency field Aboriginal or Torres Strait Islander Museum Practice