



Australian Government

Department of Education, Employment and Workplace Relations

CUVATS101A Develop understanding of own Aboriginal or Torres Strait Islander identity

Release: 1

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Modification History

Version	Comments
CUVATS101A	This version first released with <i>CUV11 Visual Arts, Craft and Design Training Package version 1.0</i>

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop an understanding of one's own cultural identity.

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

This unit deals with complex and interrelated elements of Aboriginal or Torres Strait Islander cultures, which are the cultural and intellectual properties of specific communities. These may only be interpreted by appropriate persons, e.g. 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 closely with the local Aboriginal or Torres Strait Islander community, for example through establishing 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.

Application of the Unit

The skills and knowledge outlined in this unit underpin the effective work performance of Aboriginal and Torres Strait Islander people in many areas of work, including arts practice and cultural tourism. They could be preparing for work or further learning to pursue a career in the visual or performing arts, or as a tour guide in local communities.

This learning and work would be closely guided by appropriate members of Aboriginal or Torres Strait Islander communities.

Licensing/Regulatory Information

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

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

Elements and Performance Criteria

<p>1. Seek information on own region or country</p>	<p>1.1 Identify and consult with <i>appropriate persons</i> to obtain knowledge of own region or country 1.2 Identify relevant <i>sources of information</i> on own region or country 1.3 Access information and people in a culturally appropriate way</p>
<p>2. Seek information on family and kinship</p>	<p>2.1 Correctly identify holders of information and consult with appropriate persons in relation to kinship and family 2.2 Identify other relevant sources of information on family and kinship 2.3 Collect appropriate information on family and kinship in a culturally appropriate way, which shows respect for local Aboriginal or Torres Strait Islander culture and customs</p>
<p>3. Use information to develop concept of identity</p>	<p>3.1 Examine information to determine own Aboriginal or Torres Strait Islander identity in relation to country and kinship 3.2 Consider how the concept of ‘belonging to country’ in relation to culture, family and kinship may inform work practice 3.3 Use information in a culturally appropriate way at all times, including identification of how and with whom information can be shared</p>

Required Skills and Knowledge

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

Required skills

- communication skills to discuss with appropriate persons issues, such as:
 - Aboriginality and the concept of cultural diversity within an Aboriginal or Torres Strait Islander context
 - cultural values that underpin aspects of one's local Aboriginal or Torres Strait Islander community
 - family units and broader social organisational aspects of Aboriginal or Torres Strait Islander communities
- organising skills to collect and review information on Aboriginal or Torres Strait Islander culture
- self-management skills to:
 - observe cultural protocols
 - attend meetings and classes in a timely fashion.

Required knowledge

- own country and region, including customs, ceremonies and relationship to land
- own family and kinship
- matters of protocol within Aboriginal or Torres Strait Islander societies
- protocols for accessing information and communicating with different community members
- ways in which knowledge can be used, how it should be used and with whom it can be shared
- ways in which Aboriginal or Torres Strait Islander protocols and cultural values impact on work practices in different contexts
- issues of intellectual property and culturally appropriate commercial activity.

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	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • access sources of information relevant to own Aboriginal or Torres Strait Islander identity • access and use information in a culturally appropriate way.
Context of and specific resources for assessment	<p>Assessment ensure:</p> <ul style="list-style-type: none"> • involvement of persons approved of by Elders of the relevant local community • access to information sources on relevant regions and countries.
Method of assessment	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> • observation of candidate discussing issues with Elders and community members • evaluation of information gathered by the candidate • oral or written questioning to assess knowledge as listed in the required knowledge section of this unit • review of portfolios of evidence • review of third-party reports from experienced practitioners. <p>Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities, and people who may have literacy or numeracy difficulties, such as speakers of languages other than English, remote communities and those with interrupted schooling).</p>
Guidance information for assessment	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example units that describe work functions where there is a very strong link between cultural identity and the work being performed, such as:</p> <ul style="list-style-type: none"> • Indigenous dance units in CUA11 Live Performance Training Package • art form specialisation units in CUV11 Visual Arts, Craft and Design Training Package

	<ul style="list-style-type: none"> • tour guiding units in SIT07 Tourism, Hospitality and Events Training Package.
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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.

<i>Appropriate persons</i> may include:	<ul style="list-style-type: none"> • accepted Aboriginal or Torres Strait Islander cultural educators • Elders • family groups • local community groups • relevant Aboriginal or Torres Strait Islander organisations.
<i>Sources of information</i> may be primary or secondary and may include:	<ul style="list-style-type: none"> • archives • books • CDs • community art organisations • cultural centres • galleries • internet • libraries • museums • own observation • videos.

Unit Sector(s)

Community and cultural heritage – Aboriginal and Torres Strait Islander