



Australian Government

AHCASW309A Interpret Aboriginal cultural landscape

Release 1

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Modification History

Release	TP Version	Comments
1	AHC10v5	Initial release

Unit Descriptor

This unit covers the process of interpreting cultural landscapes from an Aboriginal cultural and spiritual perspective. The unit also covers if and how this knowledge may be collected and provided to others.

Application of the Unit

This unit applies to working on Country and the interpretation of cultural landscapes. The unit applies to working with lore/law men and women either as an autonomous Sites worker or under the supervision and cultural authority of Traditional Owner/s and/or Elder/s for specific Country. This unit is also applicable to the work of repatriation workers and anthropologists. This unit applies to all Aboriginal-sites workers. 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/or materials required to achieve competency in this unit. This applies when restrictions are applied to non-Aboriginal people gaining access to cultural knowledge, material or sites. In these situations the Registered Training Organisation will have to make alternative arrangements for learners that are still consistent with the delivery and assessment requirements for this unit.

Licensing/Regulatory Information

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

Pre-Requisites

- AHCASW302A Relate Aboriginal culture to sites work
- AHCILM306A Follow Aboriginal cultural protocols

Employability Skills Information

This unit contains employability skills

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. Investigate cultural knowledge	1.1 The determination of Aboriginal people as the primary source of information about cultural knowledge is acknowledged 1.2 The identification by cultural authorities of appropriate persons within communities who hold cultural knowledge is performed 1.3 Cultural knowledge is accessed through reference to the appropriate knowledge holders and/or cultural manager 1.4 Appropriate cultural authorities are consulted and approval to be on Country is obtained 1.5 Boundaries and extent of Country are determined 1.6 Ownership rights and intellectual property rights to Aboriginal cultural knowledge are established 1.7 Parameters for access and access restrictions in transferring cultural knowledge and information are established 1.8 Community lore/laws, customs and speaking rights about cultural knowledge are respected 1.9 Key principles, values and practices of Aboriginal cultural knowledge are determined and recorded 1.10 Relationships between cultural knowledge and Country are defined according to Aboriginal cultural protocols 1.11 The acquisition of the history of dispossession from Community sources and available resources is undertaken 1.12 Lost connections to Country due to colonisation are recounted
2. Acquire information	2.1 Movement through Country/park/reserve is managed to minimise disturbance and degradation to the park/reserve and surrounding environments 2.2 The relationships between Aboriginal beliefs, Aboriginal-sites, land features, seasons, artefacts, objects and spirituality are determined 2.3 Landscape features and sites on Country, in accordance with their place and role in Dreaming, Aboriginal spirituality and local cultural practices and ceremony, are identified 2.4 The association of connection to Country through language, stories, song, dance and art is made 2.5 The role of lore and customs in matters of land, family, marriage, kinship, totem, clan and obligation is accounted for 2.6 Fauna and flora used for food and medicine are identified and Aboriginal names and common names are used 2.7 Knowledge on relationships of plants and animals is

ELEMENT	PERFORMANCE CRITERIA
	investigated from Aboriginal beliefs, land management and cultural perspectives 2.8 Simple bush tucker food chains relevant to Country are defined and relationships to the cultural landscape determined
3. Relate information on cultural knowledge to others	3.1 Permissions from cultural authorities, relevant individuals and organisations for access, use and documented Aboriginal cultural information and material are sought and may be obtained or denied 3.2 Information on Aboriginal cultural knowledge is provided to those who are authorised to possess that knowledge according to Community guidelines and Aboriginal cultural protocols 3.3 Information on cultural knowledge is related in an appropriate format and medium according to Community guidelines and cultural protocols 3.4 Requests for disclosure of information on Aboriginal cultural sites, landscapes and cultural material that infringes intellectual property rights of a group or Community are referred to appropriate persons. Requests for disclosure of information on aspects of cultural knowledge by unauthorised individuals are appropriately declined

Required Skills and Knowledge

Required skills include:

Ability to:

- acquire cultural information
- operate according to Community guidelines and Aboriginal cultural protocols
- investigate, use, and document cultural knowledge
- identify locations and patterns of plants and animals in a specific area
- identify plants, animals and resources used for medicine and food
- use literacy skills to follow sequenced written instructions and record information accurately and legibly
- use oral communication skills/language competence to fulfil the job role as specified by the organisation including questioning, active listening, asking for clarification and seeking advice from Traditional Owners/s, Elders, Supervisor, etc.
- use interpersonal skills to relate to people from a range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities
- exercise discretion and confidentiality

Required knowledge includes:

Knowledge of:

- Aboriginal history, cultural values and interpersonal and Community protocols
- Aboriginal cultural customs and heritage
- authentic and authoritative sources for Aboriginal cultural information, material and expression able to be accessed and shared
- designated cultural areas and features of Country, boundaries and extent of Country
- key principles, values and practices of Aboriginal cultural knowledge
- Community lore/laws, customs and speaking rights
- connection to Country through stories, song, dance and art
- role of lore and customs in matters of land, family, marriage, kinship, totem, clan and obligation
- protocols and customs relating to disclosure of knowledge about Country
- when and how to relate and document information and when it is not appropriate according to cultural protocols
- Aboriginal communities and social structures
- history of dispossession in Australia
- Aboriginal history and impact of European colonisation
- dispossession and land rights legislation
- legislation and its impact on Aboriginal communities
- Cultural and Heritage Legislation or relevant NPWS legislation
- Aboriginal names for plants, animals and landscape features
- basic ecological concepts
- cultural knowledge about plant and animals relating to a particular Community, group or

region

- role and rights of indigenous peoples in maintaining and controlling cultural knowledge
- individuals who are authorised to possess cultural knowledge
- intellectual and cultural property rights
- legislative and enterprise requirements relevant to workplace health and safety and the environment
- ownership rights
- intellectual property rights and requirements
- copyright rights and requirements
- sustainable environmental practices
- workplace health and safety requirements

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

The delivery and assessment of this unit must comply with Community protocols and be carried out in consultation with and in participation with Traditional Owners and/or Elders and custodians of that specific Country.

In accordance with Aboriginal cultural protocols, cultural knowledge copyright considerations and Aboriginal lore/law restrictions, it is essential that this requirement be respected and implemented in the delivery and assessment of **Cultural Units** to guarantee cultural authenticity and quality control around the delivery of training and assessment for Aboriginal-sites workers.

Particular care should be exercised in the delivery and assessment of training for this unit in relation to who is authorised to interpret and/or "tell the stories" and share knowledge of particular sites and landscapes.

The evidence required to demonstrate competency in this unit must be relevant to workplace operations on Country and satisfy holistically all of the requirements of the performance criteria and required skills and knowledge. Candidates must demonstrate evidence of the ability to:

- identify details of plant and animal species on Country, their Aboriginal names and their roles and place in the cultural landscape
- collate information on Aboriginal culture and history for Country in culturally appropriate ways
- collect and use information according to Community guidelines and cultural protocols
- identify landscape features and sites on Country in accordance with their place and role in Dreaming, Aboriginal spirituality and local cultural practices and ceremony

Context of and specific resources for assessment

Assessment events must be contextualised to meet the needs of the particular group, including:

- a Community, educational or workplace setting on

	Country • involvement of people approved by cultural authorities and/or Traditional Owners of the relevant local Community who possess the cultural knowledge required for this unit • candidates who have gained relevant knowledge and skills through their life experience
Method of assessment	A range of assessment methods should be used to assess competency in interpreting cultural landscapes. The primary method of assessment for this unit should include participation on Country by candidates in simulated or actual work practices relevant to Sites work. The following examples are appropriate for this unit: • observation of the candidate on Country identifying sites, artefacts and describing cultural landscapes under the supervision of appropriate cultural authority • direct questioning combined with third-party workplace reports of on-the-job performance • verbal or written questioning • observation of participation in Ceremony and/or interpretation work related to the knowledge and skills outlined in this unit Assessment methods should closely reflect workplace demands and the needs of particular client groups (consider the requirements of different age groups, clients with English as a second language, clients with disabilities, remote library users, etc.).
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: AHCASW308A Apply cultural significance to Aboriginal sites and landscapes AHCASW302A Relate Aboriginal culture to sites work AHCILM306A Follow Aboriginal cultural protocols Assessment for this unit should comprise a combination of theory and practical application. Both aspects of assessment are best conducted on Country for this unit.

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.

Cultural knowledge may include:

- Aboriginal land, landscape features, rivers, lakes and sea resources and their uses, and the relationships between plants, animals and individuals, clans and Community
- Aboriginal beliefs, values, spirituality, language, lore/law, customs, gender roles, kinship networks, factions, moieties, and speaking rights
- ceremonies, rituals, stories, song, dance and art
- traditional and current land management practices
- Aboriginal-sites, places, artefacts, objects, material and landscapes
- names, locations and meanings
- Aboriginal cultural protocols
- Aboriginal cultural heritage
- the cultural significance of Aboriginal knowledge

Cultural authorities may include

Cultural authority refers to the most appropriate senior person/s that is able to speak for particular Country, cultural objects, ceremony and/or materials in a specific place. A cultural authority could be a Traditional Owner, a Native Title Claimant, Aboriginal Culture and Heritage Body, Elder, Aboriginal Land Council, etc.

A ceremonial/cultural manager in terms of Aboriginal customary law means someone who does the work either under the direct supervision of the Aboriginal Owner or does the work that is authorised by the Owner. In a ceremony for example, the ceremonial manager(s) may provide the food and do the performance (work). Traditional roles and responsibilities swap over depending on a person's status in any given situation – ie – whose land / estate one is on for business.

Aboriginal cultural protocols may include

- gender roles in relation to knowledge and cultural practices
- information sensitivity and access
- appropriate information transfer
- negotiations with local Aboriginal Community about information transfer
- cultural diversity

	• natural resources and their importance for economy, religion, spirituality, art, environment, values, beliefs and lore/law • rights and responsibilities associated with cultural knowledge, story, song, site, and ceremony • interpersonal ways of relating • the talking of Community politics • repatriation of artefacts • issues of ownership (clans/nations) • ownership of intellectual property • acknowledging participation and ownership • communicating about cultural material • displaying cultural material • handling cultural material • identifying appropriate people to be consulted • occasions when consultation is required • ways in which consultations should be conducted
Aboriginal beliefs may refer to:	• connection to Country • creation events • structure of Community such as lore/law men and women, elders and custodians • practicality and purpose • appropriate behaviour, protocols and restrictions • spiritual value of knowledge and stories • communal ownership of some knowledge and material • intergenerational ownership of some knowledge and material • oral tradition of passing on knowledge and responsibilities • roles as custodians of specified knowledge, ceremony, designs, information • kinship and relationships • storytelling
Aboriginal-sites may include	• shelters with deposits • open camp site • midden • shelter with midden • shelter with art • isolated find • undefined sites • axe grinding grooves • bora/ceremonial ring

	• burial site • rock engraving • scarred tree • carved tree • natural mythological site • restricted site • quarry • ochre quarry • fish trap • stone arrangement • mound (oven) • mia mia • waterhole (well) • contact/mission • abraded grooves • aboriginal Place (declared under NPW Act) • Aboriginal Area (declared under NPW Act) • protected archaeological site • Conservation agreement • massacre • reserve
<i>Cultural landscapes</i> may include:	• places and areas made up of living stories that have connections to the past and can include natural resources, objects, customs and traditions (and their contexts) • places of land, sea and air where cultural and natural elements are considered together

Unit Sector(s)

Aboriginal-sites work