



Australian Government

Department of Education, Employment and Workplace Relations

BSBAT412A Maintain and protect cultural values in the organisation

Revision Number: 1

BSBATSIC412A Maintain and protect cultural values in the organisation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work as a board member in such a way as to respect, maintain and protect aspects of culture within the organisation. The 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

Application of the unit	This unit applies to individuals responsible for maintaining and protecting cultural values in an organisation as part of their board role in monitoring and guiding the activities of Aboriginal and Torres Strait Islander organisations.
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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	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

ELEMENT	PERFORMANCE CRITERIA
1. Demonstrate knowledge of your culture	1.1. Outline relevant traditional and cultural responsibilities in a manner appropriate to the audience 1.2. Follow accepted cultural protocols when undertaking board duties 1.3. Identify the role of Elders and their relationship to the organisation
2. Demonstrate respect for cultural diversity	2.1. Treat individuals and groups with diverse lifestyles , backgrounds, cultures and languages with respect and sensitivity 2.2. Accommodate cultural differences in dealings with other people
3. Identify the impacts of colonisation on Aboriginal and Torres Strait Islander culture	3.1. Identify how changes in Aboriginal and Torres Strait Islander culture since colonisation impact on the organisation and its members today 3.2. Recommend ways in which the organisation can help to restore, protect and maintain culture
4. Apply Aboriginal and Torres Strait Islander cultural practices to governance processes	4.1. Identify relevant Aboriginal and Torres Strait Islander cultural practices that contribute to effective governance of organisations 4.2. Work with other board members to incorporate relevant Aboriginal and Torres Strait Islander cultural practices into the organisation's governance processes
5. Deal with potential and actual cultural exploitation	5.1. Identify examples of potential and actual harm 5.2. Work with other board members to develop strategies for responding to potential and actual damage to cultural integrity
6. Deal with potential and actual stereotyping and prejudice	6.1. Identify areas of potential and actual social conflict as a consequence of stereotyping and prejudice 6.2. Work with other board members to develop strategies toward reconciliation in consultation with appropriate individuals or groups in targeted areas
7. Determine the effects of new legislation and policy on the organisation	7.1. Assess the potential impact of new and proposed legislation and policy on the organisation and its members 7.2. Develop strategies to respond to new and proposed legislation and policy

ELEMENT	PERFORMANCE CRITERIA
8. Determine the impact of development on culture	8.1. Identify <i>relevant social, technical, economic and political changes</i> that may impact on the activities of the organisation 8.2. Assess current and future impact of development on culture 8.3. Develop strategies to maximise positive impact and prevent or minimise negative impact on culture

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analysis and evaluation skills to assess key changes in legislation and policy and how they relate to the organisation and community
- culturally appropriate communication skills to relate to people from diverse backgrounds and with diverse abilities
- oral, diagrammatic or written literacy skills to be able to gather and share information
- problem-solving and decision-making skills to develop strategies to address cultural issues

Required knowledge

- Aboriginal and Torres Strait Islander cultural governance practices that may affect the effective governance of organisations
- basic information on intellectual property rights and copyright law in relation to cultural knowledge and objects
- concept of community control of organisations and how it may impact on the protection of cultural values
- concepts of stereotyping and prejudice and their impacts on individuals
- cultural context in which Aboriginal and Torres Strait Islander boards operate
- current and proposed changes in legislation and policy that could impact on the organisation
- geographic, social, economic and political contexts in which particular organisations operate and how these may impact on the maintenance and protection of cultural values in an organisation
- how historical factors, such as colonisation, have had an impact on local community members and the organisation
- provisions of federal, state or territory legislation and funding body requirements that may impact on decision making
- relevant protocols and cultural responsibilities
- social, technical, economic and political changes likely to occur in the short to medium term that could have an impact on the activities of the organisation

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.

Overview of assessment

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

Evidence of the ability to:

- provide appropriate information to others about cultural protocols and responsibilities relevant to board duties
- identify historical factors that may impact on the community and the organisation
- develop strategies to restore, protect and maintain cultural values in the organisation.

Context of and specific resources for assessment

Assessment must ensure:

- access to examples of legislation and policy affecting Aboriginal and Torres Strait Islander people and their culture
- knowledge and performance are assessed over time to confirm consistency in performance.

Note:

This unit contains skills and knowledge specific to Aboriginal and Torres Strait Islander culture. Particular care should be taken when choosing an appropriately qualified and suitable person or persons to conduct this assessment. Where appropriate, this may require involving a respected community member to assist with assessment.

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:

- analysis of feedback from the community and stakeholders
- analysis of responses to case studies and scenarios
- direct questioning combined with reflection of practical board performance by the candidate
- observation of performance on a board or simulated board

EVIDENCE GUIDE	
	• observation of presentations and group discussions • oral or written questioning to assess knowledge • observation of performance in role plays.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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.

<i>Relevant traditional and cultural responsibilities</i> may include:	• Aboriginal and Torres Strait Islander lore • kinship • land ownership • men's and women's business • relationships with Elders and traditional owners • responsibilities in relation to significant events, such as births, marriages and deaths.
<i>Protocols</i> may include:	• acknowledgements • appropriate time, place or ceremony for communication • family, kinship and clan • land ownership • talking to the right people • welcomes.
<i>Lifestyles</i> may include:	• remote • rural • traditional • urban.
<i>Cultural diversity</i> may include:	• beliefs and values • ceremonies • employment • language • law and lore • lifestyles • literacy • living conditions.
<i>Aboriginal and Torres Strait Islander cultural practices</i> may include:	• bush meetings • committee meetings in appropriate language • constitutions recognising traditional owners • decision-making processes.
<i>Potential and actual harm</i> may	• copyright issues

RANGE STATEMENT	
include:	• shift from community focus to business focus.
<i>Areas of potential and actual social conflict</i> may include:	• family • land • public spaces • schools • workplaces.
<i>Appropriate individuals or groups</i> may include:	• businesses • church groups • community sector organisations • community leaders • local government • schools • sporting clubs.
<i>Impact</i> may include:	• changes in employment opportunities • changes in educational opportunities • changes in land ownership and control • financial changes.
<i>Legislation and policy</i> may include:	• anti-discrimination and equal opportunity laws • extended trading hours • Native Title • pastoral and mining leases • relevant social security law • 'Three Strikes' laws.
<i>Relevant social, technical, economic and political changes</i> may include:	• changing technologies • education • land developments • land ownership changes • living standards • mainstreaming services.

Unit Sector(s)

Unit sector	
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Competency field

Competency field	Regulation, licensing and risk - ATSI governance
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Co-requisite units

Co-requisite units		