



Australian Government

CUAATS202 Investigate and present features of Aboriginal and Torres Strait Islander culture

Release: 1

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Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

Application

This unit describes the performance outcomes, skills and knowledge required to investigate and present information about Aboriginal and Torres Strait Islander culture compared to other cultures, and investigate the impact on day-to-day life of cultural differences for Aboriginal and Torres Strait Islander communities.

It applies to Aboriginal and Torres Strait Islander individuals who wish to gain a greater understanding of the impact of belief systems and culture.

This unit requires the support of Elders and/or Aboriginal and/or Torres Strait Islander community members.

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

Unit Sector

Aboriginal and Torres Strait Islander culture

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
<i>Elements describe the essential outcomes.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element.</i>
1. Investigate Aboriginal and Torres Strait Islander culture	1.1 Use sources of information to identify significant elements of Aboriginal and Torres Strait Islander culture, with input from Elders and/or Aboriginal and/or Torres Strait Islander community members 1.2 Identify differences between Aboriginal and Torres Strait Islander culture and other cultures
2. Outline how belief systems impact on	2.1 Discuss the belief systems of Aboriginal and Torres Strait Islander communities, with input from Elders and/or Aboriginal

ELEMENT	PERFORMANCE CRITERIA
day-to-day life	and/or Torres Strait Islander community members 2.2 Identify the impact of belief systems on the day-to-day life of Aboriginal and Torres Strait Islander communities
3. Investigate the impact of cultural differences	3.1 Use sources of information to research ideas, with input from Elders and/or Aboriginal and/or Torres Strait Islander community members 3.2 Record information gathered in an appropriate format
4. Present findings of investigations	4.1 Identify audience and purpose of presentation 4.2 Select and organise presentation content 4.3 Deliver a presentation in an appropriate format 4.4 Review presentation to identify areas for improvement

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.1, 3.1	Applies learning strategies to build knowledge of Aboriginal and Torres Strait Islander culture
Oral Communication	1.1, 2.1, 2.2, 3.1, 4.3	- Obtains information by listening and questioning - Articulates clearly, using everyday language suitable to the audience to convey meaning
Reading	1.1, 3.1, 4.2	Interprets and selects relevant information from texts on familiar topics
Writing	3.2, 4.2	Produces text on familiar topics suitable for audience and purpose
Navigate the world of work	1.1, 1.2, 2.1, 2.2, 3.1	Takes steps to develop relevant knowledge
Interact with others	1.1, 2.1, 3.1, 4.3	- Identifies people to ask for information and follows accepted communication practices and protocols - Uses language, tone and non-verbal behaviours considered appropriate in the context and asks questions to clarify understanding or seek further information

		• Presents information suited to audience needs and purpose
Get the work done	1.1, 3.1, 3.2, 4.1, 4.2, 4.3, 4.4	• Plans and implements a routine presentation by taking responsibility for decisions and identifying and assembling the resources required • Reflects on presentation outcomes to develop an improved approach for future situations • Uses the main features and functions of digital tools to complete investigations

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
CUAATS202 Investigate and present features of Aboriginal and Torres Strait Islander culture	CUVATS202 Investigate and present features of Aboriginal and Torres Strait Islander culture	Code updated to reflect change of training package name. Minor edits to wording of assessment conditions.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet -

<https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5>

Assessment Requirements for CUAATS202 Investigate and present features of Aboriginal and Torres Strait Islander culture

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Performance Evidence

Evidence of the ability to:

- research information about Aboriginal and Torres Strait Islander culture using written texts and digital tools
- communicate with Elders and/or Aboriginal and/or Torres Strait Islander community members to access relevant information following appropriate protocols
- organise and present information in a format suitable for the audience and purpose
- review own presentation to identify areas for improvement..

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the significant elements of Aboriginal and Torres Strait Islander culture
- provide examples of how belief systems impact on the day-to-day lives of Aboriginal and Torres Strait Islander communities
- outline a range of the impacts of cultural differences for Aboriginal and Torres Strait Islander communities
- identify the audience and purpose of presentation.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in Aboriginal and Torres Strait Islander cultural heritage environments. The assessment environment must include access to:

- Elders and/or Indigenous community members
- resources required for the learner to present information in their preferred format

- culturally appropriate processes and techniques suited to the language and literacy capacity of learners and the work being performed.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

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