

Modification history

Release	Comments
Release [1]	This version released with Agriculture, Horticulture and Conservation and Land Management Training Package Version [1.0] .

AHCILM405	Develop work practices to accommodate cultural identity
Application	This unit of competency describes the skills and knowledge required to develop work practices to accommodate cultural identity. This unit applies to individuals who demonstrate autonomy, judgement and limited responsibility in known or changing contexts. No occupational licensing, legislative or certification requirements are known to apply to this unit at the time of publication
Prerequisite Unit	Nil
Unit Sector	Indigenous Land Management (ILM)

Elements	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 government policies and practices relating to Indigenous peoples since European settlement	1.1 Outline the intentions of government policies and practices since European settlement 1.2 Summarise the effects of these policies and practices on Aboriginal and Torres Strait Islander Communities 1.3 Outline how these policies and practices affected Community or family
2. Identify changes that have occurred in Indigenous societies	2.1 Summarise and document government policies operating since European settlement 2.2 Outline the changes that have occurred to Aboriginal and Torres Strait Islander societies as a result of policies and practices, the responses and the views of Indigenous groups 2.3 Describe the impacts of these changes on the Indigenous Community or family
3. Outline effects of current work related issues on Indigenous societies	3.1 Define key work related issues that impact on Aboriginal and Torres Strait Islander societies today 3.2 Describe and record the people involved in key issues 3.3 Summarise and record Community views on issues 3.4 Identify methods of addressing the keys issues 3.5 Predict the future outcomes or resolutions for these issues
4. Determine the impacts of competing factors on self-esteem and identity	4.1 Describe events and occurrences in everyday life that give rise to feelings of both positive and negative self-esteem for Indigenous personnel 4.2 Identify elements which affect self-esteem 4.3 Describe and record how these elements impact on self-esteem 4.4 Develop positive strategies for dealing with impacts on self-esteem and identity
5. Design work practices to accommodate cultural identity	5.1 Define and implement work practices which enhance individual's morale 5.2 Incorporate elements which affect self-esteem in work environments into the work practices 5.3 Consult staff in the preparation and design of these work practices according to Community and organisational protocols and guidelines 5.4 Develop positive strategies for dealing with work practices that impact on self-esteem and identity

Foundation Skills	
<i>This section describes those language, literacy, numeracy and employment skills that are essential for performance in this unit of competency but are not explicit in the performance criteria.</i>	
Skill	Description
[Skill]	<ul style="list-style-type: none"> • [Style to be applied is SI Bullet List 1 • Use sentence case (i.e. commence with upper case) for each bullet point but do not put a full stop at the end • See <i>Guidelines</i> for the skills to be described, the order in which to list them and hints on writing descriptions
[Skill]	<ul style="list-style-type: none"> • SI Bullet List 1 • SI Bullet List 1
[Style to be applied in left column is SI Text]	<ul style="list-style-type: none"> • SI Bullet List 1 • SI Bullet List 1]

Unit Mapping Information			
Code and title current version	Code and title previous version	Comments	Equivalence status
[SI Text]	[SI Text]	<p>[SI Text For equivalent or no equivalent units include detail of the work undertaken.</p> <p>For newly created add the following statement: The unit has been created to address a skill or task required by industry that is not covered by an existing unit</p> <p>For a deleted unit add the following statement: The unit is deleted as the skill or task is no longer required by industry]</p>	<p>[Equivalent OR Not equivalent OR Newly created OR Deleted]</p>

Links	Companion Volumes, including Implementation Guides, are available at VETNet: [Insert hyperlink for the training package]. See Guidelines for developing training package products for directions on how to find the right hyperlink
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TITLE	Assessment requirements for AHCILM405 Develop work practices to accommodate cultural identity
Performance Evidence	
<p>An individual demonstrating competency must satisfy all of the elements and performance criteria in this unit.</p> <p>There must be evidence that the individual has xxx:</p> <ul style="list-style-type: none"> outline effects of current work related issues for Indigenous Communities and individuals determine the impacts of competing factors on self-esteem and identity design work practices to accommodate cultural identity incorporate elements to boost self-esteem of Indigenous workers respond to workplace issues where work practices are poorly aligned to cultural identity. 	
Knowledge Evidence	
<p>An individual must be able to demonstrate the knowledge required to perform the tasks outlined in the elements and performance criteria of this unit. This includes knowledge of:</p> <ul style="list-style-type: none"> Indigenous Communities with whom the organisation works, and their protocols cultural customs and heritage connections between self-esteem, identity, Community and work Indigenous history of particular Communities legislation and policies impacting on Indigenous Communities and organisations strategies to support development of workers' self-esteem and identity. 	
Assessment Conditions	
<p>Assessment of the skills in this unit of competency must take place under the following conditions: If any of the first level dot points do not apply to this unit, then please delete the point completely, e.g. if no interactions are needed with people at all, then you would delete the relationships point and second level points.</p> <ul style="list-style-type: none"> [physical conditions:] <ul style="list-style-type: none"> [e.g. skills must be demonstrated in [a commercial kitchen/a racing stable/veterinary practice/vineyard] or an environment that accurately represents workplace conditions] [resources, equipment and materials:] <ul style="list-style-type: none"> [e.g. live horses] [e.g. use of specific tools] [e.g. use of specific items of personal protective equipment] [specifications:] <ul style="list-style-type: none"> [e.g. use of specific workplace documents such as policies, procedures, processes, forms] [e.g. use of manufacturer's operating instructions for specific equipment, machinery, etc.] [e.g. access to specific safety data sheets] [e.g. use of workplace instructions/job specifications/client briefs] [access to specific legislation/codes of practice] [relationships: Assessment must comply with Community protocols and be supported by Elders and Custodians of Country.] <ul style="list-style-type: none"> [e.g. client(s), customer(s)] [e.g. team member(s), supervisor(s)] [timeframes: (include only if time is an essential assessment condition)] <ul style="list-style-type: none"> [e.g. according to time specified in job sheet] [e.g. within a specific time period] [final point only ends with a full stop.] <p>Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.</p> <p>Delete the following if there are no additional assessor requirements.</p>	

Assessment Conditions	
[In addition, the following specific assessor requirements apply to this unit: <ul style="list-style-type: none">• SI Bullet List 1• SI Bullet List 1:<ul style="list-style-type: none">• SI Bullet List 2.]	
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