

GUIDELINES AND PROTOCOLS FOR WELCOME TO COUNTRY AND ACKNOWLEDGEMENT OF COUNTRY

Policy Summary

Department Responsible for Policy	Quality & Compliance
Contact Person for Policy	Quality Manager
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Policy History

Policy Version	Main Changes	Date Amended
1.0	New Policy	23/03/2020

1. Definitions

The Australian Skills Quality Authority (ASQA)

The national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

Australian Qualifications Framework (AQF)

First introduced in 1995, it is the national policy for regulated qualifications in Australian education and training. It incorporates the qualifications from each education and training sector into a single comprehensive national qualifications framework.

Australian Quality Training Framework (AQTF)

The national set of standards which assures nationally consistent, high-quality training and assessment services for the clients of Australia's vocational education and training (VET) system. Initially established in 2001 for implementation in 2002, it is approved by the Ministerial Council for Tertiary Education and Employment (MCTEE), which includes all Ministers for VET in Australia.

The components of AQTF are: AQTF Essential Conditions and Standards for Initial and Continuing Registration; The Quality Indicators; AQTF Standards for State and Territory Registering Bodies; AQTF Excellence Criteria; AQTF Standards for Accredited Courses; AQTF Standards for State and Territory Course Accrediting Bodies. (AQTF, 2010, 6)

The Australian Skills Quality Authority (ASQA) is the national regulator for Australia's vocational education and training sector. ASQA regulates courses and training providers to ensure nationally approved quality standards are met.

College

Kenvale College of Hospitality, Cookery and Events.

Education Services for Overseas Students Act 2000

(ESOS Act), establishes legislative requirements and standards for the quality assurance of education and training institutions offering courses to international students who are in Australia on a student visa. ESOS also provides tuition fee protection for international students.

ESOS Framework Principally comprises the Education Services for Overseas Students Act 2000 (ESOS Act), the Education Services for Overseas Students Regulations 2019 (the ESOS Regulations), the Education Services for Overseas Students (Registration Charges) Act 1997 (the ESOS Charges Act) and the National Code 2018.

Foundation for Education and Training (FFET)

The College is a project of the Foundation For Education and Training Limited (FFET), a non-profit company limited by guarantee.

Higher Education (HE) Provider

A body that is established or recognised by the Commonwealth or a state or territory government to issue qualifications in the HE sector.

Registered Training Organisation (RTO)

A vocational education and training organisation registered by a state or territory registering body in accordance with ASQA..

Strategic Boards

All boards, committees and advisory panels set up by the FFET Board for the purpose of managing the affairs of the College. Refer to *8-01-033 Delegations Register* for more detailed information

The National Code of Practice for Providers of Education and Training to Overseas Students 2018

(National Code 2018) sets nationally consistent standards for the delivery of courses to overseas students. The National Code 2018 commenced on 1 January 2018.

The Tertiary Education Quality Standards Agency (TEQSA)

TEQSA registers and evaluates the performance of higher education providers against the Higher Education Standards Framework - specifically, the Threshold Standards, which all providers must meet in order to enter and remain within Australia's higher education system.

Unit of Competency (UoC)

A single component of a qualification, or a stand-alone unit, that has been accredited by the same process as for a whole AQF qualification. (AQF, 2013).

Unit of Study (UoS)

A unit of study is a term used by our student management system to refer to subjects offered in our course curriculum. These subjects can comprise of one or a number of competency units, selected from a training package. Competencies are grouped together according to similar or complementary content material, creating subjects with the correct amount of content achievable in the designated hours allocated.

Unique Student Identifier (USI) Unique Student Identifier (USI)

The USI is a reference number that will link to the National Vocational Education and Training (VET) Data Collection allowing an individual to view all of their training results from all providers including all completed training units and qualifications.

Vocational Education and Training (VET)

A type of tertiary education under the Australian Qualifications Framework (AQF), which enables students to gain qualifications for all types of employment, and specific skills to help them in the workplace.

2. Scope

Aim

The College campus is located on Aboriginal Land and it is important that staff and students understand the significance of observing protocols in recognising the Traditional Owners of the Land at College event.

Observing agreed cultural protocols demonstrates the respect that the College and its staff and students have for Aboriginal and Torres Strait Islander people.

The College is located on Eora Nation of the Bedegal people.

This Policy will provide guidance for acknowledging Aboriginal and Torres Strait Islander people as part of College events.

Aboriginal and Torres Strait Islander culture is one rooted in deep respect—respect for each other, for Lore and for land. Lore is a big part of the culture and could be compared to western law.

Traditionally, if Aboriginal groups ever had to cross on to neighbouring lands, they would first seek permission. If granted, a ceremony would take place to grant the travellers safe passage while on their land. This ceremony was also when the Lore of the land would be explained as well as the consequences for breaking them.

Today, this practice has evolved into what we know as a Welcome to Country. The practice of acknowledging Country has also developed as traditions have adapted to modern times.

3. Welcome to Country

A Welcome to Country can only be performed by a traditional custodian from that particular Country where the event is being held. It signifies the Traditional Custodians inviting you onto their land and granting you safe passage.

A Welcome is typically given by an Elder or leader from the Traditional Custodians whose land you are on, however, with permission, other members can give a welcome on their behalf.

When it is not possible to arrange a Welcome to Country at such events, an Acknowledgement of Country is the minimum requirement. The La Perouse Aboriginal Land Council can provide assistance <http://alc.org.au/land-councils/lalc-boundaries--contact-details.aspx>.

4. Acknowledgement of Country

An Acknowledgement of Country can be said by anyone, Indigenous or non-Indigenous.

This is because it's about respecting the Traditional Custodians, their Country and their history. When you acknowledge Country you also acknowledge the Elders of that mob and their Lore, promising to respect them and their land while you're on it. It is a respectful public acknowledgment of the traditional custodians of the land.

Aboriginal and non-Aboriginal people can perform an Acknowledgement on its own, in response to a Welcome or to a preceding Acknowledgement.

It is appropriate for the host of the ceremony to make the Acknowledgement unless a person has been specifically asked to perform this.

If you are officiating at a ceremony or event, it is respectful to ask the Elder how he/she would prefer to be addressed. Do not assume that "Uncle" or "Aunty" is his or her preferred title.

If you are at an official event and you are the speaker directly following an Elder performing a Welcome to Country, it is appropriate to make a brief Acknowledgement.

This shows your respect for the Elder and is acceptable practice.

Events where an Acknowledgement of Country should be considered include:

- Graduation Ceremonies
- Significant public lectures
- Official openings of Careers Fairs/nights
- Large student events
- Orientation
- Student life events
- Whole of staff significant events
- Launch of new initiatives
- The first meeting of the year for College Boards and committees such as FFET, Academic Board and similar events
- Special events as determined by staff managing events

Examples of Acknowledgements can be found at Section 6.

5. Why is it important?

Aboriginal and Torres Strait Islanders continue to experience exclusion, discrimination and oppression. Acknowledging Country is a good step towards reconciliation between the colony of Australia (non-Indigenous people) and Aboriginal and Torres Strait Islander people. By acknowledging the Land and its Custodians, you're acknowledging Aboriginal and Torres Strait Islander sovereignty and history.

6. Examples of Acknowledgement of Country

Brief Version– following a Welcome or an Acknowledgement

Depending on your role in the event you may like to thank the Elder for their Welcome and then:

Thank you _____ (name the Elder, using title of Aunty or Uncle if that is what they would normally be addressed as.) I would also like to acknowledge the past and present traditional owners of this land on which we meet today.

OR

Before I commence I wish to acknowledge the traditional custodians of this place and all lands upon which the College is located, and pay my respects to the Elders past, present and future for they hold the memories, the traditions, the culture and hopes of Indigenous Australia.

OR

I would like to show my respect and acknowledge the traditional owners of the land, elders past and present, on which this meeting takes place.

Long Version

Before we begin the proceedings, I would like to acknowledge and pay respect to the traditional owners of the land on which we meet; the Bedegal people of the Eora Nation. It is upon their ancestral lands that Kenvale College is built.

As we share our own knowledge, teaching, learning and research practices within this College may we also pay respect to the knowledge embedded forever within the Aboriginal Custodianship of Country.

OR

I would like to respectfully Acknowledge the Bedegal people who are the Traditional Custodians and First People of the land on which we meet/stand. I would like to pay my respects to the Elders past and present and I would like to extend my respect to the Aboriginal people/colleagues/staff and students/ who are present today.

When you are offsite and unsure of the Traditional Owners of the Land

If you are visiting another meeting site and you are unsure of the name of the Traditional owners of the Land on which you are meeting it is more respectful to perform a less specific Acknowledgement:

I would like to acknowledge the traditional owners/custodians of the land on which we meet today. I would like to pay my respects to the Elders past and present and I would like to extend my respect to the Aboriginal people/colleagues/staff and students/ who are present today.

7. Application

This policy applies to all College staff.

In line with AQF (2013), this policy will be applied consistently and fairly.

8. Responsibilities

The College's Quality and Compliance Department is responsible for the management of this policy

All staff are responsible for the application of this policy.

9. Quality and Compliance

This policy will be reviewed and updated every three years by the Quality and Compliance Department to ensure the quality and relevance of its content and to maximise the effectiveness of its application to both the students and the needs of the industry.