FIRST NATIONS CULTURAL COMPETENCY FRAMEWORK
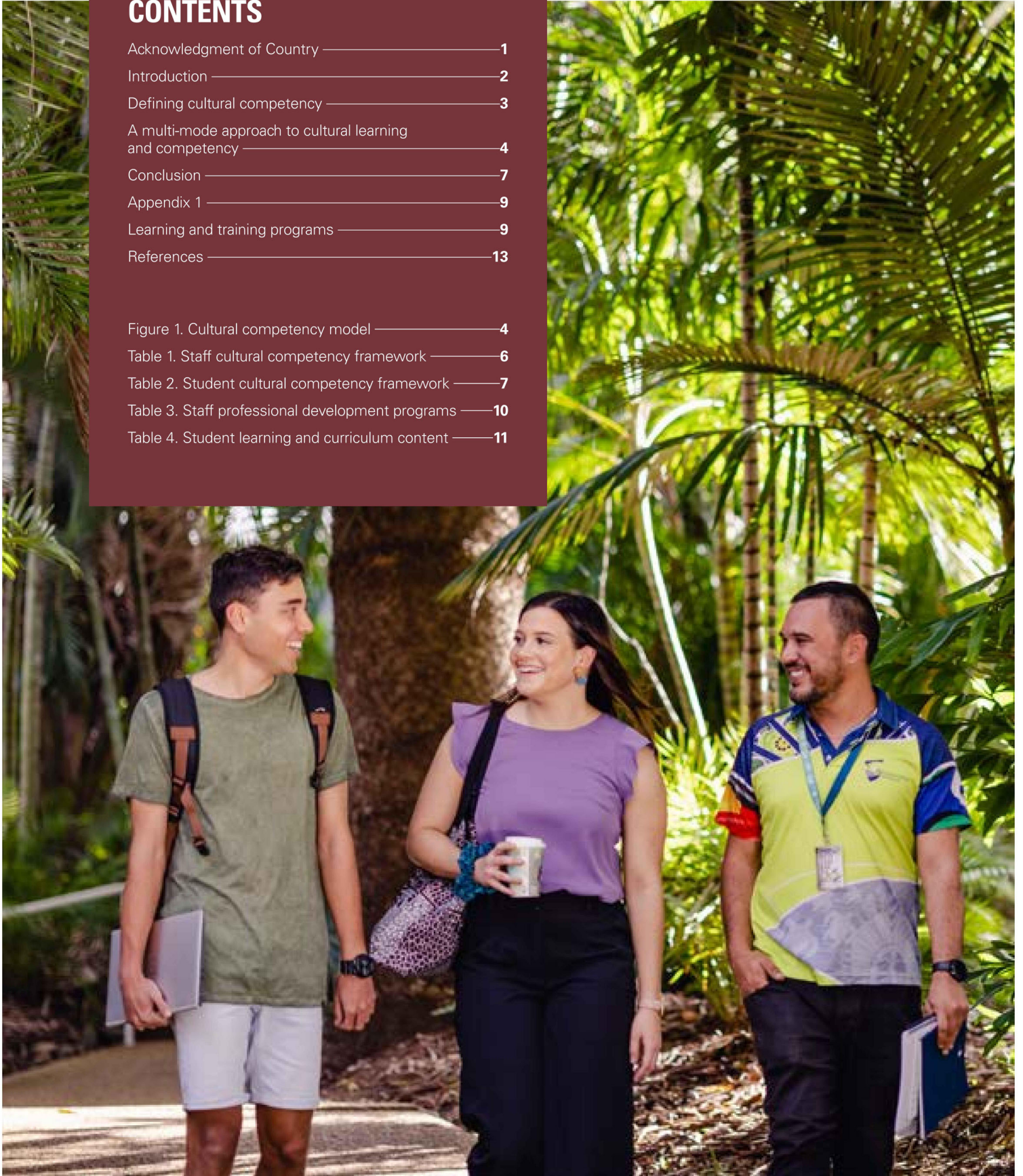
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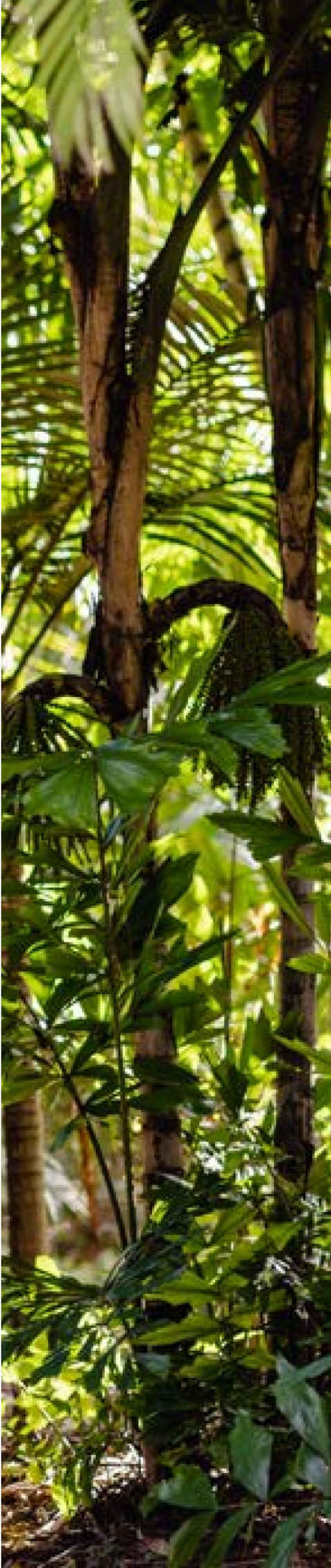
CQUniversity AUSTRALIA

Office of Indigeous Engagement

CONTENTS

ACKNOWLEDGMENT OF COUNTRY

We respectfully acknowledge the Traditional Custodians of the lands on which we work and learn. We pay respect to the First Nations peoples and their Elders, past, present and emerging for they hold the memories, the traditions, the cultures and hopes of Aboriginal and Torres Strait Islander peoples.

TORRES STRAIT ISLANDS

CAIRNS
Gimuy Walubara Yidinji and Yirriganydji

TOWNSVILLE
Bindal and Wulgurukaba

NORTHERN TERRITORY

QUEENSLAND
RUC 3
Dirranbandi, Maranoa, St George

MACKAY
Yuibera

EMERALD
Western Kanagoulu

ROCKHAMPTON
Darumbal

GLADSTONE
Bailai, Gurang, Gooreng Gooreng and Taribelang Bunda peoples

BUNDABERG
Bailai, Gurang, Gooreng Gooreng and Taribelang Bunda peoples

WESTERN AUSTRALIA
RUC 3
Geraldton, Karratha, Port Hedland

SOUTH AUSTRALIA
RUC 5
Berri, Kadina, Murray Bridge, Port Augusta, Port Pirie

BRISBANE
Turrbal, Jagera, Yuggera and Ugarapul

NEW SOUTH WALES
RUC 12
Broken Hill, Cooma, Goulburn, Grafton, Griffith, Kempsey, Leeton, Moree, Narrabri, Parkes, Southern Shoalhaven, Taree

PERTH
Wadjuk

ADELAIDE
Kaurna

SYDNEY
Gadigal of the Eora Nation

ACT

VICTORIA

MELBOURNE
Kulin

RUC 1
Wonthaggi

TASMANIA

Campus

RUC Regional University Centre Partnership

In teach-out mode, supporting current on-campus students and accepting online applications for 2022 onward.

Italicised: Traditional Owners

2 Multiple locations per city are indicated with a number.

FIRST NATIONS CULTURAL COMPETENCY FRAMEWORK

INTRODUCTION

The *First Nations Cultural Competency Framework* is a key commitment in CQUniversity's Innovate Reconciliation Action Plan July 2022 – July 2024. Developing cultural competency is foundational to ensuring that culturally safe practices are embedded into all areas of CQUniversity, and that graduates acquire the skills and attributes necessary to meet the cultural standards of their chosen profession. CQUniversity places a strong emphasis on offering students career-focused learning options that meet emerging industry requirements, as well as knowledge about the issues impacting their communities. We are also committed to improving workplace capacity by encouraging continual self-improvement that enables employees to meet their full potential. Cultural competency is a necessary part of supporting our employees and graduates to be highly capable of responding to changing workplace standards, and to the diverse needs of First Nations peoples and communities.

The *First Nations Cultural Competency Framework* is a university-wide approach to training and professional development. The Framework builds on programs already in place and provides options for staff and students to engage in learning that will enhance their skills and knowledge for application in various roles.

The Framework focuses on two areas:

» Staff professional development: to enhance employee capacity to provide culturally competent learning and teaching, research programs, and student support and service delivery.

» Student learning outcomes: to equip graduates with the requisite cross-cultural knowledge, skills and professional attributes that are increasingly in demand from employers and the wider community.

The Framework aims to facilitate positive change at all levels of CQUniversity and to realise our values of diversity, inclusion, equity and participation. Cultural competency places a strong emphasis on respecting and valuing the rich cultures of First Nations peoples across the University's multiple campuses and regions. It encourages stronger and more meaningful relationships between staff, students and the wider community, and supports the empowerment of First Nations peoples through greater participation in vocational and higher education (Frawley, Russell & Sherwood 2020). Cultural competency in teaching and learning can enhance student wellbeing and contribute to their success in terms of access, participation and completion of their courses and qualifications (Sherwood & Russell-Mundine 2017). Cross-cultural training will further expand CQUniversity's capacity to deliver services to people from diverse cultural and linguistic backgrounds, and to effectively manage and increase workforce diversity.

DEFINING CULTURAL COMPETENCY

Cultural competency is a broad concept that has been applied in multiple sectors, including tertiary education. Although there are variations to the term, CQUniversity has adopted a widely used definition of First Nations cultural competency provided by Universities Australia (2011 p.48):

Student and staff knowledge and understanding of Indigenous Australian cultures, histories and contemporary realities and awareness of Indigenous protocols, combined with the proficiency to engage and work effectively in Indigenous contexts congruent to the expectations of Indigenous Australian peoples. Cultural competence includes the ability to critically reflect on one's own culture and professional paradigms in order to understand its cultural limitations and effect positive change.

Cultural competency encompasses cultural awareness and cultural safety, along with a set of acquired skills and strategies for working confidently with First Nations stakeholders. For culturally competent learning and teaching, staff and students need to engage at the individual level, which involves more than just displaying tolerance towards First Nations peoples. It requires reflexive practice and critical evaluation of individual values and beliefs, as well as challenging the broader norms and values of society that relate to equality, discrimination and social justice (Universities Australia 2011). Cultural competency also necessitates leadership at the institutional level to make university governance systems, policies and management responsive to the needs of a diverse society (Pecci, Frawley & Nguyen 2020). Further, it involves an active decolonising of the curricula, and learning and research environments to accommodate the complex knowledge systems and cultural perspectives of First Nations Australians.

Embedding cultural competency at the institutional level is reliant upon enabling three inter-related dimensions (Universities Australia 2011):

» Individual: acquiring the knowledge, skills and attributes that enable individuals to work and communicate with diverse colleagues and stakeholders.

» Professional: continuous learning and professional development supported by standards that inform workplace behaviour and strong performance management.

» Organisational: building capabilities and resources to meet client diversity, and an environment that values and instils cultural competency as integral to business.
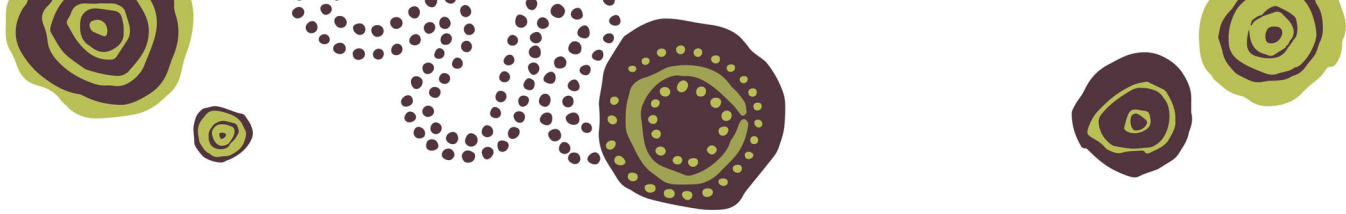
A MULTI-MODE APPROACH TO CULTURAL LEARNING AND COMPETENCY

Most approaches to cultural competency training and curricula include the general components of knowledge, attributes and skills (Russell 2020; Universities Australia 2011). These components are interrelated, and together are necessary to facilitate development of appropriate behaviours and practices. Knowledge and awareness of First Nations peoples' cultures and values must be integrated with professional attributes to enable the routine application of culturally competent practice in multiple contexts. Staff and students can be exposed to a series of learning options that will help prepare them for a variety of roles and be capable of delivering services in culturally responsive ways (Goerke, Taylor & Kickett 2015). Some of these skills can be gained in the classroom or through workshops, whereas others will be acquired through lived intercultural experience from working in the field or through interactive community-based programs (Ranzijn, McConnochie, Day, Nolan & Wharton 2008). Importantly, each approach alone is unlikely to be sufficient, and training needs to incorporate multiple strategies that encourage staff and students to participate in continuous learning towards culturally competent practice (Bainbridge, McCalman, Anton & Tsey 2015).

The Framework of knowledge, attributes and skills aims to support the learning needs of employees and students to progress sequentially through the levels or phases outlined in Figure 1: Cultural Awareness; Cultural Responsiveness and Safety; and Cultural Competency (adapted from Grote 2008).

FIGURE 1. **CULTURAL COMPETENCY MODEL**

CULTURAL AWARENESS

1. KNOWLEDGE AND UNDERSTANDING

CULTURAL SAFETY

2. CRITICAL EVALUATION OF NORMS AND VALUES

CULTURAL COMPETENCY

3. SKILLED PRACTICE AND ATTRIBUTES

INTRODUCTORY LEVEL: CULTURAL AWARENESS

Knowledge and understanding: This represents the individual cognitive dimension where the focus is on awareness and understanding of the histories, lived experiences, cultures and rights of First Nations peoples (Grote 2008; Universities Australia 2011). The aim is to expand knowledge and foster respect and recognition amongst staff and students of the diverse cultures of First Nations peoples, as well as the historical context to contemporary issues. Foundation programs include CQUniversity's First Nations cross-cultural training (online modules) available for all staff and students. Learning outcomes should contribute to a general understanding of the following:

» First Nations peoples' cultural diversity, beliefs, spirituality and kinship systems and the interconnectedness with land, family and community.

» First Nations peoples' experiences of colonialism in Australia, postcolonialism, government policies and related intergenerational impacts.

» Contemporary communities, and issues of concern to First Nations Australians.

» Human rights and self-determination, 1967 Referendum, land rights and Native Title, Aboriginal Deaths in Custody, Reconciliation, National Apology, Uluru Statement from the Heart: First Nations Voice to Parliament, treaty and truth-telling.

» Significance of cultural events and celebrations and the importance of applying cultural protocols and engagement protocols in various contexts.

INTERMEDIATE LEVEL: CULTURAL RESPONSIVENESS AND SAFETY

Critical evaluation of norms and values: This phase focuses on critical self-reflection of personal values and beliefs as well as critical evaluation of an individual's chosen profession, and its related practices. The aim is to recognise the norms and values that influence behaviours, as well as those aspects of the dominant culture that are often used as standards for all behaviour. The desired outcome is responsiveness and reflexivity to other cultural perspectives, and the capacity to understand and actively address issues of race and discrimination when working with First Nations peoples (Sherwood & Mohamed 2020). Programs for employees include training applied to their role, whilst students will learn through content embedded in the course curricula (see Appendix 1). Learning activities and outcomes to cover:

» Critical evaluation of practices in professions, and the dominance of Western knowledges, pedagogies and learning systems, and processes to decolonise.

» Capacity to identify and challenge one's own cultural assumptions and bias, and to recognise how others view the world through different cultural lenses.

» Understanding and responding to issues of race and discrimination, including institutional racism and stereotyping.

» Introduction to the provision of cultural safety in the workplace and culturally appropriate services, social and emotional wellbeing, and equal opportunity and access.

» Community engagement experiences to link teaching and research with local cultural traditions and to integrate First Nations perspectives into teaching and research.

ADVANCED LEVEL: CULTURAL COMPETENCY

Skilled practice and attributes: This applied phase will facilitate the application of professional skills and experience to function effectively and respectfully in an intercultural context. The focus is on the necessary skillsets and attributes required for professional engagement and communication that is responsive to the requirements of First Nations staff and students, and to external stakeholders. Strategies include learning programs for leadership, academic, and professional staff, as well as performance management processes to encourage culturally competent workplace practices, as outlined in Table 1 (see also Appendix 1). Students are to complete courses with accredited First Nations curriculum components, and options for professional experience and Work Integrated Learning (WIL), as outlined in Table 2. Curricula content and learning outcomes to cover:

» Cross-cultural communication skills and practising culturally appropriate engagement and service provision in various contexts, and with regard to the particular profession.

» Professional practices in supervising, working and allying with First Nations colleagues, students and stakeholders.

» Pedagogical learning and teaching approaches that integrate First Nations peoples' knowledge systems, and community based and experiential learning settings.

» Research design principles and methodologies, including First Nations-led, community benefit, empowerment, ethical conduct, language and communication protocols.

» Leadership strategies that facilitate social justice outcomes and cultural change, instill culturally responsive models of governance and workforce management, and enable negotiation of mutually beneficial research, training and commercial/business partnerships with First Nations entities.

TABLE 1. **STAFF CULTURAL COMPETENCY FRAMEWORK**

LEVEL	DEFINITION	LEARNING PROGRAMS/ACTIVITIES	OUTCOMES	CHANGE
Cultural knowledge and awareness	» General understanding of First Nations peoples' cultures, histories and contemporary realities and perspectives. » Recognising and understanding the cultural implications of behaviour.	**Introductory** 1. Online First Nations cross-cultural competency module. (Required – CQUniversity delivered). 2. Exercising cultural protocols in the workplace including Acknowledgment of Country, Welcome to Country and other actions. (Recommended). 3. Attendance at cultural events, National Reconciliation Week, NAIDOC Week, or community initiatives. (Recommended).	» Awareness and respect for cultures, truth-telling about Australian history, and issues of equity, justice and self-determination. » Recognition and respect for the cultural rights and traditions of First Nations peoples, and their importance in Australian society. » Recognition of the importance of engagement and relationship building and communicating with sensitivity.	**Increased understanding and respect**
Cultural responsiveness and safety	» Critical self-reflection of individual values and beliefs. » Critical reflection of the values, norms and biases of the profession and the dominant culture. » Integration of cultural knowledge and awareness into individual, professional and organisational behaviour.	**Intermediate** 4. Cultural competency short courses and workshops – oriented to academic, professional and leadership staff. (Required – CQUniversity delivered). 5. Anti-racism training. (Required – CQUniversity delivered). 6. Engagement with First Nations communities and/or organisations, including on-Country cultural programs. (Recommended).	» Responsive to the cultural rights and beliefs of First Nations peoples within service provision, teaching and research. Application of cultural safety in the learning and working environment. » Recognition of different forms of racism, racial discrimination policies, and application of appropriate responses. » Application of culturally appropriate protocols for engaging with diverse clients and communities. Wider cultural experiences.	**Changing behaviour and attitudes**
Cultural competency	» Routine application of culturally competent interventions and practices in teaching, research, service provision and governance. » Embedding cultural competency at the organisational level.	**Advanced** 7. **Teaching:** Postgraduate courses in First Nations learning and teaching (CQUniversity delivered); or other accredited courses. (Recommended). 8. **Research:** First Nations research workshops, human research ethics training, and supervisor training. (Recommended). 9. **Leadership:** Cultural competency leadership program (Required - included in Performance Excellence Program).	» Acquired professional skills in course design and teaching with First Nations content, combined with community grounded experience. » Acquired professional skills in supervision of undergraduate and Research Higher Degree (RHD) students, and principles and practices of First Nations research. » Acquired professional skills in leading and managing cultural diversity for institutional change and capacity building.	**Improved professional and organisational performance**

TABLE 2. **STUDENT CULTURAL COMPETENCY FRAMEWORK**

LEVEL	DEFINITION	LEARNING PROGRAMS/ACTIVITIES	OUTCOMES	CHANGE
Cultural knowledge and awareness	» Learning the elements of First Nations histories and contemporary realities. » Recognising and understanding the cultural implications of behaviour.	**Introductory** 1. Online student First Nations cross-cultural competency module. (Required — CQUniversity delivered). 2. Application of cultural protocols, including Acknowledgment of Country, Welcome to Country and other actions.	» Understanding and respect for cultures, truth-telling about Australian history, and issues of equity, justice and self-determination. » Recognition and respect for the cultural rights and traditions of First Nations peoples, and their importance in Australian society.	**Increased understanding and respect**
Cultural responsiveness and safety	» Critical self-reflection of individual values and beliefs. » Critical reflection of the values, norms and biases of the profession and the dominant culture. » Integration of knowledge and awareness into individual and professional behaviour.	**Intermediate** 3. Undergraduate/postgraduate: Completion of units in a course that integrate learning outcomes in First Nations cultural competency. (Required - CQUniversity delivered). 4. Research Higher Degree: Completion of research units incorporating First Nations methodologies. Human research ethics training. (Required - CQUniversity delivered). 5. Engagement in community events or other applied cultural experiences, including on-Country programs. (Recommended).	» Critical and applied learning aligned to the requirements of the course and employment sector. Professional practice and WIL in First Nations related context (where applicable). » Critical and applied learning of ethical conduct and principles of collaboration, empowerment and benefit of research conducted with, and led by, First Nations partners. » Application of culturally appropriate protocols for engaging with diverse clients and communities.	**Changing behaviour and attitudes**
Cultural competency	» Routine application of culturally competent interventions and practices into work-related contexts and professional practice.	**Graduate** 6. Undergraduate/postgraduate: Completion of courses with accredited curriculum in First Nations cultural competency. (Required). 7. Research Higher Degree: Application of First Nations research principles and ethics protocols in fieldwork, writing and publication. (Where appropriate)	» Graduates have developed the attitudes, knowledge and skills required to work effectively with First Nations peoples in diverse settings. » Graduates have acquired high-level knowledge and skills to conduct ethically sound research with First Nations partners in diverse settings.	**Improved professional performance**

(NB. The levels of student learning activity align with the CQUniversity Graduate Attributes, Aboriginal and Torres Strait Islander Cultures – see Appendix 1).

CONCLUSION

CQUniversity's *First Nations Cultural Competency Framework* is an institution level approach to staff and student professional learning that supports our vision to be Australia's most accessible, supportive and engaged university, recognised globally for innovative teaching and research excellence. The Framework provides a set of strategies, accompanied by applied training and resources to support our staff and students to develop their cultural knowledge and skills to excel at meeting the needs of First Nations peoples. Cultural competence can be informed by the constructs of knowing, being and doing; where knowing infers knowing and understanding history, culture, customs and beliefs; being implies awareness, authenticity and openness to examining one's own values and beliefs; and doing requires culturally appropriate action and behaviour (Martin 2003). An important element in this Framework is to grow pedagogical models that incorporate cultural knowledge and capabilities into the course curriculum, and various professional training offerings (Page, Trudgett & Bodkin-Andrews 2019). Developing and applying this curriculum aims to strengthen the delivery of teaching and research, provide culturally safe learning environments, and encourage greater collaboration with First Nations stakeholders and communities.

APPENDIX 1

LEARNING AND TRAINING PROGRAMS

CQUniversity's *First Nations Cultural Competency Framework* is a sector leading initiative to develop a range of education resources, available to all staff and students, and for commercialisation with industry and community partners. The Framework provides a series of learning modes and teaching resources to guide staff and students through the various levels. Training will comprise online modules and short courses (delivered as micro–credentials), workshops and applied engagement and experiences that aim to scaffold on knowledge and skills from introductory to advanced levels. Learning will be complemented by resources developed by CQUniversity, such as engagement guides, podcast series, videos, yarning circles, and webinars.

STAFF

Introductory level training is provided through the First Nations Cross Cultural Competency for CQUniversity Staff, delivered online as a non–credit bearing micro–credential on the 'Be Different' platform (see Table 3). The module commenced in 2020 and was developed through a partnership between the Office of Indigenous Engagement (OIE) and John Briggs Consulting. CQUniversity previously trialed delivery of face–to–face workshops in cultural competency, led by First Nations staff and external consultants.

Intermediate and advanced levels provide opportunities for staff to undertake further modules, workshops and courses offered by CQUniversity, as part of professional development. These aim to build on individual capabilities and knowledge through more focused delivery of training programs that meet the learning requirements of different staff, relative to their responsibilities. Programs are designed to be sequential in that knowledge gained in the initial levels will contribute to skills acquisition and application in a professional context. Staff will benefit from the receipt of micro–credential badging and other awards on completion. Workshops will complement the intermediate modules and focus on professional behaviours, attitudes and conduct in an intercultural context. Please note, courses and workshops are optional for First Nations staff, acknowledging their diverse skills and knowledge, with cultural safety a priority in all programs.

An important component to this learning experience is individual engagement and partnerships with First Nations stakeholders, organisations and/or businesses. Direct engagement can be through course and/or unit design and delivery (such as guest lecturers, course advisors and reviewers), education settings including student access and outreach programs, research partnerships, and through procurement, commercialisation and product development. Other recommended options are direct intercultural experiences by attending community events, such as NAIDOC Week, or completing on–Country immersion programs with Traditional Owners.

TABLE 3. STAFF PROFESSIONAL DEVELOPMENT PROGRAMS

LEARNING PROGRAMS	OUTLINE	TIMELINE
1. Introductory Level: Knowledge and Awareness. First Nations Cross Cultural Competency for CQUniversity Staff online module. Short program delivered as a non–credit bearing micro–credential.	Offers a concise introduction to the history and cultures of First Nations Australians, outlining the impacts of colonialism and government policies, and key stages in the quest for citizenship, land rights and self–determination. Module aims to foster a culturally safe workplace and learning environment and to equip non–Indigenous staff with the knowledge and skills to engage with their peers.	2020 onwards. Funded by ISSP and CQUniversity.
2. Intermediate Level: Cultural Responsiveness and Safety. Programs tailored to position and responsibilities with a focus on cultural reflexivity and skills development. Delivered online as micro–credentials, as well as cross–campus workshops.	**Academic:** critical engagement with norms, cultural bias and barriers in tertiary education; culturally safe learning, teaching and research practice; skills in cross–cultural communication; First Nations students' requirements around access, participation, completion and transition; and approaches to managing equity and racism/discrimination.	2023/24 onwards. Funded by HEPPP.
	Professional: critical engagement with norms, cultural bias and barriers in tertiary education; culturally safe service provision; skills in cross–cultural communication; First Nations staff and student requirements around services and support; and managing issues of equity and racism/discrimination.	2023/24 onwards. Funded by HEPPP.
	Leadership: critical engagement with norms, cultural bias and barriers in tertiary institutions; implementing culturally safe organisational management and governance systems; staff performance management; and delivery of equity and anti–racism/discrimination programs.	2023/24 onwards. Funded by HEPPP.
3. Advanced Level: Cultural Competency. Designed for expertise in applied culturally competent teaching, research and leadership. Delivered as professional courses, workshops, and seminars.	**Teaching:** Completion of courses including non–accredited Professional Certificate in First Nations Learning, History and Culture (offered in 2023), and/or other accredited courses or training.	2023 onwards. Funded via course fees.
	Research: Research staff are offered training in First Nations student supervisory skills delivered by Jilbay RHD Academy; as well as workshops and seminars on research methodologies, principles and practice of research engagement, and ethics of First Nations led research.	2023/24 onwards.
	Leadership: Programs to focus on transformative, values–driven, reflexive and moral leadership geared towards creating a more socially just and equitable university community; institutional change management, including education and praxis, governance and policy. To be integrated in the Performance Excellence Program (PEP).	2025 onwards.

STUDENTS

CQUniversity's Graduate Attributes include levels for Aboriginal and Torres Strait Islander Cultures (listed below) and are a required part of course learning outcomes. The Graduate Attributes support learning and teaching in cultural competency and align with this Framework, as outlined in Table 2 above.

Introductory Level: Develop an understanding and appreciation of Aboriginal and Torres Strait Islander peoples and culture in contemporary and historical contexts using the respectful and appropriate protocols and terminology.

Intermediate Level: Engage in reflective self–evaluation of own cultural values and perspectives to proactively create an inclusive workplace that affirms and celebrates cultural diversity.

Graduate Level: Display leadership by creating inclusive work environments and work with Aboriginal and Torres Strait Islander people in a culturally respectful manner.

At the introductory level students will complete the non–credit bearing module, First Nations Cross Cultural Competency for Students: It Starts with Understanding, commencing in 2023.

At intermediate and graduate levels, cultural competency is to be incorporated within the wider First Nations curriculum program at CQUniversity. The focus of First Nations curriculum development is embedding content at the course level, with integration of content in units through each year of a course. This provides flexibility for embedding specific learning activities, outcomes and assessments in cultural competency in appropriate units throughout a course, as well as offering professional practice and Work Integrated Learning (WIL) opportunities (Page, Trudgett & Bodkin–Andrews 2019). Each level is designed to be sequential so that knowledge gained in early years of a course provides scaffolding for development of critical awareness, skills acquisition and applied practice in later years.

Multiple opportunities are available for student engagement or experiential learning with First Nations organisations or businesses that enable cultural and professional interactions. Recommended options include attending community or other cultural events, on–Country immersion programs with Traditional Owners, or collaborating with community stakeholders, alumni and other representatives. These can be incorporated into unit learning activities and assessments, and students should be encouraged to participate through formal events and campus programs.

Table 4 provides an outline of student learning requirements related to course content and timelines. Please note, curriculum content and learning and teaching methods need to ensure the cultural safety of First Nations students, and their participation in particular learning activities should be optional.

TABLE 4. STUDENT LEARNING AND CURRICULUM CONTENT

LEARNING PROGRAMS	OUTLINE	TIMELINE
1. **Introductory Level: Knowledge and Awareness.** First Nations Cross Cultural Competency for Students: It Starts with Understanding. Short online module delivered as a non-credit bearing micro-credential.	Provides an overview of cultures and histories of First Nations peoples in the Australian context, outlining the impacts of colonialism and government policies, and key stages in the quest for citizenship, land rights and self–determination. Offers an introduction to cultural awareness and safety and concludes with a short quiz. Flexible delivery allows the module to be integrated into units or at the commencement of a course or study program.	2023 onwards. Funded by CQUniversity.
2. **Intermediate Level: Cultural Responsiveness and Safety.** Integrated into the course curriculum. Learning activities, outcomes and assessments included in appropriate units throughout a course.	**Undergraduate and postgraduate:** Embedded and accredited content that enables students to acquire the skills base, critical thinking, and attributes proficient for working with First Nations peoples in diverse settings. Learning activities and outcomes to cover contemporary First Nations topics; critical engagement with norms and cultural bias in the discipline; cross–cultural engagement skills; application of culturally competent professional practices; approaches to managing equity and racism/discrimination; and WIL options where appropriate.	2023 onwards. Funded by CQUniversity course fees.
	Research Higher Degree and undergraduate honours: Research programs to incorporate topics in First Nations methodologies and principles for culturally competent research with First Nations partners, as well as human research ethics training. Material will be aligned with the NHMRC and AIATSIS protocols and associated guides for research in Australia. (Students undertaking research with First Nations partners should complete these components).	2023 onwards. Funded by CQUniversity course fees.
3. **Graduate Level: Cultural Competency.**	**Undergraduate and postgraduate:** Completion of courses with accredited First Nations cultural competency content.	2025 onwards.
	Research Higher Degree: Advanced courses and/or attendance at workshops/seminars in First Nations research practice offered by the Jawun Research Centre, Schools and other Research Centres or through accredited external programs.	2023/24 onwards.

CURRENT RESOURCES AND INITIATIVES

CQUniversity provides a range of multimedia, guides, programs and other products to support staff and students in culturally competent learning, teaching, engagement and student support. These resources are an important part of embedding First Nations cultural safety and competency at the institutional level, and to encourage a wider cultural exchange across our campuses. Additional resources will be developed to support implementation of the Framework.

Acknowledgement of Country videos are an excellent addition for use across the CQUniversity footprint and recommended prior to the commencement of events, lectures, seminars and webinars. The series of inspiring videos explain the meaning of the term 'Country' for First Nations peoples.

Talking Culture podcasts are a great learning and teaching resource available for listening by all staff and students. The podcasts feature one-on-one interviews with First Nations individuals who share stories of how their culture and heritage plays a part in their private and professional lives.

First Nations Community Engagement: Industry Guide Phase 1 exemplifies approaches to culturally appropriate community engagement while sharing strategies for best practice industry engagement with communities. The Guide was developed in collaboration with industry partners and offers a valuable resource for teaching into multiple courses, and to inform research programs and commercialisation.

Jilbay Research Higher Degree Academy delivers RHD supervisor training convened by experienced academics through an online workshop. The workshops focus on cultural guidance and protocols when conducting research with First Nations peoples.

Indigenous Student Engagement Team provide mentoring and advice regarding university services available to First Nations students. Services include tutoring programs, guidance on scholarships, cultural advocacy, safe learning assistance, basic program information and referrals. An excellent example is the Dare 2 Be Deadly (D2BD) Student Journey, a culturally safe program that aims to meet the cultural needs of each student.

Social and Emotional Wellbeing Services offer a wide range of counselling and support programs to advance the social and emotional wellbeing of students, including mental health training, yarning circles and managing stress and workloads.

Culturally Safe Space and Place Guidelines showcase CQUniversity's commitment to enhancing cultural safety through the establishment of dedicated Cultural Space and Place at various campuses. Spaces are co–designed with local First Nations communities and aim to be welcoming and supportive of the social and emotional wellbeing of First Nations students, staff, alumni, and visitors.

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BILLABONG CAMP ARTWORK STORY

Billabong Camp depicts time-worn tracks that lead to a shady place of water, where clans gather under paperbark trees after a long, hot journey. The design places people at its centre – referencing students, researchers, people and community. Tracks to a place by water and paperbark trees symbolises the energising, holistic values of the learning journey.

The motifs depict people, tracks and meeting places; a story that relates to each individual, on a journey that holds limitless pathways of learning, growth, and connection.

Billabong Camp

Designed for the CQUniversity Office of Indigenous Engagement (OIE) by Balarinji, Sydney, Australia

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