



**Australian Government**

**Department of Education, Employment and Workplace Relations**

# **ICAICT212A Incorporate Indigenous needs and perspectives into IT environment**

**Release: 1**

## ICAICT212A Incorporate Indigenous needs and perspectives into IT environment

### Modification History

Release	Comments
Release 1	This Unit first released with <i>ICAI1 Information and Communications Technology Training Package version 1.0</i>

### Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to use information technology (IT) to meet the specific needs of Indigenous learners.

Note: delivery and assessment against this unit of competency must comply with Indigenous community protocols and guidelines and be supported by Elders or custodians of Country.

### Application of the Unit

This unit applies to people working with Indigenous people and communities requiring the information and communications technology (ICT) skills to use the communication technologies, software applications and hardware solutions being used, and to research and discuss possible alternative IT solutions.

### Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement but users should confirm requirements with the relevant federal, state or territory authority.

### Pre-Requisites

Not applicable.

### Employability Skills Information

This unit contains employability skills.

## Elements and Performance Criteria Pre-Content

Element	Performance Criteria
<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>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.</i>

## Elements and Performance Criteria

1. Identify the use of IT systems in the Indigenous community	<p>1.1 Identify local community organisations, including <b><i>Indigenous community organisations</i></b> and other <b><i>relevant Indigenous and related agencies</i></b>, that use IT</p> <p>1.2 Determine specific <b><i>Indigenous learning styles</i></b> and <b><i>knowledge systems</i></b> that impact on the use of IT in an Indigenous community</p> <p>1.3 Identify the most common <b><i>communication technologies, software applications</i></b> and <b><i>hardware solutions</i></b> used in the local community</p> <p>1.4 Describe the use of IT in local community organisations, including Indigenous community organisations and other relevant bodies</p>
2. Identify and use specific IT resources relevant to Indigenous people	<p>2.1 Identify a range of methods of accessing Indigenous and non-Indigenous electronic resources for research and learning</p> <p>2.2 Identify and access relevant <b><i>Indigenous and IT websites</i></b> and other online resources</p> <p>2.3 Following community consultation, discuss and compare the relevance of a range of Indigenous websites to Indigenous communities</p>
3. Identify appropriate IT resources to meet the needs of Indigenous people and communities	<p>3.1 Use the most common local communication technologies, software applications and hardware solutions</p> <p>3.2 Research and identify possible alternative communication technologies, software applications and hardware solutions</p> <p>3.3 Discuss most appropriate IT resources with local Indigenous community, to meet Indigenous individual and community needs</p>

## Required Skills and Knowledge

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

### Required skills

- basic research skills to identify alternative communication, software and hardware solutions
- communication skills to:
  - communicate with peers and supervisors
  - seek assistance and expert advice
- literacy skills to:
  - read and write at a basic level
  - use computer or online help functions
- problem-solving skills to address basic computer problems
- technical skills to:
  - access and use the internet
  - operate a personal computer (PC)
  - use basic application packages
  - use PC peripheral hardware.

### Required knowledge

- basic knowledge of operating system, hardware and software products
- ergonomic principles to avoid back, wrist and eye strain
- OHS principles and responsibilities relating to IT specific to Indigenous community customs and practices.

## 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.*

<b>Overview of assessment</b>	
<b>Critical aspects for assessment and evidence required to demonstrate competency in this unit</b>	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> <li>• identify common communication technologies, software applications and hardware solutions used in the local Indigenous community</li> <li>• identify specific Indigenous customs and practices that impact on the use of IT within the community</li> <li>• use current communication technologies, software applications and hardware solutions</li> <li>• identify and discuss possible alternative IT solutions.</li> </ul>
<b>Context of and specific resources for assessment</b>	<p>Assessment must ensure access to:</p> <ul style="list-style-type: none"> <li>• PC</li> <li>• relevant hardware components</li> <li>• OHS standards and organisational policies and procedures</li> <li>• relevant software applications</li> <li>• common communication technologies</li> <li>• appropriate learning and assessment support when required</li> <li>• modified equipment for people with special needs.</li> </ul>
<b>Method of assessment</b>	<p>A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:</p> <ul style="list-style-type: none"> <li>• verbal questioning of candidate to assess knowledge of common communication technologies, software applications and hardware solutions used in the local Indigenous community</li> <li>• direct observation of candidate using common communication technologies, software applications and hardware solutions used in the local Indigenous community.</li> </ul>
<b>Guidance information for assessment</b>	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, where appropriate.</p> <p>Assessment processes and techniques must be culturally appropriate, and suitable to the communication skill level, language, literacy and numeracy capacity of the candidate and the work being performed.</p>

	<p>Indigenous people and other people from a non-English speaking background may need additional support.</p> <p>In cases where practical assessment is used it should be combined with targeted questioning to assess required knowledge.</p>
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## 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.*

<p><b><i>Indigenous community organisations</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• Aboriginal businesses</li> <li>• Aboriginal Land Councils</li> <li>• educational groups</li> <li>• Indigenous Coordination Centres (ICC)</li> <li>• multi-purpose centres</li> <li>• Tribal Councils.</li> </ul>
<p><b><i>Relevant Indigenous and related agencies</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• Australian Bureau of Statistics</li> <li>• Centrelink</li> <li>• Department of Housing</li> <li>• education</li> <li>• government departments</li> <li>• internet providers.</li> </ul>
<p><b><i>Indigenous learning styles</i></b> are generally characterised by cultural learning practices, including:</p>	<ul style="list-style-type: none"> <li>• emphasis on looking, listening and learning</li> <li>• learning independently or in a family group</li> <li>• observation, imitation and participation</li> <li>• practical exercises</li> <li>• privately or in small groups</li> <li>• ensuring collective progression</li> <li>• using procedural questions</li> <li>• visual interpretation.</li> </ul>
<p><b><i>Indigenous knowledge systems</i></b> may include:</p>	<ul style="list-style-type: none"> <li>• being only available according to gender</li> <li>• being only available according to societal roles</li> <li>• ceremony</li> <li>• expression through cultural practices</li> <li>• knowledge of astronomy</li> <li>• lore or law</li> <li>• being maintained via Dreaming and creation stories</li> <li>• oral language transference</li> <li>• organisation through relationship and kinship ties</li> <li>• sacred and secret sites</li> <li>• social relationships</li> <li>• specific detail of Country</li> <li>• the Dreaming</li> <li>• ways that knowledge is maintained, such as through</li> </ul>

	gatherings.
<b>Communication technologies</b> may include:	<ul style="list-style-type: none"> <li>• cable connections</li> <li>• internet service provider (ISP) connection properties</li> <li>• satellite connections</li> <li>• wireless system (wi-fi), such as a combination of: <ul style="list-style-type: none"> <li>• digital subscriber line (DSL) modems</li> <li>• wi-fi network cards</li> <li>• wireless routers.</li> </ul> </li> </ul>
<b>Software applications</b> may include:	<ul style="list-style-type: none"> <li>• databases</li> <li>• email</li> <li>• graphics packages</li> <li>• internet browsers</li> <li>• spreadsheets</li> <li>• system browsers</li> <li>• word-processing.</li> </ul>
<b>Hardware solutions</b> may include:	<ul style="list-style-type: none"> <li>• Bluetooth device</li> <li>• fax and modem</li> <li>• keyboard</li> <li>• laptop</li> <li>• mobile phone</li> <li>• monitor</li> <li>• mouse</li> <li>• multimedia kit</li> <li>• PC</li> <li>• personal digital assistant (PDA), such as palmtop</li> <li>• printer</li> <li>• scanner</li> <li>• speaker</li> <li>• tape cartridge</li> <li>• universal serial bus (USB) device</li> <li>• wi-fi router.</li> </ul>
<b>Indigenous and IT websites</b> may include:	<ul style="list-style-type: none"> <li>• Aboriginal Affairs NSW Department of Human Services</li> <li>• Australian Apprenticeship Training Information Service</li> <li>• Australian Computer Society, ICT careers portal</li> <li>• Australian PC Authority</li> <li>• Department of Education, Employment and Workplace Relations, Indigenous portal</li> <li>• Department of Education, Employment and Workplace Relations, training skills for Indigenous students</li> <li>• Indigenous portal - Australian government services for Indigenous people</li> </ul>



	<ul style="list-style-type: none"><li>• Koori Mail newspaper</li><li>• National Indigenous Times newspaper</li><li>• NSW Aboriginal Education Consultative Group Incorporated website</li><li>• National Aboriginal Torres Strait Islander website</li><li>• NSW Department of Aboriginal Affairs</li><li>• PC World Australia.</li></ul>
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## **Unit Sector(s)**

General ICT