



REGISTERED NATIONAL STANDARD

UNIT OF COMPETENCY

Title:	Professionalism in the workplace		
TQF Level:	2	Credits:	5
Version:	II		
National standard code:	NS052-02		
Associated qualification (and code):	<ol style="list-style-type: none"> 1. National Certificate in Aged Community Care Level 2 (QR-02-NQ-006-01-0915-21-01) 2. National Certificate in Work Readiness and Employability Skills Level 2 (TBC) 3. National Certificate in Work Readiness and Employability Skills Level 3 (TBC) 		
Approval date:	17 June 2021	Review date:	17 June 2026
Purpose:	<p>This unit standard describes the skills and knowledge required to work effectively and present oneself professionally as an employee within the workplace.</p> <p>Persons credited with this unit are able to describe and demonstrate factors, which contribute to positive working relationships and show employability skills required in any working environment.</p>		

Learning Outcome 1 (LO1)	Review factors that contribute to positive working relationships
Performance standards	<p>1.1 Identify personal skills and attributes known as employability skills that will prepare you for employment;</p> <p>1.2 Describe workplace examples for each of the employability skills;</p> <p>1.3 Identify behaviours that demonstrate one’s reliability as an employee;</p> <p>1.4 Describe how poor time management of employees affects the industry; and</p> <p>1.5 Identify attitudes and behaviours that contribute to positive working relationships.</p>
Learning Outcome 2 (LO2)	Organise work schedule
Performance Standards	<p>2.1 Identify relationship between a worker’s own work goals and plans and organisational goals and plans;</p> <p>2.2 Describe time management techniques and strategies;</p> <p>2.3 Describe what is involved in planning work tasks within allocated timeframes;</p> <p>2.4 Identify factors or potential barriers that may affect work plans; and</p> <p>2.5 Describe benefits of reviewing work performance and seeking feedback.</p>
Learning Outcome 3 (LO3)	Identify rights and responsibilities within the workplace
Performance standards	<p>3.1 Identify a range of responsibilities that all employers have in the workplace;</p> <p>3.2 Describe responsibilities of an employee in the workplace;</p> <p>3.3 Describe rights that an employee has in the workplace;</p> <p>3.4 Explain behaviours that are not appropriate within the workplace by an employee; and</p> <p>3.5 Identify the implications of inappropriate behaviour in the workplace by an employee.</p>
Learning Outcome 4 (LO4)	Respond to workplace problems.

Performance standards	<p>4.1 Identify a possible routine workplace problem;</p> <p>4.2 Identify internal and external factors contributing to the selected workplace problem in 4.1 including potential barriers that may hinder problem solving;</p> <p>4.3 Describe suitable problem-solving strategies for the situation;</p> <p>4.4 Apply problem solving strategies to the routine workplace problem; and</p> <p>4.5 Evaluate the problem-solving strategies in 4.4 and discuss if changes are required for continuous improvement.</p>
Learning Outcome 5 (LO5)	Review own work performance for continuous improvement
Performance standards	<p>5.1 Reflect on one’s own work performance to identify areas that may require improvement;</p> <p>5.2 Seek feedback on effectiveness of own workplace performance;</p> <p>5.3 Identify areas for skill and knowledge development; and</p> <p>5.4 Describe strategies that can be used to improve one’s work performance.</p>
Pre-requisites	N/A
Co-requisites	N/A
Underpinning skills and knowledge	<p>The following skills and knowledge underpin this unit standard:</p> <ul style="list-style-type: none"> • Employability skills that will prepare learners for employment. Must include the following: <i>communication skills, problem-solving, teamwork, initiative, planning and organizing, and self-management;</i> • Behaviours that demonstrate reliability, including: <i>punctuality, attendance, notifying absences, completion of tasks on time, honesty, personal presentation;</i> • Responsibilities of an employer in the workplace, including: <i>providing a safe working environment, clear guidelines, policies and procedures in place, personal protective equipment (PPE) for employees where appropriate, pay wages according to legal requirements, treat employees fairly and respectfully;</i> • Responsibilities and rights of an employee, including: <i>following policies and procedures in the workplace, wearing supplied PPE, following code of conduct, being accountable for one’s actions, have a right to have PPE supplied, be paid appropriately, work in a safe work environment, workplace free from discrimination; and</i>

	<ul style="list-style-type: none"> • Behaviours that are not appropriate in the workplace, including: <i>rudeness to a customer/client, not completing work requirements, not following health and safety procedures, inappropriately dressed, late for work regularly, too many days absent, using bad language.</i>
<p>Suggested assessment methods</p>	<p><u>Methods of assessment:</u></p> <ol style="list-style-type: none"> 1. A range of assessment methods should be used to assess students' knowledge and application of skills. May include but not restricted to the following: <ol style="list-style-type: none"> a) Direct observation of students – may include role play, work; placement, demonstrations; b) Written questions; c) One-on-one verbal questions; d) Written report; e) Review of work placement reports – signed off by; assessor/workplace supervisor; and f) Portfolio. 2. Use <i>integrative assessment</i>. Since learning outcome 5 (LO5) targets experience in the real workplace, it is recommended that the assessment of this learning outcome is integrated with the assessment for other units which also require their assessment carried out in the real workplace. For example, in the <i>National Certificate in Aged Community Care Level 2</i>, the assessment of LO5 can be integrated into the assessment of either unit NS058-03 or NS057-03 which also the require real workplace context. Where different trainers are responsible for teaching these units, individual trainers are advised to negotiate this integration of assessment and how it could be best achieved. <p><i>Note:</i></p> <p>Reasonable adjustment can be made to the assessment tasks to ensure equity in assessment. If a student is identified to have, a particular need reasonable adjustment may be considered.</p> <p>Please refer below to section on Requirements to complete this unit for more information on assessment</p>
<p>Resource requirements</p>	<p>Classroom, classroom furniture, white/blackboard, tables or benches, chairs, student notice boards, whiteboard markers, butchers paper / coloured card or spare paper and pens for group activities.</p>

<p>Moderation arrangements</p>	<p>Provider Institutions are responsible for moderation arrangements to ensure consistency in assessments. Moderation process must be approved by TNQAB.</p>
<p>Requirements to complete this unit</p>	<p>There are five learning outcomes and 24 performance standards to measure competence.</p> <p>To demonstrate competence in this unit, a candidate of assessment:</p> <ol style="list-style-type: none"> 1. Must achieve every learning outcome to fulfill the requirements of the unit standard; 2. Is eligible to 3 attempts on their assessments. Should the first attempt be unsatisfactory, reassessments must be completed within 14 days of their first attempt.
<p>Important notes and definitions</p>	<p><u>Notes:</u></p> <ol style="list-style-type: none"> 1. Application of this unit should be contextualised within the qualification in which it is being delivered to reflect specific workplace requirements and practices; 2. Reasonable adjustment can be made to the assessment tasks to ensure equity in assessment. If a student is identified to have, a particular need reasonable adjustment may be considered. 3. Training providers are encouraged to invite guest speakers from the community to speak to students on relevant topics and concepts (e.g., Employer-employee relationships, etc.) 4. Training providers are encouraged to reinforce the logical connections between the competencies in this unit and those covered in other units. <p><u>Definitions:</u></p> <ol style="list-style-type: none"> 1. <i>Employability skills</i>: are the key skills and personal attributes needed to enter and thrive in the workplace. They are transferable skills that we take with us from one work situation to another. Employability skills include what employers think makes a good employee. These skills include: communication, team work, problem solving, initiative and enterprise, planning and organizing, self-management, learning skills and technology 2. <i>Personal protective equipment (PPE)</i>: is any equipment worn to minimize exposure to hazards that cause serious workplace injuries and illnesses.

	<p>PPE is a vital part of infection control procedures used to protect workers and prevent the spread of germs to others.</p> <ol style="list-style-type: none"> 3. <i>Continuous improvement</i>: a process of striving to better the service being offered by the organisation or the support worker. 4. <i>Integrative assessment</i> - is an assessment design that seeks to combine students' learning from multiple units, modules and/or levels into a single assessment.
<p>Public comments on unit</p>	<p>Please contact TNQAB National Qualifications Unit (email EnquireNQ@tnqab.to or Telephone 28136) if you like to discuss or suggest changes to the details of this unit.</p>