



REGISTERED NATIONAL STANDARD

UNIT OF COMPETENCY

Title:	Adapting to new living and work environments.				
TQF Level:	3	Credits:	7 credits	Version:	1
National standard code:	NS068-03				
Associated qualification (and code):	National Certificate in Work-readiness and Employability skills Level 2				
Approval date:	TBC		Review date:	TBC	
Purpose:	<p>A graduate of this unit will be able to:</p> <ol style="list-style-type: none"> 1. Understand and demonstrate positive self attributes that contribute to developing the common good within the workplace and community. <i>[Range of attributes may include but not limited to: positive self-identity, sense of dignity, associate well within the community, solidarity with and integrity of creation].</i> 2. Demonstrate <i>cultural sensitivity</i> and an awareness of <i>cultural diversity</i>. 3. Demonstrate the love of oneself, all of nature and its creation. 				

Learning Outcome 1 (LO1)	Demonstrate <i>positive self-identity</i>
Performance standards	<p>1.1 Describe orally or in writing the meaning of the following terms: <i>identity, self-identity, and positive self-identity</i>;</p> <p>1.2 Describe orally or in writing the relation of identity to oneself;</p> <p>1.3 Explain orally or in writing how one’s self-identity may impact others;</p> <p>1.4 Identify specific factors in one’s life which can influence his/her identity (both negatively and positively).</p> <p>1.5 Describe orally or in writing how one can improve his or her <i>self-identity</i>;</p> <p>1.6 Justify the strategy (or strategies) described in 1.5 above.</p> <p>1.7 Provide objective evidence that one is able to demonstrate <i>positive self-identity</i>.</p>
Learning Outcome 2 (LO2)	Demonstrate understanding of <i>human dignity</i>
Performance Standards	<p>2.1 Define the term <i>human dignity</i>;</p> <p>2.2 Describe orally or in writing the difference between <i>respect</i> and <i>dignity</i>;</p> <p>2.3 Use examples from one’s own experience to explain, orally or in writing, how his/her values and beliefs influence their perception of human dignity;</p> <p>2.4 Explain to others, orally or in writing why it is important to understand the values, belief and dignity of other people;</p> <p>2.5 Describe orally or in writing how having an understanding of others’ values, belief and dignity could improve living in social groups (such as in a work team, family, community, etc.);</p> <p>2.6 Provide objective evidence that one is able to demonstrate understanding of human dignity and treat others with dignity.</p>
Learning Outcome 3 (LO3)	Demonstrate an understanding of the concept of <i>community</i> .
Performance standards	<p>3.1 Describe orally or in writing the meaning of <i>community</i>;</p> <p>3.2 Describe orally or in writing some of the advantages and disadvantages of living within a community;</p> <p>3.3 Describe orally or in writing the relationship between community and <i>the common good</i>;</p> <p>3.4 Describe orally or in writing what may happen when the community does not create the common good;</p>

	3.5 Provide objective evidence of how one is able to contribute to the common good within their community (e.g., hostel, village, etc.).
Learning Outcome 4 (LO4)	Demonstrate <i>solidarity</i>
Performance standards	<p>4.1 Describe orally or in writing the meaning of <i>solidarity</i>;</p> <p>4.2 Describe orally or in writing how to show solidarity in the workplace or community;</p> <p>4.3 Describe orally or in writing the relationship between solidarity and teamwork;</p> <p>4.4 Identify from own experience examples of one's solidarity in the community or workplace.</p> <p>4.5 Explain, orally or in writing how solidarity in the workplace can contribute to quality performance in the workplace;</p> <p>4.6 Provide objective evidence that one is able to demonstrate solidarity within the workplace or community.</p>
Learning Outcomes 5 (LO5)	Demonstrate understanding of <i>culture shock</i> .
Performance standards	<p>5.1 Define the terms <i>culture shock</i> and <i>emotional insecurity</i>;</p> <p>5.2 Share their thoughts on the relationships between <i>culture shock</i> and <i>emotional insecurity</i>.</p> <p>5.3 Identify orally or in writing situations in life that can cause culture shock;</p> <p>5.4 Describe, orally or in writing, strategies one could use to manage culture shock.</p> <p><i>[Range strategies: learning the language of adopted country/community/workplace, understanding the main cultural differences between one's own culture (home country, community, workplace) and the culture of adopted country/community/workplace, being open minded, being patient, taking time off and engage in activities one is more familiar with (e.g., being with friends, fellow countrymen and women; communicate with family members, etc.)]</i></p> <p>5.5 Explain, orally or in writing, why at least two (2) of the strategies described in 5.4 can help manage culture shock.</p> <p>5.6 Provide objective evidence that one understands the concept of <i>culture shock</i>.</p>
Learning outcomes 6 (LO6)	Demonstrate understanding of maintaining good <i>personal health and safety</i> in a new living and work environment.

	<p>6.1 Describe orally or in writing the meaning of <i>personal health and safety</i> in a new living and work environment (e.g., workplace);</p> <p>6.2 Describe orally or in writing the importance of taking care of one’s personal health and safety in a new living and work environment (e.g., workplace);</p> <p>6.3 Describe orally or in writing the characteristics and/or outlook of someone who takes proper care of his/her personal health and safety in a new living and work environment (e.g., workplace);</p> <p>6.4 Describe orally or in writing the likely consequences of poor personal health and safety in a new living and work environment (e.g., workplace);</p> <p>6.5 Describe orally or in writing how to maintain good personal health and safety in a new living and work environment (e.g., workplace);</p> <p>6.6 Provide objective evidence that one is able to demonstrate good personal health and safety within a new living and work environment (e.g., workplace).</p>
Pre-requisites	N/A
Co-requisites	N/A
Underpinning skill and knowledge	<p>Knowledge</p> <ul style="list-style-type: none"> • Tongan society, environment, culture and traditions • Hierarchy in Tongan society (family, society, community, and workplace) • Tongan values and beliefs • Self, identity, dignity, • Community • Social group • Social cohesion • Personal hygiene and safety • Pastoral care • Adaptation to new cultures • Culture shock • Human emotions • Emotional security and insecurity • The workplace – Tongan and overseas <p>Skills</p> <ul style="list-style-type: none"> • Using modern information, communication and technologies (ICTs) especially the computer and internet; • Speak and write Tongan • Reflective thinking and discourse

	<ul style="list-style-type: none"> • Workplace health and safety • Adjusting to changes in environment, culture and traditions.
<p>Assessment requirements</p>	<p><u>Assessment methods:</u> It is recommended to use a diversity of methods to assess learning. Trainers and assessors can choose from the following:</p> <ol style="list-style-type: none"> Observation (<i>Siofi mo vakai'i ha taukei oku lolotonga fakahoko</i>) Interview (<i>Talifehúí lea</i>) Drama, roleplay or simulations (<i>Fa'ifa'itaki ha ngaue pe talanoa fakatātā</i>) Seminar (<i>Fai ha lea</i>) Reflection writing (<i>Fa'utohi-valoki</i>) Portfolio of evidence (<i>Tohinoa tanaki'anga fakama'oni</i>) Scenarios (<i>Veteki ha fo'i palopalema</i>) Written assessment (<i>sivi-tohi, fa'u pepa, pe maau</i>) <p><u>Suggested assessment contexts:</u></p> <ol style="list-style-type: none"> Students can be assessed in the workplace or in the training venue using simulations that reflect real-world contexts; Students must provide effective evidence of their attainment of all LOs; Use a Portfolio of evidence to assess PSs 1.7, 2.6, 3.5, 4.6, 5.6 and 6.6; To demonstrate competence in this unit, a student must achieve all learning outcomes to fulfill the requirements of the unit standard; A candidate of assessment is eligible up to 3 attempts on their assessments. Should the first attempt be unsatisfactory, re-assessments must be completed within 14 days of the completion of the first assessment.
<p>Moderation arrangements</p>	<p>Training providers are required to:</p> <ol style="list-style-type: none"> use their existing moderation processes to moderate the assessment in this unit; plan their assessment and moderation and submit these plans to TNQAB for approval before they are implemented. Assessment and moderation plan forms are available on request from TNQAB.
<p>Resource requirements</p>	<ol style="list-style-type: none"> Relevant printed resources including but not restricted to: <ol style="list-style-type: none"> <i>Tonga employment relations Bill/Act</i> <i>Australia employment Act or Australia Workplace Relations Act</i> <i>New Zealand employment Act;</i> Relevant Power Point presentations Chalkboard, White board & Markers

	<ol style="list-style-type: none"> 4. Relevant video clips 5. Student and staff computers with internet access 6. Student and staff work stations (Tables and chairs) 7. Student and staff stationery (Books, Pens, Charts, blue tack)
<p>Requirements to complete this unit</p>	<p>Demonstrate attainment of all learning outcomes</p>
<p>Important notes and definitions</p>	<p><u>Notes:</u></p> <ol style="list-style-type: none"> 1. Assessment and moderation plan forms are available on request from TNQAB. 2. Training providers are encouraged to invite guest speakers from the community to speak to students on relevant topics and concepts (e.g., <i>Culture, Solidarity with and integrity of creation</i>, etc.) <p><u>Definitions:</u></p> <ol style="list-style-type: none"> 1. <i>Community</i>: refers to people who live in one particular area because of their common interests, social group or nationality; 2. <i>Culture shock</i>: a feeling of confusion felt by someone visiting a country or place that is so new. 3. <i>Culture</i>: can be defined as the way of life of a group of people. This ‘group of people’ can refer to those who live in a particular place (country, island, town or village) or those that attend the same school or go to the same workplace, etc. 4. <i>Dignity</i>: The importance and value that a person has, that makes other people respect them or makes them respect themselves (Cambridge Dictionary); 5. <i>Emotional insecurity</i>: The instability of an individual’s emotional state. Or Is a feeling of general unease or nervousness that may triggered by perceiving of oneself to be vulnerable 6. <i>Human dignity</i>: is the belief that we, as human beings, have a special value simply because we are humans, and as such are worthy of respect. At the centre of our Christian belief is the recognition that humans (not just us Christians but all humans) are the most esteemed creation of God and that we are created in God’s own image, as stated in Genesis 1:27. This is the foundation of human dignity. This has also been recognized in the UN Declaration of Human Rights, Article 1 which states “All human beings are born free and equal in dignity and rights”. 7. <i>Identity</i>: refers to an individual’s comprehension of him or herself as an individual. It refers to how a person answers the question “Who am I?” 8. <i>Personal health and safety</i>: A person’s state of being healthy and safe from harm and danger. 9. <i>Positive self-identity</i>: an optimistic perception of oneself or a healthy sense of self and what one can and cannot do.

	<p>10. <i>Self-identity</i>: refers to stable and prominent aspects of one’s self-perception. As we mature, we are in a special developmental stage to develop self-identity. People tend to demonstrate behaviours which reflect their self-identity. For example: Sione is born, and through social interactions, he becomes aware that honesty is a good virtue and thus very appealing to him. As he grows up, he constantly tries to be as honest as he can and this is reflected through his deeds and words. Sione is now perceived an honest man. ‘Sione is an honest man’ is Sione’s self-identity.</p> <p>11. <i>Social cohesion</i>: refers to the bonding through relationships and the sense of solidarity among members of a social group (workplace, family, community, etc.).</p> <p>12. <i>Solidarity</i>: refers to the unity or agreement of feeling or action amongst members of a social group. Also refers to the mutual support between group members.</p>
<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>