



## REGISTERED NATIONAL STANDARD

### UNIT OF COMPETENCY

<b>Title:</b>	<b>Work effectively in the workplace</b>		
	<p><u>Note:</u> A mapping exercise conducted by the developer(s) of this unit of competency has confirmed comparability to units of competency <i>FSKLRG011 Use routine strategies for work-related learning</i>, <i>BSBPEF202 - Plan and apply time management</i> and <i>BSBTWK201 Work effectively with others</i> in the Australia Training Package.</p>		
<b>TQF Level:</b>	3	<b>Credits:</b>	10
		<b>Version:</b>	1
<b>National standard code:</b>	NS077-03		
<b>Associated qualification (and code):</b>	National Certificate in Work-readiness and Employability skills Level 3		
<b>Approval date:</b>	TBC		<b>Review date:</b> TBC
<b>Purpose:</b>	<p>This unit describes the skills and knowledge and attitude required to work effectively in the workplace. It includes the capacity to perform routine tasks relevant to the workplace with minimal supervision, to work effectively in a team, and to follow effective learning pathways in the workplace.</p> <p>The unit applies to those who require fundamental employability skills to carry out own work in a defined context, under supervision with some individual responsibility, in a range of industry and workplace contexts.</p> <p>In successfully completing this unit, candidates will be able to:</p> <ol style="list-style-type: none"> <li>1. understand employment laws that govern employer-employee roles and responsibilities in the workplace;</li> <li>2. plan, organise and perform own workloads;</li> </ol>		

	<ol style="list-style-type: none"> <li>3. complete tasks within specified timelines, seeking assistance as required;</li> <li>4. perform a range of routine tasks in a team environment;</li> <li>5. contribute to work team goals and tasks and support team members to meet the goals;</li> <li>6. understand how to work cooperatively with others and deal effectively with issues, problems and conflict;</li> <li>7. understand processes to resolve a workplace problem informally and in an atmosphere of mutual respect;</li> <li>8. understand how and when to raise or escalate a concern, following work place procedures;</li> <li>9. identify improvement opportunities and seek and use feedback from others to monitor and improve work performance;</li> <li>10. construct formal plans to reach goals for workplace learning;</li> <li>11. understand how continuous learning assists to achieve career and personal success.</li> </ol>
<b>Learning Outcome 1 (LO1)</b>	Understand the nature of the workplace
<b>Performance standards</b>	<ol style="list-style-type: none"> <li>1.1 Recognise the importance of participation in workplace induction;</li> <li>1.2 Define <i>workforce diversity</i> and explain why it is important in the workplace;</li> <li>1.3 Understand employment laws that govern employer-employee roles and responsibilities in the workplace;</li> <li>1.4 Describe organisational standards, policies and procedures that relate to own work role;</li> <li>1.5 Recognise own obligations under an Employer’s Code of Conduct;</li> <li>1.6 Identify employability factors required to complete work tasks.</li> </ol>
<b>Learning Outcome 2 (LO2)</b>	Understand employment laws that govern employer-employee roles and responsibilities in the workplace.

<p><b>Performance standards</b></p>	<p>2.1 Describe the law that govern employer-employee roles and responsibilities in the workplace;</p> <p>2.2 Describe the relevant rights given to employers by the employment law in 2.1;</p> <p>2.3 Describe the relevant rights given to employees by the employment law in 2.1;</p> <p>2.4 Explain why employment laws are important for the workplace.</p>
<p><b>Learning Outcome 3 (LO3)</b></p>	<p>Address employment disputes or issues</p>
<p><b>Performance standards</b></p>	<p>3.1 Describe procedure to follow when addressing employment disputes;</p> <p>3.2 Use informal approaches to understand issue or concern;  <i>[Range of informal approaches include but not restricted to: apologize even if you didn't do anything wrong, find a safe/private place to speak to someone trustworthy (e.g., immediate supervisor), explain concern to immediate supervisor, informal meeting with others to discuss]</i></p> <p>3.3 Identify relevant laws, policies, and guidelines;</p> <p>3.4 Follow workplace guidelines to raise or <i>escalate</i> a concern;</p> <p>3.5 Write a formal letter detailing issue to employer;</p> <p>3.6 Appeal unfavorable employer decisions</p>
<p><b>Learning Outcome 4 (LO4)</b></p>	<p>Work independently with minimal supervision</p>
<p><b>Performance Standards</b></p>	<p>4.1 Plan and prioritise workload within allocated timeframes;</p> <p>4.2 Use time effectively and efficiently to accomplish work tasks, and in accordance with organisational requirements and instructions;</p> <p>4.3 Identify factors affecting work requirements and take appropriate action;</p> <p>4.4 Use appropriate technology to complete work tasks.</p>

<b>Learning Outcome 5 (LO5)</b>	Work effectively in a team
<b>Performance standards</b>	<p>5.1 Participate in informal work team meetings and share work-relevant information with team;</p> <p>5.2 Demonstrate tolerance and understanding of ‘workforce diversity’  <i>[Range diversity includes but not restricted to: physical abilities, age, religion, race, ethnicity, religion, gender, sexual orientation, values, experiences, backgrounds, preferences and behaviors];</i></p> <p>5.3 Discuss and agree on team work goals and plans in relation to the organisation's plans and goals with assistance from appropriate persons;</p> <p>5.4 Use time effectively and efficiently to accomplish team work tasks, and in accordance with organisational requirements and instructions;</p> <p>5.5 Identify factors affecting work requirements and take appropriate action;</p> <p>5.6 Use effective questioning to seek assistance from colleagues when difficulties arise in achieving allocated tasks;</p> <p>5.7 Plan, with the team, activities for improvements in team performance.</p>
<b>Learning Outcome 6 (LO6)</b>	Implement effective learning pathways in the workplace
<b>Performance standards</b>	<p>6.1 Request and apply feedback from supervisor and appropriate staff on own work practices;</p> <p>6.2 Respond to feedback to identify and select own work-related learning goals;</p> <p>6.3 Investigate a range of approaches to achieve goals, including informal workplace learning and formal pathways;</p> <p>6.4 Create and use a formal learning plan to implement strategies to achieve goal;</p> <p>6.5 Identify and access a range of reliable support resources for own workplace learning;</p> <p>6.6 Monitor progress against plan, and adjust work according to feedback;</p>

	6.7 Reflect on actions and outcomes, identifying options for improvement or further training.
<b>Learning Outcome 7 (LO7)</b>	Resolve issues, problems, and conflict
<b>Performance standards</b>	<p>7.1 Respect differences in personal values and beliefs and their importance in the development of workplace relationships;</p> <p>7.2 Respond to any linguistic and cultural differences in communication styles according to legislation, workplace policies and procedures and ethical standards;</p> <p>7.3 Identify common potential issues and struggles in workplace and with teams;</p> <p>7.4 Suggest possible ways of dealing with, and overcoming, identified workplace issues;</p> <p>7.5 Seek assistance from team members when workplace-related issues, problems and conflict arise as appropriate or refer them to the appropriate person;</p> <p>7.6 Evaluate resolution outcomes and decide preventative strategies for the future.</p>
<b>Pre-requisites</b>	N/A
<b>Co-requisites</b>	N/A
<b>Underpinning skill and knowledge</b>	<p><b><u>Knowledge:</u></b></p> <ul style="list-style-type: none"> <li>• The workplace;</li> <li>• Workplace induction;</li> <li>• Workplace performance;</li> <li>• Employees vs employer;</li> <li>• Employment laws;</li> <li>• Employment dispute;</li> <li>• Human resources;</li> <li>• Teamwork in the workplace;</li> <li>• Workplace supervision;</li> <li>• Informal workplace learning (IWL);</li> <li>• Formal workplace learning.</li> </ul> <p><b><u>Communication skills</u></b> to:</p> <ul style="list-style-type: none"> <li>• identify and interpret information to determine task requirements;</li> </ul>

	<ul style="list-style-type: none"> <li>• relay information to others, using appropriate communication practices;</li> <li>• listen to ideas of others and consider their needs;</li> <li>• present information and seek advice using language and features appropriate to audience and context;</li> <li>• participate in discussions using listening and questioning techniques to seek information, clarify meaning and confirm understanding;</li> <li>• listen to feedback and respond appropriately;</li> <li>• verbally report workplace issues;</li> <li>• seek help from others when issues arise;</li> <li>• complete required workplace documentation using organisational formats.</li> </ul> <p><b><u>Comprehension skills</u></b> to:</p> <ul style="list-style-type: none"> <li>• identify responsibilities of own role and follow explicit and implicit organisational protocols and procedure;</li> <li>• interpret numerical information related to timeframes.</li> </ul>
<p style="text-align: center;"><b>Assessment requirements</b></p>	<p><b><u>Assessment requirements:</u></b> Candidates must submit evidence of their ability to:</p> <ol style="list-style-type: none"> <li>1. Identify and explain orally and in writing at least one (1) different area of improvement for own work performance;</li> <li>2. Develop and implement a formal learning plan for an identified area of improvement;</li> <li>3. Develop, with support, at least one (1) time management plan for a work task;</li> <li>4. Implement and complete the work task within specified timeframe;</li> <li>5. Verbally seek feedback in at least one (1) performed work task;</li> <li>6. Participate and contribute in at least one (1) meeting that involves planning a team work task, and distinguish time frame, as well as individual responsibility from workgroup responsibilities;</li> <li>7. Participate and complete the team work task within specified timeframe;</li> <li>8. Demonstrate correct procedures to follow in at least one (1) work team problem scenario, to identify conflict and address it according to organisational and ethical policies and procedures;</li> </ol>

9. Demonstrate ability to resolve a workplace problem informally and in an atmosphere of mutual respect;
10. Demonstrate ability to follow workplace procedures to formally raise a concern, including write a formal letter of complaint, which:
  - a. uses simple formal language appropriate to the audience,
  - b. stay unemotional and provide key details of what happened, where, when and who was involved;
  - c. include specific policy/guideline not adhered to,
  - d. check the letter to ensure it is clear, concise and complete, and contains details about the issue(s).

**Assessment methods:**

Assessment tasks must be relevant to context of learning for the student. Skills must be demonstrated using routine and simple tasks that reflect those typically found in a workplace.

A diverse range of assessment methods is recommended, including the following:

- Observation
- Self-assessment;
- Reading Quiz (both oral and written responses);
- Assignment;
- Demonstration;
- Oral presentation;
- Third party feedback from teachers and/ or supervisors.

**Assessment conditions:**

1. Access to employment law relevant to learning and assessment evidence requirements, and workplace discrimination and bullying legislation, if available; organisational policies and procedures for workplace induction; and Employer Code of Conduct (refer to “Notes 2” in the *Important notes and definitions* section);
2. Access to own familiar resources including a dictionary;
3. An expert or mentor to provide support to learner if requested;
4. Conducted in a workplace or simulated environment where the conditions are typical of those in a working environment in this industry;
5. A work health and safety check of the assessment environment is to be conducted prior to the assessment and any hazards addressed appropriately;

	<p><b><u>Re-assessment</u></b></p> <p>Candidates of assessment may have up to three (3) attempts at the assessment tasks. Should the candidate’s 1st attempt be unsatisfactory, teachers are to provide feedback and re-teach when necessary, before arranging a date for the candidate’s 2<sup>nd</sup> and 3<sup>rd</sup> attempts. All re-assessments must be completed within 14 days of the date of their first assessment attempt.</p>
<p><b>Moderation arrangements</b></p>	<p>Training providers are required to:</p> <ol style="list-style-type: none"> <li>1 Use their existing moderation processes, which have been approved by TNQAB, to moderate the assessment in this unit;</li> <li>2 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.</li> </ol>
<p><b>Resource requirements</b></p>	<ol style="list-style-type: none"> <li>1. Relevant printed resources including learner guide;</li> <li>2. Access to a workplace or simulated environment where the conditions are typical of those in a working environment in this industry;</li> <li>3. Access to employment laws relevant to learning and assessment evidence requirements, and workplace discrimination and bullying legislation, if available; organisational policies and procedures for workplace induction; and Employer Code of Conduct (refer to “Notes 2” in the Important notes and definitions section);</li> <li>4. Projector and audio speakers;</li> <li>5. Relevant Power Point presentations;</li> <li>6. Chalkboard, white board &amp; markers;</li> <li>7. Relevant video clips and audio recordings;</li> <li>8. Student and staff computers with internet access;</li> <li>9. Student and staff workstations (Tables and chairs);</li> <li>10. Student and staff stationary (Books &amp; Pens).</li> </ol>
<p><b>Requirements to complete this unit</b></p>	<p>Candidate of assessment must provide objective evidence of their attainment of all learning outcomes.</p>
<p><b>Important notes and definitions</b></p>	<p><b><u>Notes:</u></b></p> <ol style="list-style-type: none"> <li>1 Where model employment laws have not been implemented, training organisations are advised to contextualize this unit of competency by referring to any existing employment legislative requirements.</li> </ol>

2. In circumstances where needed local legislations, policies or guidelines are NOT available for training, those from Australia or New Zealand can be used.
3. Training providers are encouraged to, when necessary, reinforce in the teaching of this unit its logical connections to other units such as NS052-02, NS067-04, and NS074-03. Such re-reinforcement can be made by means of integrative assessment in which specific LOs from these units are assessed together using the same assessment task.

**Definitions:**

1. *Appeal of an unfavorable decision:* refers to a request to a different authority to review an unfavorable decision. This includes, but is not limited to, disputing a charge, a fact, a finding, a report, or an account.
2. *Appropriate persons:* refers to team leader, trainer, senior staff, manager, or identified line of reporting;
3. *Buddy system:* refers to a method of skills and knowledge sharing used to orient new employees. Each new employee is assigned to an existing employee who guides them through their first weeks or months in the new position.
4. *Employer Code of Conduct:* refers to document or contract outlining ethical standards, policy and rules both employees and employers are required to adhere to. It provides the guidelines detailing expected behavior, including how to act at work and devote their on-the-clock hours to company business and how people should appropriately interact with one another. Signed employee codes of conduct are considered legal documents, and can be used to justify disciplinary or legal actions against an employee who break the contract.
5. *Employment dispute:* also known as a labor dispute, refers to disagreement between an employer and employees regarding the terms of employment. It usually relates to employee rights. This could include, but is not limited to, disputes regarding conditions of employment, fringe benefits, hours of work, tenure/ duration of the contract, and wages.
6. *Employment laws:* refers to the rights and responsibilities or employers and employees in the workplace. For more about

Australian employment law see:

<https://www.fairwork.gov.au/about-us/legislation>

7. *Escalate concerns*: refers to the taking of one's concern to a higher level, such as a team leader or supervisor.
8. *Formal learning plan*: refers to a documented plan to assist the learner to plan systematically for the attainment of goals and provide a means to monitor progress. tool to monitor progress.
9. *Fundamental employability skills*: refers to:
  - a. People skills: teamwork, communication, respect, patience;
  - b. Personal skills: self-management, integrity, initiative, dependability and reliability, adaptability, resilience, and professionalism;
  - c. Workplace skills: following instructions, planning and organizing, time management, working with tools and technology.
10. *Human resources (HR)*: refers to division of an organization that is charged with finding, screening, recruiting, and training job applicants, payroll, and administering employee-benefit programs. Additional human resources responsibilities include compensation, cessation of an employee contract, and keeping up to date with any laws that may affect the organization and its employees.
11. *Induction*: refers to the process to enable new employees to understand the organisation or business, help them to settle in and provide them the information required for them to become a valuable team member. It includes, but is not limited to, detail of any legal requirements to be followed by all employees, as well as company policies surrounding conduct, health and safety, dress code, sickness, absence and any other areas of importance. It often includes meeting work colleagues, a tour of the workplace, and completing necessary documentation. Some workplaces also have a buddy system.
12. *Informal workplace learning (IWL)*; refers to the predominantly self-directed, intentional, and work-based learning which results in higher task performance, personal development, or better team work results. It is undocumented and includes, but is not limited to, viewing videos, self-study, reading articles, participating in discussions, performance support and coaching sessions.

	<p>13. <i>Learning pathways</i>: refers to the chosen route taken by a person through a range of learning activities, which allows them to build skills and knowledge progressively;</p> <p>14. <i>Linguistic differences</i>: refers to regional, social, or contextual differences in the ways that a particular language is used.</p> <p>15. <i>Minimal supervision</i>: refers to the ability to productively work without getting instructions for every new task;</p> <p>16. <i>Obligation</i>: refers to an act or course of action to which a person is morally or legally bound; a duty or commitment.</p> <p>17. <i>Organisational standards, policies and procedures</i>: refers to the guidelines for decision making processes and the way that work in an organisation should be carried out.</p> <p>18. <i>Time management plan</i>: refers to the ability to organise and plan how to use one's time effectively or productively between different activities, managing so that the right time is allocated to the right activity;</p> <p>19. <i>Workforce diversity</i>: refers to the total mixture of employee characteristics including physical abilities, age, religion, race, ethnicity, religion, gender, sexual orientation, values, experiences, backgrounds, preferences and behaviors.</p> <p>20. <i>Workplace performance</i>: refers to the review process of the employees work performance. There are two types:</p> <ol style="list-style-type: none"> <li>a. <i>Planned/ formal review</i> - pre-arranged sessions with an agreed agenda;</li> <li>b. <i>Informal/ unplanned</i>– a response to a task or event when it is inappropriate to wait for the next planned review.</li> </ol> <p>21. <i>Workplace supervision</i>: refers to any communication between two or more staff, one of whom is a direct supervisor /manager, where the primary purpose is to enhance staff performance and effectiveness in carrying out the requirements of their post and the meeting the objectives of the organization;</p>
<p><b>Public comments on unit</b></p>	<p>Please contact TNQAB National Qualifications Unit (email <a href="mailto:EnquireNQ@tnqab.to">EnquireNQ@tnqab.to</a> or Telephone 28136) if you like to discuss or suggest changes to the details of this unit.</p>