



REGISTERED NATIONAL STANDARD

UNIT OF COMPETENCY

Title:	Communicate and work within the community				
TQF Level:	2	Credits:	7	Version:	2
National standard code:	NS053-02				
Associated qualification (and code):	National Certificate in Aged Community Care Level 2 (QRR-02-NQ-014-01-0915-26-02)				
Approval date:	17 th June 2026		Review date:	17 th June 2031	
Purpose:	<p>This unit describes the skills and knowledge to work effectively in a community work or service delivery setting, specifically with an aged care focus.</p> <p>Persons credited with this unit will be able to communicate effectively with clients, carers, community members, colleagues, management and other service providers, using face-to-face, written, as well as digital communication methods.</p>				

Learning Outcome 1 (LO1)	Communicate effectively with people.
Performance standards	<p>1.1 Identify different modes of communication – including digital media; <i>(Range of modes of communication include but not restricted to: verbal, nonverbal, written, visual, gestural/spatial, digital etc.)</i></p> <p>1.2 Use verbal and non-verbal communication to enhance understanding and demonstrate respect;</p> <p>1.3 Communicate service information in a manner that is clear and easily understood; <i>(Range include but not restricted to: sign language, pictorial, songs, rhymes, poems, digital, etc.)</i></p> <p>1.4 Confirm the person’s understanding of ideas which are being communicated;</p> <p>1.5 Exchange information clearly in a timely manner and within confidentiality procedures.</p>
Learning Outcome 2 (LO2)	Collaborate with colleagues
Performance Standards	<p>2.1 Listen to, clarify and agree on timeframes for carrying out workplace instructions;</p> <p>2.2 Demonstrate the difference between collaboration and confrontation;</p> <p>2.3 Identify different communication techniques including, open ended questions, affirmations, reflections and summaries;</p> <p>2.4 Follow communication protocols that apply to interactions with different people and lines of authority; and</p> <p>2.5 Demonstrate person-centered service delivery.</p>
Learning Outcome 3 (LO3)	Address constraints to effective communication in the workplace
Performance standards	<p>3.1 Identify constraints to effective communication;</p> <p>3.2 Identify signs that may indicate there is a complicated or difficult situation to resolve;</p> <p>3.3 Describe how the following influences may affect</p>

	<p>communication – <i>language, culture, religion, emotional state, disability, health and age</i>; and</p> <p>3.4 Describe strategies to assist when faced with communication difficulties;</p>
Learning Outcome 4 (LO4)	Comply with legal and ethical considerations in relation to communication and documentation.
Performance standards	<p>4.1 Identify legal and ethical considerations in relation to communication;</p> <p>4.2 Describe work role boundaries when communicating;</p> <p>4.3 Discuss communication difficulties or issues with appropriate people;</p> <p>4.4 Complete documentation requirements to organisational standards;</p> <p>4.5 Use clear, accurate and objective language when documenting events; and</p> <p>4.6 Follow organisation communication policies and procedures for using digital media.</p>
Pre-requisites	N/A
Co-requisites	N/A
Underpinning skill and knowledge	<p>The following skills and knowledge underpin this unit standard:</p> <p>a) Legal and ethical considerations in relation to communication:</p> <ol style="list-style-type: none"> i. Privacy, confidentiality and disclosure; ii. Discrimination; iii. Duty of care; iv. Translation; v. Informed consent; and vi. Work role boundaries – responsibilities and limitations. <p>b) Ethical decision making and conflicts of interest;</p> <p>c) The use in community services and health sector of the following digital media: <i>Web, email, social media, podcast, videos, Tablets and applications, newsletters and broadcasts, intranet.</i></p>
Suggested assessment	<p><u>Methods of assessment:</u></p> <p>1. A range of assessment methods should be used to assess</p>

<p>methods</p>	<p>students' knowledge and application of skills, include but not restricted to the following:</p> <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. <p>2. Use <i>Integrative assessment approach</i>: The assessment of some of the learning outcomes in this unit can be integrated with the assessments in other units, especially those which are conducted in the real workplace. For example, learning outcome 2 (LO2) can be integrated into the assessment of unit NS058-03 (or NS057-03) which are carried out in the real workplace. 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>
<p>Resource requirements</p>	<ol style="list-style-type: none"> 1. 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. 2. Workplace site
<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 four learning outcomes and 20 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 contextualized 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. <p><u>Definitions:</u></p> <ol style="list-style-type: none"> 1. <i>Collaboration</i>: work together with another person/team/group to achieve an outcome. 2. <i>Confrontation</i>: involves process of opposing a person’s thoughts, beliefs and ideas. 3. <i>Disability</i>: a physical, mental, cognitive, or developmental condition that impairs, interferes with, or limits a person’s ability to engage in certain tasks. 4. <i>Discrimination</i>: To treat people unfairly because they belong to a particular group. 5. <i>Duty of care</i>: refers to the legal requirement that places responsibility on everyone to follow healthy, safe and considerate work practices. 6. <i>Ethical consideration</i>: moral principles, rules of conduct and standards judged to be right or appropriate. 7. <i>Informed consent</i>: A person’s capacity to clearly understand and freely agree to the specific support or services that are to be provided. 8. <i>Legal consideration</i>: ensuring we consider laws that are in place when caring for clients. Example: people have a legal right to make their own health care decisions. 9. <i>Non-verbal communication</i>: communicating without words such as body language, eye contact, gestures, and facial expressions.
<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>

