



REGISTERED NATIONAL STANDARD

UNIT OF COMPETENCY

Title:	Provide the foundations of disability and ageing		
TQF Level:	2	Credits:	9
Version:	2		
National standard code:	NS054-02		
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 has been developed to give learners an understanding of the foundations of the disability and aged care sectors.</p> <p>Persons credited with this unit will be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate an appreciable understanding of the composition and service needs of the community sector including relevant ethics, legislation and regulations. 2. Work with information specific to the aged care and disability sectors. 3. Work with information to support clients within the community sector in collaboration with interdisciplinary team members. 		

Learning Outcome 1 (LO1)	Demonstrate an understanding of the community sector.
Performance standards	<p>1.1 Describe the different sectors involving community work and/or service delivery;</p> <p>1.2 Identify a range of different organizations within the community sector;</p> <p>1.3 Describe the key roles of team members within the community sector;</p> <p>1.4 Describe the different work environments within the community sector.</p>
Learning Outcome 2 (LO2)	Demonstrate an understanding of ethical principles, legislation and regulations that will apply to the aged care and/or disability sector
Performance Standards	<p>2.1 Identify the key legal requirements relevant to the aged and disability sectors in Tonga;</p> <p>2.2 Identify policies and procedures that will apply within the aged care sector;</p> <p>2.3 Define the following terms: <i>Duty of Care, Dignity of Risk, Codes of Conduct, Ethics, Legislation, Codes of Practice, Scope of Practice</i>;</p> <p>2.4 Explain the meaning of <i>privacy, confidentiality and disclosure, four Tongan pillars (faka'apa'apa, tauhi vā, loto tō/anga fakatōkilalo, mamahi'i me'a)</i>.</p>
Learning Outcome 3 (LO3)	Work with information specific to the disability sector
Performance standards	<p>3.1 Correctly use and interpret common terms related to disability;</p> <p>3.2 Identify different types of disabilities;</p> <p>3.3 Describe different models of disability support; and</p> <p>3.4 Evaluate how attitudes of others may affect a client with a disability.</p>
Learning Outcome 4 (LO4)	Work with information specific to the aged care sector.
Performance standards	<p>4.1 Describe different reasons why 'older clients' may seek assistance;</p> <p>4.2 Identify different service delivery models that apply within the aged care sector;</p>

	<p>4.3 Define the following terms related to ageing: <i>early intervention, independence, ageism, empowerment</i>; and</p> <p>4.4 Describe the impact of ageism on the older person.</p>
Pre-requisites	N/A
Co-requisites	N/A
Underpinning skill and knowledge	<p>The following skills and knowledge underpin this unit standard:</p> <ul style="list-style-type: none"> a) Different sectors within community services may include but not limited to: <i>Aged care, Disability services, Youth work and juvenile justice, Mental health, Housing, Family and domestic violence, Employment services, Children’s services, Child protection, Alcohol and other drugs, Community development, and Community work.</i> b) Team members within the community sector is made up of a large range of professionals and volunteers – including but not limited to: <i>Dentists, Volunteers, Interpreters, Dieticians, Social workers, Pastoral care workers, Nurses, Physiotherapists, Doctors, Support workers, Carers and family members, Youth workers, Pharmacists, Specialists, and Church leaders;</i> c) Different roles and responsibilities of teams. d) Policies and procedures that may apply to the aged care sector include: <i>Infection control, handwashing procedures, risk management, waste management procedures, fire and emergency procedures, occupational health and safety, and code of conduct.</i> e) Different types of disabilities may include: <i>Cognitive, Physical, Sensory, Neurological, and Psychiatric.</i> f) Differences between <i>congenital, acquired, early onset, and late onset</i> in relation to disability; and g) Organisation structure and different models to support optimum client service. Different models of support may include: <i>strength based approach, community inclusion, empowerment, self-determination,</i>

	<p><i>rights-based approach, and person-centred service delivery.</i></p> <p>h) Basic ethics, legislation and regulations may include:</p> <ul style="list-style-type: none"> • <i>code of ethics,</i> • <i>code of conduct,</i> • <i>four Tongan pillars (faka'apa'apa, tauhi vā, loto tō/anga fakatōkilalo, mamahi'i me'a).</i>
<p>Suggested assessment methods</p>	<p><u>Methods of assessment:</u></p> <p>A range of assessment methods should be used to assess students' knowledge and application of skills, include but not restricted to the following:</p> <ol style="list-style-type: none"> 1. Direct observation of students – may include role play, work placement, demonstrations; 2. Written questions; 3. One-on-one verbal questions; 4. Written report; 5. Review of work placement reports – signed off by assessor/workplace supervisor; and 6. Portfolio.
<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 16 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 fulfil 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. 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>Ageism</i>: - A form of discrimination in which a person is treated differently because of their age 2. <i>Code of Conduct</i>: - A set of rules that guide an individual's behaviour 3. <i>Code of Ethics</i>: - Moral principles judged to be right or appropriate 4. <i>Code of Practice</i>: - Practical direction in how to carry out professional responsibilities 5. <i>Confidentiality</i>: - Keeping information private. All services are required to follow privacy laws. 6. <i>Dignity of Risk</i>: - All older people have the right to make their own decisions and to act independently, even when those actions may involve an element of risk to themselves. 7. <i>Disability</i>: - is any physical, mental, cognitive, or developmental condition that limits a person's ability to engage in daily tasks or interact with the world 8. <i>Disclosure</i>: - The act of making something known. 9. <i>Duty of Care</i>: - Workers must provide support in a safe and careful manner; following the organisation's policies and procedures and their own job role. 10. <i>Early intervention</i>: - Avoid or delay the need for a higher level of care by preventing unnecessary decline through early provision of support and services 11. <i>Empowerment</i>: - For people to make their own decisions, assert their own rights and have control over their own lives. 12. <i>Independence</i>: - Free from the control or influence of others, capable of acting for oneself or on one's own 13. <i>Legislation</i>: - Laws passed by government which establish

	<p>rules to be followed</p> <p>14. <i>Privacy</i>: - Maintaining confidentiality in private matters as required through law</p> <p>15. <i>Scope of practice</i>: - the activities that a person is allowed to do as part of their job role. A support worker must work within their 'scope of practice' and not attend to activities that are not within their job role/or they have not been trained to do.</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>