



REGISTERED NATIONAL STANDARD

UNIT OF COMPETENCY

Title:	Demonstrate acceptable standards of conduct		
TQF Level:	4	Credits:	7
		Version:	1
National standard code:	NS067-04		
Associated qualification (and code):	1. National Certificate in Work-readiness and Employability skills Level 2 (QR-02-NQ-001-01-0903-22-01); 2. National Certificate in Work-readiness and Employability skills Level 3 (QR-03-NQ-001-02-0903-22-01).		
Approval date:	12 May 2022	Review date:	12 May 2027
Purpose:	A graduate of this unit will be able to: - Understand and demonstrate core values which are the essence of living in Tongan society. [Range of values may include but not limited to: <i>Anga faka'apa'apa</i> (respectful), <i>Loto-tō</i> (humility), <i>Loto-feveitokai'aki</i> (cooperative), <i>Ngaue fe'ofa'aki</i>, <i>'Apsia 'Otua</i>] - Demonstrate cultural sensitivity and an aware of cultural differences; - Demonstrate commitment and dedication to responsibilities.		
Learning Outcome 1 (LO1)	Respectful ('Ulungaanga faka'apa'apa)		

Performance standards	1.1 Define the Tongan concept of <i>‘ulungaanga faka’apa’apa</i> or ‘being respectful’ (Fakamatala’i, tohi pe lea, e ‘uhinga ‘oe ‘ulungaanga faka’apa’apa); 1.2 Describe, orally or in writing, examples of ‘respect’ or <i>‘ulungaanga faka’apa’apa</i>. (Fakamatala’i, tohi pe lea, ha ngaahi fakatātā ‘o e ‘ulungaanga faka’apa’apa); 1.3 Explain, orally or in writing, how people in other cultures such as New Zealand and Australia, demonstrate ‘respect’ or <i>‘ulungaanga faka’apa’apa</i>. (Fakamatala’i mahino, tohi pe lea, ‘a e ngaahi founa faka’apa’apa ‘oku taau ke fakahoko ‘i ha ‘ataakai kehe me i Tonga, hange ko Nu’usila pe ‘Aositelelia); 1.4 Compare and contrast, orally or in writing, the Tongan <i>‘ulungaanga faka’apa’apa</i> to how people in other cultures (such as New Zealand and Australia) demonstrate respect. (Fakafehoanaki fakafou í he fakamatala’i tohi pe lea, á e ngaahi faikehekehe mo e faitatau hono fakahāa’i e anga fakaápaápa í he átakai ó Tonga ni mo e ngaahi founa ‘oku ngaue’aki ‘e he kakai ‘oe ngaahi fonua kehe hange ko Nuúsila pea mo Áositelelia); 1.5 Provide objective evidence that one is able to demonstrate ‘respect’ or <i>‘ulungaanga faka’apa’apa</i>. (‘Omai ha ngaahi fakamo’oni-pau ko e tokotaha ‘ulungaanga faka’apa’apa kita, tefito ‘i he ngaahi ‘uuni me’a oku ha atu ‘i lalo); <i>[Range activities: may include but not restricted to: Punctuality (to work/school); attendance (school/work); relationship (with family/work/friends); communication with others; dress and personal grooming).</i> <i>[Tauhi taimi ki he ngaue pe ako; ma’u-ngaue/ma’u-ako; fakafeangai ki ho’o famili/maheni (relationships); ho’o founa lea pe fetu’utaki ki he kakai kehe; founa teuteu]</i>
Learning Outcome 2 (LO2)	Demonstrate ‘humility’ (<i>Mo’ui lototō</i>)
Performance Standards	2.1 Define the Tongan concept of <i>mo’ui lototō</i> or ‘humility’; (Fakamatala’i, tohi pe lea, e ‘uhinga ‘oe mo’ui lototō); 2.2 Describe, orally or in writing, behaviours or ways of life that demonstrate ‘humility’ or <i>mo’ui lototō</i>. (Falamatala’i, tohi pe

	lea, ha ngaahi to'onga mo'ui 'oku nau fakatātāi' mai e mo'ui lototō); 2.3 Demonstrate, orally or in writing, how to demonstrate 'humility' or <i>mo'ui lototō</i> if one has the opportunity to work overseas. (Fakamatala'i, tohi pe lea, 'a e anga 'o e mo'ui lototo 'o kapau 'e ma'u ha'o faingamalie ngaue ki muli); 2.4 Explain, orally or in writing, why 'humility' or <i>mo'ui lototō</i> is important to us (Fakamatala'i mahino, tohi pe lea, e mahu'inga e mo'ui lototō, ki a te kita); 2.5 Provide objective evidence that he/she is demonstrating <i>humility</i> or <i>mo'ui lototō</i>, using the range of situations provided below ('Omai ha ngaahi fakamo'oni-pau ko e tokotaha lototō 'a kita, tefito he ngaahi 'uuni me'a oku ha atu 'i lalo: <i>[Range activities: may include but not restricted to: Punctuality (to work/school); attendance (school/work); relationship (with family/work/friends); communication with others; dress and personal grooming).</i> <i>[Tauhi taimi ki he ngaue pe ako; ma'u-ngaue/ma'u-ako; fakafeangai ki ho'o famili/maheni (relationships); ho'o founa lea pe fetu'utaki ki he kakai kehe; founa teuteu]</i>
Learning Outcome 3 (LO3)	Reciprocate respect for mutual cooperation (Loto feveitokai'aki)
Performance standards	3.1 Define the Tongan concept of <i>loto feveitokai'aki</i> or 'reciprocating respect for mutual cooperation' (Fakamatala'i, tohi pe lea, e 'uhinga 'oe <i>loto feveitokai'aki</i>); 3.2 Describe, orally or in writing, work situations in which 'reciprocating respect for mutual cooperation' or <i>loto feveitokai'aki</i> may be required (Fakamatala'i, tohi pe lea, ha ngaahi founa ngaue e malava ke fakahoko ai e feveitokai'aki); 3.3 Share ideas, orally or in writing, how 'reciprocating respect for mutual cooperation' or <i>loto feveitokai'aki</i> may be used to solve workplace conflicts. (Vahevahe, tohi pe lea, ha fakakaukau ki hono ngaue'aki e <i>loto feveitokai'aki</i> ke solova ha palopalema angamaheni óku hoko he ngaue'anga); 3.4 Explain, orally or in writing, the importance of 'cooperation for mutual obligations' or <i>loto feveitokai'aki</i> to individuals as

	themselves, and to individuals as members of the family, the workplace, and nation. (Fakamatala'i mahino, tohi pe lea, e mahu'inga 'oe feveitokai'aki, kia te kita 'i he nguae'anga, famili mo e Fonua). 3.5 Provide objective evidence that one is 'reciprocating respect for mutual cooperation' or <i>loto feveitokai'aki</i> using the following contexts ('Omai ha ngaahi fakamo'oni-pau ko e tokotaha loto feveitokai'aki 'a ko e, tefito 'i he ngaahi 'uuni me'a oku ha atu 'i lalo): <i>[Range activities: may include but not restricted to: Punctuality (to work/school); attendance (school/work); relationship (with family/work/friends); communication with others; dress and personal grooming).</i> <i>[Tauhi taimi ki he ngaue pe ako; ma'u-ngaue/ma'u-ako; fakafeangai ki hoto famili/maheni (relationships); founa lea pe fetu'utaki ki he kakai kehe; founa teuteu]</i>
Learning Outcome 4 (LO4)	Demonstrate patriotism and loyalty (<i>mamahi'ime'a</i>) in life situations <i>[Range of situations include but not limited to workplace matters, family matters, community matters, matters of national/regional/global interest]</i>
Performance standards	4.1 Define the Tongan concept of <i>mamahi'ime'a</i> (patriotism or loyalty) (Fakamatala'i, tohi pe lea, e 'uhinga 'oe <i>mamahi'ime'a</i>); 4.2 Differentiate between <i>mamahi'ime'a</i> (or patriotism or loyalty) and 'ikai <i>mamahi'ime'a</i> (unpatriotic/disloyal) (Fakafaikehekehe'i 'a e <i>mamahi'ime'a</i> mei he 'ikai <i>mamahi'ime'a</i>); 4.3 Suggest, orally or in writing, appropriate situations where <i>mamahi'ime'a</i> (or patriotism or loyalty) can be practiced. (Vahevahe, tohi pe lea, ha ngaahi taimi pe faingamālie, 'oku tonu mo tāau ke fai ai e feveitokai'aki); 4.4 Justify, orally or in writing, the importance of <i>mamahi'ime'a</i> (or patriotism or loyalty) to one's life. (Taukave'i, tohi pe lea, e mahu'inga 'o e <i>mamahi'ime'a</i>);

	4.5 Provide objective evidence that he/she is <i>mamahi'ime'a</i> (or <i>patriotic</i> or <i>loyal</i>), based on the following range of contexts ('Omai ha ngaahi fakamo'oni-pau ko e tokotaha mamahi'ime'a kita, tefito 'i he ngaahi 'uuni me'a oku ha atu 'i lalo: <i>[Range activities: may include but not restricted to: Punctuality (to work/school); attendance (school/work); relationship (with family/work/friends); communication with others; dress and personal grooming).</i> <i>[Tauhi taimi ki he ngaue pe ako; ma'u-ngaue/ma'u-ako; fakafeangai ki ho'o famili/maheni (relationships); ho'o founa lea pe fetu'utaki ki he kakai kehe; founa teuteu]</i>
Learning Outcome 5 (LO5)	Honor relationships (<i>Tauhi-vā</i>) <i>[Range relationships include but not limited to: workplace relationships, personal relationships (friends and family), etc.]</i>
Performance standards	5.1 Define the Tongan concept of <i>Tauhi-vā</i> (or honoring relationships) (Fakamatala'i, tohi pe lea, e 'uhinga 'oe <i>Tauhi-vā</i>); 5.2 Discuss, orally or in writing, examples of <i>Tauhi-vā</i> (or honoring relationships) (Fakamatala'i, tohi pe lea, ha ngaahi fakatātā mahino 'oe <i>Tauhivā</i>); 5.3 Explain, orally or in writing, how <i>Tauhi-vā</i> (or honoring relationships) can benefit or become a source of conflict for an individual. (Fakamatala'i, tohi pe lea, ha ngaahi lelei pe nunu'a 'e ala fakatupu 'e ha founa <i>Tauhivā</i> 'a ha taha); 5.4 Provide objective evidence that he/she is <i>Tauhi-vā</i> (or honoring relationships), based on the following range of contexts ('Omai ha ngaahi fakamo'oni-pau ko e tokotaha mamahi'ime'a kita, tefito 'i he ngaahi 'uuni me'a oku ha atu 'i lalo: <i>[Range activities: may include but not restricted to: Punctuality (to work/school); attendance (school/work); relationship (with family/work/friends); communication with others; dress and personal grooming).</i> <i>[Tauhi taimi ki he ngaue pe ako; ma'u-ngaue/ma'u-ako; fakafeangai ki ho'o</i>

	<i>famili/maheni (relationships); ho'o founa lea pe fetu'utaki ki he kakai kehe; founa teuteu]</i>
Learning Outcome 6 (LO6)	Passionate about work (<i>Ngaue 'osikiavelenga</i>)
Performance standards	6.1 Define the Tongan concept of <i>ngaue 'osikiavelenga</i> (or passionate about work) (<i>Fakamatala'i, tohi pe lea, e 'uhinga 'oe 'osikiavelenga</i>); 6.2 Explain, orally or in writing, examples of <i>ngaue 'osikiavelenga</i> (or passionate about work) (<i>Ngaue'aki ha ngaahi fakatāta mahino, ke fakamatala'i e 'uhinga 'oe ngaue 'osikiavelenga</i>); 6.3 Describe, orally or in writing, the importance/benefits of <i>ngaue 'osikiavelenga</i> (or passionate about work) (<i>Fakamatala'i, tohi pe lea, ha ngaahi lelei 'o e ngaue 'osikiavelenga</i>); 6.4 Provide objective evidence that he/she is <i>ngaue 'osikiavelenga</i> (or passionate about work), based on the following range of contexts (<i>'Omai ha ngaahi fakamo'oni-pau ko e tokotaha ngaue 'osikiavelenga kita, tefito 'i he ngaahi 'uuni me'a oku ha atu 'i lalo:</i> <i>[Range activities: may include but not restricted to: Punctuality (to work/school); attendance (school/work); relationship (with family/work/friends); communication with others; dress and personal grooming).</i> <i>[Tauhi taimi ki he ngaue pe ako; ma'u-ngaue/ma'u-ako; fakafeangai ki ho'o famili/maheni (relationships); ho'o founa lea pe fetu'utaki ki he kakai kehe; founa teuteu]</i>
Learning Outcome 7 (LO7)	Apply the principle of <i>From God and Tonga I descend</i> (<i>Ko e 'Otua mo Tonga ko ho ku tofi'a</i>) in one's life situations <i>[Range of situations include but not limited to workplace situations, family matters, community matters, matters of national/regional/global interest]</i>
Performance standards	7.1 Explain, orally or in writing, the motto of Tonga: <i>From God and Tonga I descend</i> or <i>'Ko e 'Otua mo Tonga ko Ho ku tofi'a'</i>. (<i>Fakamatala'i, tohi pe lea, e 'uhinga 'oe moto 'o Tonga: Ko e 'Otua mo Tonga ko ho ku tofi'a</i>);

	7.2 Identify life styles or behaviours that reflect the motto of Tonga: <i>From God and Tonga I descend</i> or 'Ko e 'Otua mo Tonga ko Ho ku tofi'a'. (Fakamatala'i, tohi pe lea ha ngaahi to'onga mo'ui 'oku hāsino mei ai e moto 'o Tonga: <i>Ko e 'Otua mo Tonga ko ho ku tofi'a</i> or 'From God and Tonga I descend'). 7.3 Reflect on the importance of grounding one's life on the motto of Tonga: <i>From God and Tonga I descend</i> or 'Ko e 'Otua mo Tonga ko Ho ku tofi'a'. (Vahevahe ha fakakaukau'i loloto ki he ngaahi lelei 'a hono langa 'o 'ete mo'ui he moto 'o Tonga: 'Ko e 'Otua mo Tonga ko ho ku tofi'a or <i>From God and Tonga I descend</i>); 7.4 Describe, orally or in writing, ways or strategies which can be used to support someone's attempt to ground his/her life on the motto of Tonga: <i>From God and Tonga I descend</i> or 'Ko e 'Otua mo Tonga ko Ho ku tofi'a'. (Fakamatala'i, tohi pe lea, ha ngaahi founa ki hono ngaue'aki e moto 'o Tonga 'Ko e 'Otua mo Tonga ko ho ku tofi'a', ke tokonia mo langa hake ha mo'ui 'o ha taha); 7.5 Provide objective evidence that he/she is <i>mo'ui 'apasia 'Otua</i> (living a 'God-fearing' life) using the range of contexts provided below ('Omai ha ngaahi fakamo'oni-pau ko e tokotaha 'apasia 'Otua 'a kita, tefito 'i he ngaahi 'uuni me'a oku ha atu 'i lalo: <i>[Range activities: may include but not restricted to: Punctuality (to work/school); attendance (school/work); relationship (with family/work/friends); communication with others; dress and personal grooming).</i> <i>[Tauhi taimi ki he ngaue pe ako; ma'u-ngaue/ma'u-ako; fakafeangai ki ho'o famili/maheni (relationships); ho'o founa lea pe fetu'utaki ki he kakai kehe; founa teuteu]</i>
Pre-requisites	N/A
Co-requisites	N/A
Underpinning skill and knowledge	<u>Knowledge</u>

	• God, religion, and society • Tongan language (for people, nobility, and King) • Tongan society, culture and traditions • <i>Ngaahi kavei-koula 'a e Tonga</i> • Relationships • Morality and human behaviour; • Pastoral care; • The workplace – Tonga and overseas <u>Skills</u> • Using modern Information, communications, and technologies (ICTs) especially the computer and internet. • Mo'ui Lotu • Speaks and write Tongan • Reflection • Analysis • Evaluation
Assessment requirements	<u>Assessment methods:</u> It is recommended to use a diversity of methods to assess learning. Trainers and assessors can choose from the following a) Observation (Siofi mo vakai'i ha taukei oku lolotonga fakahoko) b) Interview (Talifehúi lea) c) Drama, roleplay or simulations (Fa'ifa'itaki ha ngaue pe talanoa fakatātā) d) Seminar (Lea) e) Reflection writing (Fa'utohi-valoki) f) Portfolio of evidence (Tohinoa tanaki'anga fakama'oni) g) Scenarios (Veteki ha fo'i palopalema) h) Written (sivi-tohi, fa'u pepa, pe maau) i) Vakavaki'i mo 'analaiso ha ngaahi lekōti áta á kinautolu ne nau a'usia tonu á e ngaahi faingamalie tatau. <u>Suggested assessment contexts:</u> 1. Students can be assessed in the workplace or in the training venue using simulations that reflect real-world contexts. 2. Students must provide effective evidence for their attainment of all LOs.

	3. Use a Portfolio of evidence to assess PSs 1.5, 2.5, 3.5, 4.5, 5.4, 6.4 and 7.5 4. To demonstrate competence in this unit, a student a. Must achieve all learning outcomes to fulfill the requirements of the unit standard; b. Is eligible up to 3 attempts on their assessments. Should the first attempt be unsatisfactory, re-assessments must be completed within 14 working days of the completion of the first assessment.
Moderation arrangements	Training providers are required to: 1. use their existing moderation processes to moderate the assessment in this unit; 2. plan their assessment and moderation and submit these to TNQAB for approval before they are implemented. However, assessment and moderation plan forms are available on request from TNQAB.
Resource requirements	1. Tongan-English dictionary; 2. Relevant printed resources; 3. Relevant Power Point presentations 4. Chalkboard 5. Relevant video clips 6. Student and staff computers with internet access, 7. Student and staff work stations (Tables and chairs), Student and staff stationary (Books & Pens)
Teaching staff requirements	A staff responsible for teaching and assessing this unit must have the following qualifications: EITHER 1. A Australian Training And Education (TAE) Certificate III OR 2. A Diploma in Education (secondary or tertiary) qualification or equivalent
Requirements to complete this unit	Demonstrate attainment of all learning outcomes.
Important notes and definitions	<u>Notes:</u> 1. Trainers are encouraged to:

- a. use a combination of both Tongan and English for instruction and assessment.
 - b. invite guest speakers to share their life experiences with students in relation to relevant topics and concepts.
2. Training providers are encouraged to invite guest speakers from the community to speak to students on relevant topics and concepts (e.g., Culture, Living and working overseas, etc.)

Definitions:

1. *Cooperation* – refers to the action or process of working together to the same end.
2. *Culture*: 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. or share the same values and ideologies, orientation or preferences (e.g., Green, LGBT, Veganism, etc.)
3. *Demonstrate*: to show or carry out how to do particular things the proper way;
4. *Describe*: to convey in words the characteristics (e.g., appearance, colour, physical features, etc.), nature, attributes, etc., of something.
5. *Explain*: to provide a detailed description of something (e.g., an idea or philosophy, an action or process, a person or object, etc.), so that it can be easily understood by others.
6. *Humility* – the quality of having a modest or low view of one’s importance. The quality of being humble. Freedom from pride or arrogance.
7. *Morality*: refers to a set of personal and social standards that people use to tell what’s right and what’s wrong. These standards allow people to differentiate between good and bad behaviours.
8. *Mutual cooperation*: refers to a type of cooperation between two or more parties in which they all derive benefit.
9. *Mutual*: held in common by two or more parties
10. *Passionate*: having a strong feeling or emotion towards something. When someone is passionate about something, it means that he/she likes that thing very much.

	11. <i>Pastoral Care</i>: the type of care provided to ensure the physical and emotional needs of people are taken care of. It involves the expression of kindness and care to and between individuals within the school, workplace, and the community. With pastoral care in a social group, everyone will be empowered to watch out for each other through good and bad days. 12. <i>Patriotism / loyalty</i>: ways of showing support and respect for your country, way of showing commitment and love of the culture. 13. <i>Relationship</i>: one's connection to others in society, a culture, family and country. One can build everlasting relationships with dear friends, family, people that are your acquaintances, once can show love, care and great respect. 14. <i>Reverence of God</i>: a way of portraying that one is a true Christian living and showing Christian values such as love, kindness and forgiveness. 15. <i>'Ulungaanga faka'apaápa</i>: Culturally appropriate ways of demonstrating respect by Tongans. These include the wearing of full Tongan Attire the Kiekie and Taóvala at formal gatherings;
Public comments on unit	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.