



REGISTERED NATIONAL STANDARD

UNIT OF COMPETENCY

Title:	Assess principles of vocational learning				
TQF Level:	4	Credits:	8	Version:	1
National standard code:	NS128-04				
Associated qualification (and code):	National Certificate in Vocational Training and Assessment Level 4 QR-04-NQ-027-01-0405-26-01				
Approval date:	21 August 2026		Review date:	21 August 2031	
Purpose:	This unit describes the skills and knowledge required for learners to evaluate how adults and young adults learn in the Tongan context and understand how this influences their own practice. Persons credited with this unit standard are able to: • Explain contemporary principles of adult learning and how these relate to adult and young adult learners in Tonga. • Analyse how Tongan and/or Pacific, and Western approaches, frameworks and values influence learning in own context. • Evaluate factors that influence adult and young adult learning in the Tongan context				

Learning Outcome 1 (LO1)	Explain learning principles in relation to adult and young adult learners in Tonga
Performance standards	1.1 Describe at least three contemporary principles of adult learning; <i>(Range may include, but not be limited to, learning that is relational and va-centred; culturally grounded; experiential; holistic; inclusive; responsive to realities; dialogic and reflective; self-directed; problem-centred; motivational; collaborative; and supports learner agency within hierarchies.)</i> 1.2 Compare the selected principles in 1.1 to learner characteristics; <i>(Range of learner characteristics may include, but not be limited to, prior life and work experience, need for relevance, readiness to learn, motivation, independence and cultural expectations of respect and hierarchy.)</i> 1.3 Explain how the three principles selected in 1.1 support learners; <i>(Range may include, but not be limited to learner participation, engagement and achievement. Examples may be from own, or simulated, practice.)</i> 1.4 Describe examples that demonstrate how adult learning principles are applied in practice. <i>(Examples can be from own or observed practice.)</i>
Learning Outcome 2 (LO2)	Analyse approaches, frameworks and values that influence adult and young adult learning in own context
Performance Standards	2.1 Describe at least two approaches or frameworks that influence learners; <i>(Range must include at least one Tongan and one Western approach. Approaches or frameworks may include, but are not limited to, Kakala; Talanoa; Teu le Vā; Faa'i kaveikoula 'a e Tonga values (four pillars); Pacific relational and communal learning values; and Western approaches such as andragogy (Knowles), experiential, learner-centred and constructivist.)</i>

	2.2 Compare the approaches or frameworks selected in 2.1; <i>(Range may include, but not be limited to, similarities, differences, assumptions about individuality and collectivism; spirituality and values, communication (for example; talanoa, va-centred relationships) and effects on planning, facilitation and assessment.)</i> 2.3 Reflect on how own beliefs and values relate to the approaches or framework selected in 2.1; <i>(Range may include, but is not limited to, considering how own experiences, beliefs about authority, respect, learner voice and comfort with Talanoa, influence teaching and assessment decisions.)</i> 2.4 Evaluate at least two impacts of own beliefs and value for practice.
Learning Outcome 3 (LO3)	Evaluate factors that influence learning in the Tongan context
Performance standards	3.1 Describe at least three factors that influence learners; <i>(Range of factors may include, but are not limited to, contextual or learner related factors such as language; family; community and church obligations; social or cultural hierarchies; socio-economic issues; age, gender roles; prior experiences.)</i> 3.2 Explain how Tongan values, culture and traditions influence the factors described in 3.1; <i>(Range may include, but is not limited to, Faa'i kaveikoula 'a e Tonga values.)</i> 3.3 Analyse at least two examples that demonstrate how the factors described in 3.1 affect learning; <i>(Range may include, but is not limited to, participation, engagement and achievement. Examples can be from own or observed practice.)</i> 3.4 Explain how the factors described in 3.1 impact planning and facilitation of learning.

	<i>(Range may include, but is not limited to, timing and pacing, LLN needs, kāinga and community obligations; use of talanoa and group work.)</i>
Pre-requisites	NS127-04 Apply digital and artificial intelligence (AI) skills
Co-requisites	N/A
Underpinning skill and knowledge	The following knowledge and skill underpin this unit standard: Knowledge: • Contemporary adult learning principles • Pacific and/or Tongan and Western approaches frameworks and values that influence adult learning. • Factors that influence adult and young adult learning in Tonga • Tongan culture and traditions Skills: • Relate adult learning theory to own context • Analyse how frameworks, approaches and values influence learners and learning strategies • Explain how learner factors impact learning
Assessment requirements	<u>Methods of assessment:</u> Assessment should gather evidence from activities that support group learning while also producing individual evidence of understanding and application. A range of assessment methods should be used such as: • Direct observation of group or individual activities (for example, structured talanoa, small-group discussion, case analysis, short presentation or professional conversation) • Oral assessment (for example, questioning, oral explanation, reflection or guided discussion linked to theory and practice).

- Written assessment (such as short-answer or scenario-based responses, reflections, comparison tasks or brief explanations)
- Documented evidence from own or observed practice, (for example, teaching or assessment examples, notes on learner engagement and achievement, or brief reflections on practice)

Suggested assessment tasks:

1) Presentation on Adult Learning (group/pair/individual)

A short written, oral or presentation task in which the candidate/s:

- Explains at least three adult learning principles, and
- Compares these principles to characteristics of adult and young adult learners in Tonga, and
- Provides examples from own or observed practice showing how the principles support participation, engagement and achievement.

For group/pair activity, evidence must show the candidate's own contribution.

2) Structured Discussion and Reflection on Frameworks and Values

A structured Talanoa/conversation supported by a brief reflection (written or oral) in which the candidate:

- Describes one Western and one Pacific and/or Tongan learning approach or framework that influences learners
- Compares similarities and differences
- Reflects on how own beliefs and values relate to these approaches
- Evaluates at least one impact of own beliefs and values for practice

3) Scenario or Role Play for Analysis of Practice:

A practice-based task, supported by written or oral examples, in which the candidate:

- Identifies at least three contextual and learner-related factors that influence adult and young adult learning in Tonga, and
- Analyses at least two examples from own or observed practice to show how these factors affect participation, engagement and achievement, and
- Explains how these factors should be considered when planning and facilitating learning, including how Pacific and/or Tongan frameworks, values and perspectives inform these strategies.

Assessment should be holistic, so that evidence collected from each task contributes to multiple learning outcomes rather than assessing each performance standard in isolation.

See below for an **indicative assessment matrix**:

Assessment activity	LO1 (PS)	LO2 (PS)	LO3 (PS)
Presentation on Adult Learning	1.1, 1.2, 1.3, 1.4	–	–
Structured Discussion and Reflection on Frameworks and Values	–	2.1, 2.2, 2.3, 2.4	–
Scenario or Role-Play for Analysis of Practice			3.1, 3.2, 3.3, 3.4
Documentation (examples and/or reflections to supplement evidence for other activities)		(2.3, 2.4)	(3.2, 3.3, 3.4)

Moderation arrangements	1. Training providers must have their own moderation system approved by TNQAB before accreditation is granted: a) Relevant internal moderation processes are documented; b) Assessment is planned for each unit, and moderation processes integrated into such plan 2. Unless specified elsewhere, external moderation is conducted by the National qualifications unit of TNQAB for all unit components of a National qualifications: a) Samples of assessed activities are submitted for moderation; b) Moderation (external) forms are available on request.
Resource requirements	Access to standard classroom resources and resources on adult learning theories and frameworks for Western, Pacific and Tongan contexts. Indicative resources: • Māhina, O. et al. (circa 2007) Talanoa, Kakala and Tongan methodologies in education research. Available at: https://mro.massey.ac.nz/bitstreams/62f1d1bc-b82f-4e87-87c1-985348dbf7b4/download • Fua, S. J. (2023), Kakala: Pacific framework for teaching, learning and research. Available at: https://repository.usp.ac.fj/id/eprint/13884/ • Airini et al. (2010), Teu le va: relational Pasifika education framework. Available at: https://thehub.sia.govt.nz/resources/teu-le-va-relationships-across-research-and-policy-in-pasifika-education • Otunuku, M. A., & Brown, G. T., (2019). Ako Conceptual Framework: (Tongan epistemology, va-centred pedagogy). Asia-Pacific Journal of Teacher Education, 47(5), 539–553. Available at: https://eric.ed.gov/?id=EJ1229748

	• Educational practices and Pacific frameworks for tertiary learners Available at: https://ako.ac.nz/assets/Knowledge-centre/NPF-10-001A-Pasifika-Learners-and-Success-in-Tertiary-Education/RESEARCH-REPORT-Educational-Practices-that-Benefit-Pacific-Learners-in-Tertiary-Education.pdf • Vaioleti, T. M. (2013). Talanoa research methodology: a developing position on Pacific research. University of Waikato Research. Available at: https://hdl.handle.net/10289/6199 • Vaioleti, T. M. (2011). Talanoa, Manulua and Founa Ako: Tongan educational ideas and framework for teaching and learning. Available at: https://hdl.handle.net/10289/5179 • Knowles, M., Holton, E., & Swanson, R. (2015). The Adult Learner. Example: https://youtu.be/CMerWuT9E9o?si=shW9Q8t2iYx5gHmn • Adult Learning Theories: https://lincs.ed.gov/sites/default/files/11_%20TEAL_Adult_Learning_Theory.pdf Relevant examples, case studies or practice scenarios - Commonwealth of Learning – TVET Toolkit for the Pacific https://pacifictoolkit.col.org/professional-development-framework/
Requirements to complete this unit	There are three (3) Learning outcomes and twelve (12) Performance standards to measure competence. To demonstrate competence, the person studying this unit is: - Required to demonstrate all LOs to the expected performance standards - Required to attain an <i>Achieved</i> Grade (Competent) to fulfil the Unit Standard requirements. - Eligible to three (3) attempts to achieve the required competency within 14 days of the first attempts.

	Failure to achieve the required competency after three (3) attempts on the specific part of the assessment will require the person studying this Unit to re-enrol for the same unit.
Important notes and definitions	<u>Notes:</u> In this context, <i>contemporary</i> means ‘up to date’ or ‘current’. It refers to adult learning approaches that fit how people live and work today, using recent ideas about adult learning and teaching in real workplaces and communities. <u>Definitions:</u> 1. <i>Adult learner</i> is a person who has reached legal adulthood (18 years and over) and takes primary responsibility for their own learning. 2. <i>Approaches/frameworks for adult learning</i> refer to models or lenses that guide learning design and thinking. For example; experiential learning, Kakala. 3. <i>Factors that influence learning</i> refer to contextual conditions, often external, that shape learning. For example, cultural values, language, family responsibilities, community expectations, socio-economic status, gender roles, prior experiences, access to support and resources. 4. <i>Inclusive Learning</i> refer to organising and delivering learning so all learners can access, participate in, and successfully complete programs. It involves removing barriers and adapting teaching, resources, facilities and support so all learners have an equitable opportunity to succeed. 5. <i>Learner diversity</i> describe the traits, needs and behaviours learners bring to the learning process. These include personal attributes (such as age, gender, language, health); cognitive attributes (such as autonomy, prior knowledge, LLN and digital skills); learning preferences (such as motivation, confidence, environment, cultural hierarchies).

	6. <i>LLN</i> refers to Language, Literacy and Numeracy 7. <i>Principles of adult learning</i> refer to high-level, research-informed statements of how adults learn best. For example; self-directed; experience-informed. 8. <i>Va-centred approach</i> places the ‘<i>va</i>’, the relational space between people at the heart of teaching and learning. 9. <i>Western approaches</i> are a group of models that emphasise individual autonomy, rational inquiry, and structured, goal-oriented learning. 10. <i>Young adult learner</i> refers to a person typically 16–17 years old and in the transition from schooling to adulthood. Ongoing personal and cognitive development overlaps with emerging adult learner traits.
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.