



REGISTERED NATIONAL STANDARD

UNIT OF COMPETENCY

Title:	Facilitate inclusive vocational learning				
TQF Level:	4	Credits:	14	Version:	1
National standard code:	NS130-04				
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 standard builds on NS129-04 ‘Plan Vocational Learning’. It describes the skills and knowledge to facilitate inclusive adult and young adult learning sessions in vocational contexts. Learners will learn how to organise and manage the learning environment and different strategies for delivering effective learner-centered training sessions. Persons credited with this unit standard are able to: • Organise adult and young adult learning sessions in line with plans. • Facilitate effective learning sessions. • Manage the learning environment. • Evaluate facilitated sessions to improve future practice.				

Learning Outcome 1 (LO1)	Organise adult and young adult learning sessions in line with plans
Performance standards	1.1 Prepare a safe, accessible and engaging learning environment; <i>(Range may include, but is not limited to, lighting; noise; ventilation; access and layout for group work; talanoa circles or individual activities; cultural considerations.)</i> 1.2 Prepare session materials and resources; <i>(Range may include, but is not limited to, presentations; handouts; instructions; checklists and reference material.)</i> 1.3 Plan at least one alternative strategy that could be used if unexpected issues occur; <i>(Range may include, but is not limited to, technology or equipment failure; changes to class size, level, location or timing.)</i> 1.4 Develop and use a preparation checklist for sessions. <i>(Range may include, but is not limited to, technology (such as data projector, speakers, internet, devices); learning resources (such as ingredients, materials, tools, equipment); planned adjustments for identified learners and safety considerations.)</i>
Learning Outcome 2 (LO2)	Facilitate planned learning sessions
Performance Standards	2.1 Explain session outcomes, activities and expectations to learners at the start of the session; 2.2 Implement facilitation approaches and activities that: 2.2.1 engage diverse learners and meet IEP/ITP adjustments; <i>(Range may include, but is not limited to, talanoa or va-centred approaches; group or pair or individual tasks; practica activities; demonstrations; methods that support IEP/ITP needs.)</i> 2.2.2 learner progress over the session. <i>(Range may include, but is not limited to; linking activities to prior knowledge; moving from simpler to more complex tasks; providing practice opportunities; aligning activities with the skills, knowledge or attributes being taught.)</i>

	2.3 Use formative strategies and constructive feedback to support learning; <i>(Range may include, but is not limited to; open and closed questions; asking learners to explain ideas in their own words; brief practice tasks or multiple-choice questions (MCQs); acknowledging progress; suggesting next steps for improvement.)</i> 2.4 Adjust facilitation strategies in response to learner needs and contextual factors. <i>(Range may include, but is not limited to, changing pace or pitch; revisiting or extending explanations; modifying activities or support; responding to environment changes or equipment/ technology failure; managing distractions or learner questions.)</i>
Learning Outcome 3 (LO3)	Manage the learning environment
Performance standards	3.1 Establish culturally appropriate expectations for learner behaviour and participation; <i>(Range may include, but is not limited to, phone use; appropriate language; asking questions; talking and listening; respect for others; attendance; links to professional and workplace expectations, considerations from IEP/ITP and session plan.)</i> 3.2 Reinforce agreed expectations during the session; <i>(Range may include, but is not limited to, using positive and fair responses; acknowledging engagement or contribution; respectful reminders and adapting language.)</i> 3.3 Respond constructively to behaviours or issues that disrupt learning; <i>(Range may include, but is not limited to; calm redirection; brief private conversations; mentoring, resetting expectations; adjusting activities or groupings; seeking support when required.)</i> 3.4 Adjust the learning environment in response to learner engagement and participation. <i>(Range may include, but is not limited to; changing groupings; adjusting level of challenge; changing seating or layout; using short energisers or breaks when engagement drops.)</i>

Learning Outcome 4 (LO4)	Evaluate learning sessions and identify improvements for future practice
Performance standards	4.1 Reflect on sessions in line with the plan to identify strengths and gaps; <i>(Range may include, but is not limited to, approaches and activities; content relevance and level; sequencing; pace; use of tools and technology; learner engagement; checking for comprehension; assumptions of learners' skills and knowledge.)</i> 4.2 Analyse feedback from at least two sources to identify improvements for future sessions; <i>(Range of sources may include but are not limited to, learners, peers, trainers, supervisor and assessors. At least one source must be a peer or supervisor observing a session.)</i> 4.3 Explain at least one strategy to improve future facilitation based on 4.1 and 4.2; <i>(Range may include, but is not limited to, changing activities; adjusting pace or pitch; strengthening explanations or examples; improving instructions; changing how expectations are set and reinforced.)</i> 4.4 Document reflections and agreed changes. <i>(Range may include, but is not limited to, brief written reflections; reflective checklists; IEP/ITP updates; peer observation forms; records used in the Professional Practice unit.)</i>
Pre-requisites	NS127-04 Apply digital and artificial intelligence (AI) skills. NS128-04 Assess principles of vocational Learning NS129-04 Plan vocational learning
Co-requisites	NS132-04 Demonstrate professionalism in practice
Underpinning skill and knowledge	The following knowledge and skill underpin this unit standard: Knowledge: • Adult learning principles and inclusive facilitation • Session requirements, outcomes and sequencing

	• Engagement, participation, behaviour and classroom management. • Formative assessment and feedback strategies • Relevant organisation, program and QA requirements Skills: • Prepare learning environments and resources • Facilitate inclusive, learner-centred activities • Adjust facilitation to learner needs and context • Manage participation, behaviour and engagement • Use formative strategies to check learning, provide feedback and respond to issues • Review sessions, document reflections and identify improvements for future practice
Assessment requirements	<u>Methods of Assessment:</u> The candidate must facilitate three different adult and/or young adult learning sessions of at least 60 minutes with learners in an authentic vocational training context, using session plans developed in NS129-04 'Plan vocational learning' or an equivalent approved plan. Evidence should be gathered through a combination of: • direct observation and feedback of at least two sessions by an assessor, in person or by video • direct observation and feedback of at least one session by a peer (as part of Professional Practice unit) • completed session materials, resource checklists and/or equivalent preparation records • candidate reflection on each facilitated session • professional discussion and/or structured talanoa about facilitation decisions, adjustments, management and improvements.

Across the three observed sessions and associated professional discussions, evidence must show the candidate:

- prepares a safe, accessible and engaging environment.
- prepares required materials and resources.
- implements facilitation methods and activities that engage diverse learners and build progress toward the learning outcomes.
- uses formative strategies to support learning.
- adjusts facilitation strategies in response to learner needs and contextual factors.
- establishes and reinforces culturally appropriate expectations for behaviour and participation.
- manages learner participation to maintain inclusion and engagement.
- reviews the facilitated session using the session plan, considers feedback from at least one other source and identifies specific improvements for future practice.

Assessment should be holistic, so that evidence collected from each facilitated session 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)	LO4 (PS)
Assessor observation and feedback (≥ 2 sessions)	1.1, 1.2	2.1, 2.2, 2.3, 2.4,	3.1, 3.2, 3.3, 3.4	4.1, 4.2
Peer observation and feedback (≥ 1 session)	1.1, 1.2	2.1, 2.2, 2.3, 2.4,	3.1, 3.2, 3.3, 3.4	4.2

	Candidate reflections on facilitated sessions	1.3, 1.4	2.2, 2.3, 2.4,	3.2, 3.3, 3.4	4.1, 4.3, 4.4
	Structured discussion / Talanoa	1.1, 1.2, 1.3, 1.4	2.1, 2.2, 2.3, 2.4,	3.1, 3.2, 3.3, 3.4	4.1, 4.2, 4.3, 4.4
	Documentation (e.g. plans, records, notes, checklists; reflections, IEP updates, PP notes)	1.1, 1.2, 1.3, 1.4	2.2, 2.3, 2.4.	3.1, 3.3, 3.4	4.1, 4.3, 4.4
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 • Templates and resources to support facilitation, reflection and evaluation. • Real world learners in the candidate's context. • Opportunities for peer observation.				
Requirements to complete this unit	There are four (4) Learning outcomes and sixteen (16) Performance standards to measure competence.				

	To demonstrate competence, the person studying this unit is: a. Required to demonstrate all LOs to the expected performance standards b. Required to attain an <i>Achieved</i> Grade (Competent) to fulfil the Unit Standard requirements. c. 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> This unit should be read alongside related planning and professional practice units, particularly where session plans, IEPs/ITPs, peer observation, reflection and documentation are used across more than one unit; evidence may be gathered holistically, but competence in this unit must remain focused on the candidate's own facilitation practice. <u>Definitions:</u> 1. <i>Adult learner</i> refers to a person who has reached legal adulthood (18 years and over) and takes primary responsibility for their own learning. 2. <i>Constructive feedback</i> is supportive, improvement-focused information designed to support a learner's growth. Core elements include specific, actionable, supportive and objective information. Common frameworks include SBI and the 3Cs. 3. <i>Formative strategies</i> refer to checks for understanding and feedback used during facilitation to support learner progress and guide teaching decisions; it does not require formal assessment design which is addressed elsewhere in the qualification. 4. <i>Learning environment</i> refers to the physical, social and cultural conditions in which learning takes place,

	including space, layout, behaviour expectations and interaction patterns. 5. <i>Learning session</i> refers to a discrete learning event that has its own learning outcomes, planned activities and subject matter focus, and may form part of a larger course, program or workplace learning process. 6. <i>Pace</i> refers to the speed and timing of facilitation, including how content, activities, transitions, recaps and breaks are managed to support learner engagement and progression. 7. <i>Pitch</i> refers to the level, language and complexity of explanations, instructions and examples used by the facilitator in relation to learner needs and the intended outcomes. 8. <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.