



REGISTERED NATIONAL STANDARD

UNIT OF COMPETENCY

Title:	Assess vocational learning				
TQF Level:	4	Credits:	12	Version:	1
National standard code:	NS131-04				
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:	31 August 2031	
Purpose:	This unit builds on NS129-04 ‘Plan Vocational Learning’ and NS130-04 ‘Facilitate Inclusive Vocational Learning’. It describes the skills and knowledge required to and assess adult and young adult vocational learners in Tonga. It covers planning and preparing competency-based assessment, implementing assessment processes in real or simulated contexts, evaluating evidence and making judgements, communicating assessment outcomes, and reviewing assessment practice to support quality assurance (QA). Persons credited with this unit standard are able to: • Plan competency-based assessment for adult and young adult learners. • Justify valid, fair and ethical assessment practice. • Make defensible judgements of competence using rules of evidence. • Provide constructive feedback on assessment outcomes. • Evaluate assessment practice and contribute to QA processes.				

Learning Outcome 1 (LO1)	Plan competency-based assessment (CBA) for adult and young adult learners
Performance standards	1.1 Verify alignment of assessment plans with unit/module and organisational requirements; <i>(Range may include, but is not limited to, performance criteria; evidence requirements; assessment conditions; scheduling, organisational templates; recordkeeping, supervision and reporting requirements.)</i> 1.2 Explain how competency-based assessment (CBA) and formative assessment apply; <i>(Range should include differentiating between formative assessment to monitor progress and support learning, and assessment to make final decisions about competence.)</i> 1.3 Select and justify assessment methods; <i>(Range may include, but is not limited to, aligning what knowledge, skills and/or attributes are to be assessed through observation; questioning; practical demonstration; project; portfolio; oral or written tasks; presentation; scenarios; role-play; and consideration of resources available and local context.)</i> 1.4 Develop and/or adapt assessment tools; <i>(Range may include, but is not limited to, adapting existing templates; developing new tasks, questions or observation checklists; preparing learner instructions and cover sheets; and ensuring tools align with the planned methods.)</i> 1.5 Explain how assessment arrangements are communicated to learners; <i>(Range may include, but is not limited to, tools or equipment required, individual evidence for group activities, alternative assessment methods, scheduling; submission requirements, plagiarism, appeals policy, re-sit policy, timing.)</i> 1.6 Plan for evidence gathering in line with rules of evidence; <i>(Range may include, but is not limited to, individual evidence in group activities; authenticity declarations; observation or questioning, considering the rules of evidence.)</i> 1.7 Plan for identified assessment adjustments; <i>(Range may include, but is not limited to, adjustments to</i>

	<i>assessment conditions, methods, instructions or support such as extra time, alternative formats; assistive technology; adapted tasks; language or literacy support; flexible submission arrangements, while maintaining the outcomes and standards.)</i> 1.8 Verify learner readiness for assessment. (Range may include, but is not limited to, understanding of assessment requirements; prerequisite competencies; access to resources; learner questions; other readiness checks.)
Learning Outcome 2 (LO2)	Justify valid, fair and ethical assessment practice
Performance Standards	2.1 Apply assessment activities in line with plan; (Range may include, but is not limited to, review of learner evidence or examples; scenarios; role-play.) 2.2 Evaluate how assessment methods and tools gather evidence in line with the rules of evidence; (Range may include, but is not limited to, observation; questioning; practical demonstration; written or oral tasks; projects; portfolios; checklists; marking guides.) 2.3 Review competency-based assessment (CBA) and/or formative assessment strategies, where applicable; (Range may include, but is not limited to, questioning; draft checks; brief practice activities; observation of early performance; clarification of requirements; feedback to support readiness.) 2.4. Evaluate effectiveness of planned adjustments; 2.5 Explain how professional and ethical conduct is maintained during assessment. (Range may include, but is not limited to, respectful communication; confidentiality; impartiality; accurate recording; appropriate boundaries; compliance with organisational requirements.)
Learning Outcome 3 (LO3)	Make defensible judgements of competence using the rules of evidence
Performance standards	3.1 Evaluate validity and currency of evidence;

	<i>(Range may include, but is not limited to, confirming that evidence is relevant, reflects current practice using rubrics, example answers or other marking guides.)</i> 3.2 Determine sufficiency of evidence; <i>(Range may include, but is not limited to, checking enough evidence is collected across required tasks, contexts and time to cover all performance standards.)</i> 3.3 Verify evidence authenticity using appropriate strategies; <i>(Range may include, but is not limited to: questioning, observation, comparison of evidence, confirmation of individual contribution, authenticity declarations, learner follow-up and use of software.)</i> 3.4 Document judgements of competence with defensible rationale. <i>(Range may include, but is not limited to, brief written or digital records that show how evidence supports a judgement of competent/not yet competent.)</i>
Learning Outcome 4 (LO4)	Provide constructive feedback of assessment outcomes to learners
Performance standards	4.1 Record and store assessment decisions in line with organisational requirements; <i>(Range may include, but is not limited to, use of marking rubrics or templates; written, oral or digital formats; secure storage.)</i> 4.2 Provide constructive feedback identifying strengths with examples; <i>(Range may include, but is not limited to; oral or written feedback, examples from observed performance or submitted evidence, links to criteria and acknowledgement of progress.)</i> 4.3 Communicate specific areas for improvement; <i>(Range may include, but is not limited to; clear explanation of gaps, respectful language, links to criteria, suggestions for improvement; guidance on resubmission or reassessment where relevant.)</i>

	4.4 Provide next steps for learners. <i>(Range may include, but is not limited to; further practice; additional support; reassessment opportunities; future learning goals; progression to the next unit, task or work requirement.)</i>
Learning Outcome 5 (LO5)	Evaluate own assessment practice and contribute to quality assurance (QA) processes
Performance standards	5.1 Analyse assessment tools and methods for effectiveness, appropriateness and inclusion; <i>(Range may include, but is not limited to; suitability for the standard; alignment with evidence requirements; accessibility; clarity of instructions; appropriateness for learner context.)</i> 5.2 Analyse feedback from at least two sources to identify Improvements; <i>(Range may include, but is not limited to, feedback from learners, assessors, or peers who review assessment tools, decisions or documentation; supervisor or moderation feedback.)</i> 5.3 Explain at least one strategy to improve practice based on 5.2; <i>(Range may include, but is not limited to; revising tools; improving instructions; changing methods; strengthening authenticity checks; improving feedback processes; seeking peer input.)</i> 5.4 Explain how quality assurance (QA) processes support assessment integrity; <i>(Range may include, but not be limited to, organisational and TNQAB requirements; moderation, validation, stakeholder feedback and review processes.)</i> 5.5 Reflect on assessment decisions and processes to identify strengths and areas for improvement.
Pre-requisites	NS127-04 Apply digital and artificial intelligence (AI) skills NS128-04 Assess principles of vocational learning NS129-04 Plan vocational learning

	NS130-04 Facilitate inclusive vocational learning
Co-requisites	NS132-04 Demonstrate professionalism in practice
Underpinning skill and knowledge	The following knowledge and skill underpin this unit standard: Knowledge: • competency-based assessment, including standards • principles of assessment and rules of evidence • formative and summative assessment purposes • assessment methods, tools and planning requirements • assessment policies and requirements • inclusive assessment practices • assessment documentation and storage requirements • feedback strategies for assessment • quality assurance processes in own context • reflective models Skills: • justify assessment planning decisions • select, develop and adapt assessment resources • select appropriate assessment methods • prepare learners for assessment • apply assessment activities • evaluate evidence and make defensible judgements • record assessment decisions and provide feedback • review own assessment practice • contribute to QA requirements in own context
Assessment requirements	<u>Methods of assessment:</u> The learner must complete assessment activities for adult and/or young adult learners in their own context. Evidence may be drawn from real learners, simulated learners, scenario materials, pre-prepared evidence samples or assessment exemplars approved by the provider. Evidence should be gathered through a combination of: 1) Portfolio (written documentation) of

	• At least two assessment plans and tools <u>aligned with facilitated sessions</u>. • At least two samples of assessed work (real or simulated) including learner feedback and marking guide. • Review of at least one of the learner's • assessment plans, and • assessed work sample including learner feedback • Reflection and improvement plan informed by at least two sources of feedback 2) Group activity such as simulation; role-play; structured Talanoa; professional conversation. These can be used to provide primary or secondary evidence. For group activity(ies), evidence of individual contribution is required. 3) Oral or written responses (documented as appropriate) where further explanations or evidence is required to confirm performance standards. Across the assessment portfolio activities, evidence must show the learner: • aligns formative and/or competency-based assessment (CBA) methods and tools with learning outcomes and performance standards. • aligns evidence requirements with the unit standard. • communicates assessment requirements, conditions and arrangements to learners. • checks learner readiness for assessment. • demonstrates valid, fair and ethical assessment practice • considers adjustments for identified needs • evaluates assessment evidence and documents decisions. • provides learner feedback on strengths, areas for improvement and next steps.
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- reviews assessment practice using feedback from at least two sources.
- explains organisational QA requirements relevant to the assessment activities, to include moderation and validation.

Assessment should be holistic, so activities allow learners to demonstrate the learning outcomes and performance standards as a whole rather than as separate parts.

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

Assessment activity	LO1	LO2	LO3	LO4	LO5
1. Portfolio ≥ 2 plans and tools ≥ 2 samples Peer review of: ≥ 1 plan ≥ 1 sample Reflection and plan	1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.7, 1.8	2.2, 2.3, 2.4, 2.5	3.1, 3.2, 3.3, 3.4	4.1, 4.2, 4.3, 4.4	5.1, 5.2, 5.3, 5.4, 5.5
2. Group activity	(1.2, 1.5, 1.7)	2.1, (2.5)	-	(4.3, 4.4)	(5.5)
3. Oral or written responses (optional)	<i>LO/PS as required to provide additional or supporting evidence</i>				

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 • unit, module and/or qualification documentation • organisational assessment policies and templates • assessment resources, tools, learner information and evidence recording documents used in own context • adult and/or young adult learners in a vocational context, or provider-approved simulated assessment opportunities • opportunities for review and reflection on assessment practice (real or simulated)
Requirements to complete this unit	There are five (5) Learning outcomes and twenty-six (26) 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>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>Assessment principles</i> include validity, fairness and flexibility in the design and conduct of assessment. 3. <i>Competency-based assessment</i> (CBA) means assessment that requires evidence of performance against defined standards and criteria so that judgements of competence are based on valid and sufficient evidence. 4. <i>Formative assessment</i> refers to assessment activities used to monitor progress, support learning and prepare learners for later judgement. 5. <i>Moderation</i> refers to quality assurance processes used to check that assessment judgements are consistent with standards and organisational or system requirements. 6. <i>Reasonable adjustment</i> means planned changes to assessment conditions, processes, resources or support arrangements that enable learner participation and valid assessment without lowering the required standard. 7. <i>Rules of evidence</i> refer to the principles used to judge whether assessment evidence supports a judgement of competence. They typically require that evidence is: • Valid (directly related to the learning outcomes and performance standards); • Sufficient (enough quantity and breadth to show consistent performance) • Authentic (clearly the learner's own work); and • Current (shows present competence, not past ability). 8. <i>Validation</i> refers to review of assessment tools, processes and evidence requirements to determine whether they are fit for purpose and aligned with the relevant standard and context.

	9. <i>Young adult learner</i> is 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.