



REGISTERED NATIONAL STANDARD

UNIT OF COMPETENCY

Title:	Demonstrate professionalism in practice				
TQF Level:	4	Credits:	8	Version:	1
National standard code:	NS132-04				
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 for vocational trainers and assessors to support inclusive learning, learner well-being, communication, peer observation and feedback, and continuous professional development. It is designed to run concurrently with units on planning, facilitation and assessment in vocational learning. This unit can also be taken as a stand-alone unit for trainers, managers or those involved in vocational learner support. Persons credited with this unit standard are able to: • Determine learner support needs for inclusive learning. • Demonstrate culturally appropriate approaches to giving and receiving feedback through peer observation. • Demonstrate basic support for learner wellbeing, safety and inclusion in own role. • Use reflective processes to evaluate own practice and plan professional development.				

Learning Outcome 1 (LO1)	Determine learner support needs for inclusive learning
Performance standards	1.1 Use appropriate data and tools to identify learner needs; <i>(Range must include the Washington Group Questions (WGQs) and Individual Education Plans (IEPs)/Individual Training Plans (ITP). Other tools may include, but are not limited to, LLN and digital literacy checks; accessibility audits; disability or support surveys.)</i> 1.2 Explain how understanding learner diversity improves participation, access and achievement; <i>(Range may include, but is not limited to, disability; LLN; digital literacy; religious or cultural considerations; age; gender.)</i> 1.3 Explain realistic actions to respond to learner needs; <i>(Range may include, but is not limited to, checking understanding; repeating instructions; classroom layout; large print materials; recording sessions; software (e.g. text to talk); adapting tools or equipment.</i> <i>Note: Strategies should avoid institutional or systemic issues.)</i> 1.4 Explain basic assessment adjustments to support learner needs. <i>(Range may include, but is not limited to, extra time; additional breaks, oral assessment options; alternative formats; support with reading instructions or writing answers; simple changes to assessment conditions that do not lower the required standard.)</i>
Learning Outcome 2 (LO2)	Demonstrate culturally appropriate approaches to feedback
Performance Standards	2.1 Prepare for peer observation and feedback in ways that uphold Faa'i kaveikoula 'a e Tonga; <i>(Range may include, but is not limited to, agreeing purpose and expectations; using talanoa to build trust; identifying how faka'apa'apa, tauhi vā, angafakatōkilalo and mamahi'i me'a will be shown.)</i> 2.2 Observe a peer's practice and record evidence to support constructive feedback;

	<i>(Range may include, but is not limited to, focusing on agreed aspects of practice; noting specific examples of effective teaching, assessment and relationships; identifying 1–2 priority areas for improvement; using simple observation tools or notes.)</i> 2.3 Provide and receive peer feedback using Tongan appropriate communication strategies; <i>(Range may include, but is not limited to, respectful language; talanoa; framing suggestions collaboratively; checking peers' understanding and inviting their views; inviting feedback; asking clarifying questions; listening without interrupting; demonstrating angafakatōkilalo; expressing thanks.)</i> 2.4 Reflect on the peer feedback experience to identify improvements in own feedback practice. <i>(Range may include, but is not limited to, describing what worked well and what was challenging; considering how anga faka-Tonga and broader values influenced the interaction; strategies to strengthen future feedback conversations with colleagues and learners.)</i>
Learning Outcome 3 (LO3)	Demonstrate basic support for learner wellbeing, safety and inclusion in own context
Performance standards	3.1 Identify professional responsibilities and boundaries; <i>(Range must include Child Protection/PSEAH and WEGET obligations. Other consideration may include, but are not limited to, confidentiality; privacy; gender; age; relationship to learner and families; health and safety; social media use; Ministry of Education and Training (MET) Code of Ethics and Conduct.)</i> 3.2 Recognise indicators and sources of learner wellbeing, safety and inclusion; <i>(Range may include, but is not limited to, observed behaviour; attendance patterns; self-disclosure; feedback from families, peers and staff; recognising signs of difficulty, distress or exclusion.)</i> 3.3 Use active listening and culturally responsive communication when checking on learner wellbeing;

	<i>(Range may include, but is not limited to: Talanoa; respectful language; open questions; non-verbal communication, allowing time to respond; checking understanding; maintaining privacy and dignity.)</i> 3.4 Review learner safety and support mechanisms in own Organisation; <i>(Range may include, but is not limited to, policies and processes (such as Child Protection and WEGET); support for LLN and disability; counselling; family liaison; parent-teacher meetings.)</i> 3.5 Identify at least one area for improvement in regard to 3.4; 3.6 Recognise when learner needs exceed own capability or role and take appropriate steps. <i>(Range may include, but is not limited to, responding to risk of harm, abuse, serious distress or complex family issues; seeking advice; identifying suitable support options.)</i>
Learning Outcome 4 (LO4)	Use reflective processes to evaluate own practice and plan professional development
Performance standards	4.1 Describe at least two reflective models; <i>(Range must include at least one Tongan or Pacific, and one Western model and may include, but is not limited to, Kakala, Talanoa, Anga-Faka Tonga, Fonofale, Rolfe et al, Gibbs' and Schön.)</i> 4.2 Compare the reflective models selected in 4.1; <i>(Range may include, but is not limited to, similarities, differences, values, stages, communication preferences, simplicity and impact on practice.)</i> 4.3 Apply a reflective model to analyse feedback from at least two sources; <i>(Range of sources may include, but are not limited to, learners, peers, supervisors, assessors or managers.)</i> 4.4 Identify priority improvements based on 4.3; 4.5 Create a professional development plan based on priorities identified in 4.4;

	(Range may include but is not limited to, SMART goals - Specific, Measurable, Achievable, Relevant, Time-Bound.) 4.6 Identify resources and/or support needed to achieve professional development goals.
Pre-requisites	NS127-04 Apply digital and artificial intelligence (AI) skills NS128-04 Assess vocational learning principles
Co-requisites	NS129-04 Plan vocational learning NS130-04 Facilitate inclusive vocational learning NS131-04 Assess vocational learning
Underpinning skill and knowledge	The following knowledge and skill underpin this unit standard: Knowledge: • Factors that affect participation, access and achievement. • Basic tools and processes to identify learner needs, including WGQs, IEPs/ITPS, LLN or digital literacy checks. • Inclusive support actions and basic adjustments. • Culturally appropriate feedback and communication. • Child Protection, Gender equality and wellbeing responsibilities. • Reflection and professional development processes. Skills: • Identify learner needs and implications for learning. • Use data and tools to support professional judgement. • Determine realistic support actions within own role. • Participate in culturally responsive peer feedback. • Communicate properly with learners and colleagues • Analyse feedback, reflect on own practice. • Develop professional development plan.
Assessment requirements	<u>Methods of assessment:</u>

The candidate must complete assessment activities in their own vocational context, or provider-approved simulated context. Evidence should be gathered primarily through a portfolio of written and/or digital documentation, supplemented by group activity(ies) that confirm application, communication and professional judgement in practice.

Evidence should be gathered through a combination of:

1) Portfolio (written and/or digital documentation) of:

- Evidence of analysing learner support needs, realistic support actions and adjustments.
- Records from peer observation and feedback that includes:
 - At least one learning session observed by a peer.
 - Observation of at least one session facilitated by a peer.
 - Peer feedback conversation in both roles (observer and observe).
 - Brief reflection on peer observation – feedback experience.
- Develop a simple guideline or resource for learner safety and support in their context.
- Reflection on professional practice to analyse feedback from at least two sources.
- Professional development plan with identified resources and/or support.

Peer observation sessions may be done as part of the assessment requirements in 'Facilitate Inclusive Vocational Learning' unit.

2) Group activity (such as structured Talanoa, kava circle, professional conversation, role-play or scenario discussion). These may be used to provide primary or secondary evidence. For group activity(ies), evidence of the candidate's own contribution is required.

3) Oral or written responses (documented as appropriate), only where further explanation or evidence is required to confirm specific performance standards not sufficiently demonstrated through the portfolio or group activity.

Across the assessment activities, evidence must show that the candidate:

- uses appropriate tools and data, including WGQs and IEPs/ITPs, to identify learner support needs and implications.
- identifies indicators and mechanisms for learner well-being
- participates in culturally appropriate feedback.
- demonstrates culturally responsive communication strategies and values in discussions and explanations.
- recognises professional responsibilities and boundaries within own role.
- applies reflective processes

Integration and holistic assessment

Assessment should be holistic, and the combined activities may be integrated with activities from other units in the qualification, provided that evidence clearly demonstrates all performance standards for this unit.

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

Assessment activity	LO1	LO2	LO3	LO4
1. Portfolio	1.1, 1.2, 1.3, 1.4	2.1, 2.2, 2.3, 2.4	3.1, 3.2, 3.4, 3.5	4.2, 4.3, 4.4
2. Group activity(ies)	1.1	2.1	3.1, 3.3, 3.5	4.1,

	3. Oral or written responses (optional) LO/PS as required to provide additional or supporting evidence
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	• standard classroom resources • Trainers and assessors with knowledge of Pacific/Tongan values and culturally appropriate feedback processes. • Access to experienced practitioner/s who can provide observation, feedback and support for activities. • Access to a real-world or simulated environment for peer observation and feedback activities; • Access to organisational policies and procedures • Tools used to identify learner needs, such as WGQs forms, IEP templates, LLN and digital literacy checks, and simple observation or feedback forms. • Access to reflective practice materials and professional development planning tools, including examples of Pacific/Tongan and Western reflective models.
Requirements to complete this unit	There are four (4) Learning outcomes and twenty (20) 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 '<i>NS132-04 Demonstrate professionalism in practice</i>' is designed to run concurrently with units on planning, facilitation and assessment in vocational learning. This unit can also be taken as a stand-alone unit for trainers, managers or those involved in vocational learner support. <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 adjustments</i> are basic changes to assessment conditions, processes, resources or support arrangements that help a learner access assessment without lowering the required standard. 3. <i>Faa'i kaveikoula 'a e Tonga</i> are the four pillars (values) of Tonga society. In this context they refer to: • Faka'apa'apa (mutual respect) refers to recognising and valuing learners' identities, experiences, faith, languages, family and community roles as resources. • Anga fakatōkilalo/lototō (humility) refers to trainers as co-learners, seeking and responding to feedback, listening deeply, and being willing to adjust practice and share decision-making power.

	• Tauhi vaha‘a/vā (nurturing relationships) refers to trust- based, collaborative, relationships so collective wellbeing is prioritised over individual achievement. • Mamahi‘i me‘a (loyalty) refers to commitment to people and responsibilities by following through on actions, persevering with challenges, and using skills and knowledge in service of others. 4. Individual Education Plan (IEP) or Individual Training Plan (ITP) is a documented plan to record agreed learner goals, support needs, adjustments, responsibilities and review systems for an individual learner. 5. LLN refers to Language, Literacy and Numeracy 6. Professional boundaries refer to the limits of a role, including responsibilities for confidentiality, privacy, respectful relationships, appropriate communication, and when to seek advice or involve others. 7. Reflective practice refers to a structured process of reviewing experience, feedback and evidence to identify strengths, challenges and actions for professional improvement. Reflective models include Kakala, Fonofale, Rolfe and Gibbs. 8. SMART is a professional development framework that sets goals as clear, actionable objectives with defined outcomes: • Specific: identifies the exact capability to be developed. • Measurable: progress is tracked through evidence. • Achievable: realistic time, resources and support. • Relevant: addresses role or workplace requirements. • Time-bound: established deadline or review milestone. 9. Washington Group Questions (WGQs) are a short set of internationally recognised questions on functioning and disability used to help identify learners who may require additional support, reasonable adjustment or follow-up discussion. Information gathered should be used respectfully, confidentially and alongside discussion with the learner.
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	10. <i>WEGET</i> stands National Women’s Empowerment and Gender Equality Tonga Policy and Strategic Action Plan 2019-2025) 11. <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 would like to discuss or suggest changes to the details of this unit.