



REGISTERED NATIONAL STANDARD

UNIT OF COMPETENCY

Title:	Identify and use appropriate cultural protocols for Tonga.		
TQF Level:	2	Credits:	6
		Version:	1 ¹
National standard code:	NS047-02		
Associated qualification (and code):	National Certificate in Sustainable Energy Level 2 (QR-02-NQ-018-01-0504-20-01)		
Approval date:	30 Nov 2020	Review date:	30 Nov 2025
Purpose:	<p>This unit of competency describes the skills and knowledge required to develop awareness of, and apply the protocols of culture in the Pacific Island region, including the need to identify the appropriate persons when approaching a community and communicate according to protocols. This unit standard is for persons who work, or intend to work, in the Energy/Sustainable Energy sector.</p> <p>Persons credited with this unit standard are able to:</p> <ol style="list-style-type: none"> 1. Identify and describe cultural protocols for a specific Pacific Island country and community 2. Explain appropriate protocols for a specified Pacific Island and/or community to be used when engaging with the community 3. Use appropriate personal and social protocols of a Pacific Island country or community to promote successful consultations 		

¹ This Tonga unit standard, with the unit code *NS047-02*, has been adapted from the Pacific regional unit standard *CG2003* which carries the same title mentioned above. *CG2003* is a component of the Pacific regional qualification *Certificate 2 in Sustainable Energy* which is equivalent to the Tongan *National Certificate of Sustainable Energy Level 2*.

Learning Outcome 1 (LO1)	Demonstrate respect for Tongan customary beliefs and associated cultural protocols.
Performance standards	<p>1.1 Identify important Tongan customary beliefs and describe their relationship and importance to the Tonga cultural landscapes</p> <p>1.2 Identify and describe the cultural basis of gender roles in Tongan society.</p> <p>1.3 Identify and describe the Tongan language as the basis that informs social relationships and roles in the community in Tonga.</p> <p>1.4 Identify and describe avoidance relationships in Tongan society or culture.</p> <p>1.5 Describe the rights of individuals within communities to hold specific knowledge and ceremony</p> <p>1.6 Describe the responsibilities of one to share knowledge which comes with his or her rights to hold that knowledge</p> <p>1.7 Describe the inherent diversity that exists within Tongan society and communities.</p>
Learning Outcome 2 (LO2)	Demonstrate respect for cultural authorities in Tongan society.
Performance Standards	<p>2.1 Apply various approaches and resources to identify cultural authorities in Tonga.</p> <p>2.2 Identify and communicate appropriately with cultural authorities in Tonga.</p> <p>2.3 Implement the advice provided by cultural authorities in Tonga.</p> <p>2.4 Observe the rights and show consideration for the responsibilities associated with cultural knowledge, story, song, land and ceremony</p> <p>2.5 Acknowledge Tongan traditional knowledge and practices</p>
Learning Outcome 3 (LO3)	Use cultural protocols in community consultations

<p>Performance standards</p>	<p>3.1 Identify and record key protocols required for community consultation in Tonga.</p> <p>3.2 Select participants for and the methods of conducting community consultation in Tonga in accordance with relevant cultural authorities.</p> <p>3.3 Use communication approaches and protocols that are culturally appropriate.</p> <p>3.4 Participate in community consultations that follow appropriate cultural protocols.</p>
<p>Learning Outcome 4 (LO4)</p>	<p>Use appropriate personal etiquette and social protocols</p>
<p>Performance standards</p>	<p>4.1 Observe appropriate use of personal etiquette and gestures for addressing and greeting others.</p> <p>4.2 Observe community traditions and social structures and use these to guide personal presentation and conduct</p> <p>4.3 Use communication styles (verbal and non-verbal) that are culturally appropriate when communicating with others in the community.</p> <p>4.4 Use appropriate personal and social protocols as a sign of awareness and respect of the culture one is serving in.</p>
<p>Pre-requisites</p>	<p>N/A</p>
<p>Co-requisites</p>	<p>N/A</p>
<p>Underpinning skill and knowledge</p>	<p>The following knowledge and skills underpin this unit standard;</p> <ul style="list-style-type: none"> • Consultation skills to be applied with appropriate cultural authorities for a community • Knowledge of cultural information, material and cultural expression that is appropriate to be shared • Skills to identify groups to be consulted in relation to owners or custodians of cultural and community knowledge • Knowledge of cultural protocols for consultation, research and recording information on sustainable energy for particular Pacific Island communities • Knowledge of respect and cultural sensitivity towards people, their beliefs, customs, values, lore/law, ceremonies and history • Knowledge of cultural diversity within Pacific Island countries, communities and island groups

	<ul style="list-style-type: none"> • Knowledge of customs and protocols of the Pacific Island community with which they are working
<p>Suggested assessment methods</p>	<p><u>Context of assessment:</u> To show that students have the required competence they will need to:</p> <p>1) Demonstrate knowledge in the workplace (or in an environment that closely resembles the workplace) of:</p> <p>a) Tongan cultural beliefs and protocols by:</p> <ul style="list-style-type: none"> (i) Identifying and describing their importance to the wider cultural landscape; (ii) Identifying and describing their connection to gender roles; (iii) Describing how language is a basis for social relationships and community roles (iv) Describing avoidance relationships and respect in Tongan society. (v) Describing the rights of individuals within a community to hold specific knowledge and ceremonial roles. (vi) Describing the responsibilities of individuals in communities who hold specific knowledge and ceremonial roles to share their knowledge. (vii) Describing the inherent diversity that exists within Tongan society and communities. <p>b) Cultural authorities in Tongan society (or any other Pacific Island country one is serving in) by:</p> <ul style="list-style-type: none"> (i) Using appropriate approaches and resources for communicating with them; (ii) Respecting and implementing advice provided by cultural authorities; (iii) Respecting the rights and responsibilities within the community associated with cultural knowledge, story, song, land and ceremony. (iv) Acknowledging and respecting traditional knowledge and practices.

2) Apply their knowledge in the workplace (or in an environment that closely resembles the workplace), by:

- a) Using cultural protocols in community consultations by:
- (i) Identifying and recording key protocols required for specific community consultations in Tonga (or any other Pacific Island country);
 - (ii) Selecting participants for and methods of consultation in accordance with decisions made by community cultural authorities;
 - (iii) Utilising culturally appropriate communication approaches;
 - (iv) Participating in community consultations that follow appropriate Tongan cultural protocols.
- b) Using appropriate personal etiquette and social protocols by:
- (i) Observing appropriate use of personal etiquette and gestures for addressing and greeting others;
 - (ii) Observing community traditions and social structures and using these to guide personal presentation and conduct;
 - (iii) Utilising personal communication styles (both verbal and non-verbal) that are culturally appropriate when communicating with others in the community;
 - (iv) Using appropriate personal and social protocols as a sign of awareness of and respect to Tongan culture.

Methods of assessment:

A range of assessment methods should be used to assess students' knowledge and application of skills, include but not restricted to the following:

- i. Direct observation of students performing certain tasks/role plays such as described in context of assessment
- ii. Written or oral questions to test relevant skills and knowledge during observation
- iii. Written report

	<ul style="list-style-type: none"> iv. Student portfolio v. Review of workplace attachment reports (e.g. Supervisor/third party reports)
Resource requirements	<ul style="list-style-type: none"> i. Relevant printed resources on cultural protocols for Tonga or any other Pacific Island Country at the discretion of the course/unit coordinator or trainer, ii. Computer, Printer, Internet Access, iii. Conventional classroom furniture and resources: White/blackboard, tables or benches, chairs, student notice boards, A3 coloured charts or flip charts for group discussions.
Moderation arrangements	Provider Institutions are responsible for moderation arrangements to ensure consistency in assessments. Moderation process must be approved by TNQAB.
Requirements to complete this unit	<p>There are four (4) Learning Outcomes and twenty (20) Performance Standards that measures competence.</p> <p>To demonstrate competence, the person studying this unit is:</p> <ol style="list-style-type: none"> 1. Required to attain an <i>Achieved</i>² grade (Competent) to fulfil the requirements of the Unit Standard. 2. Eligible to three (3) attempts to achieve the required competency within 5 days of the first attempt. <p>Failure to achieve the required competency level after three (3) attempts of the exam or specific part of the assessment will require the person studying this Unit to re-enrol for the same Unit.</p>
Important notes and definitions	<p><u>Notes:</u></p> <ol style="list-style-type: none"> 1. All activities associated with this unit standard must comply with the requirements of national codes of practice, regulations and legislation for workplace health, safety, and environmental protection and any subsequent amendments. 2. Assessors must comply with Tonga national assessment and moderation requirements. 3. Protocols will be relevant to a specific Pacific Island country and/or community. The Pacific Island protocols will depend on the relationships of those involved in the communication and

² This unit is competency-based in which there are only two possible grades: *Achieved* and *Not Achieved*. An 'Achieved' grade is assigned to candidates who meet the competency requirements of the unit.

	<p>must be used in accordance with culturally appropriate practices for the specified Pacific Island</p> <p>4. Facilitator may invite a Tongan Community Leader to share local knowledge on cultural Protocols in Tonga and the Pacific Island Countries.</p> <p><u>Definitions:</u></p> <ol style="list-style-type: none"> 1. Protocol refers to the proper procedures or system of rules used to govern affairs in a particular state or culture. 2. Social protocol refers to the system of rules used to communicate or and interact with others in a particular society (e.g. In any social gathering in Tonga, it is considered disrespectful to walk in between others without saying <i>Tulou</i>); 3. Community refers to a group of people living in the same place or having a particular characteristic in common. 4. Community protocols refer to values, procedures, and priorities that have been set out by a specific community 5. Culture is the characteristics and knowledge of a particular group of people, defined by everything from language, religion, food, social structure, music, dance and arts. 6. Cultural protocols refer to principles and practices that guide the behaviour of a cultural group (e.g. in Tongan culture – Superiority of one’s <i>Fahu</i> or the <i>Tapu</i> between sister and brother, the wearing of the <i>Ta’ovala</i>)
<p>Public comments on unit</p>	<p>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.</p>