



REGISTERED NATIONAL QUALIFICATION

Title:		National Certificate in Vocational Training and Assessment Level 4 ¹			
Version:	1	Qualification type:	National qualification	TQF level:	4
Credits:	62	TQF Registration code:	QR-04-NQ-027-01-0405-26-01		
Approval date:		21 August 2026	Next review:	21 August 2031	
Qualification developer:		1. Tonga Association TVET and Higher Education (TATHE) 2. Ms Carrie Jones Senior Skills Advisor - Skills Pillar Tonga Australia Support Platform (TASP) Government of Australia Tonga Nuku’alofa, Tonga			
Purpose:	The National Certificate in Vocational Training and Assessment Level 4 (NCVTAL4) is aimed at new or experienced vocational trainers, supervisors and assessors working in: • TVET in high schools, • TVET providers or Post Compulsory Education and Training (PCET) providers, • Industry • Church or community contexts				

¹ This qualification is the outcome of a close collaboration between the Tonga National Qualifications and Accreditation Board (TNQAB) and the qualification developers (which is Tonga Association of TVET and Higher Education (TATHE), and the Tonga Australia Support Platform (TASP), and made possible through financial support from the government of Australia.

	This qualification recognises the skills and knowledge needed to work as an entry-level trainer and assessor in Tonga's Post Compulsory Education and Training (PCET) sector. It prepares graduates to use digital and AI tools, understand how adults and young adults learn in Tonga, plan and facilitate inclusive vocational learning, assess learner achievement using competency-based approaches (CBA), support learner participation and wellbeing, and contribute to reflective and quality-assured technical and vocational education and training (TVET) in Tonga. The Tonga Strategic Development Framework 2035 (Outcomes 2, 3 and 4), Education Strategic Policy Framework 2025-2035 and TVET Policy Implementation Plan highlight the importance of TVET in building a skilled workforce for Tonga's development. This qualification supports those goals by strengthening the capability of trainers and assessors to deliver relevant, inclusive and quality vocational learning.
Rationale	Tonga's TVET sector plays a critical role in building the skilled workforce needed for national development and regional labour markets. This qualification provides an agreed entry-level standard for vocational trainers and assessors, improving the quality, consistency and credibility of vocational learning across Tonga. Stronger trainers and assessors improve the quality of graduates and national capability to meet the increasing demand for a TVET trained workforce. The qualification contributes to widening access to TVET for diverse learners and communities and supports domestic and regional labour mobility. The qualification is designed for vocational trainers, supervisors and assessors working in schools, TVET providers, churches, community programmes and workplaces. Interested candidates must meet the entry requirement of the programme.
Outcomes Statement	Graduates of the National Certificate in Vocational Training and Assessment Level 4 will be able to:

	• Use basic digital tools, technologies, and artificial intelligence (AI) to enhance practice. • Explain how adults and young adults learn in the Tongan context. • Apply learning principles and approaches to plan competency-based, learner-centred vocational learning. • Facilitate engaging, inclusive learning across different training contexts. • Manage safe, respectful, and effective learning environments. • Design and demonstrate fair, valid and reliable assessment tools and practices. • Engage in constructive feedback mechanisms that support learner progress. • Contribute to organisational quality assurance processes, • Apply tools and strategies to support diverse learner needs (e.g. disability, LLN). • Demonstrate basic skills and strategies to support learner welfare, safety and inclusion. • Demonstrate professional and ethical practice, including respect for Tongan values. • Engage in reflective practice to evaluate and improve vocational learning.																								
Qualification Components	This qualification consists of the following units of competency: <table><tr><th></th><th>Unit Code</th><th>Unit Title</th><th>Credit value</th></tr><tr><td>1</td><td>NS127-04</td><td>Apply digital and artificial intelligence (AI) skills</td><td>10</td></tr><tr><td>2</td><td>NS128-04</td><td>Assess vocational learning principles</td><td>8</td></tr><tr><td>3</td><td>NS129-04</td><td>Plan vocational learning</td><td>10</td></tr><tr><td>4</td><td>NS130-04</td><td>Facilitate inclusive vocational learning</td><td>14</td></tr><tr><td>5</td><td>NS131-04</td><td>Assess vocational learning</td><td>12</td></tr></table>		Unit Code	Unit Title	Credit value	1	NS127-04	Apply digital and artificial intelligence (AI) skills	10	2	NS128-04	Assess vocational learning principles	8	3	NS129-04	Plan vocational learning	10	4	NS130-04	Facilitate inclusive vocational learning	14	5	NS131-04	Assess vocational learning	12
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	6	NS132-04	Demonstrate professionalism in practice	8
	Total Credits			62
	Note: 1. The above units of competency can be delivered as short courses or micro-credentials consisting of one or more units depending on the training needs of an interested training provider. 2. Approval for short course or micro-credential delivery be sought from TNQAB prior to delivery.			
Entry Requirements	The minimum entry requirements to this national certificate include the following: 1. Be at least 21 years old at the commencement of study 2. Successful completion of: i) Trade Certificate III (or equivalent) OR ii) Two (2) years relevant trade or training experience plus Completed Form 6 with pass in English and Mathematics OR iii) Five (5) years industry experience at the discretion of the provider OR iv) Recognition of Prior Learning (RPL) 3. Have a clear police check at the discretion of the provider. 4. Have access to a suitable training or workplace environment where practical teaching and related programme requirements can be undertaken.			
Learning Assumed to be in Place	Learners should have: • foundational literacy,			

	• numeracy and digital skills sufficient to engage with Level 4 study, • interpret documents and • participate in training and assessment activities in English and, where relevant, Tongan.
International Comparability	The qualification is benchmarked to ensure broad equivalence with regional standards while retaining relevance to Tonga's context. Benchmarks include: 1. New Zealand Certificate in Adult and Tertiary Teaching (Level 4, NZQF 2746), 2. University of the South Pacific's Certificate IV in Training and Assessment 3. Australian VET Capability Framework
Recognition of Prior Learning	Recognition of prior learning may be granted for equivalent or comparable learning outcomes achieved through recognised qualifications, subject to TNQAB policies. These may include accredited qualifications through Pacific Australia Skills programmes, USP TAE programmes, or NZQA-accredited adult teaching qualifications. Assessment for RPL must be undertaken by a qualified assessor. Evidence of skills and knowledge acquired must be shown before recognition can be granted. Recognition of prior learning (RPL) acknowledges the skills and knowledge gained from workplace, community experiences or informal training which includes courses or study previously undertaken.
Credit Transfer	The Tonga Qualifications Framework (TQF) as well as most other Frameworks allow for credit recognition within the past three years) in: A qualification which has been identified as equivalent and transfer from other regional or national qualifications through a process of mutual recognition. Credit transfer is a process whereby credits already achieved for one qualification are recognized towards a new qualification.

	Thus, if a learner has obtained the relevant competency (within the past three years) in: 1. A qualification which has been identified as equivalent to NCVTAL4, they will receive credit for unit standards which have been successfully completed. Evidence of achievement will be required by relevant authorities before credit transfer is approved; 2. A TNQAB approved qualification that contains any of the component units of this national qualification; 3. A TNQAB approved short course that is made up of any of the component units of this national qualification, he or she will cross credit recognition. Evidence of achievement will be required by relevant authorities before credit transfer is approved. 4. A regional approved Micro-qualification (MQ) or approved short course that is made up of any of the component units of this national qualification, he or she will cross credit recognition. Evidence of achievement will be required by relevant authorities before credit transfer is approved.
Learning Pathways	Pathways in: 1. Completion of relevant short courses/micro-credential 2. Candidates who meet the entry requirement Pathways out: 1. Graduates may progress to higher-level programmes such as Diplomas (Level 5) OR Advanced Certificates in assessment OR TVET leadership OR quality assurance OR other specialise areas in training and education. 2. Graduates are qualified to work as vocational trainers, TVET instructors, workplace assessors, training coordinators or learning facilitators in institutional, community and workplace settings. 3. With experience, graduates may also serve as TVET programme advisors, team leaders or mentors.

Support for Qualification	This national qualification has gained the support of the following organisations: 1. Tonga Association of TVET and Higher Education (TATHE), Tonga 2. Ministry of Education and Training, Tonga 3. Skills for Development Working Group (SDWG) 4. Tupou Tertiary Institute (TTI), Fasi-moe-Afi 'a Tungī, Tonga 5. Tonga Australia Support Platform (TASP), Government of Australia
Accreditation Requirements	Important accreditation requirements include: 1. Teaching staff must have: a) At least a level 5 qualification in Training and Assessment plus 3 years of relevant industry experience; b) A relevant qualification as a trainer and assessor in TVET 2. Physical resources 3. Specialised resources for each unit of competency 4. Unit descriptors or course outline ready for distribution to students with details of: a) Learning outcomes, qualification components, credit values, entry requirements, required training resources etc. b) Assessment details including assessment tasks and due dates, marking guidelines, moderation information, and other requirements about the completion of each unit c) Recommended textbooks/readings for students, and d) Names and contact details of teaching staff