

**REGISTERED  
NATIONAL STANDARD**

**UNIT OF COMPETENCY**



|                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                 |                     |                   |   |
|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|---------------------|-------------------|---|
| <b>Title:</b>                               | Identify work area hazards and select risk control strategies <sup>1</sup>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                 |                     |                   |   |
| <b>TQF Level:</b>                           | 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Credits:</b> | 4                   | <b>Version:</b>   | 1 |
| <b>National standard code:</b>              | NS151-04                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                 |                     |                   |   |
| <b>Associated qualification (and code):</b> | <div>1. National Certificate in Bricklaying and Blocklaying Level 4<br/>QR-04-NQ-028-02-1005-26-01</div> <div>2. National Certificate in Wall and Floor Tiling Level 4<br/>QR-04-NQ-028-04-1005-26-01</div>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                 |                     |                   |   |
| <b>Approval date:</b>                       | 10 September 2026                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                 | <b>Review date:</b> | 10 September 2031 |   |
| <b>Purpose:</b>                             | <p>This unit describes the skills and knowledge required to identify hazards in construction work, assess associated risks, and apply appropriate control measures. It focuses on the preparation and implementation of Job Safety Analysis (JSA) and Safe Work Method Statements (SWMS) in accordance with Occupational Health and Safety (OHS) standards, the Tonga National Building Code and other regulatory requirements.</p> <p>It applies to construction personnel who must systematically analyse tasks, identify hazards, and ensure risk controls are effectively implemented to maintain a safe work environment.</p> <p>The unit promotes safe work practices, reduces incidents and injuries, and ensures legal compliance in construction environments.</p> <p>In successfully completing this unit standard, learners are able to:</p> <ul style="list-style-type: none"><li>Identify hazards associated with general construction work and high-risk activities.</li><li>Assess risk levels for hazards based on workplace conditions.</li><li>Develop and implement job safety analysis (JSA) for general hazards and SWMS for high-risk construction work.</li><li>Apply the hierarchy of controls to minimise or eliminate risks.</li><li>Ensure compliance with OHS requirements and workplace procedures.</li></ul> |                 |                     |                   |   |

<sup>1</sup> Due to safety issues inherent in working with electricity and combustible substances, all training and assessment activities must be in accordance with Tonga National Building Code.

|                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Learning Outcome 1 (LO1)</b> | Conduct risk assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Performance standards</b>    | <p>1.1 Review job task, work site and compliance requirements;</p> <p>1.2 Inspect work site and identify hazards relevant to job task;</p> <p>1.3 Determine and record level of risk for each identified hazard;</p> <p>1.4 Select and use personal protective equipment (PPE) for each part of the task.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Learning Outcome 2 (LO2)</b> | Prepare job safety analysis (JSA)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Performance Standards</b>    | <p>2.1 Comply with the requirements of occupational health and safety standards using JSA template;</p> <p>2.2 Break job task into logical steps;</p> <p>2.3 Determine tools, equipment, plant and materials to be used for each step in 2.2, then record on JSA in 2.1;</p> <p>2.4 Identify work site and task-related hazards and levels of risk relating to 2.2.;</p> <p>2.5 Apply hierarchy of controls to determine risk control strategies and confirm with relevant personnel, then record on JSA;</p> <p>2.6 Review work site and job task immediately before starting work;</p> <p>2.7 Discuss JSA with relevant personnel to confirm as still applicable, or to amend as required;</p> <p>2.8 Store JSA securely on site in accordance with compliance requirements.</p> |
| <b>Learning Outcome 3 (LO3)</b> | Prepare safe work method statement (SWMS) for high-risk work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>Performance standards</b>    | <p>3.1 Determine work site conditions and job task requirements.</p> <p>3.2 Comply with the requirements of occupational health and safety standards using the SWMS template;</p> <p>3.3 Break job task into logical steps;</p> <p>3.4 Determine tools, equipment and materials to be used for each step, and record on SWMS;</p> <p>3.5 Determine high-risk work site and task hazards relevant to job task;</p>                                                                                                                                                                                                                                                                                                                                                                  |
| <b>Learning Outcome 4 (LO4)</b> | Implement safe work method statement measures (SWMS) for high-risk work                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

|                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Performance standards</b>            | <p>4.1 Apply hierarchy of controls to determine risk control strategies for each high-risk hazard in each step of the job task;</p> <p>4.2 Identify high-risk work site and task-related hazards and levels of risk relating to each step, and record on SWMS;</p> <p>4.3 Confirm risk control strategies with relevant personnel, then record on SWMS;</p> <p>4.4 Review work site and job task immediately before starting work and discuss SWMS with relevant personnel to confirm as still applicable, or to amend as required;</p> <p>4.5 Store SWMS securely on site in accordance with compliance requirements;</p> <p>4.6 Implement and review control measures regularly and amend if required for its effectiveness.</p>                                                                                                          |
| <b>Pre-requisites</b>                   | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Co-requisites</b>                    | N/A                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <b>Underpinning skill and knowledge</b> | <p>The following skills and knowledge underpin this unit standard:</p> <p><b><u>Skills:</u></b></p> <p>Planning and organisational</p> <ul style="list-style-type: none"> <li>• Reviewing job tasks, worksite conditions, and compliance requirements</li> <li>• Breaking tasks into logical steps for analysis (JSA/SWMS preparation)</li> </ul> <p>Analytical and problem-solving</p> <ul style="list-style-type: none"> <li>• Identifying hazards and assessing risk levels</li> <li>• Applying the hierarchy of risk controls to determine appropriate strategies</li> </ul> <p>Communication and teamwork</p> <ul style="list-style-type: none"> <li>• Consulting with relevant personnel when developing JSA and SWMS</li> <li>• Discussing and confirming safety procedures before commencing work</li> </ul> <p>Risk management</p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"> <li>• Completing and maintaining JSA and SWMS documentation</li> <li>• Monitoring worksite conditions and updating safety documentation as required</li> <li>• Implementing and reviewing control measures before and during work tasks</li> </ul> <p><b><u>Knowledge:</u></b></p> <p>Legislative and regulatory knowledge</p> <ul style="list-style-type: none"> <li>• OHS legislation and compliance requirements</li> <li>• Tonga National Building Code</li> </ul> <p>Risk management principles</p> <ul style="list-style-type: none"> <li>• Hazard identification and risk assessment processes</li> <li>• Hierarchy of controls (elimination, substitution, engineering, administrative, PPE)</li> <li>• Risk control strategies for construction tasks</li> </ul> <p>Safety documentation</p> <ul style="list-style-type: none"> <li>• Purpose, format, and content of JSA and SWMS</li> <li>• Requirements for preparing SWMS for high-risk construction work</li> <li>• Safe operating procedures and environmental requirements</li> </ul> <p>Construction hazards and safety</p> <ul style="list-style-type: none"> <li>• Common hazards (e.g., falls, electrical hazards, manual handling, hazardous materials)</li> <li>• Causes of incidents and near misses</li> <li>• Working safely around concurrent activities (other trades)</li> </ul> <p>Tools, equipment, and materials</p> <ul style="list-style-type: none"> <li>• Types of construction tools and equipment</li> <li>• Safe operation procedures</li> <li>• Risk factors associated with construction materials and methods</li> </ul> <p>Safety resources and documentation</p> <ul style="list-style-type: none"> <li>• Purpose and use of Safety Data Sheets (SDS)</li> <li>• Workplace procedures and site-specific safety plans</li> </ul> <p>Construction terminology</p> <ul style="list-style-type: none"> <li>• Common terminology used in construction related to hazards, risks, and controls</li> </ul> |
|--|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Assessment requirements</b> | <p><u><b>Assessment methods</b></u> may include more than one of the following:</p> <p><b>Direct Observation</b><br/> Assessment of learners while they are performing tasks in real time in a simulated environment.</p> <ul style="list-style-type: none"> <li>• The learner performs practical tasks.</li> <li>• The assessor watches the learner complete these tasks against a checklist or performance standards.</li> </ul> <p><b>Assessor Requirements</b></p> <ul style="list-style-type: none"> <li>• Use a structured observation checklist aligned to performance standards</li> <li>• Observe multiple occasions to ensure consistency of competence.</li> <li>• Record evidence of safe work practices, correct use of equipment, etc.</li> <li>• Provide immediate feedback where appropriate.</li> <li>• Ensure conditions reflect real workplace standards.</li> </ul> <p><b>Oral Questioning</b><br/> Verbal questions asked to assess the learner’s understanding of knowledge and reasoning.</p> <ul style="list-style-type: none"> <li>• Conducted during or after practical tasks.</li> <li>• Can be structured (planned questions) or informal (follow-up probing).</li> </ul> <p><b>Assessor Requirements</b></p> <ul style="list-style-type: none"> <li>• Ask questions that test underpinning knowledge</li> <li>• Use open-ended questions</li> <li>• Confirm learner understanding where practical performance is not enough. Record responses clearly (notes or checklist).</li> <li>• Adjust language to suit learner literacy levels.</li> </ul> <p><b>Written Test</b><br/> A structured assessment requiring learners to provide written responses. Short-answer questions, multiple choice, or case scenarios.</p> <ul style="list-style-type: none"> <li>• Typically conducted off-site or in a classroom environment.</li> </ul> <p><b>Assessor Requirements</b></p> <ul style="list-style-type: none"> <li>• Design questions that assess knowledge.</li> <li>• Ensure the test is clear, aligned to unit requirements and appropriate for language, literacy, numeracy levels</li> </ul> |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

|                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|---------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                       | <ul style="list-style-type: none"> <li>• Mark responses using a marking guide or model answers.</li> <li>• Provide feedback and identify gaps in knowledge.</li> <li>• Ensure results reflect the learner's independent performance.</li> </ul> <p><b>Work-Based Activity</b></p> <p>Assessment conducted in a real workplace while the learner performs actual job tasks.</p> <ul style="list-style-type: none"> <li>• Learners complete normal workplace duties.</li> <li>• Evidence is collected over time.</li> <li>• Assessor Requirements</li> <li>• Coordinate with workplace supervisors.</li> <li>• Gather evidence such as - Observation reports, Supervisor feedback, etc.</li> <li>• Verify that tasks meet unit performance standards.</li> <li>• Ensure authenticity (learner's own work).</li> <li>• Confirm competence across different situations and timeframes.</li> </ul> <p>Assessment should use a combination of the above methods to ensure sufficient, valid, authentic, and current evidence of competence in both skills and knowledge, in line with unit requirements.</p> <p><b><u>Context of Assessment:</u></b></p> <p>Competency is to be assessed in the workplace or a simulated workplace environment that accurately reflects a real workplace setting.</p> <p>Assessment is to comply with relevant regulatory or relevant standards' requirements. Assessment of essential knowledge will usually be conducted in an off-site situation.</p> |
| <p><b>Moderation arrangements</b></p> | <ol style="list-style-type: none"> <li>1. Training providers must have their own moderation system approved by TNQAB before accreditation is granted:             <ol style="list-style-type: none"> <li>a) Relevant internal moderation processes are documented;</li> <li>b) Assessment is planned for each unit, and moderation processes are integrated into such plan.</li> </ol> </li> <li>2. Unless specified elsewhere, external moderation is conducted by the National Qualifications unit of TNQAB for all unit components of a national qualification:</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

|                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                           | <p>a) Samples of assessed activities are submitted for moderation;</p> <p>b) Moderation (external) forms are available on request.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Resource requirements</b>              | <ol style="list-style-type: none"> <li>1. Power point presentations.</li> <li>2. Trainer's Guide</li> <li>3. Learner's Guide</li> <li>4. Videos (equipment safety, personal protection, confined spaces, hazardous atmospheres, General construction site safety, power tools)</li> <li>5. Tonga National Building Code</li> <li>6. Personal Protective Equipment (PPE)</li> <li>7. Job Safety Analysis (JSA) template</li> <li>8. Safe Work Method Statement (SWMS)</li> <li>9. Material Safety Data Sheets</li> <li>10. 2 lap tops (for trainers)</li> </ol>                                                                                                                                                                  |
| <b>Requirements to complete this unit</b> | <p>There are four (4) Learning outcomes and twenty-three (23) performance standards to measure competence.</p> <p>To demonstrate competence, the person studying this unit is:</p> <ol style="list-style-type: none"> <li>a. Required to demonstrate all LOs to the expected standards;</li> <li>b. Required to attain an Achieved Grade (Competent) to fulfil the requirements of the Unit Standard;</li> <li>c. Eligible to three (3) attempts to achieve the required competency within 14 days of the first attempt.</li> </ol> <p>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.</p> |
| <b>Important notes and definitions</b>    | <p><u>Notes:</u></p> <ol style="list-style-type: none"> <li>1. All training and assessment activities must be in accordance with Tonga National Building Code.</li> <li>2. Assessors must comply with the Tonga national assessment and moderation requirements.</li> </ol> <p><u>Definitions:</u></p>                                                                                                                                                                                                                                                                                                                                                                                                                          |

1. ***Duty of Care*** refers to the legal responsibility of workers and employers to take reasonable steps to ensure their actions do not cause harm to themselves or others.
2. ***Hazard*** refers to anything in the workplace that has the potential to cause injury, illness or damage
3. ***Hierarchy of Control*** refers to an order of preferred risk control methods, from most effective (elimination) to least effective (PPE).
4. ***Job Safety Analysis (JSA)*** refers to document that breaks a task into steps, identifies hazards for each step, and specifies control measures.
5. ***Legislation and Regulations*** refer to laws and rules set by government that define minimum safety requirements for construction work.
6. ***Material Safety Data Sheet (MSDS) / Safety Data Sheet (SDS)*** refers to a document providing information about a hazardous substance, including safe handling, storage and emergency measures.
7. ***Occupational Health and Safety (OHS)*** refers to the system of laws, policies and procedures designed to protect the health, safety and welfare of people at work.
8. ***Personal Protective Equipment (PPE)*** refers to clothing and equipment worn to reduce exposure to workplace hazards, such as helmets, gloves, eye protection and high-visibility clothing.
9. ***Risk Assessment*** refers to the process of identifying hazards, evaluating risks, and deciding on appropriate control measures.
10. ***Risk Control Measures*** refer to actions used to eliminate or minimise risks, such as engineering controls, safe work procedures, or PPE.
11. ***Risk*** refers to the likelihood and consequence of harm occurring from exposure to a hazard.
12. ***Safe Work Method Statement (SWMS)*** is a formal document required for high-risk construction work that outline task hazards, controls and responsibilities.
13. ***Work site*** refers to the specific location of a job or project

|                                |                                                                                                                                                                                                                |
|--------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                | 14. <i>Work Break down Statement/Structure</i> refers is a project management tool that breaks a big project down into smaller, easy to manage parts.                                                          |
| <b>Public comments on unit</b> | Please contact TNQAB National Qualifications Unit (email <a href="mailto:EnquireNQ@tnqab.to">EnquireNQ@tnqab.to</a> or Telephone 28136) if you like to discuss or suggest changes to the details of this unit. |