

REGISTERED NATIONAL STANDARD

UNIT OF COMPETENCY



Title:	Work effectively and sustainably in the workplace¹				
TQF Level:	2	Credits:	3	Version:	1
National standard code:	NS134-02				
Associated qualification (and code):	1. National Certificate in Bricklaying and Blocklaying Level 3 QR-03-NQ-028-01-1005-26-01 2. National Certificate in Wall and Floor Tiling Level 3 QR-03-NQ-028-03-1005-26-01				
Approval date:	10 September 2026		Review date:	10 September 2031	
Purpose:	This unit describes the skills and knowledge required to work effectively and sustainably within the construction industry. It covers understanding the construction industry’s structure, work context, job roles, employment conditions, teamwork expectations, and sustainable work practices. The learners will gain the ability to identify industry trends, clarify workplace responsibilities, work cooperatively in teams, manage personal workloads, improve career pathways, and apply environmentally sustainable work practices. This unit prepares learners to function confidently, responsibly and sustainably within construction work environments. In successfully completing this unit standard, learners are able to: • Navigate and understand the construction industry, including job roles, employment conditions, industrial practices, and technological trends. • Take responsibility for personal workload, including planning tasks, meeting deadlines, communicating effectively, and recognising when support is needed. • Work effectively as part of a construction team, supporting others, resolving conflict and contributing to team improvements. • Identify and pursue personal development needs, including recognising required skills, discussing learning needs, and planning career progression. • Apply sustainable work practices, identify environmental/resource efficiency issues, report hazards, and suggest improvements to workplace environmental performance.				

¹ 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.

Learning Outcome 1 (LO1)	Determine industry structure, occupations, job roles and work conditions
Performance standards	1.1 Describe the scope and nature of the construction industry and its national economic importance; 1.2 Describe construction job roles, occupations and trade callings of the construction industry; 1.3 Relate 1.2 to direct and indirect employment opportunities; 1.4 Evaluate trends in technology, work processes and environmental issues that are likely to impact on the construction industry in terms of employment options; 1.5 Describe construction employment conditions, organisational requirements, responsibilities and duties and how they relate to jobs and career paths; 1.6 Describe safe work methods and practices that meet Tonga National Building Code. <i>(Range to include use of personal protective equipment.)</i>
Learning Outcome 2 (LO2)	Perform the assigned tasks effectively
Performance Standards	2.1 Plan work activities and deadlines with work group members; 2.2 Complete work to the standard expected in the workplace; 2.3 Identify difficulties effecting performance or quality requirements of own work and report to appropriate personnel; 2.4 Request additional support needed to achieve or improve work outcomes or quality.
Learning Outcome 3 (LO3)	Work in a team
Performance standards	3.1 Identify site goals and contributions to workplace activities; 3.2 Identify individual contributions to team activities; 3.3 Provide assistance and encouragement to other team members; 3.4 Suggest team improvements and encourage other team members.
Learning Outcome 4 (LO4)	Evaluate own work experience, learning and development needs

Performance standards	4.1 Identify the skills and knowledge necessary to work effectively in the construction industry; 4.2 Consult with appropriate personnel to determine own learning needs for future work requirements; 4.3 Determine opportunities to learn; 4.4 Develop required skills and knowledge for future work opportunities.
Learning Outcome 5 (LO5)	Identify workplace resource use and opportunities to improve efficiency
Performance standards	5.1 Identify and report work site environmental hazards relating to the use of resources; 5.2 Follow plans to improve environmental practices and resource-use efficiency; 5.3 Make suggestions for improvements to workplace practices in own work area; 5.4 Report breaches of workplace environmental practices.
Pre-requisites	N/A
Co-requisites	N/A
Underpinning skill and knowledge	The following skills and knowledge underpin this unit standard: <u>Skills:</u> Industry Awareness - Describe the construction industry's structure, scope, national economic significance, and job roles. - Identify industry trends in technology, work processes and environmental issues. Work Planning and Responsibility - Plan work activities, establish priorities and set realistic deadlines. - Complete tasks to required workplace standards, following directions and using PPE. - Identify variations or difficulties affecting work quality and report them appropriately. - Request support when needed to achieve or improve work outcomes.

	Teamwork and Communication • Identify team goals and individual contributions to team tasks. • Provide assistance and encouragement to other team members. • Initiate suggestions for team improvements. • Report disharmony or workplace barriers to appropriate personnel. Self-Management and Development • Identify personal skill and knowledge gaps. • Consult with supervisors or appropriate personnel to determine learning needs. • Evaluate opportunities to develop skills for future work roles. Sustainable Work Practice • Identify environmental and resource efficiency issues in the workplace. • Report environmental hazards relating to resource use. • Follow workplace environmental plans and suggest improvements. • Report breaches of environmental practices. <u>Knowledge:</u> Industry Structure and Work Environment • Construction industry structure, job roles, occupations, work conditions and work processes. • Environmental issues affecting construction industry practices. Workplace Requirements and Responsibilities • Organisational requirements, duties and responsibilities associated with construction job roles. • WHS legislative requirements, including safe work methods and use of PPE. • Techniques for checking personal performance against workplace expectations. Communication and Teamwork • Effective verbal and non-verbal communication techniques for working in teams.
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	• Methods for providing constructive feedback and contributing to team improvement. Career Development • Strategies for improving personal knowledge and acquiring new construction skills. • Approaches to identifying and evaluating training and development opportunities. Sustainable Work Practices • Workplace resource use, waste management and resource-efficiency practices. • Environmental hazards related to resource use and how to report them. • Approaches for improving workplace sustainability and reporting environmental breaches
Assessment requirements	<u>Assessment methods</u> may include more than one of the following: Direct Observation Assessment of learners while they are performing tasks in real time in a real simulated environment. • The learner performs practical tasks. • The assessor watches the learner complete these tasks against a checklist or performance standards. Assessor Requirements • Use a structured observation checklist aligned to performance standards • Observe multiple occasions to ensure consistency of competence. • Record evidence of safe work practices, correct use of equipment, etc. • Provide immediate feedback where appropriate. • Ensure conditions reflect real workplace standards. Oral Questioning Verbal questions asked to assess the learner’s understanding of knowledge and reasoning. • Conducted during or after practical tasks. • Can be structured (planned questions) or informal (follow-up probing). Assessor Requirements • Ask questions that test underpinning knowledge • Use open-ended questions

	• Confirm learner understanding where practical performance is not enough. • Record responses clearly (notes or checklist). • Adjust language to suit learner literacy levels. Written Test A structured assessment requiring learners to provide written responses. • Short-answer questions, multiple choice, or case scenarios. • Typically conducted off-site or in a classroom environment. Assessor Requirements • Design questions that assess knowledge. • Ensure the test is clear, aligned to unit requirements and appropriate for language, literacy, numeracy levels • Mark responses using a marking guide or model answers. • Provide feedback and identify gaps in knowledge. • Ensure results reflect the learner's independent performance. Work-Based Activity Assessment conducted in a real workplace while the learner performs actual job tasks. • Learners complete normal workplace duties. • Evidence is collected over time. Assessor Requirements • Coordinate with workplace supervisors. • Gather evidence such as - Observation reports, Supervisor feedback, etc. • Verify that tasks meet unit performance standards. • Ensure authenticity (learner's own work). • Confirm competence across different situations and timeframes. 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. <u>Context of Assessment:</u>
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	Competency is to be assessed in the workplace or a simulated workplace environment that accurately reflects a real workplace setting. Assessment is to comply with relevant regulatory or relevant standards' requirements. Assessment of essential knowledge will usually be conducted in an off-site situation.
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 are 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 qualification: a) Samples of assessed activities are submitted for moderation; b) Moderation (external) forms are available on request.
Resource requirements	1. Power point presentations. 2. Trainer's Guide 3. Learner's Guide 4. Videos 5. Work scheduling charts 6. Quality concepts 7. Sustainability clean site 8. Work sequence charts 9. Tonga National Building Code 10. Construction documentaries 11. Energy efficient housing 12. Workplace bullying. 13. Employment and training pathways
Requirements to complete this unit	There are five (5) Learning outcomes and twenty-two (22) performance Standards to measure competence. To demonstrate competence, the person studying this unit is: a. Required to demonstrate all LOs to the expected standards;

	b. Required to attain an Achieved Grade (Competent) to fulfil the requirements of the Unit Standard; c. Eligible to three (3) attempts to achieve the required competency within 14 days of the first attempt. 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> 1. All training and assessment activities must be in accordance with Tonga National Building Code 2. Assessors must comply with the Tonga national assessment and moderation requirements. <u>Definitions:</u> 1. <i>Career Path</i> refers to the progression of job roles and opportunities within the construction industry. 2. <i>Construction Industry</i> refers to the sector of the economy involved in building, repairing, renovating and maintaining buildings and infrastructure. 3. <i>Constructive Feedback</i> refers to information given to help improve work performance or teamwork. 4. <i>Development Needs</i> are skills or knowledge a worker needs to improve for future work opportunities. 5. <i>Direct Employment</i> refers to jobs directly involved in construction work on a site. 6. <i>Effective Communication</i> refers to sharing information clearly with supervisors and team members, both verbally and in writing. 7. <i>Employment Conditions</i> refer to the terms of work such as hours, pay, leave, responsibilities and workplace rules. 8. <i>Environmental Hazard</i> is a work activity or condition that may harm the environment. 9. <i>Environmental Practices</i> refer to workplace procedures aimed at protecting the environment. 10. <i>Indirect Employment</i> refers to jobs that support construction work, such as suppliers, designers or inspectors.

11. *Individual Contribution* refers to the specific role or tasks a worker provides to help the team succeed.
12. *Industry Structure* refers to how the construction industry is organised, including employers, contractors, subcontractors, trades and support services.
13. *Job Role* refers to the specific tasks, duties and responsibilities a worker performs on a construction site.
14. *Learning Opportunities* are training, mentoring or on-the-job experiences that build skills.
15. *National Economic Importance* refers to the contribution the construction industry makes to employment and economic growth.
16. *Occupation* is a general type of construction work, such as carpenter, plumber, labourer or plant operator.
17. *Occupational Health and Safety (OHS)* refers to laws, procedures and practices designed to keep workers safe on construction sites.
18. *Personal Protective Equipment (PPE)* refers to safety clothing and equipment such as helmets, gloves, boots and high-visibility clothing.
19. *Quality Requirements* refer to the standard of work expected by the workplace or supervisor.
20. *Reporting Environmental Breaches* refer to informing appropriate personnel when environmental rules or procedures are not followed.
21. *Resource Efficiency* refer to using of resources carefully to reduce waste, cost and environmental harm.
22. *Resources* refer to materials, energy, water and equipment used in construction work.
23. *Safe Work Methods and Practices* are agreed ways of completing tasks to minimise risk and injury.
24. *Scope of the Construction Industry* refer to the range of work, services and projects undertaken in construction, from residential to commercial and civil work.
25. *Site Goals* are the objectives that a construction team is working toward on a project.

	26. <i>Skills and Knowledge</i> refer to the abilities and understanding required to work effectively in construction. 27. <i>Specifications</i> are instructions or details that describe how work must be carried out. 28. <i>Sustainable Work Practices</i> are ways of working that reduce waste and minimise environmental impact. 29. <i>Team Environment</i> is a workplace where workers cooperate to achieve shared construction goals. 30. <i>Trade Calling</i> is a skilled construction occupation requiring specialised training and qualifications. 31. <i>Variations</i> are changes or issues that affect how work is done or the quality of the outcome. 32. <i>Work Planning</i> are organising tasks, priorities and deadlines to complete work efficiently. 33. <i>Priorities and Deadlines</i> refer to identifying which tasks are most important and when they must be completed. 34. <i>Workload</i> refer to the tasks and responsibilities a worker is required to complete within a given timeframe. 35. <i>Workplace Disharmony</i> refer to conflict or issues between workers that affect teamwork or productivity.
Public comments on unit	Please contact TNQAB National Qualifications Unit (email EnquireNQ@tnqab.to or Telephone 28136) if you like to discuss or suggest changes to the details of this unit.