

REGISTERED NATIONAL STANDARD

UNIT OF COMPETENCY



Title:	Erect and dismantle limited height scaffolding¹				
TQF Level:	3	Credits:	4	Version:	1
National standard code:	NS152-03				
Associated qualification (and code):	1. National Certificate in Bricklaying and Blocklaying Level 4 QR-04-NQ-028-02-1005-26-01 2. National Certificate in Wall and Floor Tiling Level 4 QR-04-NQ-028-04-1005-26-01				
Approval date:	10 September 2026		Review date:	10 September 2031	
Purpose:	This unit describes the skills and knowledge required to erect, inspect, alter and dismantle limited height scaffolding to provide safe work platforms for construction and other occupational applications. The unit is limited to modular scaffolding systems up to a maximum height of four metres. The unit includes planning and preparation, placement of safety barriers, erection and dismantling of scaffolding, inspection and modification of completed scaffolds, and clean-up activities. All tasks must be carried out in accordance with relevant industry best work practices and procedures, work health and safety requirements, and applicable legislative and regulatory requirements. The unit applies to workers operating in a team environment where limited-height scaffolding is required. This unit supports safe working at heights and reduces the risk of falls, structural failure and workplace injury while erecting and dismantling scaffolding. In successfully completing this unit standard, learners are able to: • Plan scaffolding tasks by reviewing job requirements, site conditions, and workplace documentation • Identify hazards, environmental requirements, and legislative obligations related to scaffolding work • Apply risk control measures using JSA, SWMS, and appropriate safety equipment • Calculate material requirements and expected loads for scaffolding and supporting structures				

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.

	• Organise site access and egress routes to ensure safe movement of workers and materials • Select and prepare tools, equipment, and materials for scaffolding erection and dismantling • Inspect scaffolding components and ensure only serviceable equipment is used • Erect limited height scaffolding systems (up to 4 metres) in accordance with standards and manufacturer specifications • Establish stable and safe scaffold footings and structures • Install safety barriers, signage, and fall protection systems • Check and maintain scaffold stability, alignment, and load compliance • Inspect and repair scaffolding components for damage, corrosion, or wear • Modify scaffolding structures where required to meet task and safety requirements • Dismantle scaffolding safely using correct procedures and sequencing • Clean up the work area and manage materials through reuse, recycling, or proper disposal • Maintain and store tools, equipment, and scaffolding components in accordance with workplace procedures • Work under supervision while following workplace instructions and coordinating with experienced workers
Learning Outcome 1 (LO1)	Determine and organise to erect scaffolding up to 4 metres in height
Performance standards	1.1 Review scaffolding task and workplace-specific information relating to the task and confirm with relevant personnel; 1.2 Identify environmental protection and legislative requirements for scaffolding task and incorporate into planning and preparation; 1.3 Identify hazards, control measures and equipment associated with the workplace and scaffolding task from job safety analysis (JSA) and safe work method statement (SWMS); 1.4 Calculate scaffolding and material requirements and incorporate into planning and preparation; 1.5 Determine expected loading on scaffold and supporting structure and incorporate into planning and preparation; 1.6 Identify site access and egress routes then incorporate into planning and preparation;

	1.7 Plan scaffolding task in accordance with workplace requirements.
Learning Outcome 2 (LO2)	Prepare to erect scaffolding up to 4 metres in height
Performance Standards	2.1 Apply risk control measures and equipment; (Range to include installing safety signs and barriers and using personal protective equipment (PPE)) 2.2 Select plant, tools and equipment, check for serviceability and rectify or report any faults; 2.3 Select, prepare and locate materials using safe handling techniques; 2.4 Inspect scaffolding and components and label, reject or repair damaged items.
Learning Outcome 3 (LO3)	Erect scaffolding up to 4 metres in height
Performance standards	3.1 Establish footing in accordance with industry best practices for scaffolding; 3.2 Erect scaffolding in accordance with regulations and manufacturers' specifications; 3.3 Install safety barriers and fall protection system; 3.4 Inspect and implement risk prevention and control measures, acceptable safe work practices.
Learning Outcome 4 (LO4)	Inspect, repair and alter scaffolding
Performance standards	4.1 Inspect critical structural and safety areas of scaffolding for damage, corrosion and wear; 4.2 Check current use of scaffolding for compliance with type of scaffolding equipment; 4.3 Review scaffolding to determine if changes or modifications were scheduled as per original planning; 4.4 Check scaffolding regularly and carry out alterations or repairs; 4.5 Complete inspection log and handover.
Learning Outcome 5 (LO5)	Dismantle scaffolding and clean-up work area
Performance standards	5.1 Dismantle scaffolding using reverse of procedure for erection; 5.2 Sort and stack scaffold components, clear the work area; 5.3 Clean tools and equipment, check for serviceability; 5.4 Report damage or faults to relevant personnel;

	5.5 Store tools and equipment following workplace procedures.
Pre-requisites	NS133-03 Apply <i>Occupational Health and Safety</i> (OHS) requirements, policies and procedures
Co-requisites	N/A
Underpinning skill and knowledge	The following skills and knowledge underpin this unit standard: <u>Skills:</u> Planning and Preparation • Reviewing scaffolding tasks, drawings, specifications and workplace instructions • Identifying environmental, legislative and site-specific requirements • Interpreting job safety analyses (JSAs) and safe work method statements (SWMSs) • Calculating scaffolding material requirements • Determining expected loads on scaffolding and supporting structures using load tables • Identifying safe site access and egress routes Scaffolding Erection and Dismantling • Applying risk control measures, including signage, barricades and PPE • Selecting, checking and safely using plant, tools and equipment • Inspecting scaffolding components and identifying damaged or defective parts • Establishing footings in accordance with Australian Standards • Erecting modular scaffolding systems up to four metres in accordance with safe work practices and manufacturers' specifications • Dismantling scaffolding using the correct reverse sequence Inspection and Maintenance

	• Inspecting critical structural and safety components for wear, corrosion or damage • Checking scaffolding use for compliance with its intended design and load limits • Carrying out approved alterations or repairs • Completing inspection logs and scaffold handover documentation Communication and Work Practices • Communicating effectively with team members and supervisors • Reporting hazards, faults and unsafe conditions • Cleaning, maintaining and storing tools and equipment • Managing materials reuse, recycling and waste disposal <u>Knowledge:</u> Regulatory and Compliance • OHS legislation and regulations relevant to scaffolding activities • Relevant Australian Standards for scaffolding and working at heights • Workplace procedures, safety plans and environmental requirements Safe Work Practices • Job safety analysis (JSA) and safe work method statement (SWMS) requirements • Risk control measures, including signage, barricades and PPE • Safe access and egress principles for scaffolding Scaffolding Systems and Materials • Types and components of modular scaffolding systems • Characteristics, capabilities and limitations of limited-height scaffolding (up to 4 m) • Load limits and load distribution principles • Interpretation and use of load tables Tools and Equipment
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	• Types, uses and limitations of plant, tools and equipment used in scaffolding • Safe operating procedures and basic maintenance requirements Scaffolding Processes • Procedures for establishing scaffold footings • Methods for erecting and dismantling scaffolding safely • Inspection processes for identifying damage, corrosion and wear • Requirements for cleaning work areas and storing scaffolding materials • Environmentally responsible waste management practices
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 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> Competency is to be assessed in the workplace or a simulated workplace environment that accurately reflects a real workplace setting.
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	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. Plans and Specifications 6. Work specifications, drawings, and plans 7. Job Safety Analysis (JSA) and Safe Work Method Statements (SWMS) 8. Modular scaffolding system (3 bases with a return by up to 4 metres) 9. Base plates and sole boards 10. Standards, ledgers, transoms 11. Platforms and planks 12. Guardrails and mid-rails 13. Toe boards 14. Ladders for access 15. Ties and braces 16. Hand tools (e.g., spanners, hammers, levels) 17. Measuring equipment 18. Lifting and handling equipment (if required) 19. Inspection and tagging tools

	20. Personal Protective Equipment (PPE): • Hard hats • Safety boots • Gloves • High-visibility clothing • Fall protection equipment (where required) • Safety harness (20 sets) 21. Safety signage, tags and barricades 22. Structured assessment and evidence-collection tools 23. Caster wheels 24. Safety rope
Requirements to complete this unit	There are five (5) Learning outcomes and twenty-five (25) 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>Access and Egress</i> refers to designated safe entry and exit points for workers on scaffolding. 2. <i>Brace</i> refers to diagonal member used to stabilise the scaffold structure.

3. **Fall Protection** refers to measures such as guardrails or harness systems used to prevent falls from height.
4. **Footing** refers to the base support of the scaffold that distributes load safely to the ground.
5. **Guardrail** refers to a safety barrier installed to prevent falls from the scaffold.
6. **JSA (Job Safety Analysis)** refers to a process used to identify hazards and determine appropriate control measures before starting work.
7. **Ledger** refers to a horizontal member that connects scaffolding standards and supports platforms.
8. **Load Rating / Load Capacity** refers to the maximum weight that a scaffold or its components can safely support.
9. **Modular Scaffolding** refers to a prefabricated scaffolding system consisting of standard components that can be assembled in various configurations.
10. **Platform** refers to the working surface on a scaffold where workers stand.
11. **PPE (Personal Protective Equipment)** refers to clothing and equipment worn to minimise exposure to workplace hazards.
12. **Limited Height Scaffolding** refers to scaffolding systems limited to a maximum height of **4 metres**, typically modular and used for low-level work
13. **Scaffold Inspection Tag** refers to a tag indicating whether the scaffold is safe for use and inspected.
14. **Scaffolding** is a temporary structure used to support workers and materials during construction, maintenance, or repair work.
15. **Sole Board** is a board placed under base plates to distribute scaffold load over the ground surface.
16. **Standard** is a vertical component of scaffolding that transfers loads to the ground.
17. **SWMS (Safe Work Method Statement)** is a document outlining safe procedures for high-risk construction activities.

	18. <i>Toe Board</i> refers to a barrier at platform level that prevents tools and materials from falling. 19. <i>Transom</i> is a horizontal cross member that supports scaffold planks or platforms. 20. <i>Work area</i> refers to the particular section where tasks are performed at the work site.
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.