

REGISTERED NATIONAL STANDARD



UNIT OF COMPETENCY

Title:	Plan and organise tiling work ¹				
TQF Level:	2	Credits:	2	Version:	1
National standard code:	NS165-02				
Associated qualification (and code):	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 plan and organise individual and group work activities on a tiling work site. It covers identifying task requirements, planning work steps, prioritising tasks, sequencing activities, and organising time and resources to complete tiling work tasks effectively. Learners develop the basic planning and organisational skills required to work efficiently and cooperatively within a team environment under supervision. This unit equips learners with essential organisational competencies that support safe, efficient, and collaborative work performance in tiling work environments. In successfully completing this unit standard, learners are able to: • Interpret tiling work orders accurately, identify task requirements, and seek clarification where needed. • Plan and sequence tiling work tasks effectively in consultation with team members to ensure efficient and safe task completion. • Organise resources, tools, time and documentation required to complete tiling work tasks. • Record tiling task planning and progress, maintaining compliance with organisational requirements. • Review planning and organising processes, provide feedback, and recommend improvements for future tiling tasks.				

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)	Identify tiling work task requirements
Performance standards	1.1 Read and interpret a tiling work order; 1.2 Determine work task requirements, occupational health and safety (OHS) requirements; 1.3 List appropriate tools and equipment for the work; 1.4 Prepare a written workplan to complete the assigned task.
Learning Outcome 2 (LO2)	Organise steps to complete tiling work task requirements
Performance Standards	2.1 Follow work schedules to ensure efficient conduct of work; <i>(Range in accordance with identified OHS, environmental and quality requirements.);</i> 2.2 Plan task schedules in conjunction with team members; 2.3 Work with team members to sequence work task steps, and to allocate time and resources to each step; 2.4 Complete records of task planning and of task progress. <i>(Range in accordance with workplace requirements.)</i>
Learning Outcome 3 (LO3)	Review tiling work task planning and organising process
Performance standards	3.1 Review organising of work task activities to establish the effectiveness of the process; 3.2 Provide feedback and make suggestions for improvements; 3.3 Seek feedback from supervisor for own improvement; 3.4 Contribute to future planning and organising of work tasks activities.
Pre-requisites	N/A
Co-requisites	N/A
Underpinning skill and knowledge	The following skills and knowledge underpin this unit standard: <u>Skills:</u> Task Identification and Clarification • Read and interpret work orders accurately. • Identify OHS requirements, tools, equipment and tiling task specifications.

	• Seek clarification from supervisors using questioning and direct communication. Planning and Organising • Analyse tiling work tasks to identify work steps that meet OHS, environmental, and quality requirements. • Plan task steps in conjunction with team members. • Sequence tiling work tasks and allocate resources and time with the work group. • Complete records of planning and task progress according to workplace procedures. Teamwork and Communication • Communicate clearly using construction terminology. • Work cooperatively with others to share information and coordinate work sequencing. • Report hazards, equipment faults, and work issues appropriately. Self-Review and Improvement • Review planning processes to evaluate effectiveness. • Provide suggestions for improvement and incorporate feedback in future planning. <u>Knowledge:</u> Legislation and Standards • OHS standards and environmental regulations relevant to tiling work. • Quality requirements associated with tiling sector roles. Work Planning and Organising Processes • Processes for determining tiling work task requirements. • Steps involved in planning and organising tiling work tasks. • Methods for interpreting work orders and reporting problems. • Procedures for sequencing work, allocating resources, and recording planning activities. • Techniques for reviewing work planning and incorporating Workplace Documentation and Communication
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	• Requirements for completing workplace documents related to work planning and task progress. • Use of clear communication techniques, including questioning and sharing information with team members. • Reporting worksite hazards, equipment faults and material issues.
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.

Context of Assessment:

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. A realistic or simulated tiling work context 5. Authentic tiling work tasks and documentation 6. Relevant tools, equipment, PPE and materials 7. Opportunities for teamwork, consultation and feedback 8. Structured assessment and evidence-collection tools 9. Gantt chart 10. Work schedule 11. Tonga National Building Code
Requirements to complete this unit	There are three (3) Learning outcomes and twelve (12) 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>Clarification</i> refers to asking questions to ensure work instructions and requirements are fully understood. 2. <i>Consultation</i> refers to discussing work requirements with supervisors or team members to confirm understanding. 3. <i>Continuous Improvement</i> refers to seek feedback and experience to improve future planning and organising of tilingwork tasks. 4. <i>Coordination</i> refers to working with others to ensure tiling tasks fit together smoothly and efficiently. 5. <i>Environmental Requirements</i> refer to workplace procedures that minimise environmental impacts such as waste, noise and pollution. 6. <i>Feedback</i> refers to information provided about what worked well and what could be improved. 7. <i>Occupational Health and Safety (OHS) Requirements</i> refer to legal and workplace rules that must be followed to keep workers safe. 8. <i>Organising Work</i> refers to arranging people, tools, equipment, materials and time to carry out tasks efficiently. 9. <i>Planning</i> refers to deciding in advance how work will be done, including steps, timeframes and resources needed. 10. <i>Prioritising Tasks</i> refer to determining which tiling tasks need to be completed first based on urgency and importance. 11. <i>Progress Records</i> refer to documentation showing the status of tiling work tasks as they are completed. 12. <i>Quality Requirements</i> are standards that work must meet to be accepted by the workplace or supervisor. 13. <i>Resources</i> are materials, tools, equipment and people needed to complete a tiling work task.

	14. <i>Review Process</i> refers to looking back at how tiling work was planned and organised to judge effectiveness. 15. <i>Task Analysis</i> refers to breaking a tiling task down into clear steps so work can be completed efficiently and safely. 16. <i>Task Planning Records</i> are written or digital documents that record how a task was planned. 17. <i>Task Sequencing</i> refers to arranging work steps in the correct order to avoid delays, errors or safety risks. 18. <i>Team Environment</i> is a work setting where tiling tasks are planned and completed cooperatively with others. 19. <i>Time Allocation</i> refers to assigning appropriate amounts of time to each tiling task or step of work. 20. <i>Tools and Equipment</i> are items used to complete tiling tasks, such as hand tools, power tools and machinery. 21. <i>Work Order</i> is a written or verbal instruction that outlines the work to be completed, including timelines and expectations. 22. <i>Work Steps</i> refer to the sequence of actions required to complete a tiling task from start to finish. 23. <i>Work Task</i> refers to a specific job or activity that must be completed on a construction site. 24. <i>Work Task Requirements</i> are details of what the tiling task involves, including scope, quality standards, safety requirements, tools and equipment.
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.