

# Report of External Evaluation and Review

Site Safe New Zealand Incorporated

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 24 September 2014

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*Final Report*

# Purpose of this Report

*The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.*

## Introduction

### 1. TEO in context

|                              |   |
|------------------------------|---|
| Name of TEO:                 | Site Safe New Zealand Inc (SSNZ)  |
| Type:                        | Private Training Establishment (PTE)  |
| Location:                    | 23-25 Jarden Mile, Ngauranga, Wellington  |
| Delivery sites:              | Permanent delivery sites are situated in Auckland, North Shore, Wellington and Christchurch. Temporary sites are used throughout New Zealand as required.   |
| First registered:            | 23 November 2007  |
| Courses currently delivered: | Training Scheme: Building Construction Passport<br>Courses currently delivered (listed below): <ul style="list-style-type: none"><li>• Civil Passport</li><li>• Consultants Passport</li><li>• Maintenance Passport</li><li>• Electrical Passport</li><li>• Telecommunications Field Passport</li><li>• Advanced Passport – Silver Card</li><li>• Height and Harness Safety</li><li>• Supervisor Gold Card</li><li>• Supervisor Gold Card Update</li><li>• Construction Management</li><li>• Leadership in Safety</li></ul> |

|                                     |  |
|-------------------------------------|--|
|                                     | <ul style="list-style-type: none"> <li>• Construction Health and Safety Representative</li> <li>• First Aid Construction Safety</li> </ul>   |
| Code of Practice signatory:         | No   |
| Number of students:                 | Domestic: 40-45,000 students per annum (all on short courses)  |
| Number of staff:                    | 55 full-time; 12 part-time contractors   |
| Scope of active accreditation:      | <a href="http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=785639001&amp;delSiteInd=0">http://www.nzqa.govt.nz/providers/course-accreditations.do?providerId=785639001&amp;delSiteInd=0</a>  |
| Distinctive characteristics:        | SSNZ is a membership-based, not-for-profit organisation which provides a range of health and safety services to the construction and related industries. It offers safety systems, consultancy, audits, resources and information as well as training. The core of its training activity is providing 'passport' programmes for inductees into building and construction employment. These passports are necessary to gain access to the construction sites of most major building and construction companies in New Zealand. These companies require that the passports be renewed by attending a refresher course every two years. |
| Recent significant changes:         | <ul style="list-style-type: none"> <li>• SSNZ engaged a new chief executive in April 2013</li> <li>• There was a restructure of the leadership and operations teams in April 2014</li> <li>• The Building Construction Passport programme was approved as a training scheme by NZQA in September 2013</li> </ul>   |
| Previous quality assurance history: | <p>In September 2010, NZQA conducted an external evaluation and review (EER) of SSNZ. At the time, NZQA was:</p> <ul style="list-style-type: none"> <li>• Highly Confident in the educational performance of Site Safe New Zealand Inc</li> <li>• Confident in the capability in self-assessment of Site Safe New Zealand Inc</li> </ul> <p>SSNZ engages with the Building and Construction Industry Training Organisation and The Skills</p>  |

Organisation for the external moderation of the PTE's assessments. SSNZ maintains good moderation records with these industry training organisations, which have stated that SSNZ is assessing 'at the national standard'.

## 2. Scope of external evaluation and review

The agreed scope of the EER of SSNZ included the following mandatory focus area:

- Governance, management and strategy

The two other focus areas were:

- Building Construction Passport

The Building Construction Passport was selected as it is the main programme provided by SSNZ, and engages the majority of the learners.

- Certificate in Construction Site Safety (Level 3)

This is a 40-credit programme owned by Unitec Institute of Technology and delivered by SSNZ. The programme was selected to provide insight into how well SSNZ delivers a longer-term programme, and how well the PTE works in an arrangement with another provider.

These focus areas have been decided on in consultation with the PTE.

## 3. Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

The EER involved a team of two evaluators, who visited the SSNZ site in Ngauranga, Wellington over two days. The evaluation team spoke with two directors, the chief executive, the management team and two of the trainers. The evaluators spoke with an appropriate number of trainees, employers and other stakeholders by telephone. Before the EER visit, SSNZ supplied a self-assessment summary and descriptive information about the organisation, including developments since the previous EER. This assisted in developing the scope of this EER.

A range of documents was made available by SSNZ at the EER visit, and these were examined by the evaluators for the purpose of validating SSNZ's evidence.

# Summary of Results

## Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Site Safe New Zealand Inc.**

SSNZ shows its commitment to high educational performance by:

- Maintaining high trainee achievement rates of 98-100 per cent of those who engage in the Building Construction Passport programme. Similarly, approximately 95 per cent of the trainees who are encouraged by the PTE to enrol in the Certificate in Construction Site Safety programme successfully complete it.
- Continuing integral links with and input from the building and construction industry, which enable SSNZ to meet industry needs.
- Being instrumental in supporting and invigorating a changing culture of safety in the building and construction industry.
- Enhancing leadership skills in safety in the industry.
- Employing and supporting well-qualified trainers, and monitoring their performance appropriately.
- Providing successful trainees with accreditation to gain access to employment in many large construction projects in New Zealand.
- Providing a pathway to the Certificate in Construction Site Safety for those committed students who are achieving well in the short courses.

The high levels of student achievement and the progress made in improving safety in the building and construction industry over the last few years indicate that SSNZ is achieving very well. It is meeting most of the needs of its stakeholders and learners. The organisation's processes clearly contribute to valuable learning, and the evaluation team could find no significant gaps or weaknesses.

## Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Site Safe New Zealand Inc.**

SSNZ shows its high level of capability in self-assessment by:

- Maintaining a system of comprehensive data collection and analysis.
- Engaging in effective, ongoing benchmarking against industry accident rates.
- Using the analysis findings to inform programme development and improvement.
- Using its industry ties to gain information and understanding of the changing needs of industry.
- Having good ties with regional industry through regional industry advisory groups and maintaining a network of informal industry relations.
- Maintaining a very close relationship with Unitec in the administration and development of the Certificate in Construction Site Safety programme.
- Maintaining strong self-review processes for governance and management.
- Having a strong system of monitoring trainer effectiveness which also informs delivery practice.

These self-assessment methodologies lead to an excellent grasp of the level of learners' educational achievement. SSNZ engages in effective, ongoing self-assessment that covers all of its programmes. The quality of this self-assessment information is consistently high and is used to understand and improve the learning outcomes.

# Findings<sup>1</sup>

## 1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

The trainees that engage in SSNZ programmes achieve well, as shown by the very high pass rates in Table 1. SSNZ offers the four-hour passport programmes which are mandatory to gain access to many major construction companies' sites in New Zealand. SSNZ also offers one or two-day 'high-level' programmes in specialised and supervisory safety skills. Trainees who show application to succeed in the high-level programmes are encouraged to complete the Certificate in Construction Site Safety. The certificate is a 40-credit programme administered by Unitec and delivered by SSNZ, and is made up of combinations of high-level short courses.

| Table 1. Overview of training programme pass rates for 2013* |                            |                    |
|--|----------------------------|--------------------|
| Programmes   | Approx. number of trainees | Approx. pass rates |
| Building and Construction Passport                           | 40-45,000                  | 99.5%              |
| High-level programmes  | 4,200                      | 78.8% (average)    |
| Certificate in Construction Site Safety                      | 120-160                    | 95%                |

\*These figures were gathered from the SSNZ interview evidence during the EER visit – July 2014

Table 1 shows high achievement rates for the Building Construction Passport and the Certificate in Construction Site Safety programmes. The average achievement rate for the high-level programmes is 78.8 per cent, but the 'fail' rate is actually very small as around 20 per cent of attendees opt not to engage in assessments for reasons that are acceptable to SSNZ. The attendees who forego assessment are mostly managers and supervisors who attend the programmes in order to understand the training of their employees. Overall, achievement rates are very strong, and SSNZ collects comprehensive data and has a very good understanding of the reasons for achievement. The high achievement rates shown in Table 1 are consistent with those of the previous two years.

The evaluators saw that the relationship with Unitec over the administration and delivery of the Certificate in Construction Site Safety is very robust, and that both

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<sup>1</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

organisations have a strong awareness of the value of their high achievement rates in this programme.

In the New Zealand construction and building industry, Māori and Pasifika make up significant proportions of the workforce, and the very high overall achievement rates in the Building Construction Passport also signify high achievement for Māori and Pasifika. SSNZ keeps statistics for Māori and Pasifika engagement in the Certificate in Construction Site Safety programme, and notes that engagement for these groups is not high (approximately 3 per cent for Pasifika and 4 per cent for Māori). This is a trend that concerns SSNZ, and strategies are in place to increase Māori and Pasifika participation in the certificate programme.

## 1.2 What is the value of the outcomes for key stakeholders, including learners?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

There is very high value in the achievement of passes in the programmes offered by SSNZ, and this is evident in a variety of ways. The fundamental value of trainee achievement is a safer building and construction industry. SSNZ compiles figures from its safety audits to show how its own members have an improved safety record compared with non-members. Evidence shows that this improvement has been significantly attributed to the training requirements for members' employees. SSNZ has identified that a cultural shift is required in the industry to build a sustained improvement in safety, and the PTE is working towards achieving this end. SSNZ sees the enhancement of leadership skills in safety as a proactive part of its training and an important way of changing the culture. The building and construction industry responds by sending significant numbers of managers to the programmes, confirming that employers regard the outcomes as of high value.

SSNZ makes good use of its other advisory and auditing roles to inform its educational functions and is able to take a holistic approach to building and construction industry safety. There is positive feedback from the larger building and construction companies, and SSNZ is looking at approaches to engage the residential construction sector as well.

There is good historical benchmarking of training achievements against industry safety trends and international standards, which shows that SSNZ members perform consistently in a safer manner than non-members. Feedback gained from trainee evaluations and from employer feedback shows that the programmes are well received and valued in the workplace. Feedback is collated and analysed and the outcomes are used to inform programme development and improvements. SSNZ has commissioned NZIER (New Zealand Institute of Economic Research)

research to ascertain its effectiveness in instituting a safety culture in the industry. The commissioning of such a study in 2012 shows how SSNZ takes its role seriously and is willing to undergo scrutiny of this type in order to improve and consolidate its role. In its strategic plan for 2014-2017, SSNZ indicates that it will work with NZIER and ACC to update its research findings to maintain value in the training and to adjust the training to suit current needs where these are identified in the research.

The NZQA evaluators confirmed that high value was being derived from the training by verifying the factors above through a sequence of face-to-face interviews and telephone discussions with trainers, students and management of SSNZ.

### 1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

SSNZ meets the needs of employers and employees in a very effective manner. SSNZ effectively utilises its industry membership and regional industry advisory groups to ensure that it meets the needs of the industry. SSNZ has a board of directors made up of prominent industry people, and this is being used effectively to establish that industry needs are being met. Feedback from these sources is incorporated into programme development, which occurs once every two years for the Building Construction Passport, and every five years for the Certificate in Construction Site Safety, to reflect best practice in industry safety. SSNZ also strives to ensure consistency between unit standard content and current industry practice.

SSNZ specifically monitors the performance of Māori and Pasifika students, and has noticed that the uptake by these groups in the Certificate in Construction Site Safety programme is proportionately lower than their industry representation, and the PTE is exploring ways of addressing this. SSNZ has implemented a system of scholarships to help attract Māori and Pasifika trainees to the certificate programme.

The Building Construction Passport programme is a requirement for potential employees to gain access to jobs on building sites run by most major construction companies. Thus trainees see this programme as helping them gain employment, and employers and trainees both benefit from the health and safety aspects of the training in terms of increased productivity and saved costs, as evidenced in analysis of employer feedback.

SSNZ enhances the training by conducting on-the-job safety discussions with employers and trainees to discuss issues ('toolbox talks'). It also assists trainees

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to meet their training goals by helping with re-sits of assessments and allowing any student who is struggling with the material to go over time in order to complete the programme.

Evaluation surveys show that the trainees are very satisfied with the programmes and the delivery, and that they feel there is direct relevance of the training to the workplace.

#### 1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

SSNZ has an effective training strategy. In order to maintain a flexible workforce, SSNZ employs a number of contract trainers with a core of full-time trainers. Trainers are generally well qualified and experienced, with most having unit standard 4098 (*Use standards to assess candidate performance*), construction industry experience and trade qualifications. Many of the trainers also have a role as safety auditor or advisor at SSNZ, which enables the direct integration of these roles into the training.

SSNZ enables in-house training at some construction companies, using trainers from the host company who SSNZ has previously trained. This provides flexibility in training and on-site expertise in these workplaces.

The value of behavioural and attitudinal change in promoting safety in the construction industry is recognised and forms the basis of the training strategy. Research has informed SSNZ that behavioural change is as important as training for the technical aspects of safety. The evaluators observed that there is a good mix of training strategies designed to keep the attention of the trainees. The lower level of literacy in the construction industry is a consideration in the design and delivery of programmes, and training materials accommodate this aspect well. At SSNZ, interactive learning is encouraged to suit the learning style of the trainees.

The Certificate in Construction Site Safety programme is administered and recorded by Unitec. The unit standards and programme are accredited to Unitec, but delivery of the content is facilitated by SSNZ. There is close liaison and monitoring of the programme in this partnership. Assessment material is moderated by Unitec from a sample of papers. SSNZ has rigorous systems of performance appraisal for its trainers and engages in observations of trainers, trainer self-evaluation and professional development. Annual meetings are held for trainers, in which changes to the Health and Safety Act and industry standards are discussed. Programme development and consistency of delivery are strongly emphasised at these conferences.

Strong liaison with the Building and Construction Industry Training Organisation is maintained and external moderation requirements are met.

While there is considerable moderation activity in conjunction with Unitec, and evidence of some interior sampling, internal moderation of assessment is not completely robust. It is not clear that SSNZ engages in the rigorous forms of internal moderation that would ensure that programme achievement results are consistent, valid and reliable in all cases and that assessment material has been deemed fit for purpose.

### 1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

SSNZ is very supportive of its trainees and gives them every opportunity to pass the training programmes. It seeks information from employers about any impediments individual learners may have that could cause an obstacle to learning. In this way, it is able to assist students who may have learning problems or difficulty with the English language. Interpreters are provided as required, and training has a lot of 'hands-on' and pictorial content which suits the learning style of the trainees. Assessment activities are tailored to suit the trainees' abilities.

The more motivated students engaged in high-level courses are encouraged to complete the Certificate in Construction Site Safety programme, thus ensuring that the success rate remains very high.

The low Māori and Pasifika involvement in the Certificate in Construction Site Safety has been identified as an area to be worked on, but is not seen as a significant weakness as the programme is not an industry requirement and comparatively small numbers of trainees attempt it.

### 1.6 How effective are governance and management in supporting educational achievement?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

SSNZ has effective governance and management systems. The board of directors is representative of the main industry interests, being based on representatives of the member companies, with one independent director appointed to maintain rigour in board processes. The board meets 10 times a year and is responsible for the oversight of all facets of SSNZ. The directors are members of the Institute of

Directors in New Zealand, and the institute's self-assessment tools are used to assess performance of the board.

There is good oversight of the mission and aims of SSNZ to manage the core values of the organisation. The various arms of SSNZ provide a well-informed and supported service in advisory, auditing and training functions to encourage safe industry practice. SSNZ was established by the industry to support promotion of safety, and is a self-supporting, not-for-profit incorporated society consisting of some 3,500 members.

The new chief executive has made some significant changes to the management structure with the employment of new personnel in key positions. Training staff are well qualified and experienced, and are rigorously monitored to ensure they maintain effectiveness in the training.

Staff members engage in professional development, and this is generally supported and sponsored by SSNZ. Great emphasis is placed on keeping up to date with legislative changes and changes in the education sector, such as the Targeted Review of Qualifications. The organisation has a comprehensive understanding of current industry practice.

## Focus Areas

*This section reports significant findings in each focus area, not already covered in Part 1.*

### 2.1 Focus area: Governance, management and strategy

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Good**.

### 2.2 Focus area: Building Construction Passport

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Excellent**.

### 2.3 Focus area: Certificate in Construction Site Safety (Level 3)

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Good**.

# Recommendations

NZQA recommends that Site Safe New Zealand Inc:

1. Gain a more specific understanding of Māori and Pasifika achievement rates to inform support for these groups.
2. Review its system of internal moderation of assessments.

# Appendix

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes and/or registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the External Evaluation and Review (EER) Rules 2013.*

*The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)).*

*The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.*

NZQA

Ph. 0800 697 296

E [qaadmin@nzqa.govt.nz](mailto:qaadmin@nzqa.govt.nz)

[www.nzqa.govt.nz](http://www.nzqa.govt.nz)