



NEW ZEALAND QUALIFICATIONS AUTHORITY  
MANA TOHU MĀTAURANGA O AOTEAROA

**QUALIFY FOR THE FUTURE WORLD**  
**KIA NOHO TAKATŪ KI TŌ ĀMUA AO!**

# External Evaluation and Review Report



## Site Safe New Zealand Inc

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 19 September 2018

# About Site Safe New Zealand Inc

---

*Site Safe operates nationwide, delivering health and safety training primarily to the construction sector.*

---

Type of organisation:	Private training establishment (PTE)
Location:	Head office 23-25 Jarden Mile, Ngauranga, Wellington; and delivery also in Rarotonga and the Philippines
Code signatory:	Yes
Courses:	One NZQA-approved training scheme: Foundation Passport – Building Construction (Training Scheme) (levels 2-3), and a range of other construction health and safety courses; some, but not all lead to the achievement of unit standards. See: <a href="#">Site Safe All Training Courses</a>
Number of students:	76,712 students on short courses in 2018 – 204.65 equivalent full-time students (EFTS); Māori 8 per cent, Pasifika 4 per cent, 917 international students (in New Zealand on work visas, but who are required to complete short safety courses to meet employer requirements)
Number of staff:	87 full-time, eight part-time
Last EER outcome:	At Site Safe’s previous external evaluation and review (EER) in 2014, NZQA was Highly Confident in the PTE’s educational performance and capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none"><li>• International Students: Wellbeing and Support</li><li>• Training Scheme: Foundation Passport – Building Construction</li><li>• Subcontracted (UNITEC) Certificate in Construction Site Safety</li></ul>
MoE number:	7856
NZQA reference:	C29886
Dates of EER visit:	3 and 4 July 2018

# Summary of Results

---

*Site Safe provides a range of short programmes that are well matched to stakeholders' and add value to learners and industry. There is a clear focus on maintaining quality and compliance.*

---

## **Highly Confident in educational performance and in capability in self-assessment**

- Almost all learners complete courses (close to 100 per cent).
- Value is added through raised awareness and attitudes to workplace health and safety.
- Courses meet the Health and Safety at Work Act 2015 and contribute to employers' compliance with the Act.
- Site Safe is proactive in exploring new areas for safety training. The PTE reviews, renews and refreshes existing training to meet ongoing demand.
- Site Safe maintains strategic alliances with two other safety training companies for benchmarking.
- Trainers have appropriate experience and hold or are working towards completing adult teaching qualifications. Trainee surveys and client feedback show high satisfaction with the training.
- Resources are appropriate and sufficient.
- Site Safe is proactive and systematic in monitoring and meeting its compliance requirements, including the Code of Practice.<sup>1</sup>
- Site Safe has invested in research to investigate the effectiveness of its training to meet clients' needs.
- Recommendations from this research have been implemented; for example, developing online training options and extension 'Passport' courses beyond the foundation level, and providing more advanced awareness courses.
- The PTE's board undertakes effective self-reviews to monitor its effectiveness in providing governance.

---

<sup>1</sup> Education (Pastoral Care of International Students) Code of Practice

# Key evaluation question findings

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>All learners are employed in some area of construction.<sup>2</sup> Achievement of the Passport training schemes is extremely high (99.7 per cent, 69,056 learners). Achievement is primarily about raised awareness of factors affecting health and safety on construction sites. All learners who complete the Passport training scheme and the multi-choice awareness check pass, with less than 0.5 per cent not successfully completing, mainly because they are unable to attend the full programme.</p> <p>Approximately 1800 learners have completed the Certificate in Construction Site Safety (Level 3), with all completing over an extended period of time due to part-time study. The achievement rate has increased from 74 per cent (3,728) in 2014, to 88 per cent (5,527) in 2017. Site Safe has put in place a number of steps to support and enable learners to complete this qualification, with resulting improvements to the assignment submission rates.</p> <p>For the Passport programme, Māori participation has increased since the last EER from 5 to 8 per cent, and Pasifika participation rates increased from 2 to 4 per cent. Since the last EER, Māori pass rates have decreased from 83 to 76 per cent, and for Pasifika decreased from 83 to 67 per cent, but Site Safe has not yet determined why this is, beyond work commitments affecting attendance.</p> <p>Effective processes are used to review how well learners achieve. This is an improvement on the previous EER.</p>
Conclusion:	Site Safe has sophisticated processes to monitor how well learners achieve, uses these effectively, and was able to show that the majority of learners achieve success.

<sup>2</sup> See Appendix 1, Tables 1 and 2

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Learners gain knowledge, skills and awareness directly affecting their safety in employment. Employers gain the benefits of a workforce that is likely to be safer and more aware of potential hazards in their workplace. They also gain improved compliance with the Health and Safety in Employment Act 2015.</p> <p>All training offered is directly related to employment conditions and frequently uses the same equipment, as used in the workplace, which enhances the effectiveness and applicability of the training.</p> <p>Learners' and client companies' feedback via Site Safe surveys, and confirmed through phone interviews at this evaluation, show a high level of satisfaction with the training, through raised safety awareness and improved abilities to identify potential safety risks.</p> <p>Site Safe has commissioned two independent reviews of the effectiveness of the training, and has conducted 14 surveys, all showing significant added value. The findings of the independent reviews show stakeholders see value in the training and indicated areas for further improvement. Site Safe has already implemented some improvements, including developing Passport courses with added value beyond the original foundation level. Responses from the 14 surveys showed that learners found value in improved skills for: writing, using and understanding health and safety plans (87 per cent); working safely (85 per cent); and speaking up about safety issues on site (84 per cent).</p> <p>The organisation has highly effective processes to review the value of outcomes and uses the findings from these insightfully to make improvements.</p>
Conclusion:	Stakeholders, including learners, gain real and practically applicable value from the training. Effective internal and external review processes are used to reflect on the value added, with findings used insightfully.

### 1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Passport programmes are all short courses (four hours). They are designed and delivered to ensure learners are actively engaged, and cover material that is current and relevant to construction workplace safety.</p> <p>The NZQA-approved training scheme, Foundation Passport – Building Construction, is delivered as approved and meets NZQA requirements.</p> <p>The additional Passport courses developed in response to external research have addressed a need for learners to be stretched and further challenged in their health and safety awareness and engagement with on-site safety. This was confirmed through Site Safe survey results and during this evaluation.</p> <p>Site Safe uses a range of modes of delivery to maintain interest, including adding online modules to its suite of Passport Plus offerings, and use of short video clips, PowerPoint slides, interactive discussions, and multi-choice assessment of safety awareness. These are appropriate for the context of the short courses.</p> <p>The Certificate in Construction Site Safety programme is designed to prepare construction workers for health and safety responsibilities. Evidence sighted shows the effectiveness of this programme.</p> <p>Tutors have appropriate industry experience and hold or are working towards adult teaching qualifications. Regular peer observations and professional development provide a strong support system and encourage the sharing of good practice.</p> <p>Programmes are reviewed and refreshed on a 24-month cycle by the organisation, ensuring they stay current with good practice and current with safety legislation.</p> <p>Site Safe demonstrates an active, reflective culture both at the delivery and oversight levels.</p>
Conclusion:	Programmes are well planned and refreshed; assessment is appropriate; and stakeholders' needs are well met.

## 1.4 How effectively are students supported and involved in their learning?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>In the context of short course provision, learners receive exemplary support. This includes one-to-one extra time and additional support for all learners including those who do not have English as a first language, along with all learners. Oral assessment is provided where needed, and training is tailored to client company specifics. Courses are also delivered in Mandarin in Auckland to meet the needs of new migrants or non-residents on work visas. Site Safe offers scholarships each year for the Certificate in Construction Safety programme, and recipients are also provided with a mentor to support learners as needed to improve assignment submission rates.</p> <p>Learners' feedback shows that tutors are effective in establishing a strong rapport with learners and a supportive learning environment.</p> <p>Learning materials are fit-for-purpose and are regularly renewed and varied to stay up-to-date with current good practice and maintain trainee interest in successive courses.</p> <p>Site Safe continues to explore how best to support its priority learners (Māori and Pasifika), but their participation rates are in effect controlled by the employment rates for these groups.</p> <p>Self-assessment is consistently well designed and effective in informing Site Safe of areas of success and where improvement is needed.</p>
Conclusion:	In this context of short courses, where the vast majority of learners are enrolled, support and engagement is exemplary.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Site Safe maintains appropriate teaching and learning resources for the range of short courses offered (23<sup>3</sup>), as well as for the one longer-term programme.<sup>4</sup> Effective and proactive systems ensure that sufficient resources are supplied to the trainers in all areas to meet the fast-growing demand for training. Site Safe has hired appropriately experienced, qualified and supported trainers.</p> <p>A new programme has been submitted to NZQA for approval to meet the requirements of the construction site safety certificate. The need for this programme has been well considered, to bring responsibility and competence in-house rather than to continue to deliver another provider's programme under contract.</p> <p>Since the previous evaluation, the organisation has established a quality and qualifications team, and within that a quality committee, to focus on evidence-based decisions and drive ongoing improvements. These improvements have worked effectively and placed Site Safe in a stronger position to cater for growth.</p> <p>The organisation holds three conferences per year, focusing on strategic development and fostering engagement with its industry members. Both contribute to ensuring Site Safe systems keep improving and contribute to lifting on-job safety.</p> <p>The board periodically reviews how well it provides effective organisational oversight and monitoring of organisational performance.</p> <p>Feedback to the evaluation team revealed a level of tension in the organisation with increasing workloads associated with the recent rapid growth in trainee numbers (31,000 more learners) since the previous evaluation. This will need to be managed.</p>
Conclusion:	Site Safe has effective systems to monitor and support trainee success.

<sup>3</sup> [Site Safe – All Training Courses](#)

<sup>4</sup> [Site Safe – Certificate in Construction Site Safety](#)



## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Site Safe completes an annual review of its quality management system, which contributes to ensuring its systems are effective for monitoring important areas of compliance. Improvements have been made to how it manages risk. The PTE regularly reviews NZQA Rules and NZQA communications. The one NZQA-approved training scheme is delivered as approved.</p> <p>The organisation has become a signatory to the Code of Practice since the previous evaluation. Non-resident learners who are in New Zealand on short stay visas, for example, 'work visas' but who are required to undertake short courses, are in some cases deemed to be 'international students' under the Education Act. Site Safe is compliant with the spirit and intent of the Code of Practice, and no concerns were identified at this evaluation.</p> <p>The recently formed Quality and Qualifications team is tasked with monitoring and managing compliance and is supported by the Quality Committee. Evidence reviewed at this evaluation showed Site Safe is proactive in monitoring compliance. This includes meeting the moderation requirements of its standard-setting bodies, The Skills Organisation and BCITO (Building and Construction Industry Training Organisation), and making improvements where these are identified. Reports on compliance monitoring are regularly provided to the board and include appropriate detail.</p> <p>Site Safe maintains an effective relationship with WorkSafe<sup>5</sup>, the workplace health and safety regulator, and actively engages in reviewing its programmes against good practice guidelines.</p>
Conclusion:	Site Safe demonstrated effective systems and processes for monitoring compliance matters. No concerns were identified in this evaluation.

<sup>5</sup> [WorkSafe](#)

# Focus Areas

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

## 2.1 Focus area: International Students: Wellbeing and Support

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## 2.2 Focus area: Training Scheme: Foundation Passport – Building Construction

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## Recommendations

*Recommendations are not compulsory, but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent EERs to gauge the effectiveness of the TEO's quality improvements over time.*

There are no recommendations arising from the external evaluation and review.

## Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

There are no requirements arising from the external evaluation and review.

# Appendix 1

The proportion of learners successfully completing the Passport is high (Table 1).

**Table 1. Foundation Passport: Building Construction successful course completions**

	Total	Passed	%
2014	57,143	56,858	99.5
2015	65,544	65,377	99.7
2016	66,974	66,780	99.7
2017	69,056	68,765	99.6

Data supplied by Site Safe

The proportion of learners passing non-Passport courses has increased from 74 per cent in 2014 to 88 per cent in 2017 (Table 2).

**Table 2. Non-Passport assignment submission and successful course completions**

	Total	Submitted	%	Passed	%
2014	6106	5019	82	3728	74
2015	7185	5877	82	4988	85
2016	7999	6440	81	5716	89
2017	7656	6270	82	5527	88

Data supplied by Site Safe

Between the last EER in 2014 and December 2017:

- The Māori pass rate decreased from 83 per cent to 76 per cent
- The Pasifika pass rate decreased from 83 per cent to 67 per cent
- The under-25 pass rate increased from 78 per cent to 87 per cent.

# Appendix 2

## 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](http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction) 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.*

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

*For the same reason, these findings are always limited in scope. They are derived from selections and samples evaluated at a point in time. The supporting methodology is not designed to:*

- *Identify organisational fraud<sup>6</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

## 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*

---

<sup>6</sup> NZQA and the Tertiary Education Commission comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

*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)