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External Evaluation and Review Report



Site Safe New Zealand Incorporated

Date of report: 11 January 2023

About Site Safe New Zealand Incorporated

Site Safe New Zealand is non-profit organisation with a nationwide membership of construction companies. It delivers training and other services¹, mainly for the construction sector. It has a mission to keep workers safe and reduce injury and harm.

Type of organisation:	Private training establishment (PTE)
Location:	23-25 Jarden Mile, Ngauranga, Wellington (with 16 permanent delivery sites)
Code of Practice signatory:	Yes
Number of students:	Domestic: 70,005 (677 equivalent full-time students) in 2021 Māori: 10,230 (15 per cent), Pasifika: 7,069 (10 per cent); male/female 90 per cent/10 per cent, disability: 623 ² International: 33 (two equivalent full-time students)
Number of staff:	98 full-time equivalents
TEO profile:	Site Safe New Zealand
Last EER outcome:	NZQA was Highly Confident in the educational performance and the capability in self-assessment of Site Safe New Zealand Incorporated (Site Safe) at the last EER conducted in September 2018.
Scope of evaluation:	<ul style="list-style-type: none">• Health and Safety in Construction (Level 3) programme (123763)³

¹ This is an evaluation of the training-related activities of Site Safe.

² This data is for the nine-month period from November 2021 to August 2022. Site Safe has not made any analysis of achievement and outcomes data at this early stage of the implementation of this reporting requirement.

³ Leading to the awarding of the New Zealand Certificate in Workplace Health and Safety Practice (Level 3). Hereafter referred to as 'the certificate'.

- Foundation Passport – Building Construction Training Scheme (114471)⁴
- Māori and Pasifika achievement and outcomes

MoE number: 7856
NZQA reference: C50787
Dates of EER visit: 3-7 October 2022

⁴ Hereafter referred to as the 'Foundation Passport'. This NZQA-approved training scheme was retired before the start of the on-site enquiry.

Summary of results

Site Safe has met well the important needs of many learners and its industry stakeholders. The PTE has a reflective culture where often rich data and high-quality reporting insightfully informs coherent and resourced decision-making across many key activities. This has led to a range of improvements and innovations.

Highly Confident in educational performance

- Site Safe has a high level of student achievement. Māori and Pasifika are achieving close to parity in completing the training, but have proportionately fewer certificate graduates. Site Safe learners clearly acquire relevant health and safety knowledge, skills and attributes. There is good evidence of these being applied in the workplace.

Highly Confident in capability in self-assessment

- The design and delivery of training match well the needs of many learners and industry stakeholders. Site Safe engages and supports its trainers and assessors well. It engages and supports a high proportion of learners to complete their studies. Site Safe is improving the support given to its diverse learners, including strengthening the learner voice.
- Site Safe educational leadership has been significantly strengthened since the last EER. It has effectively maintained high educational performance in an often-challenging operating environment, while embedding a range of improvements and innovations.
- Site Safe has a reflective self-assessment culture where often rich data and high-quality reporting insightfully informs coherent and resourced decision-making across many key activities. A more systematic Māori and Pasifika-informed approach to self-review is developing.
- Site Safe has been effective in managing many of its important compliance accountabilities.

Key evaluation question findings⁵

1.1 How well do students achieve?

Performance:	Excellent
Self-assessment:	Good
Findings and supporting evidence:	<p>Learners work predominantly in the construction industry and engage in short-course health and safety training. During the period 2018-21, annually nearly all of the 60-70,000 learners passed the half-day Foundation Passport training.⁶ Māori and Pasifika achieve at the same rate. These high rates are a very good result, though typical for short duration industry training.</p> <p>Pass rates for part-time learners on the 2020 and 2021 certificate programme were around 90 per cent. Māori rates are nearing parity (87 per cent in 2021). These are exemplary completions for this context. Pasifika overall pass rates were higher than other demographics in 2020, but lower in 2021 (77 per cent). However, proportionately fewer of the graduates to date are Māori or Pasifika learners.⁷</p> <p>Rating qualification completions is problematic as the programme was only approved in 2019 and may take up to five years to complete. Robust moderation practice underpins these results. Site Safe learners are acquiring relevant health and safety knowledge, skills and attributes.</p> <p>Site Safe collects rich achievement data, often giving in-depth understanding which informs decision-making; this is well illustrated in the review of courses. Submission rates are tracked, as the key reason for non-completions is learners not submitting assessments. Results are monitored through well-designed live dashboards. There are some areas for improvement. Certificate course completions are not analysed separately from other short course completions. Analysis of priority groups and reporting against targets is still developing. Results are not externally benchmarked.</p>

⁵ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

⁶ See Appendix 1 for details of the achievement results. Some construction sites require workers to undertake training to access their sites.

⁷ The COVID pandemic negatively impacted workers accessing training, particularly in the Auckland/Northern region where the majority of Māori and Pasifika learners work.

Conclusion:	There is a high level of student achievement for this context. Self-assessment is generally very strong, with some capacity still being developed.
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1.2 What is the value of the outcomes for key stakeholders, including students?

Performance:	Good
Self-assessment:	Good
Findings and supporting evidence:	<p>The mission of Site Safe⁸ is to build safer and healthier workplaces in a high-risk industry. Many learners across the sector clearly benefit from acquiring relevant knowledge, skills and awareness to apply while on site. Site Safe’s foundation courses educate workers to work more safely on a construction site and meet health and safety regulatory requirements. The training focuses workers on the importance of safety and wellbeing for themselves, their families and those they work with. These are also important outcomes for Site Safe’s members, industry and government.</p> <p>Surveys of the certificate graduates and their employers provide high-level evidence of ‘positive health and safety changes’ in the workplace. Feedback from graduates engaged for the EER and vignettes captured by Site Safe give insights into the important positive changes in the workplace. Historically,⁹ Site Safe has commissioned research that demonstrated some clear impacts from its training. Site Safe has just approved similar research.</p> <p>Given the proportionately fewer Māori and Pasifika certificate graduates to date, and the higher accident rates of these workers, assessing the impact for different groups and contexts warrants more attention. Site Safe is already engaging in a forum addressing the health and safety of Māori workers. It also partnered with Massey University, researching suicide in the construction industry, informing the design of its mental health first aid training, which is offered in conjunction with St John. Site Safe is a lead player in construction industry health and safety practices. Its significant contribution to developing COVID protocols for the sector illustrates this role well.</p>

⁸ The focus of this EER is Site Safe’s training-related activities.

⁹ 2015, *IHI Research and Development Site, Safe Review of Training*; 2008 *Accident Compensation Commission-Research New Zealand Evaluation of Site Safe Passport Training: Perceptions of the Construction Industry Among Employers and Passport Holders*

Conclusion:	Site Safe’s training activities clearly contribute knowledge and skills that support safer, healthier and compliant construction workers and workplaces. The PTE has high-quality and current review processes and data across most areas. This information is used insightfully to support improved outcomes. There are opportunities to better understand the impact of the training.
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1.3 How well do programme design and delivery, including learning and assessment activities, match the needs of students and other relevant stakeholders?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Site Safe is a PTE deeply embedded in the construction industry, and so brings this in-depth knowledge, experience and expertise to its training design and delivery. This industry connectedness ensures the needs and involvement of key stakeholders are core to its training design.</p> <p>Site Safe brings a coherent, robust and recognised systems approach to its design, trialling and review of its training. This approach is well illustrated in the development and NZQA approval of the certificate programme, data-driven periodic reviews, in-depth analysis of papers with emerging issues, and the substantive, high quality update of its core Foundation Passport course. Site Safe’s innovation is well demonstrated by multiple new course offerings (including online options), shifting to a new learning platform, developing materials for neurodiverse learners, and trialling a virtual reality taster course.</p> <p>Robust and comprehensive internal moderation processes are well validated by positive external moderation results. The selection of trainers, systematic induction and an ‘approval to deliver’ process before each trainer delivers a new course, reflect a methodical approach to maintaining robust academic standards.</p> <p>Challenges/needs that Site Safe is addressing to varying degrees include:</p>

	<ul style="list-style-type: none"> enhancing engagement for repeat¹⁰ learners and those for whom English is a second language, particularly on the Foundation courses. relatively low Māori and Pasifika enrolments in the certificate programme, as well as developing and reviewing training informed by research of what works well for these learners.
Conclusion:	The design and delivery of Site Safe training, including learning and assessment activities, match well the needs of many learners and industry stakeholders. Multiple high-quality self-assessment processes have supported a broad range of improvements and innovations. Gaps are predominantly self-identified and are at different stages of being addressed.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Contextually, Site Safe learners typically attend short duration training while working in the construction industry.¹¹ Since the last EER, Site Safe has made many improvements in learner support and how it reviews support for learners. The PTE has developed real-time learner feedback which staff may access and value, with an improved and reasonable response rate of 20 per cent. Nearly all respondents 'agree' or 'strongly agree' that they were satisfied with their training course experience. The pending shift to a new online learner platform was (in part) a response to learner feedback about their online experience. There was rich and mostly positive feedback from the certificate learners about the delivery and support provided. This data contributes to programme reviews and prompts changes, such as pre-populating digital enrolment forms for existing learners.</p> <p>Site Safe reduces barriers to participation and learning through its provision of both open scholarships and those targeting priority groups, alongside the provision of mentors for scholarship students.</p>

¹⁰ Some construction sites require workers to attend health and safety training every two years.

¹¹ Learners enrolled in the certificate attend multiple short courses and complete the required assessments.

	<p>Site Safe has carried out a robust Code of Practice gap analysis. A range of new developments support stronger access to and a more diverse learner voice, including new roles (learner data analyst, learner success coordinator) and planning for a representative learner advisory group. Site Safe has, as previously noted,¹² responded to the mental wellbeing needs of construction workers. It has begun to identify and respond specifically to the needs of neurodiverse learners.</p> <p>Site Safe engages trainers with a mix of adult education and industry experience. Trainer observations and communities of practice support trainer development, collegial sharing of practice, and the identification of areas where ongoing improvements can be made. Assignment support workshops and individual coaching are provided to learners. Site Safe systematically tracks learner submissions and provides feedback on their assessments that learners found useful.</p>
Conclusion:	Site Safe effectively supports a high proportion of learners to stay engaged and successfully complete their studies. It has improved support to learners and strengthened its self-assessment processes.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Site Safe has maintained a clear purpose, balancing continuity well alongside significant developments and innovations throughout the disruptive impact of the COVID pandemic. Bringing the certificate in-house has prompted the establishment of an academic committee and a well-structured education team led by an education manager. The educational function of Site Safe has become more visible, coherent, and better resourced. The PTE's education strategy illustrates this shift well, as do the multiple improvements noted elsewhere in this report. Strategic shifts are evolving to identify and respond to the needs of Māori but are less evident for Pasifika.</p> <p>Site Safe has retained and attracted some key and capable leaders across the organisation. Regular and high-quality reporting to the board has supported effective oversight of Site</p>

¹² See 1.2.

	<p>Safe's educational performance. Ensuring the board retains ongoing educational leadership capability is a key outcome for Site Safe. Staff feedback indicates they feel valued.</p> <p>Site Safe has a reflective culture where often rich data is collected and insightfully used to inform coherent, resourced decision-making across the organisation. This approach has typically been effective in supporting high and improving performance. A range of high-quality reporting and reviews are produced from informative live dashboards, periodic course reviews and annual programme reviews through to independent external reviews. The PTE is developing a more systematic Māori and Pasifika-informed approach to performance and self-assessment.</p>
Conclusion:	Site Safe leadership has been effective in supporting high and improving educational performance in a challenging operating environment. Self-assessment is comprehensive and typically high quality and is continuing to evolve in a few areas.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Good
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Site Safe has a well-organised systems approach to managing its core activities, including its key risks and important compliance requirements. The key points are:</p> <ul style="list-style-type: none"> • A high-level education workplan identifies when requirements are due. • Staff and teams have clear roles and responsibilities. • High-quality and systematic assessment and moderation practice is occurring. • Trainers are appropriately qualified and experienced. They are well inducted and supported to upskill. • A robust gaps analysis based on the Code of Practice (pastoral care) was undertaken, leading to a range of relevant and substantive actions being progressively implemented. • Site Safe undertakes periodic and robust reviews of its approved programme and short courses.

	<ul style="list-style-type: none"> • Completions of the mandatory courses are actively monitored. Detailed academic records are kept. <p>Most NZQA requirements were met in timely fashion. However:</p> <ul style="list-style-type: none"> • Credit reporting was late over multiple periods. Site Safe had identified the different issues involved over time and taken remedial action to rectify them. • It was an oversight that statutory declarations were not being submitted for numerous governing members. This requirement has been added to the induction checklist.
Conclusion:	<p>Site Safe has been effective in managing, staying current and reviewing many of its important compliance accountabilities. The two exceptions have been addressed.</p>

Focus areas

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

2.1 Focus area: Foundation Passport – Building Construction Training Scheme (114471)¹³

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: Health and Safety in Construction (Level 3) programme (123763)

Performance:	Excellent
Self-assessment:	Excellent

2.3 Focus area: Māori and Pasifika achievement and outcomes

Performance:	Good
Self-assessment:	Good
Conclusion:	As represented in the key findings of this report, the ratings for this focus area reflect the mahi that has taken place and is currently in progress or planned. Site Safe had identified many actions necessary to better understand and support Māori and Pasifika achievement, outcomes and needs. As noted, some areas warrant further attention.

¹³ Site Safe made a strategic decision to retire this expiring training scheme on 8 September 2022 and not replace it with a micro-credential.

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 external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.

NZQA recommends that Site Safe New Zealand evolve a more coherent and systematic Māori and Pasifika-informed approach to the review of its performance (including addressing the matters identified in the key findings of this report).

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

Table 1. Foundation Passport pass rates 2018-21

Year	Total learners	Māori	Pasifika
2018	99.3%	99.3%	99.2%
2019	99.4%	99.4%	98.9%
2020	95.5%	97.0%	97.0%
2021	97.7%	98.7%	98.7%

Source: Site Safe data

Table 2. Course pass rates – Health and Safety in Construction (Level 3) 2020-21

	2020		2021	
	No. of courses	%	No. of courses	%
All	577/619	93	704/794	89
Māori	43/50	86	73/84	87
Pasifika	20/21	95	47/61	77

Source: Site Safe data

Table 3. New Zealand Certificate in Workplace Health and Safety Practice (Level 3) qualifications awarded 2019-21 (percentage of total qualifications awarded)

Year	2019	2020	2021
Māori	22 (10%)	8 (5%)	12 (6%)
Pasifika	9 (4%)	3 (2%)	4 (2%)
Non-Māori/non-Pasifika	191 (86%)	154 (93%)	174 (92%)
All	222 (100%)	165 (100%)	190 (100%)

Source: NZQA tertiary education records data

Appendix 2

Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. 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. 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 fraud¹⁴*
- *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.*

¹⁴ NZQA and the Tertiary Education Commission (TEC) 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.

Regulatory basis for external evaluation and review

External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016, which are made by NZQA under section 253(1)(pa) of the Education Act 1989 and approved by the NZQA Board and the Minister authorised as responsible for Part 20 of the Education Act.

Self-assessment and participation and cooperation in external evaluation and review are requirements for:

- *maintaining accreditation to provide an approved programme for all TEOs other than universities, and*
- *maintaining consent to assess against standards on the Directory of Assessment Standards for all TEOs including ITOs but excluding universities, and*
- *maintaining training scheme approval for all TEOs other than universities.*

The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2018, the Consent to Assess Against Standards Rules 2011 and the Training Scheme Rules 2012 respectively. These rules were also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister.

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 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, training schemes and consents to assess and 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 Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. 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). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.

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