![Waihanga Ara Rau - Construction and Infrastructure Workforce Development Council]

COMPLIANCE TRAINING
Project report
November 2024

EXECUTIVE SUMMARY

As the standard-setting body for Construction and Infrastructure, Waihanga Ara Rau is responsible for standards used as standalone courses across several industry sectors. They are generally defined as compliance training and cover topics such as Working at height, Elevated Work Platforms, Cranes, and driver's licence endorsements.

The standards are some of the highest reported across our sectors, and we have categorised them as high-risk and high-credit-value standards.

Waihanga Ara Rau has undertaken a project to better understand how compliance training is delivered and how the outcomes meet industry expectations. Generally, the assessment resources being used have passed the desktop post-assessment moderation process over several years, but post-assessment moderation doesn't tell the full story.

The previous standard-setting bodies had learners undertaking this training as part of a programme and/or had contracts with specialist providers and training companies to deliver the training for them, so there was a potential conflict of interest in play.

As an organisation, we have looked beyond just moderation for these standards. Through our own internal reflections, the same themes have kept appearing, suggesting unresolved issues with achieving these standards and that the outcomes are not meeting industry expectations.

We have the opportunity to work with industry and providers to resolve this long-standing issue and have taken a stance that we are not prepared just to accept what has been previously deemed acceptable based on good moderation results alone.

It was clear from our industry engagement that industry expectations do not meet the expected outcomes of the standards being used. The gap is the learner's experience in the workplace to be able to reinforce and demonstrate competency in the skills being assessed.

BACKGROUND

Compliance training is high risk, high value and important for the health and safety of everyone on a worksite.

Cranes, Working at Height, MEWP (Mobile Elevated Work Platform), and WTR (Wheels, Tracks & Rollers) are examples of compliance training courses. Some example course details are shown below:

- Cranes courses: one day duration, Level 3, 10-26 credits
- Working at Height courses: two days duration, three standards at Level 3, 10-12 credits.
- MEWP courses: one day course, three standards, Level 3, 9-12 credits
- WTR courses: half day duration, three standards, Level 3, 9 credits

The current training and assessment does not meet the expected outcomes of the standards or the expectations of industry.

Due to a competitive provider market, the length of the training appears to be getting shorter.

Assessments are theory focused, and the practical task may be simulated.

The needs of the learner are not always considered e.g.
- Learners with literacy and learning difficulties
- Non-English speakers completing all or parts of the training and assessment in English.

The need or reason for refresher training are not clearly understood.

Course observation details – Elevated Work Platforms & Wheels, Tracks & Rollers

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MEWP - COURSE DETAIL

23960	Assess the worksite, prepare and operate a scissor lift elevating work platform (EWP)	**L3, C3**
23962	Assess the worksite, prepare and operate a self-propelled boom lift elevating work platform (EWP)	**L4, C5**
23966*	Describe types of elevating work platforms (EWPs), and industry requirements for their use	**L3, 2**
	Total	**10 credits**

Course duration: 1 day/8 hours
(6 ½ hours theory, 30 minutes practical)

*Pre-requisite requirements: Standard 23966 is a pre-requisite for 23960, 23962. It was assessed at the beginning of the course.

WTR - COURSE DETAIL

16701	Demonstrate knowledge and skills for driving on a road for endorsement W (wheels)	**L3, C3**
16703	Demonstrate knowledge and skills for driving on a road for endorsement T (tracks)	**L3, C3**
16702	Demonstrate knowledge and skills for driving on a road for endorsement R (rollers)	**L3, C3**
	Total	**9 credits**

Course duration: 1 day/8 hours

Pre-requisite requirements: A study guide is emailed to participants prior to the course, this includes practice questions.

Course observation details – Working at Height

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COURSE 1 DETAIL

23229	Use safety harness system when working at height	**L3, C4**
15757	Use, install and disestablish temporary proprietary height safety systems when working at height	**L3, C4**
	Total	**8 credits**

Course duration: 1 day/8 hours
(6 hours theory, 2 hours practical)

Pre-requisite requirements: Standard 23229 is a pre-requisite for 15757.

COURSE 2 DETAIL

17600	Explain safe work practices for working at height	**L3, C3**
25045	Employ height safety equipment in the workplace	**L3, C4**
23229	Use safety harness system when working at height	**L3, C4**
15757	Use, install and disestablish temporary proprietary height safety systems when working at height	**L3, C4** **15 credits**

Course duration: 2 days/16 hours – 17600, 25045

Course observation details – Cranes & Scaffolding

COURSE 1 DETAIL

*30072	Demonstrate and apply knowledge of slinging regular loads safely	L3, C14
16617	Use a truck loader crane to lift and place regular loads	L3, C15
	Total	**29 credits**

Course duration:
Course 1: 1 day/8 hrs (5 hrs theory 3 hrs practical)
Course 2: 1 day/8 hrs
Course 3: 1 day/8 hours

*Pre-requisite requirements: Standard 30072 is a pre-requisite of 16617. It is delivered and assessed at the beginning of the course.

Evidence of prior experience and training is supplied by the learner on the day of training.
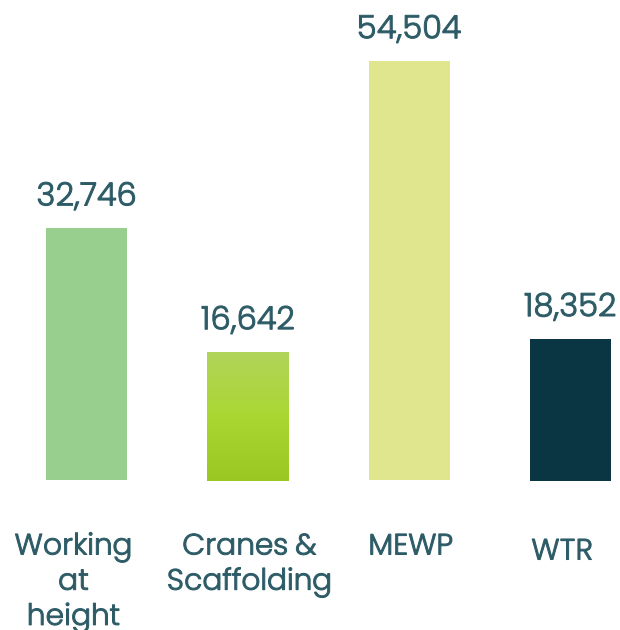
COURSE 2 DETAIL

| 16617 | Use a truck loader crane to lift and place regular loads | L3, C15 |
| | **Total** | **15 credits** |

COURSE 3 DETAIL

| 3800 | Use a radio remote or pendant controlled gantry crane to lift and place regular loads | L3, C10 |
| | **Total** | **10 credits** |

STANDARDS

PER SECTOR

Sector	Value
Working at height	32,746
Cranes & Scaffolding	16,642
MEWP	54,504
WTR	18,352

TOP 10 STANDARDS-2023

Code	Description	Value
23229	Use safety harness system when working at height	23,638
23966	Describe types of elevating work platforms (EWPs), and industry requirements for their use	18,284
23960	Assess the worksite, prepare and operate a scissor lift elevating work platform (EWP)	17,766
23962	Assess the worksite, prepare and operate a self-propelled boom lift elevating work platform (EWP)	15,376
15757	Use, install and disestablish temporary proprietary height safety systems when working at height	9,109
16701	Demonstrate knowledge and skills for driving on a road for endorsement W (wheels)	8,386
30072	Demonstrate and apply knowledge of slinging regular loads safely	8,058
16703	Demonstrate knowledge and skills for driving on a road for endorsement T (tracks)	7,689
16702	Demonstrate knowledge and skills for driving on a road for endorsement R (rollers)	7,277
31958	Explain the role of and operate as a TTM worker on the worksite under temporary traffic management	5,542

DISCOVERY APPROACH

Refer **Appendices B-E** for detailed discovery findings for Cranes, Working at Height, MEWP, WTR.

Feedback from industry

▸ Industry, industry associations were contacted and asked to provide their feedback at the beginning of the project.

Observation of course delivery

▸ A number of courses were observed in-situ, via a range of providers and regions. A SME (Subject Matter Expert) attended where available.

Pre-assessment moderation review

▸ A number of pre-assessment moderation samples, previously submitted, were re-analysed in the context of the project.

Post-assessment moderation

▸ A range of post-assessment moderation standards, relevant to the project, were included in the 2024 Waihanga Ara Rau Moderation Plan. These have mostly been received from providers and subsequently moderated.

Industry & provider workshops

▸ Key themes and suggested next steps based on discovery activities provided in this report, were workshopped via an industry-led meeting held on 18 September and a follow-up meeting with providers held on 19 September.

▸ Providers supported the key industry themes….

KEY THEMES – Industry workshop

There is a gap between the industry's expectation around understanding/competency and the requirements of the unit standards being used. Typically, this gap is 'experience'.

The industry expects someone who has attended the course to have a basic level of understanding of the topic so they can be 'safe' on site. They do not expect them to be competent at the level of the current standards.

Following the course, all workers would be subject to a high level of supervision. Some workers won't use the skills gained in the workplace, as the course is being used as a 'ticket' to get on site, written into SOPs.

The larger employers will undertake additional training and experience in the workplace until someone is deemed 'competent'.

The industry wants more teaching and learning (practical reinforcement of the knowledge) on the courses, with less of a focus on assessment.

The industry spoke of a framework of basic (current courses), intermediate, and advanced training. The intermediate/advance should be undertaken in the workplace as they would be based on experience.

There was still a misconception around the purpose of the WTR course between driving or operation of machines. The outcome of the standards is around driving a machine on a road which leads to an endorsement on a driver's licence.

KEY THEMES – Observation of delivery

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Post course many learners would not be able to work safely back on the job, without supervision.

Courses tend to include no practical training; rather training is focussed on theory. Assessment activities have minimal practical components, they are focussed on theory tasks.

There are two types of learners: those with experience/RPL, and those with no experience.

The theory component of assessments is challenging for learners, even more so ESOL learners. E.g. high level of language used, they are in English, etc.

Training and assessment is simultaneous, with assessor coaching and learners sharing answers evident.

Venues are of a good standard and the training rooms fit for purpose. Practical training/assessment areas well set up with all the safety equipment and zones required to carry out safe assessment. All equipment/machinery and structures compliant.

Inconsistent use of workplace evidence for verification of a learner's prior experience.

KEY THEMES – Pre-moderation

There were many resubmissions of assessment resources required, with some providers needing support to bring assessment resources and assessor guidance to an acceptable level.

Issues included:

▶ Outcome/PC requirements not fully met

▶ Unclear assessment instructions

▶ Incorrect or incomplete model answers

▶ Incomplete standard guidance information

▶ Supporting documentation not included

▶ Assessment tasks not fully aligned with the unit standard guidance information.

KEY THEMES – Post-moderation

▶ Theory answers incomplete, lacking in detail or borderline where a more in-depth answer is required.

▶ Assessor marking often deviated from model answers and lack alignment with assessor guides and judgment statements.

▶ Assessor observations and supporting documents incomplete or lacking sufficient detail to confirm whether the tasks completed.

▶ Photos used as evidence were often not labelled.

▶ Insufficient or no comments documented by the assessor to validate assessment judgements.

▶ Assessment resources not to national standard and required pre-assessment submission. Where internal moderation was conducted, it did not fully identify issues.

Gateway delivery

Refer **Appendix F** for detailed Gateway programme content.

▶ Industry standards are being used in a secondary school setting to give students credit for standards in basic harness systems, MEWP, Low level scaffolding, Working at height, Confined Space, Construction safety, and Wheels, Tracks, Rollers.

▶ We question the suitability of these standards to be used in this context and the level of competency of the students being awarded these standards.

▶ Although the industry supports the use of industry standards to help students in Gateway be exposed to an industry sector, they question the suitability of the compliance-based standards being used in the general secondary school setting.

▶ Students had no industry experience or were unlikely to enter industry to gain experience in these areas. The courses was the same short course that industry attend.

▶ Based on the timing of the results being reported you could argue that these courses are being used to 'gather credits' for achieving NCEA. The majority of results were reported in Quarter 4-2023.
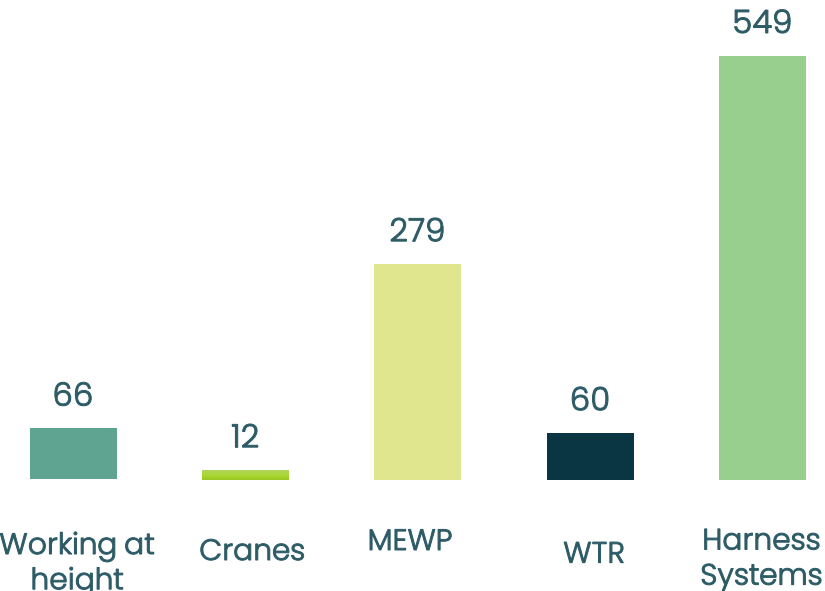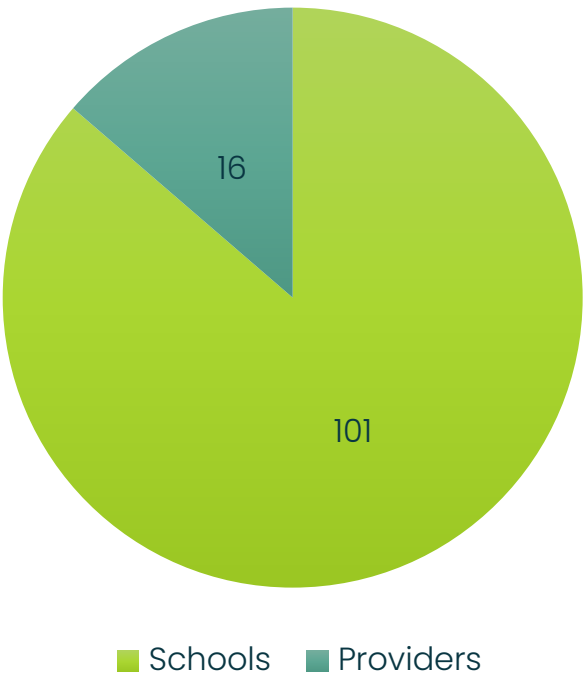
Gateway data

Gateway

Number of times units were reported to NZQA in 2023.

66	12	279	60	549
Working at height	Cranes	MEWP	WTR	Harness Systems

Delivery

16
101

■ Schools ■ Providers

Activity

Timeframe of Gateway units being reported to NZQA.

943

23

QTR 4 2023

QTR 1 2024

Standard summaries

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Pages 16-19 give a summary of what a learner would be expected to know, and do/apply, following a course, based on the standards included in particular courses.

NZQA Level descriptors have also been included to give an understanding of the degree or depth of knowledge, skills and application per level.

Level	Knowledge	Skills	Application
3	Some operational and theoretical knowledge in a field of work or study	Select and apply from a range of known solutions to familiar problems Apply a range of standard processes relevant to the field of work or study	Limited supervision Requiring major responsibility for own learning and performance Adapting own behaviour when interacting with others Contributing to group performance
4	Broad operational and theoretical knowledge in a field of work or study	Select and apply solutions to familiar and sometimes unfamiliar problems Select and apply a range of standard and non-standard processes relevant to the field of work or study	Self-management of learning and performance under broad guidance Some responsibility for performance of others

Wheels, Tracks & Rollers

COURSE DETAIL

16701	Demonstrate knowledge and skills for driving on a road for endorsement W (wheels)	**L3, C3**
16703	Demonstrate knowledge and skills for driving on a road for endorsement T (tracks)	**L3, C3**
16702	Demonstrate knowledge and skills for driving on a road for endorsement R (rollers)	**L3, C3**
	Total	**9 credits**

Know...
- Three types of machines and their legal requirements relating to driving the vehicle on a road.
- Driving procedures and general considerations for driving a vehicle safely on a road. Consideration include gradient, environmental conditions precautions to reduce risks.

Do...
- Conduct pre-start checks.
- Drive a machine in a controlled and safe manner (forward travel, turning, and reversing) with correct positioning of any attachments.
- Park and shut down the machine.

Elevated Work Platforms

COURSE DETAIL

23960	Assess the worksite, prepare and operate a scissor lift elevating work platform (EWP)	**L3, C3**
23962	Assess the worksite, prepare and operate a self-propelled boom lift elevating work platform (EWP)	**L4, C5**
23966	Describe types of elevating work platforms (EWPs), and industry requirements for their use	**L3, 2**
	Total	**10 credits**

Know...
- Types of MEWPs in terms of work they are used for.
- Purpose of safety features.
- Safety responsibilities of operators and procedures for situations when MEWP is in use.
- Industry requirements in relation to legislation and the BPG, and the use of MEWPs.

Do...
- Set up the MEWP prior to starting work. Including, emergency descent, travelling and operating slope.
- Identify minimum approach distances to electrical conductors and maintain hazard controls.
- Operate the MEWP in a smooth and accurate manner. Includes position on flat surface, movement in a straight line and curve (backwards and forwards).
- Ensure safe working load is kept within load limits during operation.
- Use personal protective equipment.
- Shut down, make safe and secure the MEWP. Report faults and damage.

Working at height

COURSE 1 DETAIL

23229	Use safety harness system when working at height	L3, C4
15757	Use, install and disestablish temporary proprietary height safety systems when working at height	L3, C4
	Total	**8 credits**

Know…	• Suitability of systems for working at height. • Knowledge of rescue plan to be implemented in the event of a fall.
Do…	• Identify anchor points, prepare, instal, use and disestablish proprietary fall arrest systems. Includes one vertical temporary proprietary height safety system. • Check, fit and use a safety harness for personal fall prevention when working at height. • Identify anchor points, prepare, use and disestablish proprietary fall arrest systems. • Use height safety equipment and plan rescue techniques and emergency procedures for working at height. • Installing horizontal and vertical temporary proprietary fall arrest systems while working at height.

COURSE 2 DETAIL

17600	Explain safe work practices for working at height	L3, C3
25045	Employ height safety equipment in the workplace	L3, C4
23229	Use safety harness system when working at height	L3, C4
15757	Use, install and disestablish temporary proprietary height safety systems when working at height	L3, C4
	Total	**15 credits**

Know…	As above, and –
	• Legislative requirements associated with working at height.
	• Knowledge of safety harnesses and associated systems, including hazards associated with wearing a safety harness and associated equipment.
	• Able to identify:
	  ➢ the common types of height safety equipment employed on height work in the workplace.
	  ➢ suitable height work equipment.
	  ➢ suitable anchor points for fall arrest and restraint systems.

Cranes

COURSE 1 DETAIL

30072	Demonstrate and apply knowledge of slinging regular loads safely	**L3, C14**
16617	Use a truck loader crane to lift and place regular loads	**L3, C15**
3800	Use a radio remote or pendant controlled gantry crane to lift and place regular loads	**L3, C10**
	Total	**39 credits**

Know…
- Understand hazards, hazard control for both general site and crane and lift planning.
- Able to identify regulatory requirements and permits that are needed in accordance with plan, task and site.
- Familiar with controls, components, attachments and lifting functions.
- Able to plan and prepare for operations including the use of industry communication methods.
- Understand the differences between regular and irregular loads.
- The process for preparing and slinging regular loads safely.
- Knowledge of components, equipment, attachments. and use of crane.

Do…
- Conduct pre-operational checks and confirm lift plans.
- Sling, lift, travel, and unload or place regular loads (and understand lifting load capacities of the crane and how to stay within them, including lifting and placing loads in accordance with rating charts).
- Park crane and store equipment or secure, prepare crane for road transport mode, stow equipment.
- Carry out daily and weekly operator maintenance (truck loader crane).
- Remove lifting equipment from load without injury to persons or damage to load and/or equipment.
- Record and take actions for any defects in the crane and equipment.

KEY THEMES – English as a second language (ESOL)

Communication Barriers: Non-native English speakers often experience difficulties expressing themselves clearly or understanding instructions during training sessions. Miscommunication can lead to errors or misunderstandings.

Vocabulary Gap: Workplace-specific terminology and jargon, both verbal and written, being unfamiliar and/or highly technical.

Communication Styles: Different cultures having varying communication norms.

Hierarchy and Authority: In some cultures, questioning authority or expressing disagreement openly is considered impolite, and open dialogue is discouraged.

How could we better serve employees who have English as a second language?

POTENTIAL SOLUTIONS – ESOL

Language-appropriate Materials: Ensure that training materials (manuals, presentations, videos) are accessible and adapted for non-native English speakers.

- Use of clear, simple language
- Visual aids
- Pre teach vocabulary and sentence framing

Multilingual resources: Offering resources in multiple languages can enhance understanding. For example, providing bilingual safety posters or guidelines.

Slow pacing: Adjust the pace of training sessions to accommodate non-native speakers. Allow time for questions and repetition.

Interactive learning: Engage learners through interactive activities, and group discussions. Practical scenarios help reinforce language skills.

Technology: Use of interactive tools to provide flexible learning that supports learning,

- Use of AI translators
- Audio support
- PPT translator - translation during delivery
- Tablet with translator apps

Refresher training vs. verification of currency

What's the difference between a refresher course and a Verification of Competency (VOC) assessment?

Refresher courses focus on updating knowledge and skill, while VOC assessments evaluate current skills and knowledge.

Is refresher training mandatory in some industries?

There are some that have mandated intervals that exist at a level lower than Regulation, but others do not: for example, WorkSafe's Best Practice Guide for MEWPs states 'refresher training not exceeding three years' but the ACOP for Cranes is silent on refreshers.

Refresher training does not include formal assessment against a standard(s). Primary objective is to update knowledge and reinforce skills, vs. acquiring new standard(s).

These recommendations relate to the delivery of compliance and standards to learners who are working in, or seeking opportunities in, industry. The current delivery and assessment of these standards is through the use of short courses and assessment is undertaken in a simulated environment.

Note: These recommendations may not be application where the standards are being taught as part of a 'programme' where the learner is exposed to tasks relating to the skills and knowledge aligned to each standard and will have the opportunity over time to gain more experience.

1. A Guidance Document is developed for industry and providers outlining the purpose, suitability, intended outcomes, and expected competency level for those standards that are currently being delivered via short courses. The guidance needs to include the expected sufficiency of evidence and the length of the training to ensure there is teaching, the opportunity to reinforce knowledge through practical application, and assessment through the repeatability of demonstrating skills and knowledge aligned to the standard.

Examples:

▶ **US3800** – *Use a radio pendant-controlled gantry crane to lift and place regular loads*.
This is an industry based standard and is intended for those people who are working with cranes on a regular basis. Assessment for this standard must be carried out in a crane workplace or other non-simulated environment. Two different assessor observed lifts are required. The expectation is that learners being assessed can show evidence of using cranes on a regular basis within their workplace environment.

▶ **US15757** - *Use, install and disestablish temporary proprietary height safety systems when working at height.*
This is an industry standard and is intended for those people that are working at height in a workplace setting. Although the WorkSafe advice doesn't reflect the wording of the current standard, it has the same meaning. This advice states that this standard is for "those workers involved in planning, installing, operating fall arrest systems and supervising staff". The expectation is that learners being assessed against this standard are in the workplace and are working at height on a regular basis with limited supervision.

2. Review the current suit of standards to ensure they are fit for the purpose and context they are being used in and that outcomes align with industry expectations. This should consider the industry basic, intermediate, and advanced levels of competency. Any review would need to consider how some of these standards are used in programmes related to a qualification and the appropriate level of competence that a learner needs to demonstrate.

Example for working at height:

▶ **Basic:** An introduction to the subject with the outcome of ensuring that the learner can be safe when undertaking tasks or working around others who are working from height. US23229 - Use safety harness system when working at height, maybe an appropriate standard at this level with some revision. The current short course delivery could be considered appropriate for this standard when delivered alone.

▶ **Intermediate:** Where a worker is undertaking tasks in the workplace, under supervision, and has the opportunity to demonstrate the appropriate level of competency in the workplace environment. A new standard may need to be developed to meet this outcome.

▶ **Advanced:** Where a worker is undertaking tasks in the workplace unsupervised and maybe responsible for others in their team. They would be able to demonstrate competency using evidence from the workplace. US15757 - Use, install and disestablish temporary proprietary height safety systems when working at height, maybe an appropriate standard at this level with some revision and potential movement to Level 4.

3. Continue to monitor the use of standards in the compliance or short scope and work with providers to implement solutions to ensure that learners awarded standards are assessed at the level of competence required to meet the standard outcomes and to keep them safe at work. Visits by Waihanga Ara Rau will be an important aspect of this recommendation to ensure that agreed solutions are being implemented.

4. Work with other Workforce Development Councils where they have standards that are being used in the same context to ensure that we have consistency of an approach for both industry and providers. An example is in the Confined Space Safety area where Toitū te Waiora are the SSB.

RECOMMENDATIONS – Secondary Schools

These recommendations relate to the delivery of compliance and industry standards in the secondary school system. The recommendations exclude students who are engaged in Gateway or Trades Academy programmes who are exposed to work experience in a related industry sector.

Note: The promotion of these courses as 'Gateway' by providers doesn't always reflect that they are for Gateway students or that they are being funded through Gateway.

1. Continue to monitor the use of these standards within the secondary school system, and work with providers to ensure that the appropriate standards are being used in this environment.

2. A Guidance Document is developed for secondary schools and providers outlining the purpose, suitability, intended outcomes, and expected competency level for those standards that are currently being delivered in the Secondary School sector. The guidance needs to include the expected sufficiency of evidence and the length of the training to ensure there is teaching, the opportunity to reinforce knowledge through practical application, and assessment through the repeatability of demonstrating skills and knowledge aligned to the standard.

Note:
▶ The standards being delivered to secondary school students are industry-based standards where the expectation is that they are delivered and assessed in the workplace to ensure there is the opportunity to gain experience before being assessed. This cannot be achieved where the standards are delivered through the various short courses.

Example:
▶ **US3800** – *Use a radio pendant-controlled gantry crane to lift and place regular loads*. This is an industry based standard and is intended for those people who are working with cranes on a regular basis. Assessment for this standard must be carried out in a crane workplace or other non-simulated environment. Two different assessor-observed lifts are required. Although the usage of this standard was low, we need to question the use of this standard for secondary school students, even if they are in a gateway programme.
▶ **US15757** - *Use, install and disestablish temporary proprietary height safety systems when working at height.* This is an industry standard and is intended for those people that are working at height in a workplace setting under limited supervision. Although the WorkSafe advice doesn't reflect the wording of the current standard, it has the same meaning. This advice states that this standard is for "those workers involved in planning, installing, operating fall arrest systems and supervising staff". The usage of this standard was reasonably high, and we question the suitability of this standard for secondary school students who are not working at height on a regular basis in an industry setting.
▶ The exception to the above is where appropriate standards are being delivered as part of the Gateway programme where students do gain workplace experience. However, this experience needs to ensure that the student is exposed to the skills required to be deemed 'competent' at the same level as someone working in industry.

NEXT STEPS

▶ Consult with WorkSafe, NZQA, CHASNZ, and other WDCs to discuss the outcomes of the project and look at how solutions maybe implemented to ensure consistency of information and outcomes across the various sectors.

▶ Develop initial guidance documents for industry, providers, and secondary schools outlining the purpose, suitability, intended outcomes, and expected competency level for those standards that are currently being delivered.

▶ Gather a database from providers for all assessors who are currently assessing standards in this space. This will help to understand the status of quality assurance around assessment practice across the network.

▶ Call specific post-assessment moderation from those providers that have reported results for secondary schools for standards 3800, 15757, 23960, 23966, and 23962, seeking samples from students who have been awarded these results.

▶ Ensure the results of this project are considered for any current Waihanga Ara Rau qualification or standard reviews, or reviews that are being planned.

▶ Communicate the outcomes from the project across industry and provider networks.

APPENDICES Quick links

Appendix A **Standards reported 2023**

Course / Area	ID	Title	Level	Credits	No. reported
Working at height	23229	Use safety harness system when working at height	3	4	23,637
	15757	Use, install and disestablish temporary proprietary height safety systems when working at height	3	4	9,109
Cranes	30072	Demonstrate and apply knowledge of slinging regular loads safely	3	14	8,058
	3800	Use a radio remote or pendant controlled gantry crane to lift and place regular loads	3	10	4164
	16617	Use a truck loader crane to lift and place regular loads	3	15	1855
	3789	Sling varied regular loads and safely direct a crane during crane operations	3	15	1095
	3795	Configure and position a mobile crane, and lift and place regular and irregular loads	4	25	185
	3794	Lift and place regular and irregular loads using a tower crane	4	15	122
	27676	Configure a lattice boom track crawler crane to lift and place regular and irregular loads	4	25	89
	24511	Configure a non-slewing articulated crane, and lift and place regular and irregular loads	4	15	53
	20208	Use a self-erecting tower crane to lift and place regular loads	3	10	37
	3790	Use a cab-controlled gantry crane to lift and place regular loads	3	2	28
	20209	Erect, dismantle, and reconfigure a self-erecting tower crane	5	25	1

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Course / Area	ID	Title	Level	Credits	No. reported
Scaffolding	23716	Erect and dismantle vessel scaffolding	4	10	81
	23717	Erect and dismantle birdcage scaffolding	4	10	78
	23718	Erect and dismantle catch fans	4	6	141
	23719	Erect, operate, and dismantle proprietary winches on scaffolding	4	6	253
	23720	Erect, operate, and dismantle mast climbers	4	6	289
	23721	Erect and dismantle sloping platforms	4	10	113
MEWP	23960	Assess the worksite, prepare and operate a scissor lift elevating work platform (EWP)	3	3	17764
	23961	Assess the worksite, prepare and operate a truck-mounted elevating work platform (EWP)	3	4	478
	23962	Assess the worksite, prepare and operate a self-propelled boom lift elevating work platform (EWP)	4	5	15376
	23963	Assess the worksite, prepare and operate a trailer-mounted elevating work platform (EWP)	3	4	1979
	23964	Assess the worksite, prepare and operate a vertical lift elevating work platform (EWP)	3	2	623
	23966	Describe types of elevating work platforms (EWPs), and industry requirements for their use	3	2	18284
WTR	16701	Demonstrate knowledge and skills for driving on a road for endorsement W (wheels)	3	3	8386
	16703	Demonstrate knowledge and skills for driving on a road for endorsement T (tracks)	3	3	7277
	16702	Demonstrate knowledge and skills for driving on a road for endorsement R (rollers)	3	3	2689

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Workforce Development Council

COURSE DETAIL

23960	Assess the worksite, prepare and operate a scissor lift elevating work platform (EWP)	**L3, C3**
23962	Assess the worksite, prepare and operate a self-propelled boom lift elevating work platform (EWP)	**L4, C5**
23966*	Describe types of elevating work platforms (EWPs), and industry requirements for their use	**L3, 2**
	Total	**10 credits**

Course duration: 1 day/8 hours (6 ½ hours theory, 30 minutes practical)

*Pre-requisite requirements: Standard 23966 is a pre-requisite for 23960, 23962. It was assessed at the beginning of the course.

FINDINGS

Site visits

- Two courses were observed, with ten learners in total.

- Up to 12 learners may attend per course.

- Learners had diverse ethnicities

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F I N D I N G S

Site visits – continued

- Assessor challenges: The assessor saw themselves primarily as a trainer.

- Learners are enrolled without using an MEWP, with the expectation they will be able to use the machines effectively post-course.

- Industry machinery may be different to the course machinery available.

- Delivery was 'lecture-style', PowerPoint, no formative assessment.

- Some learners had incomplete theory responses before being guided by the assessor on what to write.

- Practical training – no practical training was conducted, the session moved straight into the assessment. While there was no tutor demonstration, learners worked in pairs on the MEWP, so one student was able to observe the other before they were assessed.

- Practical assessment hazard identification and pre-check: Assessor asked for hazards within the group, however then guided students on what to write.

- Pre-check were completed by assessors, where learners followed him.

- Learners were instructed to record the harness lanyard required on the risk assessment. However, no students wore these in the practical assessment.

- Learners operated the scissor lift for minimum of five minutes each. One student was informed to redo this after observer left. Two students were not observed operating the boom lift.

FINDINGS

Pre-assessment Moderation Review

No. standards	Providers	Total samples	Supported	Not supported	% Supported	% Not Supported
5	13	13	3	10	24	76

- Majority of samples did not align with relevant unit standard outcome requirements. Performance criteria was not consistently met for unit standards, 23960, 23962, 23963, 23964 and 23966.

- Assessment material pre-assessment moderated by previous SSB no longer met national standards.

- There was no record that some providers had engaged with pre-assessment moderation. Material submitted for post-assessment moderation did not meet the standard therefore pre-assessment moderation was undertaken on material submitted.

- Unit standard titles and versions were not current and required updating

- Assessment guidance was not clear including:

  ➢ Instructions were not clear for the assessor or ākonga if the assessment was open or closed book,

  ➢ No guidance in marking schedule for the assessor on what an acceptable or alternative answer could be.

  ➢ No identifying information on the assessor guide cover page to distinguish material to be provided to ākonga or assessor.   - Potentially enabling ākonga to receive the assessor version.

  ➢ There was no provision on the resource to record reassessment outcomes or results.

  ➢ Not all machines covered.

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FINDINGS

Post-assessment Moderation Review

No. standards	Providers	Total samples	Supported	Not Supported	% Supported	% Not Supported
3	9	78	47	31	60%	40%

Analysis of findings was based on identical themes from samples submitted in 2024, and post-assessment moderation reports from 2023.

Themes include:

- Standard 23966, theory, pre-requisite:
  - ➢ Insufficient evidence to support the assessor's final decision and validity of assessment.
  - ➢ Answers were incomplete, lacking in detail or borderline indicating assessors did not refer to Assessor Marking Guide.
  - ➢ Assessment resource was not to national standard and required pre-assessment submission.
- Standards, 23960, 23962, practical:
  - ➢ Supporting evidence was not completed or missing critical informal such as - the rescue plan, WorkSafe notification form and JSA.
  - ➢ Insufficient or no comments documented by the assessor to validate assessment judgements based on observations. Furthermore, when feedback is not documented it will not enable learners to reflect on their performance in relation to practical task. It was also identified that there was no provision on the assessment material to record feedback.
  - ➢ Resources had not been filled out correctly as per the assessor guidelines.

Good practice was identified in some samples, including assessments clearly marked, and assessment material fully completed to support assessment judgements.

WORKSHOP FINDINGS

KNOW	• Pre checks, safe use • Communication • How to work safely at height • Reporting issues • Risk Legislative requirements • Importance of understanding liability • Legislation could be a pre-requisite • 23966 informs the practical
DO	• Different machines have different levels of competency • Frequency of use is more important • High risk licence • Identify hazards, risks, controls • Low risk Basic • Practical cover mains types of equipment • Confidence to communicate and follow instruction
PRIOR KNOWLEDGE	• Use of logbooks • Pre and post course support required from employers • Signed verification to confirm relevant experience from PCBU, affidavits from employers re experience
SUPERVISION	• Basic competence • Supervision is required post course

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WORKSHOP FINDINGS

UNITS	• Legislative requirements too high • Moderation driving assessment design • Use of language too complex • Disconnect due to heavy requirements of PCs • Outcome based would be better • Teach the 'principles'
DELIVERY	• Units are shaping the training • Courses 90%theory, 10% practical – needs to be flipped • TTM plan is over assessing – questions JSA. Learners need to be able to read and use a JSA not write one • Pre check – practical • Focus on the 'do' • Best Practice Guidelines maximum of 16 practical assessments in 1 day
GATEWAY	• Room for gateway if it is implemented well • Industry endorsement on units delivered
GAPS	• Need for a common introductory level Micro Credential • Transferability i.e. Roofers, Cleaners, Builders … • Units should be design for those with no experience – introductory level

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COURSE DETAIL

16701	Demonstrate knowledge and skills for driving on a road for endorsement W (wheels)	**L3, C3**
16703	Demonstrate knowledge and skills for driving on a road for endorsement T (tracks)	**L3, C3**
16702	Demonstrate knowledge and skills for driving on a road for endorsement R (rollers)	**L3, C3**
	Total	**9 credits**

Course duration: 1 day/8 hours

Pre-requisite requirements: A study guide is emailed to participants prior to the course, this includes practice questions.

FINDINGS

Site visits
- One course was observed.
- Lack of prior experience evident for all learners.
- This, combined with English being a second language for one learner, made the delivery and assessment challenging for both him and the assessor. It is questionable if there was an understanding of the theory component of the training and assessment for this learner.
- Due to the lack of experience, the scope of the practical observation task and short time frame of the training the learners it is questionable if the learners would be able to safely complete practical tasks independently in a workplace. All would require further training and supervision in the workplace.

FINDINGS- Cont.

Pre-assessment Moderation Review

- Not undertaken, as prescribed assessment materials are mandatory for these standards.

Post-assessment Moderation Review

No. standards	Providers	Total samples	Supported	Not Supported	% Supported	% Not Supported
3	5	45	36	9	80%	20%

Themes across samples included:

- Assessor marking:
  - Incorrect answers marked as correct and no evidence of a resit.
  - Assessment documentation not fully completed
  - Where multiple answers are within one question, questions are not marked individually
  - Vehicle lease/rental/hire agreements not attached.
- Resource:
  - Assessment format is a barrier to English as a second language
  - Does not allow for assessor feedback space for a general comment only
  - Assessment resource requires including hire/lease/rental agreement. Many providers hire the machines on a daily basis/as needed therefor do not have hire/lease/rental agreement.

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FINDINGS

Post-assessment Moderation Review – continued

There is a perception with providers that the answer is required to be the exact word, as per the assessment guide for WTR.

When considering assessment evidence, the assessor must take into account the appropriate approved Waka Kotahi marking guides. While the answers provided by the trainee are not required to mirror word for word those shown in the marking guides, trainees must nevertheless correctly and fully complete all questions/tasks.

Other provider/assessor feedback includes:

- Incorrect information in provider training material.
- Machines used for practical task are not what would be used in industry.
- Learners have WTR endorsement on their license but are unable to use the machines for their purpose. No ability to actually operate the machine.
- One provider with a 5-year history of 98-100% completion rates. However, there was no internal post mod completed, and a range of inconsistencies noted through external mod. Is this balanced and relative to the completions history?

WORKSHOP FINDINGS

KNOW
- General awareness of the skill acquisition, work sites and career pathways
- The risks involved in driving / using machines
- Understand the risks
- Understand the fundamental controls of machinery
- What is required for endorsement (rules and legislation)
- What to do in an emergency situation

DO
- Drivers licence (F)
- Drive legally on a road
- Risk licence (low, medium, high)
- Pre -start, operate, where to position (know & do)
- Safety check climbing into machine & key safety features
- How controls work
- Able to drive machines on various terrains

PRIOR KNOWLEDGE
- Drivers licence (R)
- Verification of time
- Internal training – Assessment of readiness, how the employer determines the worker is ready for training
- Employer education needed
- How employer determines the worker is ready for training
- Follow instructions
- Experience in advance required: Should understand safe operation and road safety

SUPERVISION
- Basic competence
- Supervision is required post course

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WORKSHOP FINDINGS

SUPERVISION	• PCBU decision on competency • Must be supervised, observed learner activity – Supervision Competency matters • Fit for work • Minimum supervised hours – time in the seat is important • Industry lead learning, industry should sign the individual off • Experience required before sign off
UNITS	• Range statement for attachments (training) • Plain English required • Realistic real-life contexts needed • Are written for compliance not competency • Include other conditions "road cones " • Do is missing – variety of settings and environments / terrain required
DELIVERY	• More practical assessments across a range of machinery • Auto, manual, licence • More time relevant workplace tasks • Training is missing, only assessment is occurring • Role of simulated environments is questionable e.g. 5kms on the course vs faster speeds on the road • Role of industry to sign them off rather than the provider
GAPS	• Review the delivery – where is the 90 hours of learning? • Industry education is key: Employer education and candidate expectations – Drive vs Operate

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COURSE 1 DETAIL

23229	Use safety harness system when working at height	**L3, C4**
15757	Use, install and disestablish temporary proprietary height safety systems when working at height	**L3, C4**
	Total	**8 credits**

Course duration:
Course 1 - 1 day/8 hours (6 hours theory, 2 hours practical)
Course 2 - 2 days/16 hours – 17600, 25045

Pre-requisite requirements: Standard 23229 is a pre-requisite for 15757.

COURSE 2 DETAIL

17600	Explain safe work practices for working at height	**L3, C3**
25045	Employ height safety equipment in the workplace	**L3, C4**
23229	Use safety harness system when working at height	**L3, C4**
15757	Use, install and disestablish temporary proprietary height safety systems when working at height	**L3, C4** **15 credits**

FINDINGS

Site visits

- Three courses were observed, with 24 learners in total.

- Many learners had English as a second language, which made the delivery and assessment of the theory component challenging for both learner and the assessor.

- The lack of comprehension of both spoken and written English made the theory assessment almost unachievable.

- Due to the time restraints, assessors were observed either coaching or directing learners to the answers.

- Where a lack of practical experience was evident, it is highly questionable if the learner would be able to perform the required practical tasks again without any coaching or supervision. Further training and supervision in the workplace would be required.

Evidence included:

- Assessors completing the JSA/Hazard Identification with learners copying this into their assessment.

- Learners not inspecting equipment as required by the assessment task, with assessors instead informing them that the equipment had been inspected and was compliant. Learners then marked off the inspection sheet.

- Due to time constrictions, very little or no practical training took place prior to the practical assessment.

- Practical tasks can be highly simulated.

FINDINGS

Pre-assessment Moderation Review

No. standards	Providers	Total samples	Supported	Not Supported	% Supported	% Not Supported
2	11	22	4	18	82%	18%

The analysis shows that most submissions for pre-assessment moderation did not meet the unit standard outcome and PC requirements.

Also, there is insufficient opportunity for the practical assessment to be captured, where a practical task is simulated, there is no working at height scenario.

Themes

- Outcome/PC requirements not met.
- Details of supporting documentation not included.
- Supporting evidence, including JSA or hazard management, not fully included.
- Practical tasks being checklists alone with no provision for assessor comments
- Incorrect or incomplete model answers.

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FINDINGS

Post-Assessment Moderation Review

No. standards	Providers	Total samples	Supported	Not Supported	% Supported	% Not Supported
2	15	60	33	27	55%	45%

Themes for standard 23229 include:

- Lack of robust internal moderation. In some cases, internal moderation samples did not identify areas for improvement to strengthen assessor practice.

- Expired Standards: Assessment has occurred on expired unit standards in some cases, integrated assessment resources had been completed using expired standards and unapproved material, compromising the validity of the assessment

- Unapproved assessment resources: Integrated assessment resources had been changed and no longer met requirements.

- Lack of equipment. Where assessed at a client site, not all equipment has been available.

- Documentation: Some answers were incomplete or incorrect, marking was inconsistent, and written answers were often direct copies of model answers. In some cases, documentation had not been fully competed, results tables lacked signatures, and there was no evidence of reassessment despite a resits section being stamped. Additionally, there was no documentation of verbal assessment or feedback.

Insufficient evidence: There was a lack of practical work evidence, insufficient supporting evidence for the practical assessment and insufficient scenario details. For example, the practical scenario work scope across all samples stated roof inspection this does not provide sufficient information, for example this could be a two-story residential house with a high-pitched roof or a five-storey commercial building with a flat roof, each having different working requirements.

Themes for standard 15757 include:

- Reassessment opportunities: There were generic assessor comments, incomplete observation forms, unmarked written answers. While these were most likely addressed through reassessment and verbal assessment, there was no evidence of a resit noted on the assessment material.

- Insufficient evidence: It was unclear which tasks/ scenarios the learner had been given and if learner performance has been assessed against the four specific height systems required in the unit standard. For example, where an assessment resources states that assessors will prescribe and note the scenarios given, no scenarios were provided to support the assessment evidence and outcome. Including evidence of these scenarios would have validated the relevance of the JSA.

Good practice: while some answers differed from the marking guide, internal moderation identified this, and the marking guide was subsequently reviewed to ensure it captured all answers.

WORKSHOP FINDINGS

KNOW	• Types of height protection, what type of gear for different situations • Appropriate systems to use • Basic legislation relating to height, their responsibility and PPE • Understanding equipment compliance • Emergency procedures and safety measures • Knowledge can be assessed and practically applied • Safe Work Method Statement (SWMS) • Understand anchors & identify
DO	• Check equipment before use. • How to put on a harness and know where/how to attach it • Get upon a roof – something with height • Alert others of issues and / or problems • Basic skills – use lanyards correctly • Higher level skills – Set vs systems and use correctly
PRIOR KNOWLEDGE	• No experience • Not scared of height • Experience with everyday height. Ladders etc • Prior knowledge required • Basic Health and Safety knowledge and understanding • Ticket to a job vs in a job
SUPERVISION	• Basic competency • Minimum supervised hours – Working at Height Time logged (log book) • Heavily supervised, monitored, performance review • Must have pre and post exposure and experience

WORKSHOP FINDINGS

UNITS	• Different competency requirements re what units are needed • Basic, intermediate and advanced needed • Standards need to be revised23229 focus on fixed points • Missing inspection of equipment
DELIVERY	• Should include all contexts, i.e. temp anchor points, working off ladders • Teaching and learning, practical reinforcement of knowledge • Anchor points and their suitability
GAPS	• Industry expectation vs standard requirements

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COURSE 1 DETAIL

*30072	Demonstrate and apply knowledge of slinging regular loads safely	**L3, C14**
16617	Use a truck loader crane to lift and place regular loads	**L3, C15**
	Total	**29 credits**

Course duration:
Course 1: 1 day/8 hrs (5 hrs theory 3 hrs practical)
Course 2: 1 day/8 hrs
Course 3: 1 day/8 hours

*Pre-requisite requirements: Standard 30072 is a pre-requisite of 16617. It is delivered and assessed at the beginning of the course.
Evidence of prior experience and training is supplied by the learner on the day of training.

COURSE 2 DETAIL

16617	Use a truck loader crane to lift and place regular loads	**L3, C15**
	Total	**15 credits**

COURSE 3 DETAIL

3800	Use a radio remote or pendant controlled gantry crane to lift and place regular loads	**L3, C10**
	Total	**10 credits**

FINDINGS

Site visits

- Three courses were observed with 10 learners in total.

- Where a learner had prior experience in a crane environment, they were able to demonstrate prior knowledge and were competent to complete all tasks independently.

- Where there was a lack of prior experience, learners were able to complete practical tasks to the requirement of the unit standard, however it is of question if they would be able to perform this task again without any coaching/supervision. Further training and supervision in the workplace would be required.

- Where there was a lack of experience, combined with English being a second language, the delivery and assessment was extremely challenging for both the learner and the assessor. Training and assessment become simultaneous, with coaching evident during assessment.

- Evidence of:

  ➢ Learners assessed as not yet achieved until attestation evidence is supplied.

  ➢ While the lift plan included all requirements of the standard it is recommended to include radius and SWL.

  ➢ For one observation, the lift conditions were highly simulated, and did not reflect the conditions often encountered on a worksite.

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FINDINGS

Pre-assessment Moderation Review

	No. standards	Providers	Total submissions	Approved (1st submissions)	Not Approved (1st submission)	% Approved (1st submission)	% Not Approved (1st Submission)
Cranes	10*	15	44	7	38	16	85
Scaffolding	4*	1	4	0	4	0	100

High level themes – Cranes

- Outcome/PC requirements not met.
- Legislative requirements not fully covered.
- Assessment instructions/dimensions not clear
- Explanatory/guidance notes not included or incomplete.
- Judgement statements not correctly aligned to questions.
- No validation of pre-requisite requirements.
- No sufficient provision to record admin requirements.
- Evidence requirements not consistent with assessment activity and unit standard.
- Incorrect or incomplete model answers.
- Details of supporting documentation not included.
- Supporting evidence, including Lift plan and rigging plan for each lift, not fully included.

* Refer to **Appendix A** for standard detail.

FINDINGS

Pre-assessment Moderation Review – continued

The analysis shows that the majority of submissions for pre-assessment moderation did not meet the unit standard outcome and PC requirements. Also, the legislative requirements were not fully referred to in the assessments. In many cases, the assessment instructions were unclear, confusing or inconsistent. The explanatory and guidance notes were either missing or incomplete.

In many assessments, the judgement statements were not correctly aligned with the assessment tasks, and validation of pre-requisite requirements was often missed. Furthermore, there was insufficient provision for recording administrative requirements. It was also noted that the evidence requirements for crane practicals were inconsistent with the assessment activities and the unit standards. Many of the model answers provided were incorrect or incomplete. Important supporting evidence, such as lift plans and rigging plans for each lift, were not fully included. High level themes – Scaffolding

- Outcome/PC requirements not met.
- Assessment tasks not fully aligned with the unit standard guidance information.
- Unclear assessment instructions.
- Incomplete or missing guidance information.

For the scaffolding pre-assessment moderations, the resources did not fully meet the unit standard outcomes and performance criteria requirements. The assessment tasks were not completely aligned with the unit standard guidance information, the assessment instructions were unclear, and there was incomplete or missing guidance information.

FINDINGS

Post-assessment moderation outcomes – Cranes

No. standards	Providers	Total samples	Supported	Not Supported	% Supported	% Not Supported
12	12	147	86	61	59	41

Analysis revealed issues with both the resources and assessment procedures used:

- Assessor marking often deviated from model answers and lacked alignment with assessor guides and judgment statements.

- In some instances, the assessor observations were incomplete or lacking sufficient detail to confirm whether the tasks completed by ākonga met the assessment criteria. In one instance, the lack of equipment on-site led to non-compliance with unit standard requirements.

- Required or supporting evidence, such as lift/rigging plans and equipment inspection checklists, were either missing or incomplete, which was important for meeting/evidencing unit standard requirements.

- Some resources did not meet the national standard and did not provide accurate assessor guidance. This inconsistency extended to ākonga theory answers, which were often light in detail where a more in-depth answer was required. An example of this is where the ākonga needed to explain processes from start to finish and their answers were missing steps in the process. The authenticity of ākonga responses was highlighted on several samples/occasions as being questionable.

- In many cases the assessor comments were insufficient across different samples and administrative requirements were not fully completed. Specifically, assessor's judgment sections were incomplete, feedback was inconsistent or missing, correct photo labelling was not done, and the supporting documentation/reports were incomplete. In most cases, the provider's internal moderation failed to identify these issues.

FINDINGS

Post-assessment moderation outcomes – Cranes - continued

Examples of good practice observed across different providers:

- Several providers are using digital tools like i-auditor and ChekRite (3789 and 3790) to gather and organise supporting assessment evidence (photos, comments, checklists, support documents).

- Good practice has been demonstrated through detailed comments from both assessors and internal moderators, e.g. with standard 30072. This ensured the accuracy of the assessment process.

- Some providers have produced very detailed internal moderation reports, which contributed to maintaining high standards and consistency across assessments or highlighting areas for improvement. E.g. standards 3800, 16617, 3789.

- There are some excellent examples of assessor practices and documentation, particularly in situations where re-sits or reassessment are required, ensuring that all processes are transparent and well-documented.

FINDINGS

Post-assessment moderation outcomes – Scaffolding

No. standards	Providers	Total samples	Supported	Not Supported	% Supported	% Not Supported
2	3	15	12	3	80	20

Several observations have been made that highlight areas of improvement for scaffolding assessments, including

- Photos used as evidence were often not labelled, making it difficult to identify the individual ākonga involved. This issue was noted multiple times across both standards, and different samples, suggesting a widespread practice that needs to be addressed.

- Inspection reports were frequently incomplete or filled out incorrectly, raising questions about the thoroughness of the practical assessment process.

- Workplace verification was sometimes carried out by the block course assessor, potentially compromising the authenticity of the verification. Feedback on assessments was inconsistent. Moreover, there were instances where evidence of a re-sit was not documented, leaving gaps in the assessment record.

- Some practical tasks did not meet the requirements of the unit standard.

KNOW	• HSWA legislation and understanding of risk. • Knowledge of JSA and work permits. • Ability to read loading charts and pressure on-ground and under-ground. • Knowledge of pre-checks for the cranes and equipment and working angles. • Ability to complete related paperwork. • Understand roles of people on site and their responsibilities. • Know the limitations of machine environment. • Know where to find operator manual and ability to read it.
DO	• Different machines have different levels of competency. • Operate crane safely and independently and without supervision. • Ability to say no to dangerous situations. • Effectively communicate with other people on site. • Ability to manage fatigue. • Ability to complete JSAs and hazard IDs. • Ability to share their knowledge with peers. • Able to operate cranes at basic level and under supervision. • Ability to implement emergency plan.
PRIOR KNOWLEDGE	• Trainees do not have sufficient training/experience before sitting standards. • Logbook with hours, workplace attestations. • Prior knowledge of operating lifts. • Learners must be trained by manufacturer/supplier.
SUPERVISION	• Employer to ensure that learners can operate the machines. • Heavy supervision required post-course followed by performance reviews.

UNITS
- All crane units to be separately done (max one a day) if not part of a course.
- A separate cranes unit related to special configurations and additions of attachments is required. This may include crane mobilization and training.
- For every crane unit, logbooks must be a requirement.
- Scaffolding units are appropriate and cover all required aspects. Practical work could be in a simulated environment as long as it meets requirements.
- Skill standards to provide more guidance on content V assessment.
- Industry has less awareness of unit standards/skill standards/micro-credentials and trust the provider to ensure students acquire the required knowledge and basic level skills.

DELIVERY
- Focus to be more on practical learning rather than classroom training.
- Providers to add more practical training (this is to be picked up during pre-assessment moderation).
- Learners must understand different types and uses of machines.
- A system of licencing of crane operators should aid delivery.
- For scaffolding, licencing and re-licencing requirements are low in New Zealand.

GATEWAY
- Gateway units may not fully align with the practical skills needed (competencies do not match the specific workplace requirements).
- Student engagement may be a problem as they are unsure about their career goals.
- Delivery may be rushed because of time-constraints resulting in incomplete evaluations.

GAPS
- Separate training programmes required for new v experienced learners.
- Lack of practical learning.
- Scaffolding units do not keep up with the technological changes.
- Unit standards used as a licence to operate.

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▶ Industry standards are being used in a secondary school setting to give students credit for standards in basic harness systems, MEWP, Low level scaffolding, Working at height, Confined Space, Construction safety, and Wheels, Tracks, Rollers.

▶ We question the suitability of these standards to be used in this context and the level of competency of the students being awarded these standards.

▶ Although the industry supports the use of industry standards to help students in Gateway be exposed to an industry sector, they question the suitability of the compliance-based standards being used in the general secondary school setting.

▶ Students had no industry experience or were unlikely to enter industry to gain experience in these areas. The courses was the same short course that industry attend.

▶ Based on the timing of the results being reported you could argue that these courses are being used to 'gather credits' for achieving NCEA. The majority of results were reported in Quarter 4-2023.

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Course / Area	ID	Title	Total Credits	Delivery
Construction safety	497 30265 23229 25045 15757	Demonstrate knowledge of workplace health and safety requirements (L1, C3) Apply health and safety risk assessment to a job role (L3, C8) Use safety harness system when working at height (L3, C4) Employ height safety equipment in the workplace(L3, C4) Use, install and disestablish temporary proprietary height safety systems when working at height(L3, C4)	23	2 days
Construction site access	21209	Demonstrate knowledge of and apply health and safety procedures for a building construction site(L2, C4)	4	1/2 day
Essentials in construction	497 30265 21209	Demonstrate knowledge of workplace health and safety requirements (L1, C3) Apply health and safety risk assessment to a job role (L3, C8) Demonstrate knowledge of and apply health and safety procedures for a building construction site (L2, C4)	15	2 days
Basic harness systems	17600 23229	Explain safe work practices for working at height (L3, C3) Use safety harness system when working at height (L3, C4)	7	1 day
Working at height advanced	17600 23229 25045	Explain safe work practices for working at height (L3, C3) Use safety harness system when working at height (L3, C4) Employ height safety equipment in the workplace (L3, C4)	11	2 days
Working at height	17600 23229 30265	Explain safe work practices for working at height (L3, C3) Use safety harness system when working at height (L3, C4) Apply health and safety risk assessment to a job role (L3, C8)	9	unspecified
MEWP	23960 23962, 23966	Assess the worksite, prepare and operate a scissor lift elevating work platform (EWP) (L3, C3) Assess the worksite, prepare and operate a self-propelled boom lift elevating work platform (EWP) (L4, C5) Describe types of elevating work platforms (EWPs), and industry requirements for their use (L3, C2)	10	2 days
Low level scaffolding	9184 13016 13053	Erect, dismantle and inspect non-notifiable prefabricated frame scaffolding up to five metres in height (L3, C5) Demonstrate knowledge of the erection and dismantling of scaffolding up to five metres in height (3) Erect and dismantle scaffolding up to five metres in height (L3, C6)	14	2 days

Course / Area	ID	Title	Total Credits	Delivery
MEWP	23960 23966 19522	Assess the worksite, prepare and operate a scissor lift elevating work platform (EWP) (L3, C3) Describe types of elevating work platforms (EWPs), and industry requirements for their use (L3, C2) Undertake job safety analysis (L3, C3)	9	unspecified
Construction safety	14609 22316	Describe risk factors that contribute to harm on construction sites (L3, C3) Demonstrate knowledge of the management of drug and alcohol-related problems in the workplace (L3, C4)	7	1 day
WTR	16701 16702 16703	Demonstrate knowledge and skills for driving on a road for endorsement W (wheels)(L3, C3) Demonstrate knowledge and skills for driving on a road for endorsement T (tracks)(L3, C3) Demonstrate knowledge and skills for driving on a road for endorsement R (rollers) (L3, C3	9	2 days
Confined space	14609	Describe risk factors that contribute to harm on construction sites (L3, C3)	3	1 day

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Course / Area	ID	Title	Level	Credits	No. reported
Working at height	23229	Use safety harness system when working at height	3	4	564
	15757	Use, install and disestablish temporary proprietary height safety systems when working at height	3	4	126
Scaffolding	9184	Erect, dismantle and inspect non-notifiable prefabricated frame scaffolding up to five metres in height.	3	5	106
	13016	Demonstrate knowledge of the erection and dismantling of scaffolding up to five metres in height	3	3	77
	13053	Erect and dismantle scaffolding up to five metres in height	3	6	60
Elevated Work Platforms	23960	Assess the worksite, prepare and operate a scissor lift elevating work platform (EWP)	3	3	77
	23962	Assess the worksite, prepare and operate a self-propelled boom lift elevating work platform (EWP)	4	5	31
	23963	Assess the worksite, prepare and operate a trailer-mounted elevating work platform (EWP)	3	4	7
	23966	Describe types of elevating work platforms (EWPs), and industry requirements for their use	3	2	141
Construction Health & Safety	14609	Describe risk factors that contribute to harm on construction sites	3	3	39
	21209	Demonstrate knowledge of and apply health and safety procedures for a building construction site	2	4	172
Wheels, Tracks & Rollers	16701	Demonstrate knowledge and skills for driving on a road for endorsement W (wheels)	3	3	20
	16703	Demonstrate knowledge and skills for driving on a road for endorsement T (tracks)	3	3	18
	16702	Demonstrate knowledge and skills for driving on a road for endorsement R (rollers)	3	3	18

Best Practices Guidelines for Working at Height; and Working on Roofs Good Practice Guidelines

The current recommended NZQA unit standards

▶ For workers completing basic work while under total restraint, Unit Standard 23229 – Use a safety harness for personal fall prevention when working at height

▶ For those workers involved in planning, installing, operating fall arrest systems and supervising staff recommend achieving Unit Standard 15757 – Use, install and disestablish proprietary fall arrest systems when working at height

Best Practices Guidelines for Working at Height in New Zealand

Working on roofs Good Practice Guidelines

Good Practice Guide – Scaffolding in New Zealand

Up to 5m - some unit standards may assist in demonstrating competence to erect scaffolds less than 5 m high.

▶ 9184 Erect and dismantle non-notifiable prefabricated frame scaffolding up to five metres in height

▶ 13016 Demonstrate knowledge of the erection and dismantling of scaffolding up to five metres in height

▶ 13053 Erect and dismantle scaffolding up to five metres in height

5m and above - Holder of appropriate class of certificate of competence

Scaffolding in New Zealand

MEWP Good Practice Guide

The current recommended NZQA unit standards for MEWPs are:

▶ Unit Standard 23966v1: Describe Types of Elevating Work Platforms (EWPs) and Legislative Requirements For Their Use

▶ Unit Standard 23960v1: Assess the Worksite, Prepare and Operate a Scissor Lift Elevating Work Platform (EWP)

▶ Unit Standard 23961v1: Assess the Worksite, Prepare and Operate a Truck Mounted Elevating Work Platform (EWP)

▶ Unit Standard 23962v1: Assess the Worksite, Prepare and Operate a Self-Propelled Boom Lift Elevating Work Platform (EWP)

▶ Unit Standard 23963v1: Assess the Worksite, Prepare and Operate a Trailer Mounted Elevating Work Platform (EWP)

▶ Unit Standard 23964v1: Assess the Worksite, Prepare and Operate a Vertical Lift Elevating Work Platform (EWP)

▶ Unit Standard 17259: Operate an Elevated Work Platform Vehicle for Arboriculture.

Refresher training and assessment - Operators need regular refresher training that covers the requirements in Sections 6.1 and 6.2 of the guidelines. The length between training sessions should not exceed three years.

Working at height - A combination of the following NZQA unit standards could demonstrate competency:

▶ NZQA Unit Standard 17600 - Explain Safe Work Practices for Working at height

▶ NZQA Unit Standards 25045 - Employ Height Safety Equipment in the Workplace.

Mobile Elevating Work Platforms - Best practice guidelines - mewp-pdf (amhire.co.nz)

Approved Code of Practice for Cranes

All persons operating or working with a crane must hold the following applicable Unit Standards as a minimum qualification and preferably hold the relevant National Certificate in Crane Operation.

▶ 3789 – Sling regular loads and communicate during crane operations

▶ 3790 – Operate a cab controlled overhead crane and lift and place loads

▶ 3794 – Lift and place loads with a tower crane

▶ 3795 – Configure a mobile crane and lift and place loads

▶ 3800 – Operate a pendant controlled overhead crane and lift and place loads

▶ 3818 – Erect, climb and dismantle a tower crane

▶ 15757 – Employ fall arrest systems on building and construction sites

▶ 16617 – Operate a truck loader crane and lift and place loads

▶ 20208 – Describe types of self-erecting tower cranes and lift and place loads

▶ 20209 – Erect, dismantle and reconfigure a self-erecting tower crane

▶ 20526 – Configure a track crawler crane and lift and place loads

▶ 23351 – Describe, set up, and use, fall arrest and rescue system in a tower crane environment.

▶ 24511 - Configure a non-slewing articulated crane, and lift and place regular loads

Approved Code of Practice for Cranes

Wheels, Tracks & Rollers

A – Z topics and industry Road and roadside 28.0 to 28.7 Training certifications, and competency.

All road and roadside workers should have the appropriate certifications, licenses, and training in how to perform their job or task in a manner that is safe and healthy for them and others.

PCBUs should make sure workers meet industry training and certification requirements before they start work. They should check:

▶ workers have the relevant temporary traffic management (TTM) qualifications before working as a traffic controller (TC)

▶ workers have the appropriate licenses and training to operate specific types of mobile plant (such as for tracks and rollers)

▶ any industry-required health and safety, and site access training.

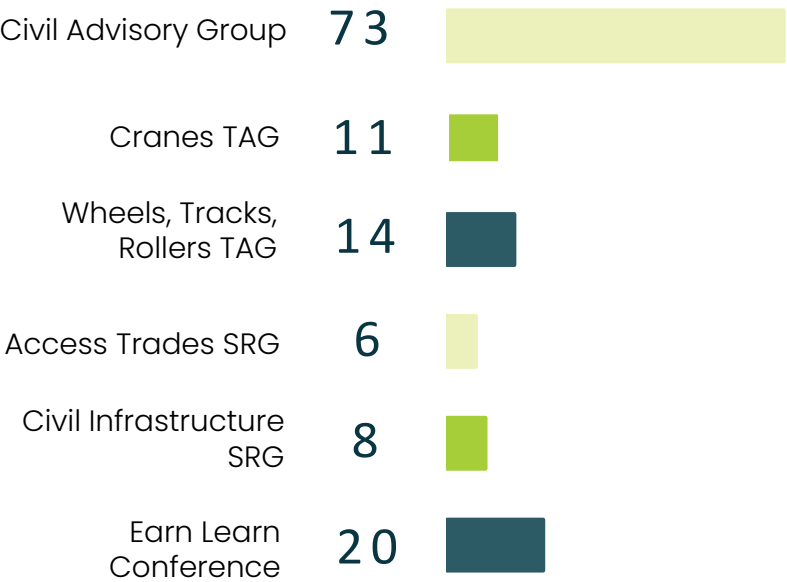Workers should receive ongoing training, which may include:

▶ refresher training when needed

▶ training when new vehicles or plant, or new features are introduced

▶ training when the work changes and the task needs to be done differently

▶ when workers are due for recertification

▶ when competence or qualification requirements change

▶ continuing professional development.

Keeping healthy and safe while working on the road or roadside

Consultation engagement summary*

WAIHANGA ARA RAU
Construction and Infrastructure
Workforce Development Council

Associations & Advisory Groups

3 Industry Associations consulted

Civil Advisory Group **73**

Cranes TAG **11**

Wheels, Tracks, Rollers TAG **14**

Access Trades SRG **6**

Civil Infrastructure SRG **8**

Earn Learn Conference **20**

TAG = Technical Advisory Group
SRG = Strategic Reference Group

Webinar Registrations

21 Industry participants

60 Provider participants

Workshop Registrations

25 Industry participants

57 Provider participants

*Data per participant, unless otherwise stated.

Appendix | **Definitions**

ACOP	Approved Code of Practice for Cranes
BPG	Best Practice Guidelines
CHASNZ	Construction Health and Safety New Zealand
ESOL	English as a second language
EWP	Elevated Work Platforms
HSWA	Health and Safety at Work Act 2015
JSA	Job Safety Analysis
MEWP	Mobile Elevated Work Platforms
NZQA	New Zealand Qualifications Authority
PC	Performance Criteria
PCBU	Person conducting a business or undertaking
RPL	Recognised Prior Learning
SME	Subject Matter Experts
SOP	Standard Operating Procedures
SWMS	Safe Work Method Statement
WDC	Workforce Development Council
WTR	Wheels, Tracks and Rollers