



2026

Code of Practice Self-Review

Site Safe Code of Practice Self-Review 2026 to meet the Education (Pastoral Care of Tertiary and International Learners) Code of Practice (Code of Practice) 2021

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Introduction

At Site Safe, our purpose is to help create safer and healthier places of work across Aotearoa New Zealand's construction sector. That commitment starts with our learners.

Each year, we review how well our education and training practices support learner wellbeing and safety to meet our obligations under the Code of Practice. This helps us reflect on what is working well, where we can strengthen our approach, and how we can continue to provide learning experiences that are safe, inclusive, practical, and relevant to the construction industry.

Site Safe delivers short-course training, online learning, and programme-based learning for people working in construction and related industries. Many learners attend training through their employer, so we also recognise the important role employers play in preparing learners before training and supporting them to apply their learning afterwards.

In 2025, Site Safe delivered training to 74,921 learners, including 11 international learners who were enrolled in the Health and Safety in Construction programme.

Our review found that Site Safe is meeting the requirements of the Code of Practice. Strong systems are in place to support learner wellbeing, learner voice, safe learning environments, and international learner support. We have also identified practical actions to keep improving the way we support our learners.



Supporting learner wellbeing and safety

Learner wellbeing and safety are built into the way Site Safe plans, delivers, and improves training.

Our approach is guided by our strategic priorities and education goals, which place learners at the centre of what we do. We want learners to have access to education that is practical, safe, inclusive, and free from unnecessary barriers. This means creating learning environments where people feel respected, supported, and able to participate.

Learners are provided with clear information before and during training. Our Learner Guide explains what support is available, what learners can expect from Site Safe, how to access help, what to do in an emergency, and how to raise concerns or complaints. It also includes wellbeing information and introduces Te Whare Tapa Whā, a holistic wellbeing model that encourages learners to think about their physical, mental, spiritual, whānau, and environmental wellbeing.

Site Safe also has strong health and safety systems in place. Our organisation has been reaccredited to ISO45001, which means our health and safety policies, governance, systems, and processes have been independently reviewed and meet international best practice. These systems support our staff and our learners. Learner-related risks are monitored through our organisational risk and health and safety processes.

Our people also play a key role. Trainers, facilitators, customer-facing staff, the Education Coordinator, Learner Voice Analyst, and Learner Success Coordinator all contribute to learner support. Staff training includes areas such as de-escalation, mental health first aid, and the use of communities of practice.

Overall, Site Safe has a well-established learner wellbeing and safety system. We will continue to strengthen organisation-wide understanding of the Code of Practice through internal information sharing and staff learning opportunities.

Listening to learners

Learner feedback helps us understand what is working well and where we can improve.

Site Safe collects feedback through surveys, programme feedback, complaints, information, course reviews, learner conversations, and feedback received through our teams. Collectively this information provides a “learner voice” and is used to improve course content, learner support, delivery practices, systems, and learner-facing resources.

Feedback from learners is captured and collated through tools such as CRM, Power BI dashboards, feedback registers, and internal reporting processes. This helps our teams identify trends and make evidence-based decisions. The Education, Development, and Delivery teams meet each month and review learner feedback to support course improvements and review training materials.

We also have dedicated roles that help keep learner experience visible. Our Learner Voice Analyst looks at learner data and identifies trends and offer insights that can support improvement. Our Learner Success Coordinator works with learners who may need extra support and helps identify ways to improve learner engagement and success.

Learners are also involved in course development and review. When courses are developed or updated, learner and industry feedback helps make sure the content is practical, relevant, and accessible. Site Safe has also worked with learner groups, including scholarship learners, to better understand the learner journey from enrolment through to completion.

We communicate with learners in a range of ways, including face-to-face, phone, email, newsletters, resources, and our website. Learners also contact our Education Coordinator, Learner Success Coordinator, Customer Services Team, trainers, or assessors when they need support.

Learner voice is well embedded at Site Safe. It helps us stay connected to learner needs and informs our commitment to continuous improvement.

Creating safe and inclusive learning environments

Site Safe aims to provide learning environments where learners feel safe, included, and able to take part.

This applies to our physical training spaces, our digital systems, and the way our staff engage with learners. We want learners to arrive knowing what to expect, understand what support is available to them, and feel confident to ask for help if they need it.

Our Trainer Guidelines support consistent national practices across training delivery. They provide guidance for trainers and customer services staff on learner support, respectful behaviour, emergency response, conflict resolution, harassment and discrimination, and managing incidents during training.

The Learner Guide also helps set clear expectations. It explains learner rights and responsibilities, expected behaviour, available support, language support, assignment support, emergency information, and the complaints and appeals process. This helps learners understand how to prepare for training and where to go for support.

Our main training facilities are designed to reduce educational barriers with accessibility features such as accessible and gender-neutral toilets. We also offer support for learners who want to bring a reader/writer/translator with them. Our Trainer App also helps trainers identify any recorded accessibility needs, so they can respond appropriately and connect learners with further support if needed.

Inclusion is also supported through our Education Strategy. This includes a focus on safe, inclusive, accessible, and supportive learning environments where diversity is valued. Site Safe continues to build cultural competency, including work connected to Te Ao Māori and cultural guidance for staff.

Feedback from learners, trainers, and facilitators tells us that our classrooms are safe and inclusive spaces. We will continue to strengthen this by providing staff training, listening and responding to learner voice, and regularly reviewing relevant policies and practices.

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Learners are safe and well

Site Safe supports learner safety and wellbeing before, during, and after training.

Our trainers are equipped to support learners in the learning environment. Trainer Guidelines explain how to respond to emergencies, manage classroom situations, support learners who are upset, respond to medical events, and take appropriate action if a learner goes missing. Trainers also provide emergency information on what to do during various types of emergencies such as fire, earthquake, tsunami, medical, etc. at the start of training so learners know what to do if something happens.

Through our co-delivery partnership with St John, many trainers have gained Mental Health First Aid certification. This training helps them recognise when a learner may need additional support and equips them with the skills to respond safely, calmly, and effectively.

Learners can also access help from our Learner Success Coordinator, trainers, assessors, customer services staff, and education team members. For learners completing assessments, support may continue after the course through contact with trainers, assessors, or support staff.

We also connect learners with wider wellbeing resources. Site Safe has a strong relationship with [Mates in Construction](#), and members can access mental health and wellness support through [Ignite](#). Our website includes tools and resources that support mental health and wellbeing across the construction industry.

Practical care also matters. Learners attending classroom-based training have access to refreshments, and learners attending longer courses may have access to lunch options through approved caterers. Learners with dietary needs or allergies can request alternative meals.

The Learner Guide provides further wellbeing information, including self-care guidance, support contacts, Te Whare Tapa Whā, emergency services, Citizens Advice Bureau, WorkSafe, Human Rights Commission, Working in New Zealand, and mental health support options.

Site Safe has strong systems in place to support learner safety and wellbeing. Learner feedback shows that learners value the support available to them and the way learning environments are managed.

Supporting international learners

Site Safe has been a signatory to the Code of Practice since 2017 and understand our responsibilities to international learners.

International learners at Site Safe are adults who are employed in New Zealand, hold New Zealand work visas, and are enrolled in the Health and Safety in Construction programme. They receive the same care and support as domestic learners, with a focus on clear information, cultural awareness, and appropriate learner support.

Our trainers and facilitators work with learners from a range of cultural backgrounds across the construction sector. Trainer Guidelines support staff to engage respectfully with learners, respond to wellbeing and safety concerns, and apply relevant policies such as diversity and inclusion, code of conduct, bullying, harassment and discrimination, and wellbeing policies.

Site Safe has also developed cultural guidance for staff. This provides high-level information to help staff better understand and engage with learners from cultures commonly represented in the building and construction industry. This guidance is currently being reviewed and incorporated into our Trainer Guidelines, so it is current and up to date.

International learners also receive access to learner support information through the Learner Guide. This includes information about where to seek help, support contacts, wellbeing information, and links to services that may be useful for learners working and studying in New Zealand, including ACC, insurance, who to contact in an emergency, etc.

Site Safe has strong systems in place to support international learners. No additional actions have been identified for this outcome.

Clear information at the right time

Site Safe is committed to making sure prospective international learners have clear and accurate information before they enrol.

International learners enrolling in the Health and Safety in Construction programme must be on an appropriate New Zealand work visa, over 18 years old, and working in the New Zealand construction or related industries. This helps ensure learners understand whether the programme is right for them before they begin.

Prospective learners can find information through the Site Safe website, course and programme information guidance/fact sheets, enrolment forms, the Programme Handbook, (which is designed specifically for learners enrolling into the Health and Safety in Construction programme) and direct contact with our Customer Services and Education teams.

The Programme Handbook explains how the Health and Safety in Construction programme works, including learning pathways, credits, programme structure, and what happens when learners complete the qualification. Course information explains who each course is designed for and what learners can expect.

Learners can also access support while completing the programme. This includes one-to-one support with markers and trainers, access to Assignment Support Sessions, and verbal assessment options where required. These options help learners ask questions, receive guidance, and stay on track.

All learners receive the Learner Guide, which explains the assessment process, complaints and appeals, support options, and where to find further information about working in New Zealand. The programme enrolment form also explains enrolment conditions, withdrawal processes, cancellation policy, privacy information and rights, literacy and numeracy requirements, assessment expectations, English language requirements, and support services.

Site Safe will continue to improve how information is promoted to international learners. As part of this, we will work with our Marketing and Communications Team to strengthen how courses and the programme are promoted to the international learner community in construction.

Enrolment, contracts, insurance, and visa requirements

Site Safe has clear processes and documents to support international learners through enrolment.

The Learner Guide explains learner rights, available support, complaints, appeals, the dispute resolution process, refunds, and what learners can expect from training. This helps learners make informed decisions and understand where to go if they need help.

The International Learner Policy sets out the requirements for enrolling international learners. Learners must be over 18, complete the enrolment form, and confirm they are eligible to train under immigration requirements. Site Safe also checks visa requirements through [INZ Visa View](#). If a learner's visa has expired, their enrolment is placed on hold until an updated visa is provided.

The programme enrolment form acts as the contract between Site Safe and the learner. The booking form acts as the contract between Site Safe and the company paying for training. Learners enrolling in the Level 3 programme must meet the programme terms and conditions, including visa and English language requirements, as per our Programme Management Guide and NZQA.

Because Site Safe's international learners are employed workers in New Zealand, insurance requirements may differ from other international learner situations. Trainer Guidelines also support this outcome by setting expectations for training delivery, assessment practice, complaints and appeals information, disclaimers, intellectual property, and training practice.

Site Safe has good systems in place for offer, enrolment, contracts, insurance, and visa requirements. Many of the requirements including insurance, ACC, etc. sits with the learner and their employer under their work visa conditions. We will continue to strengthen this area by reviewing the programme enrolment form for both plain English and conditions and disclaimers, then publishing updated information on the Site Safe website and in relevant programme materials, including the Programme Handbook.

Orientation, information, and advice for international learners

Site Safe provides practical orientation, information, and advice that reflects the way our learners train and work.

Many international learners are also full-time workers. Our training is usually short course based, so learners need clear and useful information at the right time using a plain English language style where possible.

At the start of each course, trainers explain key information about the training site, facilities, support available during the course, Site Safe services, and relevant health and safety information. Learners are also given contact details for their trainer or facilitator, so they know who to speak to if they have questions.

Learners can also access information through the Learner Guide and the Site Safe website. This includes how to provide feedback, where to get assignment support, information about the certificate programme, complaints and appeals, Ask an Advisor, and privacy information.

The Education Coordinator and Learner Success Coordinator provide additional support and help ensure learners receive information and advice that is relevant to their needs. This support is activated from the start of enrolment through to graduation, and learners have direct contact details of these support staff.

Our communications policy supports this by requiring learner-facing information to be accurate, plain English, current, ethical, age appropriate, and aligned with Site Safe's brand and language guidelines

The Learner Guide has also been reviewed with learner input, helping ensure the information is clear, transparent, and useful.

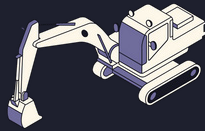
Site Safe has effective orientation and information processes in place for international learners. No additional actions have been identified for this outcome.

Safety and supervision of international learners under 18

This outcome does not apply to Site Safe.

International learners under the age of 18 cannot enrol in Site Safe's Health and Safety in Construction programme. Site Safe's international learners are adults who are working in New Zealand on work visas.

Because learners under 18 are not eligible to enrol, the additional supervision requirements for international learners under this outcome are not applicable.



2026 Continuous Improvement

Site Safe will continue to use learner feedback, staff insights, complaints information, health and safety reporting, and quality assurance processes to improve the learner experience.

The 2026 review shows that Site Safe continues to have strong foundations in place. Learners are supported through clear information, trained staff, safe learning environments, wellbeing resources, learner voice processes, and practical support throughout their learning journey.

The following actions will be undertaken in 2026:

- Present on the Code of Practice during a Community of Practice or organisation Webinar to increase staff awareness
- Continue to ensure the Learner Voice is heard through analytics and learner engagement.
- Ensure relevant policies and practices are regularly reviewed and learner feedback is considered.
- Develop marketing and promotion strategies for courses and the programme to the international learner community in the construction industry as part of the rebrand for Site Safe.
- Review Programme enrolment conditions and disclaimer on the form and publish to the Site Safe website

Our focus is to keep reviewing and improving our processes so learners can access training that is safe, inclusive, relevant, and connected to the realities of New Zealand's construction industry.



Conclusion

The 2026 self-review confirms that Site Safe continues to meet the requirements of the Code of Practice, with strong and well-established systems supporting learner wellbeing, safety, voice and inclusion. The areas identified for further development reflect our commitment to continuous improvement and strengthening already effective practice.

	Well Implemented	Implemented	Developing	Early stage
Outcome 1: A learner wellbeing and safety system				
Outcome 2: Learner voice				
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments				
Outcome 4: Learners are safe and well				
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners				
Outcome 9: Prospective international tertiary learners are well informed				
Outcome 10: Offer, enrolment, contracts, insurance and visa				
Outcome 11: International learners receive appropriate orientations, information and advice				
Outcome 12: Safety and appropriate supervision of international tertiary learners				

If you have any feedback, please email
education@sitesafe.org.nz

