

## Introduction

Waihangara Ara Rau would like to thank everyone who has contributed to the development of the Core Construction skill standards.

We've prepared this document to share the feedback that Waihangara Ara Rau received during wider consultation of the draft skill through until Wednesday 3 July. It also shows how we responded to your feedback with guidance from our Technical Advisory Group (TAG).

Please note, that where we did not receive feedback for all skill standards and have not included feedback that was related to minor edits like typos or word choice.

## The process so far

### Initial consultation

We asked if you supported the development of a set of Core Construction skill standards and consulted with you on a framework for Core Construction skills. This included a range of topics, and we asked you to tell us what matters most in a construction environment.

From the initial survey and industry engagements with a range of tāngata whai mana (interested parties), there was strong support for the development of a set of skill standards that reflect critical common skills that are valued across construction. These proposed skill standards would be designed to be included in programmes alongside trade-specific skill standards to support learner progression into, through and across construction trades.

### Skill standard development and wider consultation

Further consultation in April-May provided the details needed to help shape the draft Core Construction skill standards. The standards were drafted at the project's Technical Advisory Group (TAG) kanohi-ki-te-kanohi (in person) hui on 4 June 2024. The TAG was made up of representatives from across construction industries and from education providers. The draft skill standards were made available on our webpage for wider feedback.

We used your feedback, with the support of our TAG, to finalise the proposed skill standards. The skill standards are now ready to be submitted to NZQA for approval.



## Feedback relevant across the Core Construction skill standards

### WHAT IS THE SCOPE OF CONSTRUCTION?

We need to be clear about the context without creating unintended barriers (e.g., for very specialised or emerging construction trades), so the core construction skill standards use the term 'construction environment'.

A 'Construction environment is any environment where construction, modification, or maintenance of buildings, structures, or infrastructure assets takes place.'

### ARE THE SKILLS TRANSFERABLE?

The feedback was a useful reminder to make sure that the skill standards focus on the *transferable* aspect of skills. For example, interpreting plans and documentation to plan and carry out tasks in a specific trade brings together a range of different skills. Understanding the plans is one of the skills, alongside other technical skills that turn plans into reality.

A useful question to test whether we've focused on the right thing is: "*Would a tradie need to re-learn this if they were doing it for another trade?*". For example, for plans – we need to focus on recognising that someone can understand the conventions of plans that are consistent across construction, rather than that they have the technical skills to build what is in the plan.

The Core Construction standards describe the specific *transferable* skills that will be delivered and assessed alongside technical trade-specific skill standards.



## **WHAT ABOUT SKILL STANDARDS BEYOND LEVEL 4?**

We heard that there was interest in extending the Core Construction skill standards to beyond level 4. Our current focus is the core skills required by people working towards construction trade qualifications, but we plan to explore the core skills required to plan, manage and lead in a construction environment in the near future.

## **WHAT IS THE DIFFERENCE IN SKILL LEVELS?**

The proposed Core Construction skill standards will sit at Level 2, 3 or 4. These levels relate to the NZQA Level Descriptors. The level descriptors tell us about the scope and complex of the skill, as well how independent and 'on to it' someone with the skill is expected to be. For the Levels 3 & 4 skill standards, we've developed the following statements to describe what this looks like in a construction environment.

N.B. Candidate is 'NZQA speak' for the learner or apprentice who wants to achieve the skill standard.

### **Level 3**

Candidates must be capable of performing skills:

- in a safe manner
- to current industry, regulatory, and commercial standards.

### **Level 4**

Candidates must be capable of commercial competence, which includes performing skills:

- in a safe manner
- to current industry, regulatory, and commercial standards
- within acceptable industry timeframes.

## Feedback relevant to specific skill standards



### HEALTH, SAFETY & WELLBEING

In addition to HSW focused standards:

- Health, safety or wellbeing was included as indicative content for all Core Construction skill standards or a lead indicator of performance in the assessment criteria across many skill standards (see Appendix B).
- All technical trade-specific standards will include relevant safety elements. For example, the new L3 general roofing skill standard includes safely placing materials on roofs.

#### Level 2

- A HSW working group drafted a new skill standard based on the TAG's feedback that the draft standard needed further work.

The focus of the new L2 health, safety and wellbeing standard is understanding how hazards are managed on site (systems to identify and manage risks), and awareness of managing your own stressors in a construction environment.

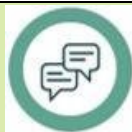
#### Level 3

There are two skill standards related to health, safety and wellbeing at L3.

- The first skill standard focuses on strategies/tools that contribute to a healthy and safe construction team culture. This includes strategies for dynamic and changing risks; and is wider than learning about safe strategies for specific tasks.
- The other L3 skill standard focuses on recognising hazardous materials in a construction environment. Consultation feedback stated that control measures such as personal protective equipment (PPE), and Safety Data Sheets (SDS) should be added to the Indicative Content.

#### Level 4

- At L4, health, safety and wellbeing are embedded within the planning standard, so learners are expected to plan not only to optimise resources but also to optimise safety.

**PLANNING AND COMMUNICATION**

We received significant feedback during the initial consultation about the importance of communicating effectively in a construction environment and the skills required. The skill standards we drafted received minor feedback that resulted in additional indicative content for each of the L2 and L3 skill standards.

**Communication**

- A definition of tuakana-tēina in trade training was added to a *Programme Guidance* document along with a reference to a current research project into how it can be applied ([tuākana-tēina model of trade training » Ako Aotearoa](#) ).
- Social media was added as a communication method to the Level 3 Indicative Content

**Planning**

- Optimising material usage has been added to the L4 Indicative Content.

**DRAWINGS AND SPECIFICATIONS**

- The term “specifications” was changed to “documentation” that includes but is not limited to specifications.
- The title of the L3 skill standard changed from “Interpret...” to “Identify...” to clarify industry expectations about the skills required at this level.
- Hazardous substances requirements were added to the Indicative Content of the L3 skill standard, and a reference link further to WorkSafe requirements added to a *Programme Guidance* document.
- The L4 Learning Outcome related to using documentation includes an additional Assessment Criteria “*Progress of construction work programme is evaluated regularly to identify areas for own improvement.*”



## MEASUREMENT AND CALCULATIONS

The following additions were made to the Indicative Content:

- ratios (for example, fasteners per m<sup>2</sup>) in the L2 standard, and;
- interpreting scale drawings in the L3 standard.

There were minor edits to the Assessment Criteria in the L3 standard to clarify the expected application of skills.



## REGULATIONS AND STANDARDS OF PRACTICE

### Evaluating new and emerging technology

- The definition: “Credible sources are up-to-date and current, relevant to application in a construction trade, from trusted sources or organisations, and are checked for accuracy” was added to the standard. Further information and examples were also added to the *Programme Guidance*.
- It will be noted in the *Programme Guidance* document that new or emerging technologies may fall outside of the Building Code.

### Application of compliance practices

- The standard was revised to focus on the skills related to the applying systems and practices of meeting compliance.
- The Indicative content was modified to extend Standards from just NZS to “Relevant Standards applicable to New Zealand, and may include Australian (AS) or International (ISO).”



## **BUILDING METHODS**

### **Level 2**

- The standard was revised to be less narrow about expected tasks and to focus on the skills required to work with common construction materials. To support this, some wording in the Assessment Criteria was changed for clarity.
- Further indicative content was added covering material durability, sustainable use of materials, and other products such as liquids.

### **Level 3 – Concrete, Timber, & Light steel**

- The standard for light steel was reworked to better reflect the skills required across trades to work with light steel framing. For example, working with light steel framing for installation of services or interior linings.
- For the standard on use of timber materials, engineered timber has been added to the Assessment Specifications.
- There was a minor revision of wording across these skill standards to provide clarity about the expected understanding of the different materials.

### **Level 4 – Managing environmental impacts**

- To support consistency of interpretation for the *Managing Environmental Impacts* skill standard, a definition was updated for *External and internal impacts*, and specific examples related to broader categories will be added to the *Programme Guidance* document (for example, airborne contaminants, salt, sulphur, ventilation).



## Appendix A – All Core Construction Skill Standard

	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>
<i>Health, safety &amp; wellbeing</i>	Recognise healthy and safe practices in a construction environment	Contribute to a healthy and safe construction environment	
		Recognise hazardous substances in existing buildings or structures*	
<i>Planning and communication</i>	Communicate to progress construction tasks	Use active communication in a construction environment	Build and maintain positive working relationships in a construction environment
		Prioritise own tasks within a construction work programme	Plan and progress work activities for a construction work programme
<i>Measurement and calculations</i>	Interpret measurements in a construction environment	Problem-solve using calculations in a construction environment	
<i>Drawings and specifications</i>		Identify information from plans and documentation for construction tasks	Evaluate project documentation for a construction work programme
<i>Sustainable practices</i>	Reduce material waste in a construction environment	Protect the environment when undertaking construction work	Apply sustainable practices in a construction environment
<i>Regulations and standards of practice</i>		Maintain standards of work in a construction environment	Evaluate a new or emerging technology for a construction environment
			Apply compliance practices in a construction environment
<i>Tools and equipment</i>	Safely handle construction hand and power tools	Manage tool and equipment use in a construction environment	
<i>Building methods</i>	Work with common materials for construction tasks*	Work with timber for construction tasks*	Recognise material science in a construction environment
		Work with light steel for construction*	Recognise construction strategies to manage environmental impact on buildings
		Recognise concrete used in construction*	

\* Skill standards that are common to many but not all construction trades.





## Appendix B – Health, Safety and Wellbeing included across skill standards

KEY: IC – Indicative Content AC – Assessment Criteria

Skill standard title	Inclusion of Health Safety and wellbeing
Identify information from plans and documentation for construction tasks	IC – Hazardous substances requirements.
Apply sustainable practices in a construction environment	AC – Contributions to sustainable practices including wellbeing.
Use active communication in a construction environment	IC – “Speaking up” and openness. AS – Feedback provided is constructive and helpful
Build and maintain positive working relationships in a construction environment	AS – Communicating in safe manner (Physical, emotional, cultural safety of self and others).
Prioritise own tasks within a construction work programme	AC – Awareness of own abilities when planning work.
Plan and progress activities for a construction work programme	AC- ensure safety throughout project, activities onsite are monitored to ensure worksite safety. AS- Commercial competence, performing the skill in a safe manner. IC - Maintaining safety.
Safely handle construction hand and power tools	AC – Used safely. IC – Safe practices, PPE, safety of others
Manage tool and equipment use in a construction environment	AC – Used safely. AS – Electrical safety – test and Tag. IC – safe practices, PPE, power sources, electricity on site, safety of others, loading vehicles.
Maintain standards of work in a construction environment	AC – relationship between HSWA and other parts of legislative framework. IC – Health & safety legislative reqs as they relate to everyday tasks.
Evaluate a new or emerging technology for a construction trade	New and emerging technologies may involve practices that improve health, safety, and wellbeing.
Work with common materials for construction tasks*	Safety with tools, manual handling.
Work with timber materials for construction tasks	IC – handling techniques. AC - Timber treatments.
Work with light steel for construction tasks	AC- Light steel components are safely handled.
Recognise concrete used in construction	IC – Health considerations of additives.