



Mana Tohu Mātauranga o Aotearoa  
New Zealand Qualifications Authority

# External Evaluation and Review Report

Life Care Consultants Limited  
trading as LifeCare

Date of report: 18 December 2025

# About Life Care Consultants Limited trading as LifeCare

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*Life Care Consultants Limited trading as LifeCare (LifeCare, hereafter) provides short course, industry-based training, mainly in the area of first aid. The organisation also offers courses in health and safety, fire training, assessment of learning, and mental health.*

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Type of organisation:	Private training establishment (PTE)
Location:	20 Rockridge Ave, Penrose, Manukau, Auckland, 1061
Eligible to enrol international students:	No
Number of students:	Domestic: 37,505 students, including 7218 Māori and 3114 Pasifika students. LifeCare does not yet formally record enrolment data for learners with disabilities.
Number of staff:	71 full-time, 15 part-time, 15 casual
TEO profile:	See: <a href="#">Life Care Consultants Limited trading as LifeCare</a>  In April 2023, the LifeCare ownership structure changed, with Sydney-based private equity group Genesis Capital acquiring a 75 per cent stake. The founding management retained 25 per cent ownership and board positions, preserving vital institutional knowledge.
Last EER outcome:	In 2021, LifeCare was found to be Highly Confident in both educational performance and capability in self-assessment.
Scope of evaluation:	<ul style="list-style-type: none"><li>• First Aid Refresher Course (Training Scheme) [ID: 113118-3]; this training is offered to businesses and schools nationwide</li><li>• Fire Safety Training; this training is offered primarily to the Department of Corrections.</li></ul>
MoE number:	8380

NZQA reference:	C61723
Dates of EER visit:	12 and 13 August 2025

# Summary of results

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*LifeCare's training comprehensively meets the diverse needs of its students and stakeholders. The PTE is highly effective at reviewing its educational performance, at identifying new and emerging needs, and at updating its training to meet those needs.*

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## **Highly Confident in educational performance**

- Students achieve strongly, including those from the Māori and Pasifika demographic groups.
- LifeCare's training is tailored well to different contexts and is of substantial value to students, stakeholders and the wider community.
- Courses, learning activities and assessments are purposefully designed and reviewed to meet the diverse needs of students and stakeholders. Moderation effectively supports the PTE's assessment practices.

## **Highly Confident in capability in self-assessment**

- Students are strongly supported and involved in their learning, including through the creation of inclusive, collaborative and accessible learning environments.
- Governance and management are highly effective at supporting educational achievement.
- LifeCare is highly effective at reviewing its organisational performance, at understanding the quality of its training to students and stakeholders, and at making improvements to meet the needs of these groups.
- LifeCare is generally effective at managing its important compliance accountabilities.

# Key evaluation question findings<sup>1</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Student achievement is strong at LifeCare, with students completing the PTE's courses at very high rates. The First Aid Refresher Course completion rate ranged from 99.6 per cent to 99.8 per cent for 2023-25<sup>2</sup>, and the completion rate for Fire Safety Training courses ranged from 99.5 per cent to 99.9 per cent for the same time period.<sup>3</sup></p> <p>Student achievement is also strong in respect of LifeCare's Māori and Pasifika demographic groups. For the First Aid Refresher and Fire Safety Training courses, there is no disparity in completion rates between overall students and the demographic groups noted.</p> <p>LifeCare's review of its achievement-related performance is effective. The PTE regularly reports achievement data to regional managers, senior management and governance, and these groups use the relevant data as an indicator of overall organisational performance. As an additional indicator of achievement, LifeCare also reviews the extent to which students gain confidence to comprehend and apply the skills learned during the training. This indicator is measured effectively by the PTE, with post-course surveys providing insights on a range of relevant questions.</p> <p>There are opportunities to enhance LifeCare's review of its performance relating to achievement. Students have an opportunity to disclose a disability, and trainers refer to this information in advance of the training when required. However, LifeCare does not formally collate enrolment and</p>

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<sup>1</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

<sup>2</sup> See Table 1 in Appendix 1 for further detail.

<sup>3</sup> See Table 2 in Appendix 1 for further detail.

	completion data for students with disabilities, and the PTE could consider ways to do so in future.
Conclusion:	Students achieve strongly across the First Aid Refresher Course (Training Scheme) and Fire Safety Training focus areas. Students also achieve strongly across the Māori and Pasifika demographic groups. The PTE reviews its performance effectively, though there is an opportunity to improve its understanding and analysis of disabled learner achievement.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>LifeCare's training is of substantial value to students and stakeholders. Some students are employees who complete the training through their workplace, while others are secondary school students who complete the training to prepare them for employment.</p> <p>Relevant stakeholders remarked that students gain confidence to apply new skills in the workplace. Stakeholders also remarked that employers value the preparedness of students that the training provides. Furthermore, while the first aid skills gained through LifeCare's training benefit students and businesses, they are also valuable life skills that can be applied for the benefit of the wider community.</p> <p>The PTE's self-assessment regarding valued outcomes is highly effective. LifeCare has an account manager associated with each client, which enables the PTE to gain information and feedback on the quality of the training and the meeting of business needs. LifeCare also uses Google reviews and Net Promoter Score (NPS) surveys as tools for understanding student and stakeholder satisfaction. Across 4000 reviews, the PTE has a 4.9-star Google review rating in all its trainer locations, which indicates a high level of satisfaction with its training. Additionally, LifeCare's governance uses stakeholder satisfaction and improved commercial outcomes as important dimensions of organisational performance, and this group expressed</p>

	satisfaction with organisational performance on each of these dimensions.
Conclusion:	The PTE's training is of substantial value to students, stakeholders and the wider community. Data is used very effectively to understand stakeholder perspectives on the quality of training, and to review the PTE's performance.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>LifeCare has a wide and diverse range of stakeholders, including government agencies, secondary schools and businesses. The PTE designs and reviews its courses effectively, and it makes improvements to ensure that the needs of students and stakeholders are met. Examples include changes to pre-reading materials and updates to PowerPoints which were well received by students and stakeholders. Regional managers also match up trainers to specific businesses, based on their suitability and relevant experience.</p> <p>Since LifeCare delivers much of its training on business premises, learning environments are partly determined by those businesses. Within this setting, the PTE uses learning activities and resources well to engage the students in their learning. Tutors use a range of delivery methods, including whiteboards, practical demonstrations, quizzes and PowerPoints. Students provided compelling examples of training scenarios across different industries in which LifeCare tailored its training to reflect actual work environments.</p> <p>External moderation results have been largely positive since the previous EER. In LifeCare's largest area of delivery – first aid – the PTE met the expectations of the standard-setting body. In the areas of Fire Safety Training and assessment of learning, LifeCare has also responded strongly to make improvements where minor issues have been identified.</p>

	<p>LifeCare's internal moderation practices are effective in supporting the fairness, validity, consistency and appropriateness of assessments. These include the observation of tutors against relevant criteria during delivery and assessment. Observations provide feedback on these matters, identify issues that need to be rectified, and outline actions to be taken by the tutor in response.</p> <p>Evidence sighted by the evaluation team indicates that tutors make improvements over time in their delivery and assessment of relevant courses, and that improvements are also made to assessment guides as required.</p>
Conclusion:	Courses are purposefully designed and reviewed to meet the needs of students and stakeholders. Learning activities are tailored to the needs of students and stakeholders across diverse training contexts. Moderation effectively supports assessment practices, and this also leads to improvements in tutor capability.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>LifeCare's students are strongly supported and involved in their learning. Tutors use formative feedback effectively to support the students to complete their courses and gain skills. Additionally, tutors provide students with one-on-one support as required, and this support is valued by students and stakeholders. Through its usage of trigger warnings in the case of distressing topics, the PTE also shows sensitivity and responsiveness to student wellbeing needs.</p> <p>The learning environment at LifeCare is inclusive and supportive. In their facilitation of courses, the tutors are responsive to different learning styles. The PTE's learning resources are also designed to accommodate these learning styles. Tutors arrange classroom seating in a u-shape, with the intention of supporting collaborative learning and the building of whakawhanaungatanga. Additionally, LifeCare provides students with opportunities</p>

	<p>to apply their knowledge and skills across a range of contexts, including written and practical activities.</p> <p>LifeCare has effective measures in place for reducing barriers to learning, including in relation to students with disabilities. In the context of training delivered at secondary schools, LifeCare ensures that students have access to additional support from teacher aides as required. Across all contexts, the PTE provides extra time for the completion of assessments as required, along with multiple attempts to complete each assessment. Additionally, the PTE ensures that the training can accommodate language interpreters, reader-writers and support dogs as appropriate.</p> <p>LifeCare is effective at reviewing its performance, and at making relevant improvements to student support. In its review of the Code of Practice<sup>4</sup>, the PTE identifies areas of priority support for its students, together with measures for success and actions to be taken. Reflective activities include the review of course content and signage to identify opportunities to include te reo Māori and Pasifika languages. Actual improvements resulting from self-assessment include improvements in the quality of the morning teas provided to the students.</p>
Conclusion:	<p>Students are strongly supported and involved in their learning in numerous ways. These include the creation of inclusive, collaborative and accessible learning environments. Self-assessment identifies opportunities to enhance inclusiveness and leads to actual improvements.</p>

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<sup>4</sup> Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>LifeCare has a clear organisational vision and mission, supported by strong strategic planning and organisational decision-making. The PTE's vision is to be the leading provider of training, health and wellbeing services for New Zealand businesses. The PTE's mission relates to the empowerment of people to live well and save lives. Effective strategic planning includes the setting of priorities by management and input from the governing board thereafter.</p> <p>LifeCare's governance and management are highly effective at allocating resources to teaching and learning, and at supporting educational achievement. Since the previous EER, the PTE has increased its investment in technology along with staff training and development. These investments have led to improvements in the professional development offered to staff, and to improvements in pre-course training that have directly benefited the students in their learning.</p> <p>As indicated earlier<sup>5</sup>, significant changes since LifeCare's previous EER include a change of ownership, a change in the PTE's ownership model, and the appointment of a new chief executive. These significant changes have further enhanced LifeCare's rigour, professionalism, resourcing, organisational structure and review of organisational performance.<sup>6</sup></p> <p>Other enhancements include changes to recruitment and development processes, decreased turnover of staff, improvements to the PTE's employee value proposition, and improvements in staff satisfaction.</p> <p>LifeCare is effective in its anticipation of and responsiveness to change. Following the significant changes noted, the PTE draws upon the experience and</p>

<sup>5</sup> See 'About LifeCare' for more detail.

<sup>6</sup> See 1.1 and 1.2 for examples of LifeCare's measures of organisational performance. These include rates of student achievement and stakeholder satisfaction.

	knowledge of its new parent company in its identification of new and emerging markets, stakeholders and stakeholder needs.
Conclusion:	Governance and management are highly effective at supporting educational achievement. Significant changes since the previous EER have further enhanced the PTE's rigour, professionalism, resourcing, organisational structure and review of organisational performance.

## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Good</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>LifeCare manages its important compliance accountabilities by means of a compliance calendar, and the PTE is effective at managing these accountabilities. Evidence sighted in preparation for the EER indicated that the PTE submits annual declarations, fee returns and attestations within expected timeframes, which indicates that the relevant compliance management processes are fit for purpose.</p> <p>LifeCare is also effective at managing other important compliance accountabilities, including delivering programmes as approved, meeting consent and moderation requirements and those relating to First Aid as a Life Skill.<sup>7</sup> In both cases, the PTE has effective processes for tracking each of its trainers in their ongoing meeting of relevant requirements. Additionally, the PTE has effective processes for ensuring that staff meet LifeCare's police vetting requirements.</p> <p>Despite the overall effectiveness of LifeCare's management of compliance accountabilities, the following compliance-related issues were identified during the EER:</p>

<sup>7</sup> First Aid as a Life Skill is a document developed by the relevant standard-setting body together with the Association of Emergency Care Training Providers (AECTP). The document outlines Training Requirements for Quality Provision of Unit Standard-based and Revalidation First Aid Training and Assessment.

	<ul style="list-style-type: none"> <li>• The advertisement and usage of delivery sites prior to NZQA approval.</li> <li>• The absence of Statutory Declaration as a Fit and Proper Person forms for some governing members of the PTE.</li> <li>• The submission of 3 per cent of its unit standard results to NZQA beyond the expected 90-day timeframe in 2025 (up from 0.5-1.5 per cent in 2021-24).</li> </ul> <p>The issues noted indicate that the PTE could further strengthen its management of compliance accountabilities. However, LifeCare has been effective in diagnosing the causes of most of the above non-compliances, and the PTE has been proactive in responding to all of them. This suggests that LifeCare's management of compliance accountabilities will continue to improve in future.</p>
Conclusion:	The PTE is generally effective at managing its important compliance accountabilities. Isolated compliance-related issues were identified at the EER, and the PTE has been proactive in responding to these issues.

## Focus areas

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

### 2.1 First Aid Refresher Course (Training Scheme) [ID: 113118-3]

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

### 2.2 Fire Safety Training

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

## Recommendations

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

NZQA recommends that Life Care Consultants Limited:

- Consider formally collating enrolment and completion data for students with disabilities, to improve the PTE's understanding of achievement and support needs for this group.
- Consider ways to continue strengthening management of important NZQA-related compliance accountabilities.

## Requirements

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

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

# Appendix 1

**Table 1. First Aid Refresher Course completion rates (data provided by LifeCare)**

	Māori students	Pasifika students	All students
2023	99.7%	99.7%	99.6%
2024	99.8%	99.8%	99.8%
2025	99.6%	99.9%	99.8%

**Table 2. Fire Safety Training completion rates (data provided by LifeCare)**

	Māori students	Pasifika students	All students
2023	99.8%	99.8%	99.5%
2024	99.8%	99.9%	99.8%
2025	99.6%	99.9%	99.9%

# Appendix 2

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published rules. The methodology used is described in the web document <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>. The TEO has an opportunity to comment on the accuracy of this report, and any submissions received are fully considered by NZQA before finalising the report.*

## Disclaimer

*The findings in this report have been reached by means of a standard evaluative process. They are based on a representative selection of focus areas, and a sample of supporting information provided by the TEO under review or independently accessed by NZQA. As such, the report's findings offer a guide to the relative quality of the TEO at the time of the EER, in the light of the known evidence, and the likelihood that this level of quality will continue.*

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

- *Identify organisational fraud<sup>8</sup>*
- *Provide comprehensive coverage of all programmes within a TEO, or of all relevant evidence sources*
- *Predict the outcome of other reviews of the same TEO which, by posing different questions or examining different information, could reasonably arrive at different conclusions.*

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<sup>8</sup> NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

## Regulatory basis for external evaluation and review

*External evaluation and review is conducted under the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022, which are made by NZQA under section 452(1)(t) of the Education and Training Act 2020 and approved by the NZQA Board and the Minister of Education.*

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

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

*The requirements for participation and cooperation are set through the Programme Approval and Accreditation Rules 2025, the Consent to Assess Against Standards on the Directory of Assessment and Skill Standards Rules 2022 and the Micro-credential Approval and Accreditation Rules 2025 respectively.*

*In addition, the Private Training Establishment Registration Rules 2025 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration.*

*NZQA is responsible for ensuring non-university TEOs continue to comply with the rules after the initial granting of approval and accreditation of programmes, micro-credentials and consents to assess and registration. The New Zealand Vice-Chancellors' Committee (NZVCC) has statutory responsibility for compliance by universities.*

*This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2022. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.*

*External evaluation and review reports are one contributing piece of information in determining future funding decisions where the organisation is a funded TEO subject to an investment plan agreed with the Tertiary Education Commission.*

*External evaluation and review reports are public information and are available from the NZQA website ([www.nzqa.govt.nz](http://www.nzqa.govt.nz)). All rules cited above are available at <https://www.nzqa.govt.nz/about-us/our-role/legislation/nzqa-rules/>, while information about the conduct and methodology for external evaluation and review can be found at <https://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/>.*

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