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External Evaluation and Review Report

Life Care Consultants Limited

Date of report: 3 August 2021

About Life Care Consultants Limited

Life Care Consultants offers short courses in first aid and health and safety, at locations across New Zealand.

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| Type of organisation: | Private training establishment (PTE) |
| Location: | 568 Anglesea St, Hamilton (Head Office) |
| Code of Practice signatory: | No |
| Number of students: | Domestic: 1000+ per annum |
| Number of staff: | Full-time 72; part-time six |
| TEO profile: | See Life Care Consultants (NZQA website) |
| Last EER outcome: | Highly Confident in educational performance and capability in self-assessment |
| Scope of evaluation: | <ul style="list-style-type: none">• First Aid Refresher Course (Training Scheme)• Work Based First Aid Course (Training Scheme) |
| MoE number: | 8380 |
| NZQA reference: | C45339 |
| Dates of EER visit: | 15 and 16 June 2021 (virtual) |

Summary of results

Life Care Consultants is a well performing organisation. Students achieve at a high rate and gain certification in first aid, as required or intended for upskilling in various industries. Programmes are relevant and meet the needs of stakeholders. The experienced governance and management team are data driven and focussed on improvement through rigorous self-assessment activities.

Highly Confident in educational performance

- Student success at Life Care Consultants is reflected in the high completion rate for first aid qualifications and is validated by moderation. Beyond this, students develop competency and skillsets to be compliant in industry. Achievement of unit standards often helps clients on a particular career pathway.

Highly Confident in capability in self-assessment

- The value of outcomes is highly regarded by stakeholders. Life Care Consultants is well connected with long-standing stakeholders and uses these relationships to strengthen the programmes. The relevance is well evidenced as it is linked to compliance requirements as well as tailored to individual needs.
- The programme design and delivery are intentionally designed to meet the needs of stakeholders. The evidence presents a clear consideration of needs in the planning and delivery of the programmes, which addresses the diversity of the clientele of Life Care Consultants.
- Students are supported very well. While support is limited to the duration of the programmes, it is designed for and appropriate to this context.
- Governance and management of the organisation have demonstrated effective support for educational achievement. The focus on self-assessment and continuous improvement in all aspects of the business informs and improves organisational capability.

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- Effective processes are in place to identify and proactively manage NZQA and New Zealand Resuscitation Council compliance requirements.

Key evaluation question findings¹

1.1 How well do students achieve?

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

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>Participant achievement is excellent, with a 98.9 per cent completion rate for first aid qualifications. Most participants seek a first aid qualification to satisfy compliance requirements for work-based health and safety. The organisation views success as going beyond the attainment of a first aid certificate, such as the development of commitment and confidence, and had anecdotal and statistical evidence to support this.</p> <p>Data is used effectively to understand achievement. Participant progress and completion rates are tracked comprehensively. However, the completion rate is measured overall and does not separate refresher enrolments from full course enrolment. Separating this data could be of benefit to the overall self-assessment of achievement tracking.</p> <p>The value of outcomes is highly regarded by previous participants and stakeholders across the country. The evaluation determined that the value of outcomes is highly regarded because Life Care Consultants is meeting requirements of the New Zealand Resuscitation Council and therefore effectively managing the needs of clients.</p> <p>Participant interviews confirmed the application of skills in real-world and workplace contexts. Those who had not yet had the opportunity to apply their skills in the real world confirmed an increase in confidence to use first aid skillsets if needed.</p> <p>Life Care Consultants works with stakeholders to determine and develop relevance by tailoring the delivery to the context of each client. Life Care Consultants has long-standing relationships with stakeholders, giving clients ongoing</p> |

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

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| | confidence to return to the PTE for first aid training. The PTE is well established in its business processes, adding value to the stakeholder experience. |
| Conclusion: | Participants achieve well and gain first aid qualifications. Achievement data is appropriately tracked and used to add value. Clear communication with key clients and stakeholders contributes to the high regard for the value of outcomes. |

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

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>Life Care Consultants effectively plans and reviews the design and delivery of the programmes to ensure the needs of participants, and their employers, are well matched.</p> <p>The PTE is competent in identifying the nature of the clientele, for example compliance-driven, voluntary or school students. This is determined by comprehensive enrolment processes and introductory activities in class. Stakeholder interviews confirmed the relevancy of the programme design.</p> <p>Thorough self-assessment of the programme ensures the needs of stakeholders are matched to what is being delivered. Evaluation of resource needs occurs on an ongoing basis. A recent review of resources identified the potential need for the purchase of extra digital resources (e.g. screens), which is currently under consideration.</p> <p>The programmes are regularly reviewed through the exercise of tailoring each delivery to the appropriate context of each client.</p> <p>Pre-course materials provide immediate feedback to the students and to the trainer to identify any gaps in participant understanding. To address the recommendation from the last evaluation, significant changes have been made to ensure the availability and value of pre-course reading is improved.</p> <p>A variety of learning activities are used to cater for a wide range of learning styles and needs. Participant evaluations are used to inform practice, identify any issues in the delivery of the programmes, and drive improvements. Given the practical</p> |

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| | <p>nature of the course, staff provide ongoing formative feedback to participants. Tasks and examples used match the needs of the participants.</p> <p>Learning environments are checked prior to training for appropriateness, and class sizes are capped at 18. Participants are highly engaged in the delivery, as evidenced by achievement rates and participant feedback.</p> <p>Assessment tasks are externally moderated prior to application, and results are post-moderated. Moderation outcomes consistently meet requirements and validate achievement.</p> <p>Peer review of assessment practice occurs to maintain the skill and reliability of assessment and the appropriateness of the judgement made. New staff are appropriately supported in moderation practice, and are observed to maintain academic standards and integrity.</p> |
| Conclusion: | <p>Programme design and delivery are very well matched to the needs of clients. Comprehensive self-assessment of the approved programme enhances the learning experience through special attention to the relevance of the client context. Moderation and assessment processes are fit for purpose.</p> |

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

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>Participants are supported very well on the first aid courses. Trainers prepare training content around the needs of students by managing any barriers early, through activities such as icebreakers.</p> <p>Participants appreciate working in small groups, which helps both to establish academic and social networks and enhance the inclusive learning environment. Participants report having fun as a highlight of the course. Participants also report the value of having experienced, knowledgeable trainers.</p> <p>Life Care Consultants provides comprehensive and timely study information to participants with pre-course materials, which</p> |

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| | <p>provide an expectation and overview of what the programmes will cover.</p> <p>Trainers have an astute awareness of the potential of participants experiencing barriers to learning such as emotional barriers. Emotional barriers are mitigated by discussion of the nature of the topics covered. This is also highlighted in the pre-course materials. Further to this, there is a strict procedure to not attribute names or gender to the mannequins to prevent emotional trauma.</p> <p>Self-review of the interim domestic Code determined outcomes 1-6 to be business as usual in reference to student support.</p> |
| Conclusion: | <p>Support of participants in short courses is excellent.</p> <p>Consideration of context and identification of needs minimises any barriers to learning.</p> |

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

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>The purpose and direction of the organisation is clear. The mission of 'empowering kiwis to save lives and improve their health' is at the centre of all self-assessment activities and improvements made. Life Care Consultants is very responsive to both minor change and strategic-level changes in response to the changing needs of clients and industry.</p> <p>The in-house developed core competency framework is used to define expectations of what an employee needs to do, be and know to be successful and support the educational purpose of the business. The framework is comprehensive and also aligns staff behaviour and expectations of professionalism to the needs of the clients and the business.</p> <p>There are levels of performance against the core competency framework which encourages staff to perform above the minimum standard. Life Care Consultants is led by a highly experienced leadership team supported by appropriately experienced and qualified staff. Recruitment and development of staff is comprehensive and effectively supported by the core competency framework and a comprehensive induction process.</p> |

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| | <p>Recruitment processes also ensure the currency and validity of trainer requirements.</p> <p>Staff reported a sense of value in belonging and highlighted the support received from governance and management during the Covid-19 national lockdown. Staff feedback is intentionally sought and used to inform improvements. Academic leadership is strong, evidenced through processes and activities such as staff observations, seeking and using staff feedback, and training processes. Life Care Consultants strives to ensure new (and existing) staff are aligned to the mission of the PTE and are a good fit for the business, in turn meeting the needs of clients. Professional development is prioritised by management for all staff.</p> <p>Data analysis used throughout the organisation is intended to improve processes and output. Clear communication, including staff feedback, is evident throughout the organisation at every level and within each region. Decision-making is informed, with a focus on continual improvement to better respond to the needs of clients and to improve organisational capability.</p> |
| Conclusion: | Governance and management of Life Care Consultants effectively support educational achievement. Informed and innovative decision-making contributes to the organisation's sustainable business model which is clearly aligned to its educational purpose. |

1.6 How effectively are important compliance accountabilities managed?

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| Performance: | Excellent |
| Self-assessment: | Excellent |
| Findings and supporting evidence: | <p>Life Care Consultants is a health and safety-focussed organisation with effective compliance management processes. The PTE is compliant with New Zealand Resuscitation Council and First Aid as a Life Skill requirements. Comprehensive record-keeping showed compliance with requirements. Further to this, the organisation tests staff members annually on compliance requirements. It is a useful exercise to ensure staff are aware of current compliance responsibilities.</p> <p>Dedicated senior staff members manage different areas of compliance responsibilities such as financial, NZQA-related,</p> |

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| | <p>health and safety, and New Zealand Resuscitation Council related. Good tracking systems enable proactive and effective management of compliance, including use of a compliance calendar.</p> <p>NZQA training schemes are delivered as approved. There were no legal or ethical issues reported at the time of the evaluation, nor any complaints.</p> |
| <p>Conclusion:</p> | <p>Comprehensive processes are in place to effectively manage compliance responsibilities.</p> |

Focus areas

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

2.1 Focus area: First Aid Refresher Course (Training Scheme)

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| Performance: | Excellent |
| Self-assessment: | Excellent |

2.2 Focus area: Work Based First Aid Course (Training Scheme)

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| Performance: | Excellent |
| Self-assessment: | Excellent |

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:

- separating refresher enrolments from full course enrolments to improve the tracking and review of achievement data.

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

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 fraud²
- 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.

² NZQA and the Tertiary Education Commission (TEC) comprehensively monitor risk in the tertiary education sector through a range of other mechanisms. When fraud, or any other serious risk factor, has been confirmed, corrective action is taken as a matter of urgency.

Regulatory basis for external evaluation and review

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

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

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

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

In addition, the Private Training Establishment Rules 2018 require registered private training establishments to undertake self-assessment and participate in external evaluation and review as a condition of maintaining registration. The Private Training Establishment Registration Rules 2018 are also made by NZQA under section 253 of the Education Act 1989 and approved by the NZQA Board and the Minister for Tertiary Education, Skills and Employment.

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

This report reflects the findings and conclusions of the external evaluation and review process, conducted according to the Quality Assurance (including External Evaluation and Review (EER)) Rules 2016. The report identifies strengths and areas for improvement in terms of the organisation's educational performance and capability in self-assessment.

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

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

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