

Report of External Evaluation and Review

Blueprint NZ Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 21 August 2013

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MoE Number: 8229
NZQA Reference: C11140
Date of EER visit: 27 May 2013

Purpose of this Report

The purpose of this external evaluation and review report is to provide a public statement about the Tertiary Education Organisation's (TEO) educational performance and capability in self-assessment. It forms part of the accountability process required by Government to inform investors, the public, students, prospective students, communities, employers, and other interested parties. It is also intended to be used by the TEO itself for quality improvement purposes.

Introduction

1. TEO in context

Name of TEO:	Blueprint NZ Limited
Type:	Private training establishment (PTE)
Location:	Level 3, 147 Tory Street, Wellington
Delivery sites:	Building B, Level 2, 8 Nugent Street, Auckland Harakeke House, 15 Ronwood Ave, Manukau City, Auckland
First registered:	14 May 1999
Courses currently delivered:	<ul style="list-style-type: none">• National Certificate in Business (First Line Management) (Level 4)• National Certificate in Mental Health (Mental Health Support Work) (Level 4)

Learners enrolled in these national qualifications are in employment in mental health care support roles.

Blueprint also runs a number of workshops including MH101 (mental health learning). This is the most in-demand workshop offered by Blueprint. The Ministry of Health contracted Blueprint to design and deliver this programme to raise mental health literacy for frontline workers to enable them to 'recognise, relate and react' appropriately. A number of other government and non-government organisations also purchase this workshop for their client-facing staff.

Code of Practice signatory?:	No
Number of students:	<p>Domestic: 21 enrolled in national certificates</p> <ul style="list-style-type: none"> • 33 per cent Māori • 5 per cent Pasifika • 48 per cent New Zealand European • 14 per cent other <p>All students are aged 20 years and over, with 86 per cent aged 30 years and over.</p> <p>International: nil</p>
Number of staff:	12 full-time equivalents
Scope of active accreditation:	<p>Blueprint is accredited to deliver in the following domains:</p> <ul style="list-style-type: none"> • Business/Business Operations and Development /People Development and Coordination • Community and Social Services/Health, Disability, and Aged Support/Core Health • Community and Social Services/Health, Disability, and Aged Support/Mental Health and Addiction Support • Health/Health Studies/Core Health • Health/Health Studies/First Aid • Health / Mental Health/Support of Mental Health Consumers/Tangata Whai Ora • Health/Occupational Health and Safety/Occupational Health and Safety Practice • Humanities/Communication Skills/Interpersonal Communications
Distinctive characteristics:	<p>Blueprint has a focus on delivering training within the mental health, disability and social service sectors.</p> <p>Blueprint is one of 10 charitable organisations that make up the Wise Group. The Wise Group is one</p> <p style="text-align: center;"><i>Final Report</i></p>

of the largest non-government providers in the New Zealand mental health sector.

Recent significant changes:	A new chief executive was appointed in early 2013.
Previous quality assurance history:	<p>At the previous NZQA quality assurance visit, an audit in August 2009, Blueprint met all but two requirements of the standard then in place. The two requirements not met related to the elements: development, delivery and review of programmes; and assessment and moderation.</p> <p>National external moderation results show a significant improvement. In 2011, Blueprint did not meet moderation requirements for any of the three standards moderated. In 2012, moderation requirements were met overall for all but one of six standards.</p>

2. Scope of external evaluation and review

The scope for the external evaluation and review consisted of the mandatory focus area of governance, management and strategy. To represent the range of training provided by Blueprint, it was decided to choose one of the national certificates and one of the workshops delivered, which is experiencing significant growth. Those chosen were:

- National Certificate in Mental Health (Mental Health Support Work) (Level 4)
- MH 101 (mental health learning) Workshop

In 2012, 28 learners were enrolled in the National Certificate in Mental Health. MH101 was delivered to approximately 20 attendees, 17 times in 2012 and already 31 times by the end of May 2013.

3. Conduct of external evaluation and review

All external evaluation and reviews are conducted in accordance with NZQA's published policies and procedures. The methodology used is described fully in the web document Policy and Guidelines for the Conduct of External Evaluation and Review available at: <http://www.nzqa.govt.nz/providers-partners/registration-and-accreditation/external-evaluation-and-review/policy-and-guidelines-eer/introduction>. 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.

The lead evaluator met with the chief executive, the national business development manager and national qualifications manager at Blueprint's Auckland office prior to scoping for the evaluation. The organisation submitted a self-assessment summary that gave an overview of the organisation, its quality processes and self-assessment activities.

The evaluation team of two, accompanied by an observer, visited the Wellington and central Auckland sites over two days. Interviews were conducted with the senior management team, directors, tutors, students and key stakeholders of both the national certificate and MH101 programmes. A range of documentation was reviewed, including staff, programme and course evaluations, correspondence, meeting minutes, student and supervisor handbooks and records of achievement, managers' reports, course evaluations, meeting minutes and student files.

Summary of Results

Statement of confidence on educational performance

NZQA is **Highly Confident** in the educational performance of **Blueprint NZ Limited**.

There is strong evidence that the learning provided by Blueprint is highly valued by key stakeholders including learners. Evidence presented to the evaluation team demonstrated that those enrolled in the National Certificate in Mental Health found the learning relevant and immediately applicable to their roles at work. Learners attested to increased knowledge and understanding and confidence in their work as support workers.

The value of the MH101 workshop has been carefully tracked by an independent evaluation that has worked alongside Blueprint from the workshop's inception. Data was collected from participants prior to the workshop, immediately after the workshop, and subsequently at three and nine months after the workshop. At three and nine months, workshop participants still felt significantly more confident in their ability to recognise the signs and symptoms of a range of mental illnesses and in knowing how to respond, and they also reported important shifts in attitudes. Further evidence of value is the burgeoning demand for the workshop among both government and non-government organisations.

Blueprint is an organisation that is responsive to key stakeholders. A range of mechanisms is used to engage with learners and sector agencies, including reports, evaluations, surveys and face-to-face meetings. Workshops are tailored to meet the needs of a particular agency or sector. For example, the MH101 programme was adapted to the rural sector prior to its delivery to agriculture and farming organisations. The National Certificate in Mental Health draws upon the learners' own knowledge, experiences and research into their place of work to develop their understanding.

The organisation has had a recent change of chief executive; the ongoing organisational changes are purposeful and well managed. The vision and direction for the organisation are clear and staff feel supported in their roles.

Statement of confidence on capability in self-assessment

NZQA is **Highly Confident** in the capability in self-assessment of **Blueprint NZ Limited**.

Blueprint is an organisation that actively reviews its engagement with key stakeholders to ensure it understands how it can best match their needs. Tools are regularly being reviewed and improved, including the recent in-house development of a data management system that streamlines the online monitoring of programmes and workshops across the country. This information assists in

evaluating performance and provides timely and relevant reports to governance, management, staff and other key stakeholders, and informs improvements to programmes and delivery.

The organisation is reflective and systematically reviews key processes and practices, including teaching and support for learners. For example, the evaluation team viewed a range of mechanisms that ensure the quality of programme delivery of the National Certificate in Mental Health, including internal and external moderation, tutor evaluations, peer observations, learners' logs and tutor reflections. Some of these systems will be further enhanced when this programme comes under the umbrella of the newly developed data management system.

The MH101 programme is an exemplar for self-assessment. From the beginning, during the design phase, this programme had a logic model and evaluation framework attached. The outcomes being sought were clear and explicit and evaluation questions were directed to determine effectiveness. The programme has been consistently reviewed and adjusted to best match the needs of learners and deliver the desired outcomes for individuals and the organisations they work with. The valued outcomes that can now be reported are a powerful tool for attracting other health providers to take part in a programme that raises people's confidence and awareness of mental health issues.

Findings¹

1.1 How well do learners achieve?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

The achievement of learners at Blueprint is excellent. The Tertiary Education Commission educational performance indicators for 2011 show both qualification and course completion rates at Blueprint at 86 per cent. This compares with sector averages of 76 per cent and 81 per cent respectively. These rates improved in 2012 to 93 and 91 per cent. Currently, approximately 22 per cent of learners enrolled in these programmes are Māori and 17 per cent are Pasifika.

Organisational data shows these learners achieving strongly. For example, in 2012 Māori and Pasifika learners had a 100 per cent course completion rate in the National Certificate in Mental Health.

As well as strong achievement of courses and qualifications, Blueprint has self-assessment data that demonstrates that learners are gaining important knowledge and skills that are readily applicable to their work environment. The robust and systematic evaluation of MH101 shows that these skills and attitudinal shifts are still significant nine months after completion of the course. There was some data showing that the well-being of the MH101 participants also improved.

While Blueprint has easily accessible data, and achievement is reviewed across the national certificate programmes, analysis could be strengthened by analysing achievement for different groups of learners and benchmarking against other, similar programmes at the same level of study.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

The National Certificate in Mental Health is valued by industry as an entry-level qualification for all people who work in support roles in the sector. Links with industry are strong, particularly with Pathways, a service provider that is part of the Wise Group. The evaluation team saw strong evidence that learners value the

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

qualification. Learners spoken to by the evaluation team noted that their learning had improved their confidence and knowledge in their roles at work and, for many, had resulted in a pay increase. This is supported by the student evaluations, where the vast majority of learners note the relevance of the learning to their place of work. Shifting the management of all the national certificate programmes to the new online data management system in the near future has the potential to improve the quality and analysis of the outcome data that is collected.

As noted above, the MH101 has excellent outcomes, with evaluations demonstrating significant attitudinal and knowledge shifts that are still present nine months after the one-day workshop. An indicator of value is the notable increase in demand that this programme has generated. Although the programme was initially commissioned by the Ministry of Health, a number of other key government agencies, including Work and Income New Zealand, Housing New Zealand and the Corrections Department, have requested delivery of the programme to their staff. Organisations that work with the farming sector have also requested the workshop, after an initial pilot where 100 per cent of learners rated the workshops as either 'very good' or 'excellent'. The confidence ratings of the participants showed dramatic shifts. For example, prior to the workshop, only 9 per cent of learners felt confident knowing how to respond to someone with suicidal intentions. After the workshop, 89 per cent did.

1.3 How well do programmes and activities match the needs of learners and other stakeholders?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Blueprint consults widely with the sector to ensure that its programmes are relevant. The evaluation team saw a range of examples of the organisation actively engaged with external stakeholders, including a range of government departments, district health boards, non-governmental organisations, other partners in the Wise Group and other national certificate providers. It is clear that this engagement is productive, with wide-ranging feedback informing planning and developments.

The programmes, and in particular the workshops, are tailored to match the needs of different learners and employers. In a stakeholder survey conducted in late 2011, respondents noted that contracts are negotiated thoroughly, with issues and challenges explored carefully, before a course is delivered. The organisation is responsive to feedback and willing to adapt programmes to better match needs in specific contexts. Stakeholders spoken to by the evaluation team supported these findings.

For example, Blueprint is in discussion with key stakeholders about the National Certificate in Mental Health and notes the changing demographic of those enrolling

in the certificate. A high percentage of the targeted workforce has already completed this baseline qualification and the qualification levels of those entering mental health support work are increasing. There is a demand for addiction support as a core component of the qualification and for a diploma to be added to enable further progression and promotion. Blueprint is actively engaged in the Targeted Review of Qualifications process for this field.

Learners are regularly invited to give feedback, both online and within the workshops. For the national certificate programmes, there are regular anonymous evaluations, an in-class learner feedback journal and elected student representatives. It is clear from meeting minutes, planning documents and correspondence that this feedback is being heard, analysed and used to inform programme and delivery improvements. For example, the integrated nature of the unit standards taught and the way assessment is signalled through the workbooks has created some confusion for some learners, and the tutoring team is working to ensure the links are clearer.

Blueprint is responsive to learner needs as demonstrated through content and delivery. For example, classroom procedures incorporate waiata and karakia, and Māori culture and tikanga are integrated into the delivery of the MH101. The Ministry of Health was concerned to ensure that the MH101 workshops were reaching more Māori communities, and Blueprint has actively responded to targets. A recently commissioned evaluation shows that responses have been at least as positive for Māori as for others who have attended. In fact, on a number of confidence measures, Māori participants reported significantly greater increases.

1.4 How effective is the teaching?

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Strong achievement is just one indicator of excellent teaching across the courses and programmes offered by Blueprint. The teaching staff met by the evaluation team during the site visits were experienced in the mental health field and adult education and were passionate about their vocation. For the national certificate programme, in response to identified issues with coordination, a national qualifications coordinator was appointed, and this has resulted in a more coherent approach to quality assurance and a much improved external moderation record.

The national certificate programmes are all work-based qualifications supplemented by block courses. Guidance for workplace supervisors is clear and Blueprint has regular and ongoing communication with supervisors to ensure they are clear about their role with learners. Most workshops are co-facilitated by Blueprint and the client and this ensures that knowledge and strengths are shared. Evaluations from the workshops indicate that the vast majority of learners are

highly satisfied with the tutor delivery of the course, selecting either very good or excellent on a five-point scale.

The MH101 workshop was carefully designed and widely consulted on during development. The delivery is structured around Contact Theory, to enable prejudice and preconceptions to be broken down during the workshops. These workshops are also co-facilitated, with one tutor having had the lived experience of poor mental health, while the other has a strong clinical background. The pedagogical model requires the facilitators to have equal decision-making power over all aspects of the workshop's delivery. Feedback collected through the workshop management team indicates a high level of satisfaction with the facilitation of these workshops. They are managed through Blueprint's new data management system which allows for careful monitoring of evaluations and tutors.

For the national certificate programme, self-assessment processes include a peer observation plan for tutors, internal and external moderation and regular learner feedback. Planning meetings at 90 days, where staff performance and goals are reviewed, are being trialled and these appear to be working well. The organisation is aligning these 90-day plans with organisation-wide challenges and goals.

1.5 How well are learners guided and supported?

The rating for performance in relation to this key evaluation question is **Good**.

The rating for capability in self-assessment for this key evaluation question is **Good**.

There are good systems in place to ensure that students are guided and well supported through their programmes and workshops. Staff have good rapport with the students and concern for their well-being. The high retention rates on Blueprint programmes and the generally positive feedback from students indicate they are well supported. The feedback from the workshops is similar.

Given the sensitive nature of some of the material dealt with in the training, the organisation has clear strategies in place to keep people safe, including an exit plan and opportunities for one-to-one support from tutors. Most students reported receiving regular, useful feedback from their tutors and feeling extremely confident that they knew how to access the support they needed to achieve.

Evaluations and learner journal entries, and good rapport with the students are review mechanisms that identify support and guidance issues. Some issues with the National Certificate in Mental Health sessions delivered were identified, particularly relating to guidance and support through the content covered in the workbooks and assessments. These matters were raised through the student representative system and are being addressed. The existing review processes are being enhanced by a shift of all the training to the new data management system. This strengthens the capability of management to review the effectiveness

of support and guidance processes and procedures. There is strong evidence that issues are being analysed and responded to.

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

The rating for performance in relation to this key evaluation question is **Excellent**.

The rating for capability in self-assessment for this key evaluation question is **Excellent**.

Blueprint has been through a recent process of reframing its strategic vision and goals. This process was consultative and effective in ensuring the staff have a clear understanding of the direction and focus for the organisation. In a staff survey conducted late in 2012, over 90 per cent of staff indicated that they believed in what the organisation was trying to accomplish. This shared motivation was noted by the evaluation team throughout their discussions with staff.

All of the Wise Group organisations work with the Sustainable Peak Performance management model, and Blueprint follows these systems for structuring challenges, collecting data and reporting on effectiveness. The transition to a new chief executive has been well managed, with staff reporting a consultative style of leadership and greater clarity around their roles and responsibilities. There is clear and effective governance. The board of directors meets regularly and is supplied with the key relevant information on the organisation's challenges and achievements. The members of the board have an in-depth understanding and experience of governance, the mental health sector and the work of Blueprint and Wise Group. A recent board resignation has opened up some gaps in understanding and knowledge of the education and training sector. The board is highly reflective and has conducted independent assessments of its performance.

Good communication and clear processes for supporting and managing staff are evident. The Sustainable Peak Performance model implemented within Blueprint and across the Wise Group offers individuals the opportunity to be promoted or gain new experience across the group. Succession planning is also a key component of the model.

Good relationships with key stakeholders are a notable feature across the organisation. Key to this is ensuring that all these 'value networks' have their voice heard and concerns addressed. Evidence gathered by the evaluation team, from emails, reports, meeting minutes, surveys and interviews all indicate that Blueprint is highly communicative and responsive to the concerns of key stakeholders.

Overall, governance and management is highly effective in support of educational achievement and in moving the organisation towards its 'inspirational dream'. There is a culture, at all levels of the organisation, that encourages self-reflection and innovation to improve the quality of performance.

Focus Areas

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

2.1 Focus area: Governance, management and strategy

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Excellent**.

2.2 Focus area: National Certificate in Mental Health (Mental Health Support Work) (Level 4)

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Good**.

2.3 Focus area: MH 101 (mental health learning)

The rating in this focus area for educational performance is **Excellent**.

The rating for capability in self-assessment for this focus area is **Excellent**.

Recommendations

NZQA recommends that Blueprint:

- Consider how outcome data for the national certificate programmes could be more systematically collected.
- Analyse achievement for different groups of learners and benchmark across time and with other, similar programmes at the same level of study to better understand how well its learners achieve.
- Ensure that the coherence between content and assessment is clearly outlined for learners in the National Certificate in Mental Health programme.

Appendix

Regulatory basis for external evaluation and review

External evaluation and review is conducted according to the External Evaluation and Review (EER) Rules 2013, which are 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.

Self-assessment and participation in external evaluation and review are requirements for maintaining accreditation to provide an approved programme for all TEOs other than universities. The requirements are set through the NZQF Programme Approval and Accreditation Rules 2013, which 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.

In addition, the Private Training Establishment Registration Rules 2013 require registered private training establishments to undertake self-assessment and participate in external evaluation and review, in accordance with the External Evaluation and Review Rules (EER) 2013, as a condition of maintaining registration. The Private Training Establishment Registration Rules 2013 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 and/or 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 External Evaluation and Review (EER) Rules 2013.

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).

The External Evaluation and Review (EER) Rules 2013 are available at <http://www.nzqa.govt.nz/assets/About-us/Our-role/Rules/EER-Rules.pdf>, while information about the conduct and methodology for external evaluation and review can be found at <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>.

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