



NEW ZEALAND **QUALIFICATIONS** AUTHORITY
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Report of External Evaluation and Review

Blueprint NZ Limited

Highly Confident in educational performance

Highly Confident in capability in self-assessment

Date of report: 9 November 2017

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Final Report

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
First registered:	14 May 1999
Location:	181 Thorndon Quay, Pipitea, Wellington
Delivery sites:	Building B, Level 2, 8 Nugent Street, Grafton, Auckland Suite 1, 48 Biak Street, Rotorua Various temporary sites throughout New Zealand
Courses currently delivered:	MH101 (Mental Health 101) (Training Scheme) (level 1) Blueprint Leadership Series
Code of Practice signatory:	No
Number of students:	Domestic: approximately 2,500 students (20 EFTS (equivalent full-time students)) per annum – 20 per cent Māori students, 11 per cent Pasifika students
Number of staff:	Approximately three full-time equivalent staff. (Two full-time staff and 15 part-time contract facilitators)
Scope of active accreditation:	The scope of accreditation is available from the NZQA website: http://www.nzqa.govt.nz/providers/ngf-

[accreditations.do?providerId=822986001](https://www.nzqa.govt.nz/accreditations.do?providerId=822986001)

Distinctive characteristics:	Blueprint has a focus on delivering training within the mental health addictions and social services sectors. Blueprint provides short courses at temporary sites throughout the country. The Ministry of Health funds a significant proportion of delivery. Other delivery is provided under contract to employers and other organisations.
Recent significant changes:	At the end of 2016, Blueprint stopped delivery of the National Certificate in Mental Health (Mental Health Support Work) (Level 4) as the Tertiary Education Commission withdrew funding. Currently, the governance and management of Blueprint are in the process of being changed (see Findings 1.5).
Previous quality assurance history:	The last external evaluation and review (EER) of Blueprint was in 2013. This EER resulted in Blueprint being rated Highly Confident in both educational performance and capability in self-assessment.
Other:	Blueprint is part of the Wise Group. The Wise Group comprises 10 companies and is one of the largest non-government providers in the New Zealand mental health sector.

2. Scope of external evaluation and review

The focus areas selected for this evaluation were:

- MH101 (Mental Health 101) (Training Scheme) (level 1)
- Māori and Pasifika student achievement

Comprehensive information provided by Blueprint, information held by NZQA, and discussions with the provider were used to develop the scope of the EER.

MH101 was chosen as a focus area because it is Blueprint's most frequently delivered programme and in 2016 accounted for over 90 per cent of Blueprint's enrolments.

Māori and Pasifika student achievement was chosen as a focus area because this is a priority area, and Māori and Pasifika students make up almost a third of Blueprint's students.

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.

Two evaluators conducted the EER. For the on-site component, the evaluators visited Blueprint's Wellington site for one and a half days. The evaluators met with the chief executive of the Wise Group and the acting chief executive of Blueprint, the Blueprint business and innovation lead, the programme coordinator and the education liaison contractor. The evaluators also met with the chief executive of the related company, Te Pou O te Whakaaro Nui, and the manager, practice and leadership. Workshop facilitators and external stakeholders were interviewed by telephone. The evaluators also reviewed a range of policy, operational, evaluation and governance documentation as well as minutes of meetings and evidence of staff qualifications.

Summary of Results

Statement of confidence on educational performance and capability in self-assessment

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

The main reasons for these levels of confidence are:

- Student achievement is very strong and both Māori and Pasifika student achievement is comparable to that of other learners.
- The content and design and delivery of workshops clearly achieve the aims of the programme and are successful in engaging students in their learning. Engagement of learners and the relevance of the programme are further enhanced by using scenarios and case studies developed in association with employers.
- Learners gain valuable skills that they apply in their workplace and use to enhance the well-being of themselves and their whānau. Evaluations of the programme demonstrate the significant ongoing positive impact that the learning has both in the workplace and on the self-care of individuals.
- Programme review is systematic and evidence based. As part of the review process, Blueprint has benchmarked the programme with comparable overseas programmes and found that learner achievement and impact compare favourably.
- Governance and management are very effective at supporting educational achievement through the provision of a strong infrastructure and good teaching and learning resources.
- Self-assessment is strong, with good processes for review and evaluation. Through this robust self-assessment, Blueprint has developed an excellent, evidence-based understanding of the programme and its impacts, in addition to learner and sector needs. This understanding is used continually to improve the programme.

Findings¹

Since the last EER, Blueprint's delivery has been dominated by MH101. This programme has accounted for over 90 per cent of students and 88 per cent of workshops delivered in the period 2013–2016. Over this time, the programme has had over 10,000 learners.

MH101 is a one-day mental health literacy programme provided by Blueprint under contract to the Ministry of Health. The workshop is also able to be purchased by agencies and organisations that do not meet the criteria for Ministry of Health-funded workshops. MH101 workshops have been developed to give learners greater confidence to:

- Recognise mental illness
- Relate better to those experiencing mental illness or distress
- Respond in an appropriate way by providing practical tools and ideas.

MH101 is designed for frontline government and social sector agency staff and others who work alongside vulnerable populations.²

1.1 How well do students 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 **Excellent**.

Student achievement in the MH101 is strong, and the achievement of Māori students is comparable to that of other students. Blueprint has benchmarked MH101 results against five similar international programmes, two of which are also delivered in New Zealand. The benchmarking demonstrated that MH101 student achievement across a range of measures was at least as good as and often better than that achieved by the other programmes.

Blueprint uses changes in learners' confidence in recognising and responding to mental illness to assess learner achievement. Learners report their own levels of confidence in recognising signs of four mental illnesses and 11 responses before and soon after the workshop. This assessment is supported by formative

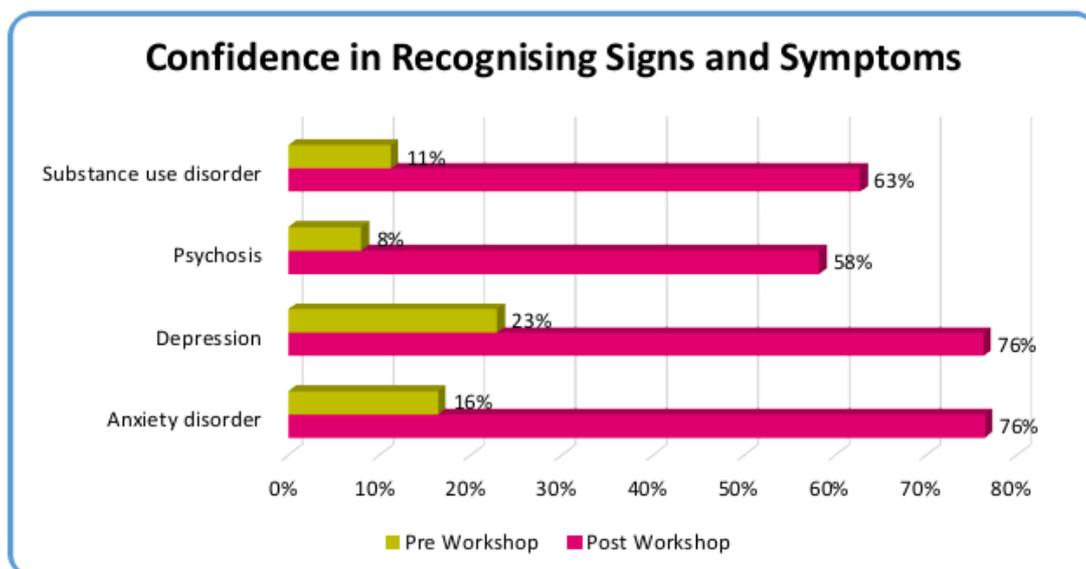
¹ The findings in this report are derived using a standard process and are based on a targeted sample of the organisation's activities.

² Impact Evaluation of MH101, Malatest International (May 2017)

assessment during the workshop to ensure students are gaining the necessary knowledge.

An example of results for four 'confident in recognition' aspects is provided in Figure 1.³ Generally, confidence gains in the order of 50 to 60 percentage points are achieved.

Figure 1. Pre- and post-workshop confidence in recognising signs and symptoms (June to December 2016)

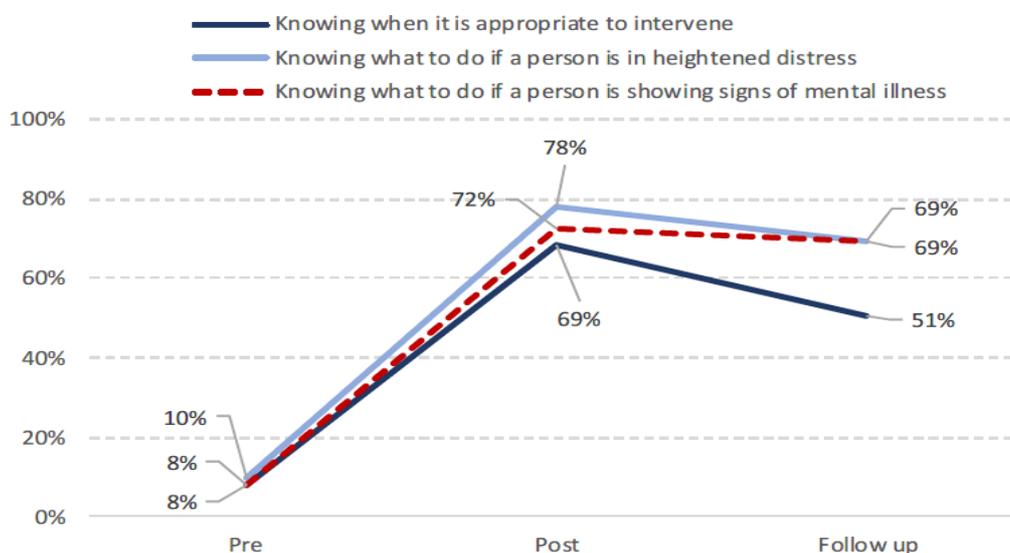


Additionally, a recent impact report commissioned by Blueprint found that the substantial increases in confidence achieved by learners are largely maintained six months later. Figure 2⁴ shows the gains in confidence and retention for three measures of learner achievement.

³ Blueprint data (May 2017)

⁴ Impact Evaluation of MH101, Malatest International (May 2017)

Figure 2. Percentage of respondents over time who were confident knowing where and how to respond to someone experiencing poor mental health (n=214)



The achievement of both Māori and Pasifika learners is comparable to that of other learners. This is illustrated by Table 1⁵ which shows confidence levels six months after workshops for five of the 11 measures used.

Table 1. Summary of responses on a five-point scale to survey questions about confidence in different aspects of providing mental health support six months after workshop completion

Percentage who were confident or very confident	Pasifika	Māori	NZ European
Confidence in dealing with client mental health issues in the workplace	76%	76%	73%
Confidence in recognising substance abuse	62%	62%	55%
Confidence in recognising depression	81%	67%	70%
Confidence in recognising anxiety disorder	51%	71%	70%
Confidence in recognising signs of psychosis	38%	52%	48%
Knowing what to do if a person is showing signs of mental illness	76%	79%	67%

In addition to skills knowledge and attitudes applicable to the workplace, students also apply their learning to enhance their well-being and that of their friends and family. For example, after attending a workshop, most participants said that what they had learned had been useful in their personal life (84 per cent), they were

⁵ Impact Evaluation of MH101, Malatest International (May 2017)

doing more things to keep themselves well, and that they had provided more support around mental illness to friends and family (77 per cent).

Achievement data is used insightfully in self-assessment of the programme through content reviews, impact evaluation and annual facilitator meetings.

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

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 MH101 programme has excellent outcomes. This one-day workshop produces significant attitudinal shifts, gains in knowledge and behavioural changes that have an ongoing impact. The MH101 workshops make a difference to how participants respond to mental health issues in their workplaces and participants' personal lives through improved self-care and the support they provide to family members and friends. These impacts are clearly demonstrated by a comprehensive, independently conducted impact evaluation commissioned by Blueprint and reported in 2017. Compelling evidence of the value of the programme and the impact it has on individuals and organisations is presented in Blueprint's 2016 research 'Stories of Change'. The stories of 20 people and 10 organisations are presented. This research includes stories that show the significant impact of the programme on Māori and Pasifika participants.

The themes identified in the research and the significant impact of the programme were reflected in the feedback the evaluators received from employers. For example, one organisation that had about 4,000 staff members complete the programme noted that it had contributed to a significant positive cultural change in the organisation. Staff had moved from process-based interactions with clients to interactions where they develop an understanding of and better meet clients' needs. Another employer told the evaluators of an incident that had occurred the previous day with a customer who was experiencing mental health issues. The incident was addressed appropriately and effectively, and the automatic organisational reaction that previously may have occurred had been avoided.

The main funder of the programme is the Ministry of Health which funds approximately 40 workshops per year. The programme has been delivered for the last eight years, and the ministry has required evaluation of the programme during this period. The ministry's confidence in the value of the programme and delivery by Blueprint is demonstrated by their continued funding and renewal of Blueprint's contract for delivery. The high demand from employers and other organisations for this well-established programme is an indicator of the value of the outcomes it achieves. Because demand for the programme exceeds Ministry of Health funding,

the ministry has allowed Blueprint to offer the programme on a commercial basis with an additional 292 workshops provided since 2013.

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

The significant learner achievement and the valuable outcomes achieved by this programme in only one day attest to the quality of its design and delivery.

The programme is intentionally designed and reviewed to ensure that the defined outcomes are achieved. An evidence-based approach to content review in 2013 and 2015 involved international benchmarking of the programme and extensive reference to relevant literature and stakeholder feedback. The reviews specifically addressed Māori and Pasifika needs and resulted in improvements to the programme such as the strengthening of the use of the Te Whare Tapu Whā model in the programme. Additionally, comprehensive feedback is obtained from learners and employers and acted on when appropriate.

Overall, learners rate the workshop highly. For example, all learners in the second half of 2016 rated facilitation, content and the programme overall as good or better. The programme is also reviewed at the annual staff workshop where stakeholder and learner feedback and performance are considered. Changes made to improve the programme are evaluated for effectiveness. For example, changes made in the presentation of components relating to suicide were found not to have the desired impact and were consequently removed.

Comprehensive resources are provided for facilitators and learners. Learners value a workbook provided as part of the course and use it as an ongoing resource. Staff are well qualified and experienced. Blueprint recognises differences in facilitators' strengths, experience and cultural background and takes care to match facilitators to workshop participants to best meet learner needs. The use of two facilitators, one a clinician and one a service user, is effective in providing diverse views of mental health and role-modelling positive attitudes. The MH101 impact report found that 94 per cent of learners identified that it was very useful or useful to hear the facilitators' personal experiences of mental illness as part of the programme.

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

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 provides a high level of support for students while they are on the programme and is very effective in engaging them in their learning. Learners are only with Blueprint for a short time, consequently learner support is built into the delivery of the programme. The content of MH101 can raise sensitive/confronting issues for learners. In response, Blueprint has established clear, effective processes for dealing with these issues. Expectations and risks are identified and ground rules set at the start of the course. Before sensitive topics are covered, specific ground rules to maintain emotional safety are talked through with the learners, and the use of two facilitators allows one to support a learner if required. Good communication is established with the learners before the workshop, when they are told about the nature of the course content and answer a questionnaire to establish their initial level of confidence. The effectiveness of these practices is supported by feedback from employers and learner evaluations. For example, in the second half of 2016, 86 per cent of learners rated facilitation of the workshops as excellent or very good, and some workshop participants described the care that had been provided.

Care is taken to establish a culturally inclusive learning environment and to minimise barriers to learning, such as course costs. The workshop is underpinned by the Māori health frameworks Te Pae Māhutonga and Te Whare Tapu Whā, and this is reflected in the delivery materials and by facilitators, ensuring culturally appropriate sensitivity.

To engage learners and ensure the learning is relevant, the programme is tailored to employer needs when appropriate. This is done by developing, in consultation with the employer, case studies and scenarios relevant to the learners' workplace, which are integrated into the programme delivery. Stakeholders spoken to by the evaluators clearly valued this. Furthermore, the interactive nature of programme delivery successfully engages learners, and the ongoing engagement of learners with the subject matter is fostered through regular topical newsletters.

1.5 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 is part of the Wise Group. The Wise Group consists of 10 related companies including one that provides specialised management services to members of the group. Consequently, Blueprint has significant management support in specialised areas such as human resources, information technology, accounting, and health and safety that are often not available to a small organisation. This provides a solid and effective base for the support of educational achievement. For example, a student management system has been purpose-built for Blueprint that effectively enables it to manage student enrolment and communications as well as capture the data needed for achievement and self-assessment.

Blueprint is a responsive organisation which has an excellent knowledge of the sector it operates in and manages change effectively. In response to shifts in the sector, Blueprint has moved away from delivering qualifications and now has a clear focus on the provision of professional and personal development for the mental health, addictions and social services sectors. With this change of focus, the need to review management and governance of the organisation was identified, and the results of the review are being implemented. The potential benefits of the changes to management and governance have been identified, but at this early stage in the process they are not yet evident. In order to retain educational focus, new developments have been put on hold until the changes have been completed.

Resourcing of the programme is good. Comprehensive teaching and learning resources are provided and regularly reviewed to ensure their currency. Strong administrative support enables teaching staff to maintain their focus on programme delivery. An annual workshop for facilitators is effective in providing professional development, programme review and peer support. Staff particularly valued the workshops as an opportunity to share good practice. Staff are valued, and many have been with the programme since it began. For new facilitators, there is a comprehensive induction process to ensure they understand their responsibilities and can deliver the programme as intended. Staff performance is monitored through course evaluations and effectively managed through ongoing dialogue with their manager.

Blueprint has strong and effective self-assessment processes. Comprehensive evaluation is undertaken at several levels. Since the last EER, two extensive

evaluations⁶ and two content reviews have been conducted for MH101. These are significant works that insightfully use qualitative and quantitative data to understand the programme and identify opportunities for improvement. Additionally, programme review involving staff teaching the programme occurs annually, and there is ongoing review based on course evaluations and industry feedback. When changes are made to the programme, they are monitored for effectiveness before being embedded.

1.6 How effectively are important compliance accountabilities managed?

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**.

Robust processes provide confidence that Blueprint effectively manages its important compliance accountabilities. The board of the Wise Group has appropriate policies requiring staff to comply with relevant legislation and regulations. The staff manual reflects this policy and provides more information about applicable laws. Additionally, the board operates an audit and risk committee with the terms of reference that include monitoring the organisation's compliance with legislation and regulations and processes. The committee maintains and monitors a risk register that includes items related to Blueprint.

As part of the Wise Group, Blueprint has access to a wide range of specific expertise, and this is used to support compliance with important accountabilities in areas such as health and safety, accounting and human resource management. This support is effective in ensuring these accountabilities are well managed.

To ensure compliance accountabilities relating to NZQA registration and academic matters are understood and effectively managed, Blueprint uses a contractor to provide advice and, at times, related services. The contractor meets with management several times a year to review compliance matters, identify changes in external requirements, and provide advice. To support this, the organisation maintains a schedule of dates for the completion of important actions. These processes have largely been effective. However, the PTE has not been notifying NZQA of temporary sites as required. Blueprint has an existing process that ensures sites are suitable for delivery, and in response to the identified issue quickly responded to develop a process to ensure it is compliant with the requirement to notify NZQA of temporary sites.

⁶ Impact Evaluation and Stories of Change

Focus Areas

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

2.1 Focus area: Mental Health 101 Training Scheme (MH101)

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: Māori and Pasifika Achievement

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 NZ Limited develop and implement a system to ensure timely notification of temporary sites to NZQA.

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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