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External Evaluation and Review Report

Blueprint NZ Limited

Date of report: 21 February 2022

About Blueprint NZ Limited

Blueprint provides one-day workshops on a range of mental health and addiction awareness training throughout New Zealand. Blueprint is part of the Wise Group, a group of charitable entities.

Type of organisation:	Private training establishment
Location:	204 Thorndon Quay, Pipitea, Wellington
Code of Practice signatory:	No
Number of students:	Domestic: 2020 – 4,788 students (26.03 EFTS – equivalent full-time students) Māori: 2021 – 901 (23 per cent) Pasifika: 2021 – 249 (6 per cent)
Number of staff:	Nine full-time staff, four part-time staff, approximately 60 contract facilitators
TEO profile:	Blueprint NZ Limited (provider page on NZQA website) Blueprint provides training in mental health and addiction literacy. The one-day workshops are primarily funded by the Ministry of Health and are delivered at temporary sites across New Zealand for people who are not working in these sectors. Blueprint is also contracted to provide these workshops or bespoke workshops to employees from various government agencies, universities, Te Pūkenga subsidiaries (formerly known as institutes of technology and polytechnics, ITPs) and other organisations. The workshops often do not include formal assessment.
Last EER outcome:	At the previous external evaluation and review (EER), conducted in November 2017, NZQA was Highly Confident in Blueprint’s educational performance, and capability in self-assessment.

Scope of evaluation:

- MH101 (Mental Health 101) (Level 1) Training Scheme: (ID: 121621)
- Addiction 101 (Level 1) Training Scheme: (ID: 126779)

MoE number: 8229

NZQA reference: C45788

Dates of EER visit: 1-3 December 2021 (virtual)

Summary of Results

Blueprint NZ is providing high value mental health and addiction awareness workshops in a supportive and culturally inclusive environment. Self-assessment practices provide valuable insights into continuously improving programmes and maintaining alignment with future industry needs.

Highly Confident in educational performance

Participants gain skills and knowledge that impact their work and personal lives. Participant confidence levels are validated by employers' endorsement of the knowledge and skills employees gain and the impact this has on staff when they return and apply what they have learned, in the workplace and in training. Regular and comprehensive data collection through a variety of methods – including stakeholder feedback as well as an external evaluation – allows Blueprint to ensure delivery of valued outcomes

Highly Confident in self-assessment

Design and delivery of the workshops is contextualised to meet different client needs. The different modes of delivery and customisation options make the workshops accessible to various communities across New Zealand.

An inclusive and compassionate environment supports participants of different social and ethnic backgrounds, and creates a safe space for participants to share personal experiences without fear of discrimination and stigma.

Increased staffing in key positions enables necessary operational support and improved mentoring for facilitators. The large pool of expert facilitators is committed to making a difference in participants' lives.

Staff attest to feeling supported by colleagues and management through the multiple channels of interaction and professional development available to them.

Compliance accountabilities are managed well.

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?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Blueprint uses participant evaluations as a measure of how well the training has met the needs identified by the Ministry of Health, the primary funding body. These measures of participants' confidence are collected post-workshop and analysed to understand achievement. Participants are asked to indicate their level of confidence in a range of different activities and compare this to their level of confidence at the beginning of the workshop. Overall, participants show significantly increased confidence² in recognising and responding to mental health challenges and/or addiction after attending the workshops.</p> <p>Blueprint's latest review of pre- and post-workshop evaluation data from January to June 2021 for the MH 101 workshops indicates that confidence levels in recognising the signs of positive mental health increased from 34 per cent to 84 per cent; confidence in knowing a range of strategies to support participants' own mental wellbeing increased from 43 per cent to 88 per cent; and confidence in knowing a range of strategies to support other people's mental wellbeing increased from 34 per cent to 81 per cent (refer to Figure 1 in Appendix 1).</p> <p>This data aligns with the independent findings of an external evaluation of MH 101 compiled in June 2020. The findings of this report indicate that participants' confidence levels were maintained six months after the workshop. The external evaluation also found that in comparing responses over time, the levels were similar, indicating a consistent trend since 2016 (refer to Figures 2 and 3 in Appendix 1).</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.

² Traditional formal assessment is optional for these training schemes, and uptake is low, with the primary focus being increasing awareness from the one-day workshops.

	<p>Blueprint also reviewed pre- and post-workshop participant evaluations for January-June 2021 for the Addiction 101 workshops. The review found similar levels of confidence by participants for knowledge of recovery pathways; treatment options; knowing a range of strategies to support other people's self-care and wellbeing; and supporting someone experiencing addiction and wellbeing issues (refer to Figure 4 in Appendix 1).</p> <p>Blueprint data on student ethnicity for 2021³ indicates that 23 per cent of the participants identify as Māori and 6 per cent as Pasifika. Participation priorities are determined by funding agencies. For those participants who identify as Māori or Pasifika, participants' confidence rates are comparable to non-Māori and non-Pasifika (refer to Figures 5 and 6 in Appendix 1).</p> <p>Blueprint's ability to customise workshops to reflect different agency/organisational contexts addresses the needs of multiple organisations. Several organisations continue to have longstanding relationships with Blueprint.</p> <p>Participants' work performance is improved and better informed after attending the workshops, leading to valued outcomes. For example, employees who may at times be confronted with challenging situations recount the positive impact of the workshops on their ability to engage with the clients they support. This gives them the confidence to have difficult conversations about mental health challenges or addiction and provide the necessary guidance for people to seek help.</p>
<p>Conclusion:</p>	<p>Participants from a range of large and small organisations gain high value from the workshops. Rigorous review processes ensure the workshops provide the knowledge and skills needed to support participants in work and in their communities.</p>

³ Refer to Table 1 in Appendix 1 for a summary of participation of all ethnicities.

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>The design and delivery of Blueprint NZ workshops is highly effective in focusing on the understanding of important content using innovative and tested facilitation methods. The workshops continue to match the needs of participants and stakeholders.</p> <p>The content is contextualised, making the information more understandable and therefore accessible to anyone without any prior mental health training. An example of this is the MH101 developed for the deaf community in response to a request from the Platform Trust.</p> <p>Subject experts provide the professionalism and expertise that allows the organisation to adapt and maintain relevance in workshop development.</p> <p>New facilitators receive a comprehensive orientation and are mentored into the role of facilitation. Compulsory training in adult teaching is offered and is ongoing.</p> <p>The one-day workshops are delivered face-to-face as well as through online webinars. These adaptations to online were in response to Covid-19 alert levels.</p> <p>Videos, sharing of lived experiences, interactive activities and a resource booklet provide valuable resources to keep participants engaged and interested. The booklet provides extended support and is a good reference tool. Follow-up e-learning post-workshops provides extended material to help participants reinforce their knowledge and understanding.</p> <p>Facilitators provide a detailed evaluation of each workshop and any follow-up required for improvements.</p> <p>Blueprint has recently developed summative assessment quizzes for MH101 and Addiction 101. The implementation of a new student management system will allow monitoring of these results.</p>
Conclusion:	Blueprint workshops are well aligned with stakeholder and

	participant needs. Learning environments are planned to reflect real-world scenarios, ensuring participants gain the right knowledge and good practice to operate in their workplace or in their communities.
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1.4 How effectively are students supported and involved in their learning?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Blueprint analysed its performance against the interim domestic Code of Practice⁴ and implemented some actions such as a Covid-19 guide with safety measures, and identifying and responding to different learner needs. These actions show that the pastoral care provided to participants is well considered.</p> <p>The registration process includes identifying any participants' disabilities. Participants are alerted to think about the right time to do the training, as content may be distressing for some people.</p> <p>Each workshop is delivered with two facilitators. The co-facilitation includes a facilitator with lived experience⁵ and a clinical professional providing real-life experiences as well as theory and good training practice. The sharing of experiences enables participants to identify with the different scenarios/strategies to deal with their own and other's challenges. Facilitators are expected to promote inclusion and respect with a focus on reducing stigma and discrimination.</p> <p>The co-facilitation model ensures there is continued monitoring and observation of participants during the workshop, to ensure participant safety. Facilitators identify the need for extended support and recommend that this be provided to participants during and after the workshop when required. Facilitators give feedback to Blueprint staff who follow up with further support and guidance. This wrap-around support service provides participants with the necessary safe environment to be involved</p>

⁴ <https://www.nzqa.govt.nz/assets/Providers-and-partners/Domestic-Code-of-Practice/Interim-Code-of-Practice-with-minor-and-technical-amendments-as-at-29-March-2021.pdf>

⁵ A facilitator with lived experience has personally experienced mental illness or addiction and is able to share first-hand experiences.

	<p>in the learning experience.</p> <p>Indigenous principles from Te Whare Tapa Whā⁶ and other cultural and community perspectives enable participants to extend their learning into these cultural spaces and embrace the tikanga that gives greater connections between people in workplaces and the wider community. Examples of Blueprint's commitment to addressing equity is evident in the resources, with the inclusion of stories told by Māori and Pasifika, and the encouragement of all staff to engage in training in Te Reo, rainbow communities and teaching Pasifika learners.</p> <p>Technical support is available for all participants in webinars with an admin host – a Blueprint staff member – who attends to any technical issues participants may encounter online.</p> <p>A cultural adviser provides guidance and training for staff and facilitators in tikanga and te reo Māori, ensuring they have a good understanding of their audience and are supported.</p>
Conclusion:	<p>Blueprint uses a range of methods to understand participant goals and adjusts workshop delivery and resources to meet these. Workshops are planned to provide a wrap-around, supportive and safe environment for attendees. Participants are surveyed to hear the 'student voice'.</p>

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

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Blueprint's organisational purpose and direction are clear, and Blueprint has the full support of its connected, overarching Wise Group.⁷ This connection to Wise Group subsidiaries allows Blueprint to tap into a wide range of resources and expertise.</p> <p>Blueprint's commitment to Te Tiriti o Waitangi, diversity and inclusion underpins the organisational culture and is evident in,</p>

⁶ Te Whare Tapa Whā is a five-dimensional Māori model which offers a holistic perspective on wellbeing to guide people in self-care.

⁷ The Wise Group is made up of 13 subsidiary charitable companies that offer a range of services for mental health and the wellbeing of people, organisations and communities in New Zealand.

	<p>for example, the Kanorau Charter and the Rainbow Tick accreditation.</p> <p>Monthly management meetings include the chief executive reporting to the Blueprint board. Leadership is shared throughout the organisation, with collective responsibility for decision-making and implementing organisational goals. Self-assessment is used to identify what is working well and what future priorities are. Communication is effective and enables management to respond to both internal and external stakeholders' needs.</p> <p>Since the last EER, Blueprint has significantly increased the number of contracted facilitators to meet its contractual obligations and ensure the health and wellbeing of staff is maintained. Ongoing staff professional development and attendance at seminars is encouraged and supported. The increased capacity of 60 facilitators has led to the annual facilitator training days being altered to smaller facilitator meetings (by subject). This allows space to provide a range of professional development opportunities to meet the different training needs across a large and diverse group of facilitators.</p> <p>Blueprint's Covid-19 response was measured and informed to create procedures and processes aligning training activity to the government's vaccine order by the development of online resources and webinars. The organisation's commitment to developing workshops such as Responding to Trauma⁸, Recognising Stress, and Responding to Distress is evidence of the organisation's ability to respond to different and growing demands in health and wellbeing.</p>
<p>Conclusion:</p>	<p>A strategic and innovative governance and management team supports the well-qualified and experienced staff members to ensure that the educational outcomes are relevant and up to date. Data is used effectively to enable an efficient and balanced response to changes required as a result of ongoing self-assessment.</p>

⁸ For example, training for Christchurch Ministry of Social Development staff to support those who were affected by the Christchurch Mosque shootings.

1.6 How effectively are important compliance accountabilities managed?

Performance:	Excellent
Self-assessment:	Excellent
Findings and supporting evidence:	<p>Responsibility for Blueprint’s compliance sits with the chief executive and the learning and development advisor who have many years of experience in effectively managing and meeting compliance requirements in a regulatory setting. Compliance tasks and obligations are distributed to staff as appropriate.</p> <p>Examples include timely reporting against the Ministry of Health funding agreements and those with other organisations, financial reporting, health and safety checks, and temporary sites. In completing their self-review for the interim domestic Code, policies and procedures were adjusted to ensure compliance was evidenced.</p> <p>One minor non-compliance involved Fit and Proper Person/Conflict of Interest statutory declarations for two senior staff not being submitted to NZQA.⁹ This was due to a misunderstanding of the requirements and was being rectified at the time of the EER.</p> <p>The approved training schemes are being delivered according to the required hours and timeframes and are reviewed annually. Programme changes are reported to NZQA.</p> <p>The student complaints procedure¹⁰ is comprehensive, and responses by Blueprint to the minor complaints received are appropriate. The organisation draws on the participants’ and employers’ feedback and uses it as a self-assessment opportunity for relevant parts of the organisation.</p>
Conclusion:	Blueprint manages compliance accountabilities effectively, with a range of supporting tools and processes. Minor complaints are handled appropriately and used as an opportunity for

⁹ It is a requirement under Section 248(1)(c) of the Education and Training Act 2020 (and previously the Education Amendment Act 2011) that all governing members, trustees and senior staff complete these statutory declarations before commencing their roles.

¹⁰ Complaints can be made through participants’ workshop evaluations. Minor complaints such as venue air-conditioning or catering requirements are dealt with on a case-by-case basis, and changes are made where required.

	management and staff reflection.
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Focus Areas

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

2.1 Focus area: Mental Health 101 (Level 1) Training Scheme

Performance:	Excellent
Self-assessment:	Excellent

2.2 Focus area: Addiction 101 (Level 1) Training Scheme

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.

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

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

Overall workshop/webinar participants' confidence rate for Mental Health 101

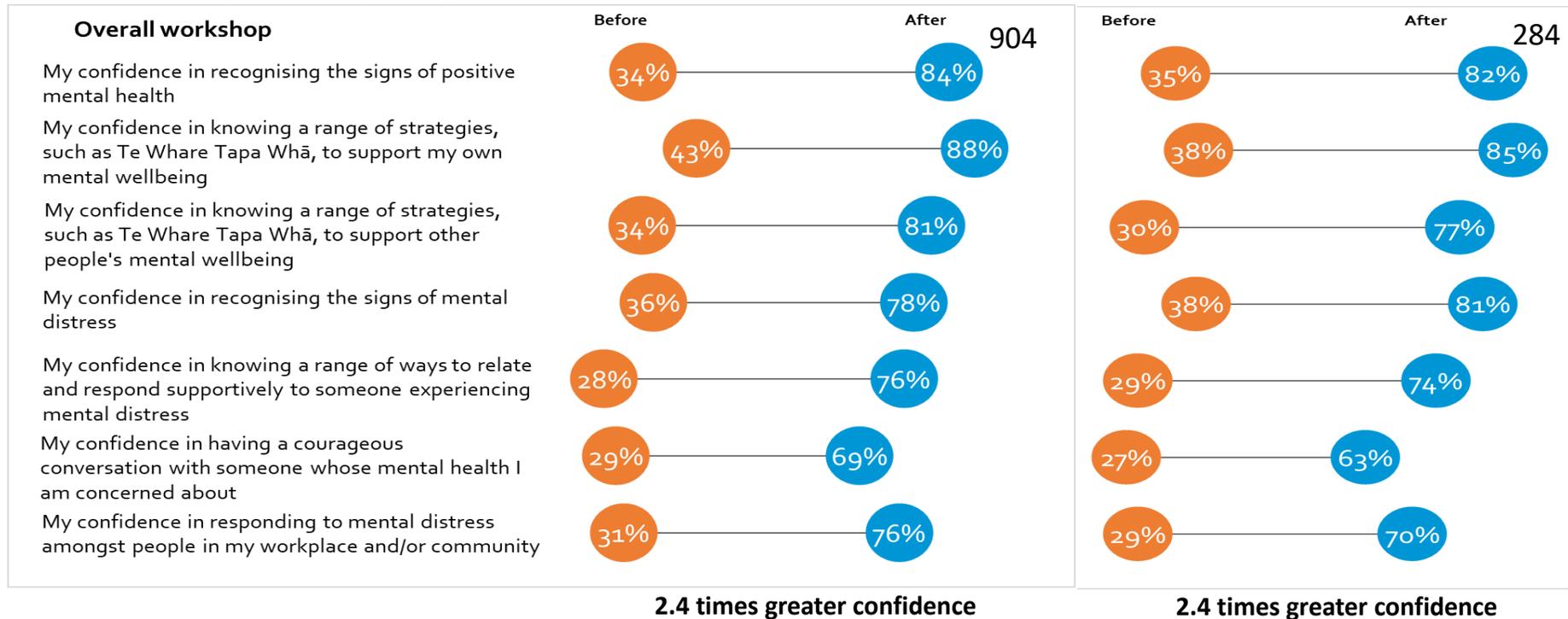


Figure 1. Mental Health 101 data supplied by Blueprint NZ

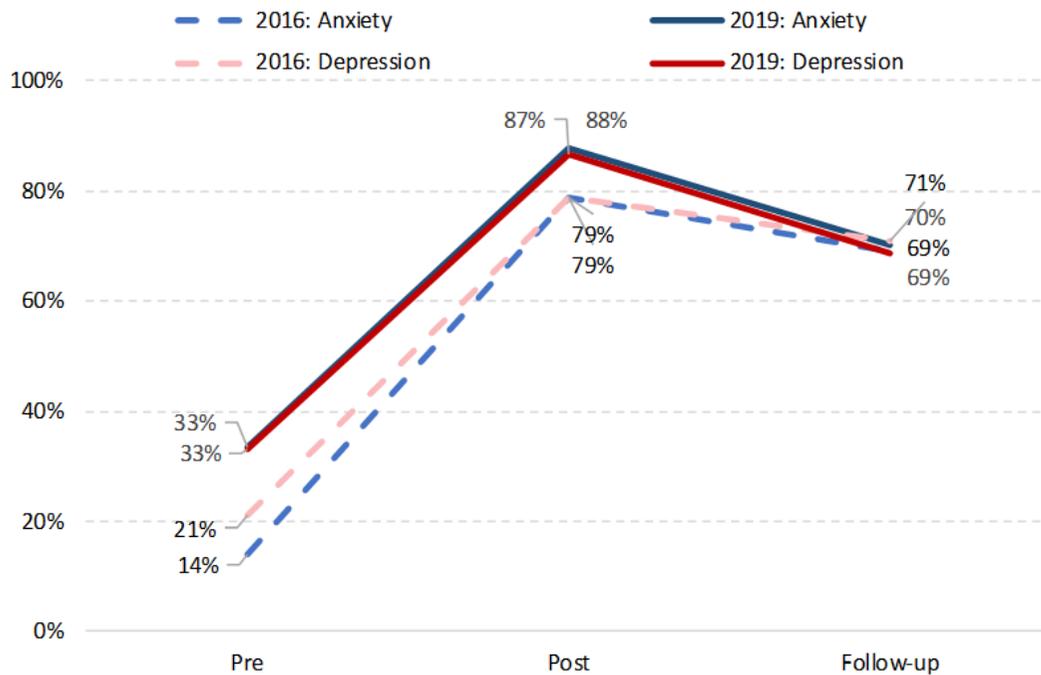


Figure 3. Comparison of percentage of 2016 and 2019 respondents who were very confident or confident in recognising different anxiety and depression (2016 n = 214; 2019 n = 428); data from external impact review

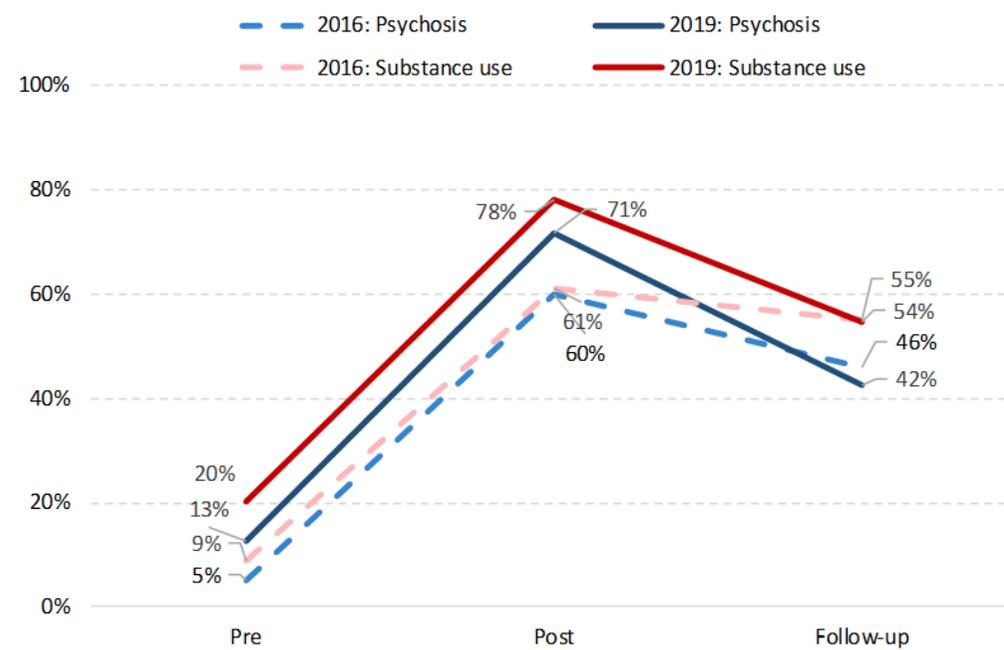


Figure 2. Comparison of percentage of 2016 and 2019 respondents who were very confident and confident about recognising signs of psychosis and substance use (2016 n = 214; 2019 n = 428); data from external impact review

Overall workshop/webinar participants' confidence rate in Addiction 101

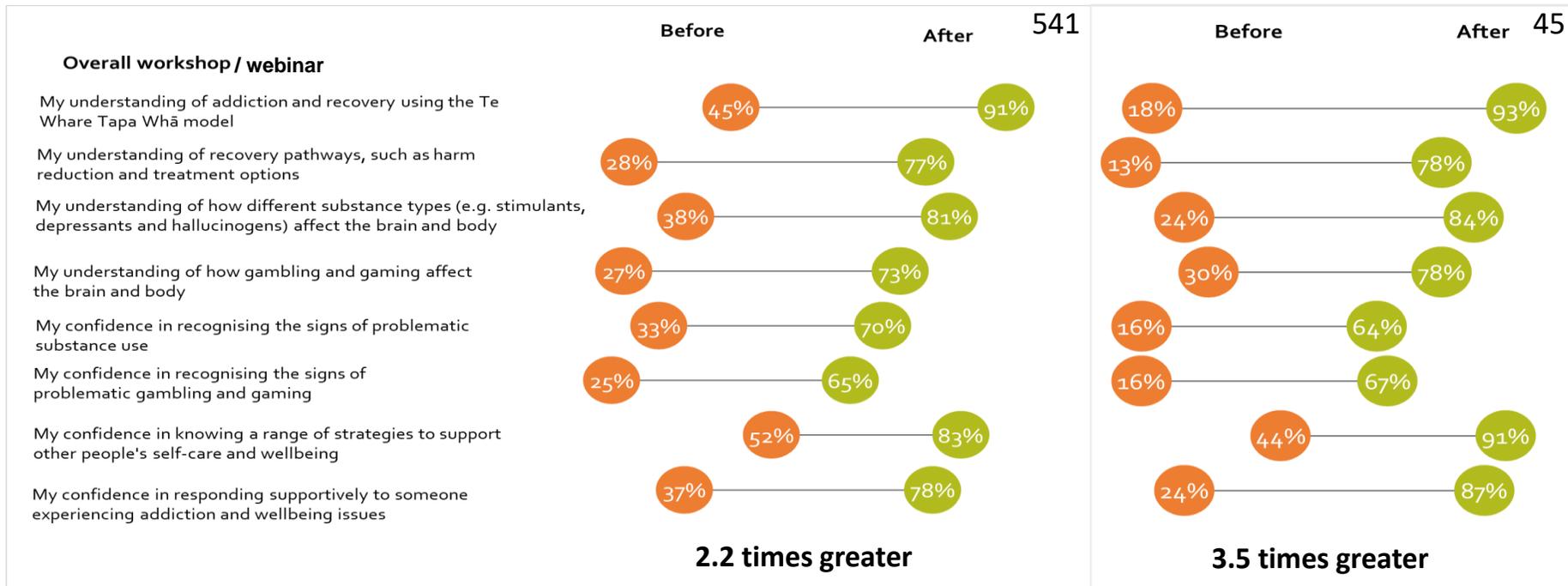


Figure 4. Addictions data supplied by Blueprint NZ

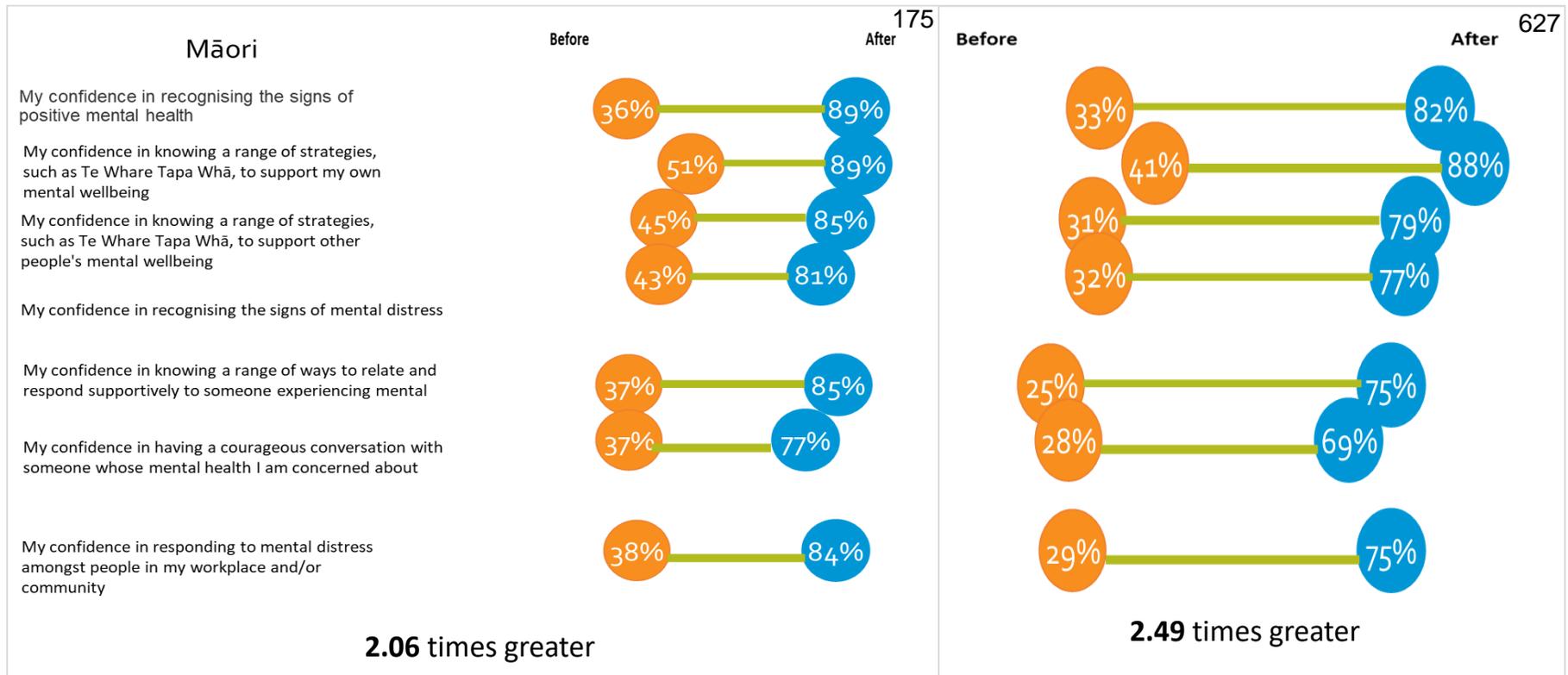


Figure 5. Mental Health 101 workshop participants' confidence rates by Māori and non-Māori

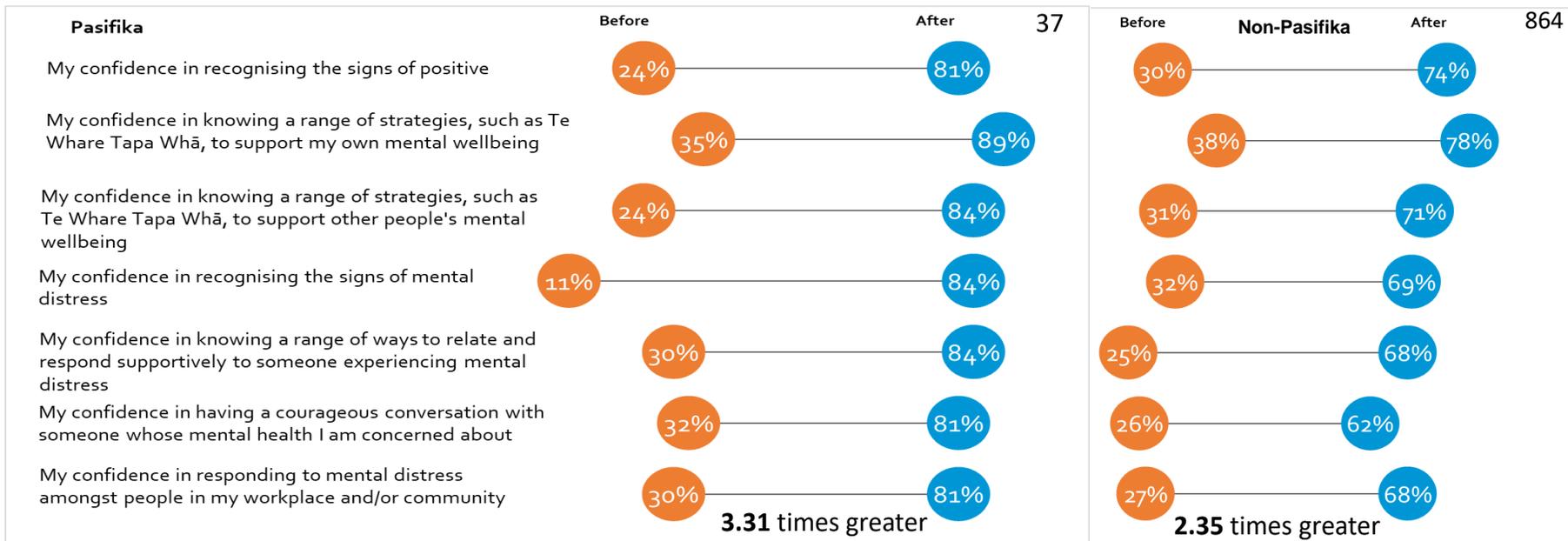


Figure 6. Workshop participants' confidence rates by Pasifika and non-Pasifika

Table 1. Blueprint student ethnicity for 2021 training

Training Scheme	Pākehā	Māori	Pasifika	Asian	Other	Prefer not to say	Total across those who provided data
Addiction 101	539/47%	320/28%	64/6%	47/4%	168/15%	6/.01%	1144
MH101®	1532/55%	581/21%	185/7%	155/6%	332/12%	14/0.5%	2799
Totals	2071/53%	901/23%	249/6%	202/5%	500/13%	20/0.5%	3943

Ethnicity data was not collected for all workshops/webinars while the new system was being established.
Some students identified with more than one ethnic group when registering to attend.

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 fraud¹¹*
- *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.*

¹¹ 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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