



# FRUITION

*Horticulture*



**2023**

# FRUITION HORTICULTURE EDUCATION CODE OF PRACTICE SELF-REVIEW



**The Education (Pastoral Care of Tertiary and  
International Learners) Code of Practice 2021**



# 2023 Fruition Horticulture Education Code of Practice

## Self-Review Summary

Fruition Horticulture (BOP) Ltd has attested that The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021 is implemented across the organisation. This means Fruition Horticulture (BOP) Ltd is confident in meeting these Code requirements:

- Sufficient understanding of Code outcomes and requirements across the organisation.
- Multiple perspectives sought, including sound practices, to reflect student voice.
- Good consideration of Te Tiriti o Waitangi (Treaty of Waitangi) and the Treaty principles (including partnership, protection, and participation) when implementing the Code.
- Relevant practices in place to monitor against all Code outcomes and requirements.
- Effective reporting processes from self-review.

## Strategic goals and strategic plans for supporting the wellbeing and safety of learners

Relevant Fruition Horticulture (BOP) Ltd strategic plan education short-term goals include:

- To successfully deliver all current education programmes by meeting relevant contract deliverables by 28th Feb 2025
- To retain Category 1 status with NZQA by reviewing all current programmes and assessment practices by 28th Feb 2025 to ensure they are aligned to 'best practice' and adhere to the Education and Training Act 2020, the Code of Practice for Pastoral Care, and honouring Te Tiriti O Waitangi.
- To create and implement a coordinated stakeholders engagement plan by 28th February 2025
- To develop a coordinated professional development plan for 2025 for all education staff by 29 November 2024
- To integrate and embed Matauranga Māori - tikanga, reo, local history and Te Tiriti across Fruition by 28 Feb 2025

Revisions to our short-term 2023-2028 strategic goals and strategic plans included:

- To successfully deliver all current education programmes by meeting relevant contract deliverables by 31<sup>st</sup> Dec 2023.
- To review all current programmes by 15<sup>th</sup> Dec 2023 to ensure they are aligned to 'best practice' in terms of adhering to the Education and Training Act 2020, KEQs, Tertiary Indicators, Consistency Reviews, Code of Practice for Pastoral Care, weaving Te Ao Māori throughout, and having fit for purpose assessments and teaching resources.
- To evaluate our practices and processes to ensure we are on track by 15th Dec 2023 to continue to retain Category 1 status with NZQA.
- To improve our organisational efficiency and compliance by integrating the LMS, SMS, and CRM by 15<sup>th</sup> Dec 2023.

Fruition Horticulture uses Microsoft Planner to analyse, delegate, monitor and review their goals, actions, and plans. Strategic Planning meetings progress this process. Progress is reported at regular Team Meetings and in Directors Reports.

## Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

Outcomes	Rating
<b>Outcome 1:</b> A learner wellbeing and safety system	Well implemented / <b>Implemented</b> / Developing / Early stages
<b>Outcome 2:</b> Learner voice	Well implemented / <b>Implemented</b> / Developing / Early stages

## Wellbeing and safety practices for all tertiary providers

Outcomes	Rating
<b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments	Well implemented / <b>Implemented</b> / Developing / Early stages
<b>Outcome 4:</b> Learners are safe and well	Well implemented / <b>Implemented</b> / Developing / Early stages

## Summary of performance under each outcome

### Organisational structures to support a whole-of-provider approach to learner wellbeing and safety

Outcomes	Summary of performance based on self-review.	Evidence of what we are doing and Strategic Plans for supporting well-being and safety (emerging from self-review)
<p><b>Outcome 1:</b> A learner wellbeing and safety system</p>	<p>In 2023, Fruition Horticulture BOP Ltd focused on enhancing the integration of Te Tiriti o Waitangi principles across all policies and practices. The organisation has made significant strides in creating a more inclusive and supportive learning environment by implementing the Te Whare Tapa Whā model and conducting regular Health and Safety briefings. The introduction of a new pastoral care documentation system within the Student Management System (SMS) has improved the tracking and support of learner wellbeing.</p>	<p>Implementation of Te Whare Tapa Whā model, updated Health and Safety briefings, incident reporting, new pastoral care documentation system, student advisory meeting minutes, Fruition QMS.</p>
<p><b>Actions from self-review</b></p>	<p>Continue to refine the Complaints policy and process. Develop a formalised action plan to strengthen Iwi relationships and advance stakeholder engagement.</p>	
<p><b>Outcome 2:</b> Learner voice</p>	<p>Fruition Horticulture has enhanced its engagement with learners by introducing new channels for feedback, such as digital suggestion boxes and regular focus groups. The organisation has also developed a standardised programme review template and evaluation form to ensure consistent and meaningful feedback across all programmes. These initiatives have led to a more responsive and learner-centered approach to programme development and delivery.</p>	<p>Programme consultation, graduation attendance, student advisory, strategic plan, Stakeholder Liaison meeting minutes.</p>
<p><b>Actions from self-review</b></p>	<p>Implement the new Learner Voice framework based on EER feedback. Monitor the effectiveness of new feedback channels and make adjustments as needed.</p>	

## Wellbeing and safety practices for all tertiary providers

Outcomes	Summary of performance based on self-review.	Evidence of what we are doing and Strategic Plans for supporting well-being and safety (emerging from self-review)
<p><b>Outcome 3:</b> Safe, inclusive, supportive, and accessible physical and digital learning environments</p>	<p>In 2023, Fruition Horticulture focused on reducing barriers to education by providing professional development for staff on inclusive practices and starting to understand what a Disability Action Plan may look like. The organisation has also made significant improvements in the accessibility of physical and digital learning environments, ensuring that all learners, including those with disabilities, have the support they need to succeed.</p>	<p>Professional development records, Disability Action Plan professional development and planning, face-to-face support, universal design considerations in resources and assessments, completion rates, Director’s commitment to pastoral and academic support.</p>
<p><b>Actions from self-review</b></p>	<p>Continue to develop a Disability Action Plan. Provide ongoing professional development for staff on inclusive practices.</p>	
<p><b>Outcome 4:</b> Learners are safe and well</p>	<p>Fruition Horticulture has strengthened its support for learner wellbeing by introducing new wellness initiatives, such as mindfulness workshops and peer support groups. The organisation has also formalised processes for sharing information with whānau and communities, ensuring that learners receive comprehensive support both inside and outside the classroom.</p>	<p>Commitment to the Learners Code of Practice, communications with whānau, whānau and community attendance at graduations, Student Advisory meetings, Pacific Advisory Group, Stakeholder surveys, Programme changes for Tū Te Wana/Hei Whanake, Learner feedback, check points, Action Plans.</p>
<p><b>Actions from self-review</b></p>	<p>Expand wellness initiatives and monitor their impact on learner wellbeing. Strengthen partnerships with whānau and communities to provide holistic support for learners.</p>	



## Complaints and Critical Incidences Summary of Response for Self-Review:

Provision of the definition of a complaint and critical incident as per NZQA requirements.

Complaint:

1. expression of grief, pain, or dissatisfaction
2. something that is the cause or subject of protest or outcry; b: a bodily ailment or disease
3. a formal allegation against a party

Critical incident:

A critical incident involving a learner is an unplanned or unforeseen traumatic event affecting a learner or learners which has an impact on the institution the learner attends; its staff, its learners and/or the wider community.

During 2023 Fruition Horticulture responded to five incidences of note. While not considered complaints, or critical, the Code (and preceding interim code) was used to guide and align to support the organisation to know:

- its strengths and weaknesses,
- what is working and what is not, and
- what it is doing about it and when.

## Summary of Incident Responses for Self-Review:

### *Incident Response for Self-Review (Mental Health Crisis):*

In response to the incident, a staff member was commended for their compassionate handling of a learner in crisis. The communication emphasised the importance of documenting the incident in the student management system (Tribal) and completing the MH101<sup>®</sup> mental health training. A draft tutor guideline was shared for feedback, and the response reiterated that while each case is unique, mental health crisis teams should be the first point of contact for suicide-related concerns. The staff member's professionalism and dedication were recognised.

### *Incident Summary for Self-Review (Child Protection Concern):*

A learner expressed concerns about their safety and that of their siblings at home. The staff member acted promptly, calming the student and contacting the regional coordinator for guidance. They reached out to the learner's support person and arranged for a relief tutor to stay with the student while they managed the class. The learner was later dropped home with a reminder to call emergency services if needed. The incident was documented as crucial for accountability and safeguarding, along with the implementation of the Vulnerable Persons Policy.

### *Incident Summary for Self-Review (Behavioural Management & Wellbeing Support):*

A learner exhibited disruptive and aggressive behaviour towards a supervisor at a worksite. The staff member intervened, diffused the situation, and supported the learner through the process. The learner

was temporarily removed from class for safety reasons, and a meeting was arranged with the learner's caregiver and youth worker. The institution considered offering one-on-one support to guide the learner toward employment, while addressing his behaviour and providing continued support to both the learner and his family.

This summary reflects the Fruition's commitment to learner wellbeing and behaviour management.

### ***Incident Summary for Self-Review (Mental Health Follow-Up):***

A staff member reported a learner's mental health concerns to their family, who took immediate action by engaging Child, Adolescent & Family Services (CAFS). Fruition Horticulture emphasised the importance of transferring this incident's documentation into the new Student Management System once it is operational, ensuring records are maintained for future reference and support.

This summary highlights the Fruition's ongoing efforts to document and support learner wellbeing.

### ***Incident Summary for Self-Review (Fight Involving Learners):***

An altercation occurred between a learner and two students from local College. A staff member intervened to break up the fight and was struck by a stray punch. The incident was recorded as a near miss and requires follow-up from a manager to assess and minimise the risk of recurrence. Actions were taken to reduce future risks, and the event was documented in the accident/incident register.

This summary indicates Fruition Horticulture is ensuring a focus on safety and the follow-up required.

## **Summary of Incidents, Responses, and Actions (Aligned with the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021):**

1. **Mental Health Crisis (Depression):** Immediate support, creation of a safety plan, and involvement of caregiver and mental health services.
2. **Child Safety Concern:** Prompt action and implementation of the Vulnerable Persons Policy.
3. **Aggressive Behaviour:** Learner removed from class, support plan developed, and family engagement.
4. **Mental Health Support:** Supported whānau to engage CAFS and ensured ongoing documentation.
5. **Fight Between Learners:** Incident documented, follow-up required, and actions to prevent recurrence.

## ***What we are telling our Learners: A snapshot of information Fruition Horticulture provides to Learners.***

### **Student Care, Support and Wellbeing**

Fruition's pastoral services allow for a holistic approach (Te Whare Tapa Whā) to supporting students to fully engage and succeed in their study. The concept of Te Whare Tapa Whā is overtly discussed to provide the learners with the language around the balancing of their four pou:

- Taha Hinengaro – Mental wellbeing

- Taha Tinana – Physical wellbeing
- Taha Wairua – Spiritual wellbeing
- Taha Whānau – Family Health

Support service goals focus on equitable access and proactive approaches. Provision for this programme includes support:

- In critical instances (students in extraordinary need of support)
- Bridging and/or scaffolding of students.
- Where students may experience trauma and/or other challenges to their learning outside of academic matters Fruition will assist to broker any counselling (or extend other) service available.
- A “checkpoint” occurs with each student to touch base with how they are doing and plan any strategies to assist their progress.

## Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021

Providers must take a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of their learners.

For further information, the Code of Practice is available as a download in both English and Māori.

- **Code of Practice (English)** <https://www2.nzqa.govt.nz/assets/Tertiary/The-Code/pastoral-care-code-of-practice-2021-english.pdf>
- **Code of Practice (Māori)** <https://www2.nzqa.govt.nz/assets/Tertiary/The-Code/pastoral-care-code-of-practice-2021-maori.pdf>

Students can use the following links for more information about this Code:

- **Know the Code (Tertiary learners)** <https://www2.nzqa.govt.nz/tertiary/the-code/the-code-for-learners/>

## Learner Voice

Each class will nominate a representative to advocate, lead and support their voice and views. The representatives will be invited to consult and contribute feedback.

The Academic Team offers workshops for Fruition’s emerging leaders to guide them in consultation and collaboration. They offer insight into governance and operational elements. The learner voice is gathered with a focus on procedures such as the complaints process and assessment design. Learners also have the opportunity to provide feedback through an evaluation form which covers various aspects of the programme of study.

## Concerns and Complaints

Fruition will proactively work with learners to effectively respond to, and process complaints (including appropriate engagement with support people); and inform learners on how the complaint will be handled and how it is progressing.

Issues must be raised within 12 months of the issue or incident. The feedback and complaints form can be accessed on the Fruition website: [fruition.ac.nz/contact/feedback/](https://fruition.ac.nz/contact/feedback/). If you are unhappy with the outcome of your complaint, the Tertiary Education Disputes Resolution can provide further support. Visit [Learner complaints :: NZQA](#) for more information.



Formal process for handling learner complaints as required under clauses 13 and 14 of The Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

Learners are invited to share feedback and complaints. If they are comfortable talking to their tutor, this is encouraged. If not, the Programme Coordinator, Pastoral Care Support or Student Advocate is encouraged. The learner is informed of the complaints process and invited to involve a support person at any stage. If the complaint is Financial or Contractual the learner is informed of the Tertiary Education Dispute Resolution service.

Clearly defining the problem means to be specific when describing the issue, including the date/s that the problem occurred, and what was said or done that gave rise to the problem. It also means giving the complainant the opportunity to state what they want / their ideal outcome, and for an initial assessment to be made whether this is a realistic solution. See Registration of Complaint Form

All complaints investigations will uphold the principles of natural justice. This means that students or employees will be notified of their rights and responsibilities and be fully informed of allegations made against them. In all cases, students/employees will have the right to be heard, including the right to fully respond to allegations made against them. Complaints are recorded by Complaint Handler via Complaint Reporting Form.

Can the person chosen to talk to handle the complaint in a timely, efficient, appropriate, sensitive and culturally responsive manner?

YES

NO

Mutually identify a person or organisation that can handle the complaint in an appropriate and satisfactory manner.

If agreement is reached at this point, the complaint is considered resolved and the process will be completed. If the resolution suggests changes to policy or practice this must be reported to the Directors. If support is needed to resolve a complaint, the complaint must be escalated to the National Training Manager.

The complaint will be documented. Complaints are reported annually. This includes the number and nature of complaints and outcomes. This includes learner experience with the complaints process and the outcome of their complaint.

The National Training Manager will advise learners, on the next steps available to them if Fruition Horticulture (BOP) Ltd does not accept the complaint or the learner is not satisfied that adequate progress has been made towards resolving the complaint, or the learner is not satisfied with the internal complaints process or outcome. This may include the Disputes Tribunal, the Human Rights Commission, or the Ombudsman; and how to make a complaint to the Code of Practice Administrator if a learner believes that the provider is failing to meet the outcomes or requirements of the Code of Practice.

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