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# External Evaluation and Review Report



**Fruition Horticulture (BOP) Limited**

Date of report: 5 October 2018

# About Fruition Horticulture (BOP) Limited

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*Fruition delivers off-job training in the horticulture sector under subcontracts with Lincoln University, and the Primary ITO. Training is also provided to RSE<sup>1</sup> workers from nine Pacific Islands to enhance their literacy, numeracy and life-skills.*

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Type of organisation:	Private training establishment (PTE)
Location:	50 First Avenue, Tauranga
Code of Practice signatory:	Not a signatory
Number of students:	Recognised Seasonal Employer (RSE) learners – 1096 Domestic – approximately 100 equivalent full-time students (EFTS) per year
Number of staff:	55 staff in total with nine permanent full-time; the balance are part-time contractors
TEO profile:	See <a href="#">Fruition Horticulture</a> <ul style="list-style-type: none"><li>• Vakameasina (RSE) (20 hours in total, see cover photo)</li><li>• Primary ITO – nine one-day theory courses, with a total of 115 learners 2015-2018</li><li>• Health and Safety training – 135 learners 2015-2018</li><li>• Lincoln University Diploma in Horticulture Level 5 – 15 students per year</li></ul>
Last EER outcome:	Highly Confident in educational performance and capability in self-assessment
Scope of evaluation:	Vakameasina, Primary ITO Horticulture theory, and off-job training
MoE number:	7804
NZQA reference:	C30017
Dates of EER visit:	24 and 25 July 2018

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<sup>1</sup> <https://www.immigration.govt.nz/about-us/research-and-statistics/research-reports/recognised-seasonal-employer-rse-scheme> RSE workers are here primarily for work, but the Ministry of Foreign Affairs and Trade contracts Fruition to provide literacy, numeracy and other life-skills training (Vakameasina) to add value to their experience while here and back home.

# Summary of Results

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*Fruition has a strong focus on delivering quality education and training tailored to its clients and students' needs. The organisational culture is open and inclusive with all staff actively involved in ongoing improvements.*

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## **Highly Confident in educational performance and capability in self- assessment**

- Vakameasina students make real gains in literacy, numeracy and other life-skills. They can apply these skills in their RSE work place, life in New Zealand and their home country, and to a variety of projects.
- Primary ITO students complete theory-based unit standards which count towards completing their horticulture qualification. This contributes to students gaining work promotions and work visas for longer term employment in New Zealand.
- The Vakameasina and Primary ITO training are well designed and meet the needs of the students and other stakeholders. Assessments are validated through effective moderation processes.
- The Vakameasina students receive appropriate cultural support. Classes are held at times to suit their work, and food is provided.
- Tutors are specialists in their field, hold appropriate technical qualifications and have experience in teaching adults. Teaching and learning resources are well designed for the students' specific contexts.
- Fruition has effective, regularly reviewed policies and procedures appropriate for its context.
- Fruition uses effective processes to review compliance responsibilities.
- Regular tutor peer observations and professional development give effective oversight of teaching. Achievement and added value data is collected and used for ongoing improvements.
- There is open communication across the organisation. All staff are well informed of organisational performance.

# Key evaluation question findings<sup>2</sup>

## 1.1 How well do students achieve?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Good</b>
Findings and supporting evidence:	<p>Vakameasina students make meaningful gains in their literacy, numeracy and other life-skills, and the confidence to apply their skills in their RSE workplaces, living in New Zealand, and in projects back in their home islands. Improvements in literacy and numeracy skills are noted by the New Zealand RSE employers as contributing to workers taking on additional responsibilities. MFAT considers Fruition is highly effective, “passionate and dedicated”, and for these reasons continues to contract with Fruition as their sole provider of the Vakameasina programme.</p> <p>Fruition also delivers theory unit standards to Primary ITO students, contributing to the completion of their horticulture industry training programme. Primary ITO is highly satisfied with the service provided and the progress students make<sup>3</sup>. Fruition’s analysis for 2017 shows Māori students achieve on a par with non-Māori. Pasifika participation is low so achievement rates not reported. Overall qualification achievement rates are reported by the Primary ITO.</p> <p>Fruition monitors the RSE students’ achievements with TEC LNAT<sup>4</sup> pre and post assessment, which shows students are making good progress. Fruition’s self-assessment for Primary ITO students could be strengthened by closer analysis of students’ achievement and progress, especially for priority students (i.e. Māori and Pasifika).</p>
Conclusion:	Fruition is enabling students to make meaningful achievements relative to their contexts. This is confirmed through external monitoring processes (i.e. Primary ITO, Ministry of Foreign Affairs and Trade(MFAT)).

<sup>2</sup> The findings in this report are derived using a standard process and are based on a targeted sample of the organisation’s activities.

<sup>3</sup> Qualification achievement rates for the industry trainees is monitored and reported by the Primary ITO.

<sup>4</sup> <https://assess.literacyandnumeracyforadults.com/>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The Vakameasina students gain a range of life-skills which support their work in New Zealand and add value to their communities in the home islands.</p> <p>At this time the value of the outcomes is anecdotal, but there was sufficient information to show students gain considerable value from Fruition’s training.</p> <p>Anecdotes included students applying life-skills in their islands: for example, housebuilding, chainsaw maintenance and calculating small motor fuel mixes.</p> <p>For those students returning to New Zealand, some for up to 11 years, the added value has been in gaining promotions to leadership and supervisor roles.</p> <p>MFAT is currently exploring the development of a monitoring and evaluation framework to determine the added value in their home islands over the longer term.</p> <p>The Primary ITO students gain unit standards towards the completion of a national certificate directly related to their employment. Fruition’s contribution to this is helping students build a strong understanding of the underpinning theory. Student surveys and interviews with stakeholders indicated these processes are effective, with all involved gaining significant value.</p> <p>Fruition is actively involved with MFAT, and Primary ITO to ensure that the requirements of both organisations are well met.</p>
Conclusion:	Fruition’s students and other stakeholders gain significant value, appropriate to their individual contexts.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The Vakameasina programme is appropriately targeted to individual's needs, and addresses some generic life skills, including aspects of remaining safe while in New Zealand. Fruition plans individual programmes to meet individual's needs, based on an individual needs-assessment, and includes relevant workbooks. Students have access to the TEC Pathways Awarua<sup>5</sup> website, which they can continue to work on back in their home islands, depending on internet connectivity. Evening and weekend classes are arranged to fit around RSE employment. Tutors are well experienced and qualified and have a good level of empathy and understanding for the students' contexts. A set of new laptops are available to build students' skills with technology.</p> <p>The Primary ITO students' programmes are designed by the ITO. These programmes allow students to develop the underpinning theory to their practical workplace skills and knowledge.</p> <p>Both programmes are highly effective in meeting the needs of stakeholders, including students. The effectiveness is regularly reviewed through learner surveys and ongoing open communications with external stakeholders, primarily MFAT and Primary ITO.</p> <p>Assessment and moderation practices are well-considered and reviewed. They contribute to validating achievement and meeting the requirements of the Primary ITO.</p>
Conclusion:	Fruition has well-considered and detailed processes that ensure the needs of students, its funding, and contracting organisations are well met.

<sup>5</sup> <https://www.pathwaysawarua.com/>

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>The Vakameasina students are very well supported and engaged in their learning. Fruition adapts their support to suit the students' context: for example, classes are arranged outside of work hours, in the evenings and at times in the weekends over the length of their employment in New Zealand; and training is offered across New Zealand. The PTE provides students with all the learning materials they require, including workbooks, laptops, and an evening meal.</p> <p>The programme recognises the need for targeted support for people coming from nine separate island nations with very different cultures, to work and learn in New Zealand. In response to this, the programme includes a range of topics on social and personal health and safety, and financial literacy. Interviews with Vakameasina students and MFAT, and MFAT's reports, show students are well supported and engaged in the learning.</p> <p>The Primary ITO students undertake approximately nine days per year of off-job training with Fruition. This is a very small proportion of their on-job industry training. which is supervised and arranged through the ITO. Fruition provides these nine days of training, with close reference to the students' specific workplaces contexts, ensuring that the students engage well with this theory component. Student surveys and anecdotal feedback from employers clearly showed students are appropriately supported and engaged in their learning.</p>
Conclusion:	Exemplary support is provided to both groups, and evidence shows that all students are actively engaged in the learning.

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

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Fruition is a proactive and innovative company, actively exploring new business and new ways of providing exemplary service and training.</p> <p>The organisation offers horticultural consultancy services, and provides education and training, with an approximate split of 33 per cent – 66 per cent respectively. The consultancy side of the business enables Fruition to stay in contact with stakeholders as well as up-to-date with current good industry practice.</p> <p>Fruition is long established in the industry as a consultant and all indications show they are held in high respect. The owner - directors and staff provide exemplary support and resourcing to all education and training programmes. These are specifically designed for each context, including appropriately trained and qualified staff, teaching resources and assessments, and effective moderation processes to validate assessment and marking.</p> <p>The organisation has effective and detailed planning and business policies and procedures and supporting documents. These include: a recently updated strategic business plan 2018–2022, regularly updated quality management system, an academic committee, and academic manager.</p> <p>The organisation had been contracted by Lincoln University since 1999 to deliver Lincoln’s Diploma in Horticultural Management Level 5 in the regions. Lincoln no longer offers this programme in the regions. Fruition is developing a programme to meet the requirements of the New Zealand Diploma in the Horticulture Production (Level 6) and has yet to apply for NZQA programme approval. Application has been made to TEC for funding.</p> <p>Fruition has effective processes to review organisational performance with regular reflective meetings and sustained open communication across staff.</p>
Conclusion:	Fruition is an ethical, well-planned and organised, innovative education provider focused on student achievement.



## 1.6 How effectively are important compliance accountabilities managed?

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>
Findings and supporting evidence:	<p>Fruition takes effective steps to monitor that its policies, procedures and operations meet its compliance accountabilities. The two owner-operators are actively involved in the organisation and every month review its policies and procedures (quality management system - QMS) against NZQA's rules, legislation and regulations. This review process is done by reviewing one section of the organisation's QMS each month.</p> <p>Staff monitor NZQA communications for rule changes to ensure Fruition meets its registration requirements.</p> <p>The organisation is compliant with its MFAT and Primary ITO contracts. These contracts have been renewed for many years: MFAT recently renewed its contract for Fruition to deliver the Vakameasina programme for a further five-year period.</p> <p>The owner-operators meet annually with their accountant to review business plans and to ensure the company remains ethical and legal. No ethical, legal or compliance matters were identified at this evaluation.</p> <p>The organisation has delivered its one NZQA programme, as approved in the last 12 months, as required for ongoing registration.</p>
Conclusion:	<p>The organisation has maintained its authenticity and focus on quality, and regularly reviews its operations to ensure it meets its compliance and contractual obligations. This was consistently noted throughout this evaluation, across all interviews, document reviews and interactions with stakeholders.</p>

# Focus Areas

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

## 2.1 Focus area: Vakameasina

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

## 2.2 Focus area: Primary ITO training

Performance:	<b>Excellent</b>
Self-assessment:	<b>Excellent</b>

# Recommendations

*Recommendations are not compulsory, but their implementation may improve the quality and effectiveness of the training and education provided by the tertiary education organisation (TEO). They may be referred to in subsequent external evaluation and reviews (EERs) to gauge the effectiveness of the TEO's quality improvements over time.*

NZQA recommends that Fruition Horticulture (BOP) Limited:

- Fruition's self-assessment could be further strengthened by closer analysis of students' achievement and progress, especially for Māori and Pasifika.

# Requirements

*Requirements relate to the TEO's statutory obligations under legislation that governs their operation. This include NZQA Rules and relevant regulations promulgated by other agencies.*

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

# Appendix

## Conduct of external evaluation and review

*All external evaluation and reviews are conducted in accordance with NZQA's published 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.*

### *Disclaimer*

*The findings in this report have been reached by means of a standard evaluative process: <http://www.nzqa.govt.nz/providers-partners/external-evaluation-and-review/policy-and-guidelines-eer/introduction/>. 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 fraud<sup>6</sup>*
- *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.*

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<sup>6</sup> 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 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](http://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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