UCIC's Context

Our Organisation

UC International College (UCIC) provides international pathway programmes to the University of Canterbury (UC) for students who don't meet direct entry requirements. UCIC offers Foundation Studies and University Transfer Programmes (UTP) in Commerce, Science, and Engineering, allowing successful students to progress into the first or second year at UC. UCIC holds a Category One NZQA status and has a close partnership with UC, with shared academic oversight, quality assurance, and student transition support. UCIC is part of Navitas Limited, benefiting from shared services like finance, IT, and student recruitment.

Facilities and Services

UCIC operates on UC's campus, giving students access to all UC facilities, including libraries, health, and recreation centres. Students are also members of the UC Student Association (UCSA) and use the Moodle platform for online learning, which is part of the Navitas network.

Learning and Teaching Philosophy

UCIC follows a holistic learning approach focusing on inclusivity, diversity, and student well-being. Our aspiration, as part of our philosophy, is to adopt a learning approach that is guided by Māori kaupapa pedagogy. The current framework emphasises lifelong learning and professional development for both students and staff. UCIC's strategic goals align with supporting students on their journey (hīkoi) to university, symbolised by the Tī kōuka tree, representing guidance and nurturing.

Strategic Goals

1. **Tī kōuka Tahi: Our Context - Manaakitanga (CoP Outcome 2, 4 TEI 4)**

   A place where diversity is celebrated and everyone feels safe, respected and accepted for who they are.

2. **Tī kōuka Rua: Our Relationships - Whanaungatanga (CoP Outcome 2, TEI 3,4)**

   We focus on collaborative relationships with our stakeholders to ensure the best outcomes for our students.

   We invest in the growth and ongoing development of our teaching and student support community.

3. **Tī kōuka Toru: Knowledge Gathering - Mātauranga (CoP Outcome 3, TEI 3)**

   We aspire to implement leading edge educational practices and to re-construct our teaching and learning pedagogy to embrace our unique New Zealand context and reflect the reality of the competencies our students need to thrive in a fast-changing world.

4. **Tī kōuka Wha: Becoming the Knower - Aromatawai (CoP Outcome 3, TEI 3)**

   We endeavour to support all of our students to succeed by developing best practice assessment processes and ongoing data metrics that provide us with in-depth understanding of all our learners.

5. **Tī kōuka Rimu: Ensuring Success - Kounga (CoP Outcome 1, 8-12 International TEI 5 &6)**

   Success of our organization requires us to ensure all of our academic and administrative processes and practices are of the highest quality and reflect best practice through data-driven approaches.

Our Learners

UCIC caters to international students in Foundation and UTP programmes, traditionally taught face-to-face in small classes. Post-pandemic, UCIC adapted to online and flexible delivery. Students face challenges adjusting to life in New Zealand, English proficiency, and managing finances. Despite achieving IELTS requirements, many need additional support with academic literacy and confidence.

Learners' Educational Goals

Students aim to complete their programmes and transition successfully into their chosen degree at UC.

Pastoral Care Practices

UCIC's pastoral care supports international students' well-being to ensure academic success. Key initiatives include:

- Personalised student interaction from first contact through to university transition.
- Small class sizes for closer academic and pastoral care.
- Academic English support and student engagement programmes.
- A student buddy system, mental health support, and access to UC's health services.
- UCIC's team offers multilingual support to cater to diverse needs.
- A robust system to monitor students at risk and facilitate intervention.
- Student Voice structures like the Student Council and Class Representatives ensure students have a platform to express concerns.

Learner Needs and Adjustments

Research by Navitas highlighted potential future student needs due to the impact of the COVID-19 pandemic, particularly in academic support and mental health. UCIC has adjusted its teaching practices and developed early intervention strategies for students needing additional assistance.

Self-Review Process

UCIC undertook a self-review in four steps:

1. **Prepare**: Senior Leadership Team (SLT) reviewed the Code to plan the process.
2. **Gather**: SLT collected information and evidence from UCIC, UC, staff, and students.
3. **Make Sense**: Information was analysed using NZQA tools, with input from the college and stakeholders.
4. **Decide**: An action plan was created to address areas for improvement identified in the review.

Self-review of implementation of the Code

UCIC rated the stage of implementation for each relevant Code outcome below:

Outcomes 1 – 4 (applies to all tertiary providers)
Outcomes 5 – 7 (applies to all providers with student accommodation)
Outcomes 8 – 12 (applies to all providers enrolling international learners)

UCIC Self-Review Summary

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

Outcomes for all tertiary providers	Stage of implementation
Outcome 1: A learner wellbeing and safety system	Well Implemented
Outcome 2: Learner voice	Well Implemented
Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments	Well Implemented
Outcome 4: Learners are safe and well	Well Implemented

Outcomes for providers offering student accommodation	Stage of implementation
Outcome 5: A positive, supportive and inclusive environment in student accommodation	*Not Applicable*
Outcome 6: Accommodation, administrative practices, and contracts	*Not Applicable*
Outcome 7: Student accommodation facilities and services	*Not Applicable*

Outcomes for providers enrolling international learners	Stage of implementation
Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners	Well Implemented
Outcome 9: Prospective international tertiary learners are well informed	Well Implemented
Outcome10: Offer, enrolment, contracts, insurance, and visa	Well Implemented
Outcome 11: International learners receive appropriate orientations, information and advice	Well Implemented
Outcome 12: Safety and appropriate supervision of international tertiary learners	Well Implemented

UCIC's overall stage of implementation for the Code

UCIC has rated its implementation of the Code of Pastoral Care as "well implemented" due to its comprehensive, student-centred approach that prioritises academic success, well-being, and seamless transition to university, supported by strong partnerships, holistic pastoral care, and continuous self-review. This dedication is further reflected in UCIC's 2023 External Evaluation and Review (EER), where it achieved NZQA's highest rating, Category 1.

Overall implementation	Well Implemented

Please contact our Quality and Compliance Manger with any questions at quality@ucic.ac.nz.