UC INTERNATIONAL COLLEGE

TŪ TE AO, CHRISTCHURCH, NEW ZEALAND

Education

(Pastoral Care of Tertiary and International Learners)

Code of Practice 2021

UCIC Self Review

October 2023

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UCIC's Context

Our Organisation:

UC International College (UCIC) was established to provide international pathway students to the University of Canterbury (UC). The partnership between UCIC and the University enables access to higher education for international students who have not met the direct entry requirements to the University. UCIC offers training schemes in Foundation Studies and University Transfer Programmes (UTP) in Commerce, Science and Engineering that pathway exclusively to University of Canterbury undergraduate degrees. Students who successfully complete our Foundation Programme enter Year One at the University; students who successfully complete our University Transfer Programme enter Year Two. UCIC was compliant with the previous Code or Practice and holds Category One status under NZQA.

The partnership between UCIC and the University of Canterbury focuses on ensuring that the programmes the College delivers meet the needs of the students and the University with respect to academic outcomes, transition to university-level study and living and studying in New Zealand. The College benefits from a close and integrated relationship with the University. It is based on the University campus, our teachers are approved by the University and generally also teach for UC, our UTP programmes are based on the University's intellectual property, assessments are moderated by the University's moderators and grades approved through committees that include University Deans. The University and its key stakeholders form a critical part of the College's quality assurance systems through the Joint Academic Advisory Committee (JAAC) and the Joint Management Committee (JMC). Productive collaboration around academic matters, student recruitment, student experience and transition to the University are critical to the success of the pathway in terms of student outcomes, student experience and support, academic quality, and student volumes.

UCIC is part of Navitas Limited's University Partnerships Australasia (UPA) Division which provides value to the College and to the partnership with the University through a range of shared services, specifically: Learning and Teaching, Strategic Insights and Analysis, Finance and Commercial Finance, Human Resources, Wellness Health and Safety, IT, Compliance and Reporting, Marketing and Student Recruitment. The College also routinely shares best practice and experiences with its sister colleges across the Navitas network in Australasia through specific Communities of Practice and can benchmark key data points in terms of student outcomes with other pathway colleges in the group. Navitas' vision is to be the best global education provider in the world for our students, partners, and people. The organisation's core purpose is to transform lives through education.

UCIC is based on the University of Canterbury's campus, so our facilities are the facilities of the University, including our learning and teaching spaces, library, health centre and recreation centre. Our Learners are members of the UC Student Association (UCSA) and gain from a wide variety of services, clubs and activities provided. Learners are pro-actively informed of and guided towards these facilities and services throughout their time with the College, from pre-arrival and Orientation onwards. Our digital learning space is specific to UCIC, provided through Navitas, and utilises the Moodle platform. This is the same platform utilised by all Navitas pathway colleges in the region, allowing UCIC to benchmark data points and gain from best practice in pathway contexts similar to our own.

UCIC embraces a holistic environment where there is:

- A whole of provider approach where inclusiveness, respect for diversity and student well-being is recognised and embraced.
- Learning and teaching underpinned by sound educational philosophy and enriched by engaged, inspirational teaching.

- A belief that students are capable life-long learners, motivated, and curious about their learning.
- Learning and teaching enriched by models of quality and best practice, supported by on-going professional development.

Our Learning and Teaching Framework is inspired and guided by a Māori kaupapa pedagogy. It embraces a holistic approach to learning and teaching that places the ākonga (the learner) at the centre of all we do. We offer a safe, inclusive pathway for our students, as we walk alongside them on their hīkoi (long walk) to future study at the UC. Our learner's hīkoi is the fundamental objective of our Strategic Goals.

In traditional Māori life, a hīkoi was made possible through sacred connection with whenua - the land, rivers and forests - and these became fundamental to tribal identity and everyday life. Tī kōuka trees were often used as markers or signposts by Māori, especially in the South Island to guide those along their journey. Furthermore, traditional Māori harvested different parts of the Tī kōuka tree as a source of food. The branch stems of the cabbage tree when cooked for example, provided nutritious sustenance for Māori.

Our Strategic Goals:

As our learners walk the UCIC pathway, the Tī kōuka tree will act as a metaphor to signpost **the key strategic goals** that direct the learner's journey. Furthermore, just as this tree was an important source of food and sustenance, it will also symbolise our commitment to the ongoing nurturing of our learners along the way. The key **strategic goals** that achieve the KEQ Outcomes are:

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 our academic and administrative processes and practices are of the highest quality and reflect best practice through data-driven approaches.

Our Learners:

UCIC learners are all international students. Foundation students undertake a two-trimester programme, UTP students a three trimester programme. UCIC has traditionally been a face-to-face

environment, with small class sizes and a strong and personalised relationship between staff and learners to ensure our international students settle into life and study in New Zealand and are supported to success. From 2020 – 2023, the impact of the pandemic, including closed borders and lockdowns in Christchurch, created the environment in which UCIC needed to shift towards online and flexible delivery.

Our learners may have specific needs in terms of:

- adjusting to life in New Zealand – social, cultural and educational/academic differences;
- operating successfully in an English-speaking environment when this is often not their first language. While all UCIC learners have successfully achieved an appropriate grade in IELTS or equivalent, additional support is required in many cases to build confidence, fluency and academic literacy;
- developing pro-active help-seeking behaviours;
- financial stressors, as they may be managing their own finances for the first time.

Our Learners' Educational Goals:

Our learners' key educational goals are to successfully complete their pathway programmes, be eligible to enter the degree they have chosen at the University of Canterbury and study successfully there.

How this information helps us put pastoral care practices into context:

The Code defines wellbeing and safety as "having a positive frame of mind, resilience, satisfaction with self, relationships, and experiences and progressing towards learning outcomes sought. It also means being healthy and feeling secure.
Wellbeing has benefits for:

- learners to achieve their academic goals
- learners, their families, and communities because of the benefits this brings to the overall health, relationships, and experiences within these spheres
- tertiary providers in terms of better retention
- pass rates and learner satisfaction
- positive outcomes and associated reputational impacts
- wider society – learners reaching their potential will lead to wider benefits of a highly skilled workforce.

Because our learners' key goals are to become successful students at the University of Canterbury (UC), and because they are international students, often away from home for the first time and generally not speakers of English as a first language, our pastoral care practices include:

- a personalised approach to student interactions, from first touch through to transition to the University and beyond;
- small class sizes, allowing teachers to have a closer relationship with their students and be better positioning to identify academic or pastoral care concerns;
- structured academic English language skills development and support;
- orientation and student engagement and activities plans designed specifically for international students;
- a student buddy system to ensure new students make friends and feel settled as quickly as possible;
- access for our students to University's services which support their health and wellbeing, including clinic services for learner health and mental health, which we pro-actively promote;

- access for our students to UC Student Association clubs, which we pro-actively promote and support the funding of:
    - a staff team with wide language skills, able to speak to many of our students in their first language if needs be;
    - a comprehensive approach to learners at risk;
    - Student Voice structures that include our Student Council and Class Representatives. Our Student Voice structures also include UCIC graduates, currently studying at the University;
    - formalised meetings with the University – the Joint Management Committee and Joint Academic Advisory Committee – to review and report on the outcomes of each trimester and to support and facilitate ongoing collaboration between the University and the College;
    - routine engagement with University academic colleagues from each School and Faculty;
    - key support structures, including specific courses, to ensure our learners transition successfully to UC, delivered in conjunction with key UC colleagues;
    - routine engagement with University colleagues from the teams which focuses on student transition into the University, course advising and enrolment.

<u>Anything we are aware of that we don't know about our learners that needs to be discovered:</u>

In 2022, the Navitas Strategic Insights and Analysis team undertook a research review to understand the impact of Covid on school-age learners globally, to enable colleges to meet the additional needs of our prospective students. In some cases and countries, our prospective students have been very materially impacted by the pandemic, by lockdowns and by limitations in face-to-face learning and social opportunities since 2020. The research review points to potential learner needs in the future, in terms of potential academic support requirements, but also in terms of potential mental health and wellbeing needs.

Our Self-Review Process

UCIC undertook a self-review process that had 4 steps:

1. Prepare: the Senior Management Team reviewed the Code to understand and plan what to review, why, how and when
2. Gather: members of the Senior Management Team led the gathering of relevant information and evidence from the College, its community of staff and students, the University Partner and from Navitas.
3. Make sense: the Senior Management Team reviewed this information, utilising the NZQA gap analysis tools and engaged with the broader College community and other stakeholders to determine what this told us about our current practice;
4. Decide: the College developed an action plan to address the areas for ongoing improvement identified through our self-review.

1.0 - Outcome 1: A learner wellbeing and safety system

UCIC takes a whole-of-provider approach to maintain a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of our learners. The College's goals and strategic plans reflect this holistic approach.

Many staff at the College have themselves been international students and empathise and understand student needs. The College draws on its Student Voice structures to ensure our services meet their needs.

The staff team includes specialist student support and engagement roles, and the College's agreement with the University of Canterbury ensures that our students have access to support services (including health, counselling and wellbeing services), student associations and clubs.

The College embraces biculturalism and the unique opportunity this presents to the learning and growth that our international students experience in New Zealand.

The College has assessed analysis provided by Navitas in terms of the impact of Covid on students in our source markets and sees this as a key input to our continuous improvement in terms of learner inclusion, support and wellbeing.

UCIC's strategic goals and strategic plans include:

Outcome 1	Evidence Collected
1.1 - Process 1 - Strategic goals and strategic plans	
The College's overarching guiding principles and strategic goals, which focus on learner inclusion, support and wellbeing	- Strategic Goals - Academic Strategy - Learning and Teaching Plan - UCIC WHS Action Plan FY23 - Student Council Terms of Reference - Student Council Engagement and Activity Plan - Whiria Nga Rau (Whiria Ngā Rau — New Zealand Union of Students' Associations) - Student Handbook - Each Trimesters Orientation plan - Plans for Emergency situations and Critical Incidents - Training and resources for staff and students delivered through UCIC, through Navitas, through our University Partner the University of Canterbury and
An Academic Strategy with clearly articulated goals and performance measures. Initiatives to meet these goals are documented within the Learning and Teaching Plan. The Academic Strategy and Learning and Teaching Plan are inspired and guided by Māori kaupapa pedagogy in line with the College's commitment to Te Tiriti o Waitangi	
Annual Wellness, Health and Safety Action Plans for the College covering staff and students, with the objectives of: - Preventing incidents, injuries and illness at UCIC - Promoting and enhancing physical and psychological health & wellness - Measuring, monitoring and reporting our progress - Meeting legislative compliance, which is considered the minimum standard and striving to achieve the highest practicable performance.	
UCIC Student Wellness Plan - content and resources developed as part of the Student Mental Health Project and	

Outcome 1	Evidence Collected
provided to UCIC staff (document influenced by Navitas Student Mental Health and Wellbeing Framework)	through other training providers
Navitas Employee Assistance Programme (EAP) available to all staff to support them with counselling services	• Covid safe plans, in line with government standards and direction
Student Case Management System	• Student Support Courses in, T3 2022 and T1 2023 that takes a holistic approach in respect to the learner
	• Student Mental Health and Wellbeing Framework
	• Four Rs to supporting students
	• Action guide for supporting students
	• Student mental Health Promotion Planning Guide

1.2 - Process 2 – Self-review of learner wellbeing and safety practices

UCIC uses our strategic goals to regularly review the quality of the Code outcomes using learner feedback and qualitative and quantitative data. We seek feedback from a diverse range of learners, from key stakeholders at the University of Canterbury through our formal governance structures and through collaborative teams, and from our sister pathway colleges at Navitas through our organisational Communities of Practice, and our benchmarking and data sharing across the network of pathway colleges. UCIC also accesses and draws on resources developed by the Navitas Student Mental Health Project completed in 2022. The Project has provided Navitas colleges with a wealth of knowledge and resources to implement and promote mental health best practices.	• Student Council Terms of Reference • Student Council Engagement and Activity Plan • Student survey schedule and results • Class Rep Feedback • WHS Committee updated WHS Action Plan FY23 and minutes • UCIC/University of Canterbury Joint Management Committee and Joint Academic Advisory Committee reports and minutes, including reporting on learner complaints • New Zealand Board reports and minutes including reporting on WHS matters
UCIC is also supported through the capabilities and expertise of the Navitas Wellbeing, Health and Safety Business Partner and through colleagues at the University of Canterbury. The College also refers to strategic insights from Navitas and the University of Canterbury in the ongoing review of our learner wellbeing and safety practices. This enables us to take appropriate and informed action to address deficiencies.	• UCIC benchmarking against sister pathway colleges in the Navitas network, in the Annual Learning and Teaching report and in the PowerBI systems. • Academic At Risk College-wide strategy for all learners • Shared notations system in Student Management System for monitoring learner wellbeing

Outcome 1	Evidence Collected

1.3 - Process 3 – Publication requirements

UCIC will make our strategic goals for learner wellbeing and safety readily available to learners, staff and public via our website.	• Strategic goals • UCIC web site

1.4 - Process 4 – Responsive wellbeing and safety systems

We are pro-active, responsive, and student-centric and adapted our practices during lockdowns and border closures to ensure connection to our students and the dissemination of information through channels that worked for all students, including those in China with access to varied platforms. Our students benefit from the support delivered through the College, as well as services delivered through the University and through the University of Canterbury Student Association. UCIC plans for assisting learners and responding effectively in emergency situations are informed by the plans and practices of the University of Canterbury, as we are located on-campus, and are also supported by Navitas Learning and Teaching in terms of the development of flexible learning and support models, which enabled delivery and support during lockdowns and border closures. Navitas provides a system (Tickit) and Board structure through which the College routinely reports on critical incidents and emergencies at a minimum 3 times per year. UCIC benefits from mandatory and optional staff professional development for all staff available on demand, which covers key subjects including harassment, bullying, racism, and discrimination; physical and sexual violence; privacy and cyber security; wellbeing and safety awareness and promotion topics.	• Student Handbook • Each Trimesters Orientation plan • WHS Action Plan and minutes from Committee meetings • Critical Incident Management Plan • Policy Hub (for staff) • Policies and information publicly accessible on the UCIC web site • UCIC Complaints Policy, Student Code of Conduct, Navitas Staff Students Relationships, Staff Conduct Policy • Staff induction • Job descriptions • Unilodge documentation • Agent contracts • Staff training matrix • 2021 Professional Development Training with teachers on Code of Practice 2021 • Navitas research review of the impact of Covid on learning and wellbeing amongst students in our major source markets • Staff practice and use of multiple platforms (including WeChat) to provide information to students • University of Canterbury Students' Association website and services • UCIC Student case management system

Outcome 1	Evidence Collected

1.5 - Self-Review against Outcome 1, May 2023: Implemented

UCIC takes a whole-of-provider approach to developing and maintaining a strategic and transparent learner wellbeing and safety system that responds to the diverse needs of our learners. In the development and review of its learning wellbeing and safety system, UCIC benefits from the inputs of learners and staff, the expertise and experience of the University of Canterbury, from the support and services at Navitas and from colleagues in sister Colleges across the Navitas division. Through the College's Joint Academic Advisory Committee and Joint Management Committee with the University of Canterbury and through the Navitas New Zealand Board, the College's plans, actions, and student outcomes are discussed and reviewed throughout the year. The College's policy framework and its processes support learner wellbeing and safety.

The College return to campus after Covid-19 lockdowns and teaching online and offshore resulted in a re-assessment of our existing systems for our students due to the impacts that had occurred during this time on learners globally. In particular, a review of the Navitas analysis of the impact of Covid on school students in our source markets points to the likelihood of future student needs in terms of mental health and academic support increasing.

In response, the College has identified further activities it can take to strengthen our work in this area and actions take to date, and these are detailed in the Action Plan.

2.0 - Outcome 2: Learner Voice

UCIC is a small college, dedicated to the needs of international students, with both formal and informal structures in place to ensure a personalised approach to our learners from first touch through to completion with us and beyond. We have a focus on amplifying our student voice and on building their confidence and capability to study successfully in the tertiary context.

Outcome 2	Evidence Collected
2.1 - Process 1 – Learner Voice	
The College is extremely responsive to learner needs and reporting demonstrates we rarely experience complaints.	• Student Council Terms of Reference • Interviews with Student and Academic Services team • Learner and graduate surveys • Student buddy information • Student handbook • Support and transition course information
2.2 - Process 2 – Learner complaints	
UCIC has a Student Complaints Policy, Appeals Procedure and processes which are swift, efficient, considerate of cultural issues, sensitive, respectful and in line with the principals of natural justice. The College routinely reports on	• Student Complaints Policy • Appeals Procedure • Complaints register

Outcome 2	Evidence Collected
issues and complaints through its formal reporting structures with the University and with Navitas. We experience very few complaints.	• Reporting to Joint Management Committee, Joint Academic Advisory Committee and the New Zealand Board • Letter of offer • Student Council documents • UCIC website

2.3 - Self-Review against Outcome 2, May 2023: Implemented

UCIC has both formal and informal structures and practices in place to proactively understand and respond to our diverse learner voices and wellbeing and safety needs. We have a focus on upholding their mana, building their autonomy, and encouraging help-seeking behaviours.

Class sizes are small, facilitating a personalised relationship between teachers and students, the Student and Academic Services team maintain close and friendly relationships with students, the College's formal structures include Class Representatives to ensure the student voice is heard (including supporting the resolution of issues), and a buddy system to provide peer support to new students.

The College adapted learner voice structures during the lockdowns and border closures in New Zealand and in the home countries of our students. In 2022 and 2023 the College is excited to return to and reinvigorate the Student Council on campus. We have identified some enhancements to current practice in our work.

3.0 - Outcome 3: Safe, inclusive, supportive, and accessible physical and digital learning environments

UCIC ensures students feel welcome and supported. It has historically run many events, sports and activities outside the classroom and more recently has offered online events to suit its largely offshore cohorts. As border restrictions began easing and the international student landscape changed, UCIC began to resurrect those activities.

The College community is inclusive and supportive. One element of this is our Buddy Programme, through which experienced students volunteer as mentors for new students. This is a great opportunity for students to give back to the community and gain leadership experience.

We are located on-campus at the University of Canterbury and our students benefit from access to all UC's facilities and to the services offered through the UC Student Association (UCSA). Our graduates are active members of specific UCSA clubs and associations.

Our digital environment is provided through Navitas. Our Learning Management System (Moodle) was enhanced through the pandemic to enable us to successfully provide online learning and support and to continue to deliver our very personalised approaches.

Outcome 3	Evidence Collected
3.1 - Process 1 – Safe and inclusive communities	
UCIC has practices for reducing harm from discrimination, racism, bullying, harassment, and abuse. We promote an inclusive culture and deal with issues effectively. We uphold the cultural and spiritual needs and aspirations of learners and provide an environment that helps our learners to connect and build relationships with each other. We are supported in this work by structures and professional development provided by our parent company, Navitas, and by the work of the University of Canterbury.	• Harassment and Discrimination Claim Management Policy • Student Code of Conduct • Information on College noticeboards • Student handbook • Orientation presentations • Student Buddy information • Student survey outcomes • Class representative information and feedback • Mandatory staff training, delivered through Navitas, on inclusivity, discrimination, racism, bullying and harassment • Optional staff training, funded by UCIC/Navitas, available through LinkedIn training • UCIC Student Wellness Framework – (incorporates Navitas' Student Mental Health Framework)
3.2 - Process 2 – Supporting learner participation and engagement	
UCIC provides learners with opportunities to share their views, connect, build relationships and to develop social, spiritual, and cultural networks. UCIC supports learners to adjust to tertiary study, maintains oversight of learner progress (social and academic) and encourages learners to reach out for support. Career and pathway advice is readily available. The College delivers specific support courses to enable successful orientation into the College and then successful transition into the University.	• Student Buddy information • Student Representative information • Student handbook • Student events calendar • UC Students' Association information • Learners at risk policy and procedures • Support course information • Transition course information • Noticeboards • Learning Management System (Moodle) content • UCIC website

Outcome 3	Evidence Collected

3.3 - Process 3 – Physical and digital spaces and facilities

Through our partnership with the University and with the support of Navitas, UCIC provides safe and healthy physical and digital environments and reduces barriers. The College has robust practices to support learners at risk and review processes in place to ensure an evidence-based approach to our interventions.	- University and UCSA facilities and services - Policies and practices related to learners at risk - Class Rep system documents - Student Council documents - Student handbook - Orientation sessions (social media)

3.4 - Self-Review against Outcome 3, May 2023: Well Implemented

UCIC invested particularly in its digital environment during the pandemic. In 2023, as students return to campus, the College will re-engage more deeply, particularly with the UC Students' Association (UCSA).

4.0 - Outcome 4: Learners are safe and well

UCIC has a strong focus on learner safety and wellbeing and provides learners with information to ensure their basic needs are met. The Navitas research review of the impact of Covid on learners in our key source countries points to increased needs in our learners and prospective learners in terms of mental wellbeing and academic support.

Outcome 4	Evidence Collected

4.1 - Process 1 – Information for learners about assistance to meet their basic needs

UCIC makes sure that all learners have access to information and services to support their health and wellbeing.	- Policy - Noticeboards - Student handbook - Orientation schedule - UCSA services - UCIC Student Support Programmes - WHS Committee Meetings including Student Council representation

4.2 - Process 2 – Promoting physical and mental health awareness

UCIC provides opportunities for learners to improve their physical, mental health and wellbeing. UCIC has information available for learners regarding health and wellbeing	- UCIC events and student engagement activities - Policy (including CIMP)

Outcome 4	Evidence Collected
services through UC and externally. We support our learners to respond to emergencies, to identify health and safety concerns and to make positive choices.	• Noticeboards • Student handbook • Evacuation scheme • UCSA services • Student Support Courses

4.3 - Process 3 – Proactive monitoring and responsive wellbeing and safety practices

UCIC collects and manages emergency contact information of learners and advises them of the types of situations they may be contacted in. UCIC deals with matters in a respectful way that maintains student privacy and proactively supports learners of concern.	• Under 18 policy • Student/ academic monitoring system • Student management System • UC Student Services – Student Care, UC Accessibility Services

4.4 - Self-Review against Outcome 4, October 2022: Implemented

As most students returned to campus during 2023, UCIC returned to full face-to-face delivery of services, with online learning provision for those impacted by late visas. Our review of the impact of Covid on our current and prospective students points towards the need to review our focus on learner mental wellbeing and our practices around learners at risk. We will review our approaches, draw on the experiences of our sister pathway colleges and engage our learner voice structures to ensure our approaches capture best practice for the post-Covid environment.

5.0 - Outcome 5: A positive, supportive, and inclusive environment in student accommodation – *N/A*

6.0 - Outcome 6: Accommodation administrative practices and contracts – *N/A*

7.0 - Outcome 7: Student accommodation facilities and services

The College does not provide accommodation for students. Many of our students source their own accommodation and international students who transition from NZ high schools often continue in their existing accommodation. Some of students do utilise student accommodation on-campus provided by Unilodge, which they arrange directly with Unilodge.

Through our parent company, Navitas, we are aware that accommodation costs and availability are emerging as issues in Australia as borders opened, and we are alert that this might become the case for us in Christchurch in 2023, at which point we may need to revise our approach to accommodation in Christchurch, potentially more pro-actively offer accommodation services, at which point we would need to ensure compliance with Outcomes 5, 6 and 7.

8.0 - Outcome 8: Responding to the distinct wellbeing and safety needs of international tertiary learners

All UCIC learners are international tertiary learners. The College specialises in international education, has been a Code signatory and is part of a global organisation with a clear focus and expertise in the delivery of pathway programmes to international learners. We have Category One status with our regulator, NZQA,

We pride ourselves on taking exceptional care of international students, but we recognise that the pandemic and the post-pandemic period will result in emerging and different learner needs from the past.

Outcome 8	Evidence Collected
8.1 - Process 1 – Signatories must engage with diverse international learners to understand their wellbeing and safety needs	
UCIC ensures that all aspects of the Code are attended to with an international student lens and is committed to responding to emerging international learner needs given the impact of Covid on our current and prospective learners.	- Navitas research review of the impact of Covid on learning and wellbeing amongst students in our major source markets - All policies and practices, including those regarding learners at risk - Orientation presentations and plans - Student handbook - Support courses, including support courses for new students and support courses for students transitioning to the University - Information on the Student Buddy programme - Staff training - External consulting firm, Lygon Group presentation: specific needs and expectations of Chinese students
8.2 - Self-Review against Outcome 8, May 2023: Implemented	

UCIC maintains extremely high standards of care for our international students. Given our insights into the emerging needs created by the impact of the pandemic on learners and prospective learners in our key source markets – and particularly for learners in countries where lockdowns were prolonged, and education severely disrupted – we recognise our approaches need to evolve.

9.0 - Outcome 9: Prospective international tertiary learners are well informed

UCIC is part of a global organisation with a focus on international tertiary learners. As such, we draw on very significant resources in our source countries, and a large network of offices and staff offshore who support us to ensure our learners are well-informed and our agents are well-managed.

The UCIC marketing and admissions team maintain a very personalised approach to prospective learners.

Outcome 9	Evidence Collected
9.1 - Process 1 – Marketing and promotion	
UCIC seeks to understand the information needs of prospective learners and keep that information up to date. UCIC provides transparent information to learners about quality assurance evaluations, key staff, facilities, complaints, and dispute resolution, learning outcomes and pathway advice. Estimated study and living costs, accommodation and transport fees are also included. Prospective students are easily able to connect to current students through our platforms for peer advice and insight.	- Brochures - Website - Agent information and training - Navitas agent survey outcomes - Student and graduate surveys - Navitas strategic analysis and insight reports and analysis - Marketing team practice and personalised communications
9.2 - Process 2 – Managing and monitoring education agents	
UCIC is part of a global organisation with extremely structured policies, procedures, and practices in place to manage and monitor agents in relation to the Code. Through our parent company, UCIC is very well resourced in this regard, with a network of offshore offices across the globe that enables the College to maintain high standards of agent management and monitoring, agent training, agent contract management and ensure the College can take swift action if required, including termination of contract. There are systems in place to support agent management, including a CRM. The College also works closely with the University of Canterbury in terms of agent engagement, and routinely delivers agent training and agent engagement with the University. UCIC also contributes to the University's agent newsletter.	- Navitas offshore offices and staffing structures - Brochure - Website - Agent information - Agent contract example - Agent vetting example - Any agent policy or other documents that support the rigorous process of monitoring agents - UCIC and Navitas Agent training - Agent newsletters
9.3 - Self-Review against Outcome 9, October 2022: Well implemented	

10.0 - Outcome 10: Offer, enrolment, contracts, insurance, and visa

UCIC never issues full offers without the student meeting certain academic criteria, including a formal English language test (e.g., IELTS). The student's career intentions and UC study pathway are discussed with them during the application process.

Outcome 10	Evidence Collected

10.1 - Process 1 – Offer of educational instruction

UCIC ensures its offers comply with the Act and are appropriate for the learner, their English proficiency, academic ability, and the outcomes desired.	- Offer Letter samples - Brochures - Website - Agent information

10.2 - Process 2 – Information to be provided before entering the contract

UCIC ensures that learners (and parents for U18s) receive information prior to entering a contract. That information includes: qualification, refund conditions, staffing, facilities, support services, insurance and visa requirements, the Code, dispute resolution and full costs, quality assurance evaluations, quality improvement/ compliance notices.	- Policy - Brochures - Website - Agent information

10.3 - Process 3 – Contract of enrolment

UCIC is transparent and clear about enrolment dates, grounds for terminating the contract, contract breaches, disciplinary action and contract termination.	- Offer Letter samples - Website - Student handbook

10.4 - Process 4 – Disciplinary action

UCIC ensures that any disciplinary action taken against a learner is prompt, considered, fair and in line with the principles of natural justice.	- Brochures - Website - Code of conduct - Policies related to academic misconduct - Staff and student training around academic misconduct - Orientation and support courses for new students - Agent information

10.5 - Process 5 – Insurance

UCIC ensures that learners have the appropriate insurance which covers their travel and duration of their course. It covers medical, repatriation or expatriation due to serious illness, death and funeral expenses. The plan they choose is up to the student, however we do recommend certain plans. Students can purchase a comprehensive plan through the College and all students are covered under a group plan for the first couple of weeks.	- Insurance policy (Student Safe) - Student handbook - Sample student records in UCIC's Student Management system, Navigate

Outcome 10	Evidence Collected
Student services staff sight the insurance when the student arrives, and the policy number is stored in Navigate, our Student Management System.	

10.6 - Process 6 – Immigration matters

UCIC practices ensure learners are entitled to study under the Immigration Act 2009 and notifies Immigration New Zealand of terminations of enrolment.	• Admissions data • Sample student records in Navigate

10.7 - Process 7 – Student fee protection and managing withdrawal and closure

UCIC ensures that fees are secure and protected in the event of withdrawal/ termination. Its refund policies are reasonable and transparent, and learners understand their rights. Refund policies include conditions for: failing to obtain a visa, voluntary withdrawal, course termination or UCIC ceasing to be a provider. The Covid environment created significant complexity in this context and as such the College undertook a separate review of this area as we headed back towards a fully on-campus learning and teaching environment.	• Offer Letter • Handbook • Draft review of student fee protection

10.8 - Self-Review against Outcome 10, May 2023: Implemented

11.0 - Outcome 11: International learners receive appropriate orientations, information, and advice

UCIC delivers a well-designed, learner-centric orientation programme.

Outcome 11	Evidence Collected
11.1 - Process 1 - Provision of Information	
We present information in a way that meets the needs of our learners, ensure ongoing advice and support, introduce key staff (including support staff) and provide information about health and safety, legal rights, risks associated with accepting enrolment, key relevant policies, the services, support and facilities learners can access, support adjusting to the New Zealand cultural environment, wages and NZ employment conditions, information concerning refunds and withdrawals. The Student and Academic Services team provides personalised support through the enrolment process each trimester. In collaboration with the University, UCIC provides ongoing advice to	• Orientation presentations • Orientation and support courses for new students and for students transitioning to the University • Weekly late Orientation for students arriving onshore during trimester • Student survey outcomes for Orientation • Buddy information • Student handbook

Outcome 11	Evidence Collected
students regarding their pathway to the University and their course selections.	- Website - Noticeboards - U18 information

UCIC learners participate in well-designed orientation programmes. Orientation is not considered a one-off event. Structured onboarding for new students is delivered throughout their early weeks at the College and enhanced through presentations by current students and peer support for new students through the College's Buddy Programme.

12.0 - Outcome 12 - Safety and appropriate supervision of international tertiary learners

UCC provides onboarding and support to learners under 18 years of age in consultation with their parent(s)/legal guardian(s).

Outcome 12	Evidence Collected
12.1 - Process 1 – International tertiary learners under 18 years	
UCIC has additional practices in place to care for tertiary learners under 18 years old. It should be noted that during the Covid period most of our learners were offshore and living with family members. UCIC contacts the parent(s)/legal guardian(s) of any prospective international student under the age of 18 prior to enrolling the student and establishes communication arrangements that can be used in the case of an emergency. Parents/legal guardians must provide 24-hour availability contact details. UCIC also regularly liaises with parent(s)/legal guardian(s) concerning the student's academic progress, health, wellbeing, general welfare, and adaptation to the new environment. Where the parent/s do not speak English, an appropriate translation is provided. UCIC also manages approval of students' travel requests (in writing) in conjunction with parents. In accordance with the Code, all UCIC students under 18 years of age are required to meet with staff at least once a semester, or as requested, during their enrolment at UCIC so that their welfare and academic progress, including any problems that they may be experiencing with their living arrangements, studies, health or any other personal issues, can be closely monitored. UCIC liaises with parent(s)/legal guardian(s) or homestay families regarding any issues that may be affecting the wellbeing of international students who are under 18 years of age.	- Pastoral Care Arrangements Under 18 Policy - Records for learners under 18 - Under 18 Parental Agreement form (UCIC) - Homestay Agreement (CCEL) - Homestay Agreement (ISC Ltd) - MoU UCIC-CCEL - MoU UCIC- ISC Ltd - Designated Caregiver Agreement (UCIC) - Travel form (UCIC)

Outcome 12	Evidence Collected

12.2 - Process 2 – International tertiary learners under 10 years

This is not relevant to UCIC as we are a tertiary provider and will not enrol students 10 and younger.

12.3 - Process 3 – Decisions requiring written agreement of parent or legal guardian

UCIC obtains written permission from parents, legal guardians, or caregivers when necessary.	- Pastoral Care Arrangements Under 18 Policy - Records for learners under 18 - Under 18 Parental Agreement form (UCIC) - Designated Caregiver Agreement (UCIC) - Travel form (UCIC) - Sample student records

12.4 - Process 4 – Accommodation for international tertiary learners under 18 years

A student under 18 enrolled at UCIC must be living in one of the following three categories of accommodation: - Homestays; - Designated caregivers; or - Living with parent(s)/legal guardian(s). Accommodation arrangements of students under 18 are co-managed between UCIC and subcontracted accommodation providers - Christchurch College of English Ltd. (CCEL) and International Student Care Ltd. (ISC Ltd). A parental agreement must be signed before the enrolment of an under-18 student at UCIC, signalling that the parent(s)/legal guardian(s) of the student are aware of and agree to abide by the specific regulations that relate to the pastoral care of international students under the age of 18.	- Pastoral Care Arrangements Under 18 Policy - Homestay Agreement (CCEL) - Homestay Agreement (ISC Ltd) - MoU UCIC-CCEL - MoU UCIC- ISC Ltd - Designated Caregiver Agreement (UCIC)

12.5 - Process 5 – Safety checks and appropriate checks for learners under 18 years

Through our sister College, CCEL, UCIC ensures sufficient checks for the homestay provider including identity, references, Police vet, interview, and an overall risk assessment.	- Homestay Agreement (CCEL) - Homestay Agreement (ISC Ltd) - MoU UCIC-CCEL - MoU UCIC- ISC Ltd

Outcome 12	Evidence Collected
	• Designated Caregiver Agreement (UCIC)

12.6 - Process 6 – Accommodation for international tertiary learners under 18 years

At the time of application, all international students who are under 18 years of age when they commence their studies will be required to demonstrate to UCIC that they will be living in one of the three accommodation options described above. UCIC can provide information regarding accommodation options as part of the admissions process. Accommodation can be arranged in conjunction with an approved accommodation provider. A student will not be enrolled at UCIC unless UCIC is satisfied with the accommodation arrangements for the student. Any changes to accommodation must be approved by UCIC and the student's parent(s)/legal guardian(s) before the change takes place. Failure to comply with all accommodation requirements as stipulated by UCIC may result in termination of a student's enrolment at UCIC. Unless the student is living with their parents, UCIC will meet the student at least once per semester during their enrolment at UCIC to ensure that the accommodation chosen remains suitable. This is the responsibility of a nominated staff member from UCIC, normally the Student Support Coordinator.	• Pastoral Care Arrangements Under 18 Policy • Homestay Agreement (CCEL) • Homestay Agreement (ISC Ltd) • MoU UCIC-CCEL • MoU UCIC- ISC Ltd • Designated Caregiver Agreement (UCIC)

UCIC is responsible for approving and monitoring the accommodation when a student lives with a designated caregiver, and a student will not be permitted to stay in any accommodation that UCIC deems unsuitable. UCIC is required to have an agreement with the Designated Caregiver and this agreement will outline expectations around care. A CCEL staff member, as UCIC's subcontracted agent, will visit the home of the designated caregiver to:

- Determine that the living conditions are of an acceptable standard;
- Assess whether the designated caregiver will provide a safe physical and emotional environment for the student;
- Determine that the accommodation is not a licensed hostel; and
- Meet and establish communication with the designated caregiver or residential caregiver.

The designated caregiver will be required to provide a copy of their valid passport on application and undergo appropriate criminal history and safety checks as required under the Code.

Outcome 12	Evidence Collected

12.7 - Self-Review against Outcome 12, May 2023: Well Implemented

In early 2023, in light of the return to (primarily) on-campus delivery, a review of staffing requirements was undertaken, resulting in the creation of a new role designated to the academic and welfare of students. The new Academic and Student Support Coordinator, who is not in situ and established, reports to the Academic Director and holds responsibility for student welfare and their safety. This includes liaising with UC Student Care support staff as required.

UCIC Overall Stage of Implementation for the Code

UCIC overall stage of implementation for the Code as of October 2023: **Implemented**