

UCIC's Context

Our Organisation

UC International College (UCIC) provides international pathway programmes to the University of Canterbury for students who do not meet direct entry requirements. UCIC offers the Certificate of Foundation Studies, Diploma of University Studies, and pre-masters pathway programmes that enable successful students to progress into undergraduate or postgraduate study at the University.

UCIC holds Category 1 status with New Zealand Qualifications Authority (NZQA) and is a signatory to the Education (Pastoral Care of Tertiary and International Learners) Code of Practice 2021.

From Trimester Three 2025, UCIC's academic programmes transitioned to university academic governance arrangements approved through the Committee on University Academic Programmes (CUAP), with the University of Canterbury as UCIC's university partner. As part of this transition, UCIC students are enrolled as University of Canterbury students while continuing to study within the UCIC pathway environment.

UCIC remains responsible for ensuring that its obligations under the Code of Practice are met. Learner wellbeing, safety, and pastoral care are delivered through a coordinated model that combines UCIC's pathway-specific support with access to the wider range of student services available within the university setting.

UCIC is part of Navitas Limited and benefits from shared services including learning and teaching support, strategic insights, finance, human resources, IT, compliance, marketing, and student recruitment.

Facilities and Services

UCIC is located on the University of Canterbury campus. Students have access to university facilities including libraries, health and wellbeing services, recreation centres, and learning spaces. Students are members of the University of Canterbury Students' Association (UCSA) and are encouraged to engage in clubs, activities, and advocacy services.

UCIC's digital learning environment is delivered through the Navitas Moodle platform, which supports face-to-face, blended, and online learning and enables benchmarking and best-practice sharing across the Navitas pathway network.

Learning and Teaching Philosophy

UCIC embraces a holistic approach to learning and teaching that places the learner at the centre of all practice. Inclusivity, respect for diversity, and learner wellbeing underpin the College's educational philosophy.

UCIC aspires to a learning and teaching framework guided by Māori kaupapa pedagogy, supporting learners on their hīkoi (learning journey) toward successful transition to university study. The Ti kōuka tree is used as a guiding metaphor, symbolising guidance, resilience, and ongoing 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 learners are all international students. Programmes are delivered in small class settings with a strong focus on personalised academic and pastoral support. Learners may face challenges adjusting to life and study in New Zealand, studying in an English-language academic environment, and managing finances independently.

UCIC's pastoral care practices are designed to respond to these needs and to support students' academic progress, wellbeing, and transition to university study.

Learners' Educational Goals

Learners aim to successfully complete their pathway programmes and progress into their chosen undergraduate or postgraduate qualifications at the University of Canterbury.

Pastoral Care Practices

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

- Personalised support from first contact through transition to university study
- Small class sizes enabling close academic and pastoral engagement
- Structured academic English and transition support courses
- A student buddy system and active student engagement programme
- Access to health, wellbeing, counselling, and support services within the university environment
- Multilingual staff support
- Proactive monitoring of learners at risk and early intervention strategies
- Strong learner voice mechanisms, including Class Representatives and a Student Council

Learner Needs and Adjustments

Insights from Navitas research into the ongoing impacts of Covid-19 continue to inform UCIC's pastoral care practices, particularly in relation to learner mental wellbeing and academic confidence. UCIC regularly reviews its approaches to ensure they remain responsive and effective.

Self-Review Process

UCIC completed its most recent Code of Practice self-review in December 2025 using a structured four-stage process:

- **Prepare** – Senior Leadership reviewed Code requirements and planned the review
- **Gather** – Evidence was collected from staff, learners, partners, and organisational data
- **Make Sense** – Information was analysed using NZQA self-review tools
- **Decide** – Actions for ongoing improvement were identified and incorporated into planning

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)

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	<i>Not Applicable</i>
Outcome 6: Accommodation, administrative practices, and contracts	<i>Not Applicable</i>
Outcome 7: Student accommodation facilities and services	<i>Not Applicable</i>

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
Outcome 10: 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 overall implementation of the Code of Practice as **Well Implemented**. This reflects a comprehensive, learner-centred approach to wellbeing and safety, strong partnerships, integrated pastoral care systems, and ongoing self-review within a university-aligned operating context. 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
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Please contact our Quality and Compliance Manager with any questions at quality@ucic.ac.nz.