IER Report for Learner Outreach Project (LOP) May 2020

EER 2018 – IER 2020

Recommendation from NZQA Final Report March 2019

KEQ 2 – Undertake more detailed study into the reasons that prevent some learners from completing their studies and/or returning after year one. Ensure the academic board actively monitors such matters and works on interventions within the purview of Unitec.

a. In 2018, there was no "learner-centric" system across Unitec.
b. Pastoral care student support was still delivered via a referral process to specific student service teams.
c. Student Support Advisors were only working alongside their designated area. For example, Student Support team only supporting domestic students and Student Advisors in the International team only supporting International students.

Overview

The Learner Outreach Project has stemmed as an action item from "I See Me Initiative" Focus Area 2. This is an EER requirement as a project to improve monitoring and tracking of students, retention and success for Unitec learners in 2020. The intention is to positively influence an increase in completions and understand the reasons that prevent completion.

1. A learner-centric system in each School, with central support from Student Success, for 'outreach' and support for learners/students identified as requiring support.

2. Using the data from the Student Monitoring Tracking System, along with critical input from teaching staff, our LOP Advisors triangulate data on attendance, early assessment marks and other indicators to proactively identify students who may need support, with the aim of ensuring they are able to complete their qualification and meet their career goals. Advisors also have a responsibility for tracking and monitoring progress of our students in Priority Groups, in particular Māori and Pacific. Secondary focus is our International students and students under 25 years old.

3. Specific detailed protocols for outreach are being tested in the pilot project, based on existing models. These protocols address all aspects of contact, privacy, support options, referrals, tracking, and engagement models using professional practice benchmarks.

4. Specialised professional support staff following up "Learners of Concern", working closely with teaching teams to identify and establish best approach and support based on the needs of the learner. Partnering of Student Support Advisors, International Advisors, Success Champions within each School, Programme Co-ordinators and Academic Programme Managers all provide direct and indirect support options for students. Hierarchy of needs for our learners is key.

Learner Outreach Project Team Journey November 2019 – May 2020

November 2019	December 2019	January 2020	February 2020	March 2020	April 2020	May 2020
Initial concept, scoping and planning undertaken. ELT approve the proposal to initiate the project in a cross-collaborative way.	First Learner Outreach Project meeting. Induction and allocation of O.5 FTE to Student Support Advisors with alignment to Schools.	Brainstorming and exploring strengths, weaknesses, opportunities and time constraint measures of Learner Outreach Project. Evaluation point mid-2020.	Learner Outreach training phase 1. Guidelines, report requirements, standard operating procedures established. Learner Outreach Project commences support with Re-enrolment OB calls.	Learner Outreach training phase 2_No Show process. Learner Outreach members liaising directly with Schools. COVID-19 Lockdown: OB calling activity from home commenced with additional staff.	COVID-19 Lockdown: OB calling activity from home continued with additional support staff. Additional training provided online to extra staff.	Creating more visibility of the Master tracker with Schools HOS's and APM on H Drive. LOP team members having access to identify Moodle Engagement online.

Overview of Learner Outreach Trackers from February 2020 – 18 May 2020

- The Learner Outreach Project team worked on a risk management model of High, Medium and Low to measure the urgency of need from the initial contact with the student.

- Excluding cumulative data from School of Creative Industries. Please see the total number of cases seen and captured by the Learner Outreach Project team.

- A collective of **1307 High Risk cases**.
- A collective of **529 Medium Risk cases**.
- A collective of **2145 Low Risk cases**.

- Whilst these numbers may shift upon weekly updates. Please see a list of key areas/reasons for students reaching out to the Learner Outreach Advisor.

- As of 8th May, 4268 outbound phone calls were made to all students. By June this number will be over 5,000.

Attendance	2947
Academic Progress	233
Enrolment/Study Plan	66
Personal/Family	42
Refund/Withdrawals	33
Delayed Start/Arrival	28
Medical	27
Mental Health	18
Digital Needs	12
Visa Section 61	10
Tuition Fees	3
Financial	3
Employment	1

LOP - Themes and Trends by Schools (21 May 2020) COVID 19

Overall themes during lockdown:
- Lecturers being supportive during lockdown
- Students have struggled with online learning
- Some Students have been hard to get a hold of
- Lots of 'No Shows'
- Many students have no devices
- Many students have no or terrible WiFi
- Many students don't live in idea working from home environments which has caused mental stress
- Concerns for attendance tracking

Bridgepoint	**Before lockdown:** - Exceptional refund application – due to mental health - Mental health issues – workload too much **Lockdown:** - Lecturers have been great - Access to devices and WiFi issues. Digital poverty - Living situations are not conducive to study - Not attending classes and behind in work submission as well as known mental health issues - Online classes are challenging - Students not returning to online study after the Sem break - Students answer calls if making contact with them after lunch - Wanting to know deferral options
Bridgepoint - Languages	**Before lockdown:** - Waiting for Visa to be granted - U25 attendance and attitude issues - Worried about COVID – withdrawing with exceptional refund form **Lockdown:** - No device and internet issues - Struggling with online study - Stress due to study, family & finances - Hard to get a hold of the students
Computing, Electrical and Applied Technology	**Before lockdown:** - Data in tracker is not reliable - Students not using SEATs - Lots of no shows **Lockdown:**

	- Digital poverty – no devices - Champions not contacting students - Number of at Risk students is growing - Inaccuracies with tracker - Low engagement from students - Online delivery does not work - Students asking about exams - School asking for weekly update report on what is happening with their students
Construction and Engineering	**Before lockdown:** - Low attendance - Tracker information incorrect - Student details incorrect in tracker - Students deferring due to COVID **Lockdown** - Student contact details are incorrect - LOP trackers available for the Schools to view - Not attending online classes
Health and Social Practice	**Before lockdown** - Schools would like access to the tracker - No show/ refund policy cause anxiety amongst the students **Lockdown** - Device and WiFi issues - Hard to indicate of students are engaging without SEATs
Trades and Services	**Before lockdown:** - Students 'no show' **Lockdown:** - Students not answering calls or emails - Not engaging in courses - No device or WiFi - Duplicated names on trackers
Applied Business	**Before lockdown:** - No shows - Late arrival due to COVID **Lockdown:** - Lecturers are being supportive - No contact numbers in PS - Students asking about attendance tracking - Students not responding to calls - Students not attending classes

	• Needing extra Software that is not compatible to device
Community Studies	**Before lockdown:** • Student 'No Shows' • SEATs issues • Student details incorrect on trackers **Lockdown:** • Unable to get a hold of students
Creative industries	**Before lockdown:** • SEATs issues • Students not responding to calls or email **Lockdown:** • Students struggling in lockdown • Worried about attendance tracking
Architecture	**Before lockdown:** • Unable to get in contact with student **Lockdown:** • Software issues and lack of devices • Students suffering from Mental Health • Study environment at home not ideal • Asking for assessment extensions
Environmental and Animal Science	**Before lockdown:** • Hard to get a hold of students • Students 'No Show' **Lockdown:** • Students having no access to online learning • Mental health issues • Device and internet issues • Study environment not ideal at home • Students not engaging

Overview of High, Medium, Low – Trends and Themes per School

Themes/Trends from School of Applied Business

- Before Alert level 4 lockdown prioritising late arrivals due COVID-19 were high on pastoral care needs as well as providing academic support.
- Great support and relationship built with academic staff member Mary Lim (Success Champion) on pastoral care concerns for students.
- During outbound calling over lockdown students raised concerns of Industry Based Learning (IBL) placement and what online engagement and learning would be conducted.

School of Applied Business.

Initial Level of Risk	TOTAL	Reason For Pastoral Care Support															
		Personal /Family	Medical	Mental Health	Financial (Personal)	Attendance	Academic Progress	Digital Access	Enrolment / Study Plan	Employment	Informal Complaint	Academic Grievance	Disciplinary	Delayaed Start / Arrival	Visa Section 61	Tuition Fees	Refund / Withdrawals
High	12		5				7										
Medium	91	3	2	1	1	4	54		3					11			2
Low	53	1	3			4	19				1			6			2

Themes/Trends from School of Architecture

- Students expressing they're under academic and family pressure during lockdown conditions.
- Requests during lockdown from Architecture students for more information on how online learning and how F2F would look in alert level 3 and 2.
- Issues with outstanding fees and requests for assignment extensions.

School of Architecture

Initial Level of Risk	TOTAL	Reason For Pastoral Care Support															
		Personal /Family	Medical	Mental Health	Financial (Personal)	Attendance	Academic Progress	Digital Access	Enrolment / Study Plan	Employment	Informal Complaint	Academic Grievance	Disciplinary	Delayaed Start / Arrival	Visa Section 61	Tuition Fees	Refund / Withdrawals
High	5	1				2								1			
Medium	7						1		1							1	1
Low	10	2	1			2	3		3					1		1	

Themes/Trends from School of Construction (and Civil Engineering)

- A strong dependency for Reza to support the administration pastoral care follow ups with students in this school.
- Students expressing concerns of unclear expectations/communications to attend class online via Moodle or not during COVID-19 lockdown.
- StudyLink related issues a key area of concern during lockdown.

School of Construction

Initial Level of Risk	TOTAL	Reason For Pastoral Care Support															
		Personal /Family	Medical	Mental Health	Financial (Personal)	Attendance	Academic Progress	Digital Access	Enrolment / Study Plan	Employment	Informal Complaint	Academic Grievance	Disciplinary	Delayaed Start / Arrival	Visa Section 61	Tuition Fees	Refund / Withdrawals
High	431					413	4										
Medium	122					116	1										
Low	1828					1744	5										

School of Civil Engineering

Initial Level of Risk	TOTAL	Reason For Pastoral Care Support															
		Personal /Family	Medical	Mental Health	Financial (Personal)	Attendance	Academic Progress	Digital Access	Enrolment / Study Plan	Employment	Informal Complaint	Academic Grievance	Disciplinary	Delayaed Start / Arrival	Visa Section 61	Tuition Fees	Refund / Withdrawals
High	283					276	2										
Medium	174					167	5										
Low	0																

Themes/Trends from School of Community Studies

- Device requests was made for online learning during lockdown. Majority of the Outreach was following up on No Show attendance process.
- Found that majority of students reached out to preferred to be contacted via text message than a call over the phone during lockdown.
- Student contact details via PeopleSoft needs to be updated as it still had students who finished in 2017.

School of Community Studies

Initial Level of Risk	TOTAL	Reason For Pastoral Care Support															
		Personal /Family	Medical	Mental Health	Financial (Personal)	Attendance	Academic Progress	Digital Access	Enrolment / Study Plan	Employment	Informal Complaint	Academic Grievance	Disciplinary	Delayaed Start/Arrival	Visa Section 61	Tuition Fees	Refund / Withdrawals
High	188	1				5	2	1	1								
Medium	8					8											
Low	14	1				10			1								

Themes/Trends from School of Computing Electrical and Applied Technology

- Initial start of the LOP project raised concerns and confusion between staff on Learner Outreach Project responsibilities. For example, how this differs or not from aligned school champions.
- Requests from students on clarity of examinations.
- Device needs and referrals were made for students during lockdown to the Student Support team.

School of Computing Electrical and Applied Technology

Initial Level of Risk	TOTAL	Reason For Pastoral Care Support															
		Personal / Family	Medical	Mental Health	Financial (Personal)	Attendance	Academic Progress	Digital Access	Enrolment / Study Plan	Employment	Informal Complaint	Academic Grievance	Disciplinary	Delayaed Start / Arrival	Visa Section 61	Tuition Fees	Refund / Withdrawals
High	5		4				1										
Medium	27			1		8	18										
Low	74		1			13	59		1								

Themes/Trends from School Environment and Animal Sciences

- While most of the students are coping well during the lockdown, some are struggling – rising concerns on the following: internet connection issues, device issues, mental distress and family issues.
- Students expressing concerns on falling behind on assignments.
- With students who have had little engagement during lockdown Yoshie suspects it may be due to wifi connectivity related issues.

School of Environment and Animal Sciences

Initial Level of Risk	TOTAL	Reason For Pastoral Care Support															
		Personal / Family	Medical	Mental Health	Financial (Personal)	Attendance	Academic Progress	Digital Access	Enrolment / Study Plan	Employment	Informal Complaint	Academic Grievance	Disciplinary	Delayed Start / Arrival	Visa Section 61	Tuition Fees	Refund / Withdrawals
High	66	8	1	3		35	14	1							1		1
Medium	12	1		1		5	3										
Low	9	2	1			2	1	2									1

Themes/Trends from School of Bridging Education (and Language Studies)

- In March before alert level 4 lockdown lecturers already noticed a drop in attendance and students going into self-isolation whether they had suspected symptoms or not.
- Mental Health related issues linked to study matters seems to be common theme that occurs often with students in Bridgepoint.
- Language Studies students are demotivated to learn online during the lockdown.
- Language students have expressed it's quite hard for some students with small children to focus on study, some are behind on school work and very hard for some to catch up.

School of Bridging Education

Initial Level of Risk	TOTAL	Reason For Pastoral Care Support															
		Personal /Family	Medical	Mental Health	Financial (Personal)	Attendance	Academic Progress	Digital Access	Enrolment/Study Plan	Employment	Informal Complaint	Academic Grievance	Disciplinary	Delayaed Start/Arrival	Visa Section 61	Tuition Fees	Refund/Withdrawals
High	43	2	2			27	1							1	1	1	7
Medium	83		2	3		60	11	1						1			3
Low	35			1		15	9	6						1			1

School of Bridging Education (Languages Studies)

Initial Level of Risk	TOTAL	Reason For Pastoral Care Support															
		Personal /Family	Medical	Mental Health	Financial (Personal)	Attendance	Academic Progress	Digital Access	Enrolment/Study Plan	Employment	Informal Complaint	Academic Grievance	Disciplinary	Delayaed Start/Arrival	Visa Section 61	Tuition Fees	Refund/Withdrawals
High	32	8				15	4								3		
Medium	32	5			2	6	5		1					4	5		2
Low	6					5								1			

Themes/Trends from School of Healthcare & Social Practice

- Debbie built a great relationship with the school of Healthcare and Social Practice which has helped stay closely aligned to student matters as they arise.
- Students studying towards a certificate qualification are struggling with online learning compared to students studying at level 5-7.
- Students in general are feeling well supported by the lecturers during lockdown.

School of Healthcare & Social Practice

Initial Level of Risk	TOTAL	Reason For Pastoral Care Support															
		Personal /Family	Medical	Mental Health	Financial (Personal)	Attendance	Academic Progress	Digital Access	Enrolment/Study Plan	Employment	Informal Complaint	Academic Grievance	Disciplinary	Delayaed Start/Arrival	Visa Section 61	Tuition Fees	Refund/Withdrawals
High	10																
Medium	36																
Low	87																

Themes/Trends from School of Trades and Services

- A lot of referrals were made to the Student Support team on devices and internet queries during COVID-19 lockdown.
- Staff have been responsive and welcome Gia to support their students. Active referrals in place.
- Has worked collaboratively with staff from MPTT to troubleshoot pastoral care issues as well as avoid duplication in making contact with the students.

School of Trades and Services

Initial Level of Risk	TOTAL	Reason For Pasotral Care Support															
		Personal / Family	Medical	Mental Health	Financial (Personal)	Attendance	Academic Progress	Digital Access	Enrolment / Study Plan	Employment	Informal Complaint	Academic Grievance	Disciplinary	Delayaed Start / Arrival	Visa Section 61	Tuition Fees	Refund / Withdrawals
High	220			4	8												
Medium	18	4															
Low	20																

<u>What is next?</u>

Throughout the Learner Outreach Project to date, the team welcome feedback as a continuous improvement tool for learning which included taking on feedback from the schools as part of self-assessment. Please see response plan and next action steps taken to bridge the gaps between the Learner Outreach team and the Schools with a key focus on the following area highlighted below.

GREATER VISIBILITY	CLEARER COMMUNICATIONS	ENHANCE RELATIONSHIP BUILDING
To ensure greater visibility in the Schools. The LOP master spreadsheet which was sitting in Student Success H drive folder has now been distributed with the approval of all HOS per school to share in individual school's for academic staff access and visibility on their students' learning journey. Glossary established for shared definitions to ensure clarity of terms.	For continuous improvement the Steering Group have agreed effective immediately from May 2020 to work towards a pragmatic approach of sharing frequent LOP insights with HOS's and APM's so there's transparency of key themes and trends been highlighted on a weekly basis. **Please see proposed tasks the LOP team will work towards achieving:** May 2020 – LOP Training phase 2 reporting with advisors. May 2020 – A sign off table on clarity of LOP roles. May 2020 – LOP Training on safety and supervision. May/June – LOP CRM/Digital training.	**Key focus tasks LOP working towards achieving:** May 2020 – Careers and Industry team to reach to OB engagement with recent graduates. May - June 2020 – Steering group to set up FAQ online sessions for all Unitec Champions, HOS and APM's End May – June 2020 – to engage with MIT and start conversations on possible collaborations. July 2020 – Steering group to have an open FAQ session for all Unitec staff

Learner Outreach Project during lockdown COVID-19 (End of March 2020 – May 2020)

- There was an immediate response to activate outbound contact activity via calls, emails and text to all students to ensure they were safe in their bubble with key focus to the following 5 key areas:
    1. Welfare Check: *"How's it going for you? What's the last few days of lockdown been for you?"*
    2. Technology Check: *"Do you have a device that is suitable for your learning needs right now"? "Did you complete the study from home survey we sent out recently?" If you didn't due to technology concerns, can I complete the survey with you now?"*
    3. Academic Check: *"What does this mean for your online learning and academic progress?"*
    4. Online Support Options: *"Are you aware of the range of options available to you for online support?" "Can I take you through it?" "Are you able to access the online platforms that support you with your learning from home? Ie – Moodle, Student Portal etc".*
    5. Any referrals: *"Is there a quick referral I can set up for you?"*

- The Learner Outreach Project was one of the fortunate initiatives during lockdown to have an additional staff please see below this is inclusive of support staff making calls to Māori, Pacific and U25 students:

Current number of Learner Outreach Project team	Current FTE allocation towards LOP 2020	Current LOP team members volunteering their time towards LOP	Number of support staff volunteering towards LOP from end of March - April 2020	Cumulative TOTAL number of dedicated LOP support across Unitec Institute (During Lockdown alert level 4, 3 & 2)
22	9 Student Support Advisors. 0.5 per advisor role = equivalent to 4.5FTE	13	38	60 and counting

Please see below results of Learner Outreach ongoing engagement of Priority Groups:

Priority Group Totals- Target students on OB calling list	Target list	Engagement 6/04	Engagement 17/04	Engagement 22/04	Engagement 01/05	Engagement 08/05	Engagement 22/05	% Engagement 06/04	% Engagement 17/04	% Engagement 22/04	% Engagement 01/05	% Engagement 08/05	% Engagement 22/05
Pacific	1225*	421	827	942	942	948	1225	41%	81%	92%	91%	93%	100%
Māori over 25	466*	101	227	366	406	406	406	20%	46%	74%	82%	82%	87%
U25s (UPC)	2070*	481	513	559	649	871	1294	24%	25%	28%	32%	43%	63%
International Other Domestic	3484	655	TBC	932	1211	2043	2649*	19%	TBC	27%	35%	59%	76%

Note 22/05: The target list * Māori over 25, Under 25 (UPC) and Pacific. With the data imported to School Master Trackers this week w/c25/05, the number of students on each Priority Group support trackers has been adjusted*. The number of students belonging to each Priority Group may defer. All Pacific students will now be tracked/followed up through designated LOP advisors. All remaining U25 (UPC) are now being tracked through LOP Support team. All Remaining Māori over 25 are being tracked by MAIA & LOP support team. *The number of engagements for Int & Dom may include multiple engagements. This will be reflected in next week's reporting.

School	Student Support Advisor for LOP
Bridgepoint – BAU continues	Debbie Roberts and Yoshie O'Neill
Computing, Electrical & Applied Technology	Nadia Bulanova
Construction & Civil Engineering	Reza Bahmanzad
Health & Social Practice	Debbie Roberts
Trades & Services	Gia Ngatai-Smith
Applied Business	Grace Zhang
Community Studies	Gia Ngatai-Smith
Environment & Animal Science	Yoshie O'Neill
Creative Industries	Dan Zhao
Architecture	Dan Zhao