ACADEMIC RECOVERY COMMITTEE

SUB-COMMITTEE OF ACADEMIC BOARD

Dates:	18 May 2020 20 May 2020 22 May 2020	Time:	4.00pm 4.00pm 9.30am
Location:	Skype		

Mema Poāri Tae Ā-Tinana | Present

Simon Nash (Chair) – Director, Ako (minutes 22 May)
Glenn McKay – Tumu / Executive Director Student Success
Chris King – Head of School - Bridgepoint
Nick Sheppard – Executive Director – Schools & Performance
Trude Cameron - Operations Manager – Schools
Annette Pitovao – Director, Student Success

Hunga Mahi | In Attendance:

Cathy Tyler – Executive Assistant (Minutes)

Ngā Whakapāha | Apologies

Cathy Tyler – Executive Assistant – Fri 22 May

1. *Karakia / Opening*

2. *Committee Business*
   a. Apologies
   b. Action Items to review

3. *One Source of Truth Requests*

   The ARC reviewed the requests in the document with approvals and requests for further information noted.

   There was discussion on updating OSOT document with a column for APM approval – Trude to follow up.

   At the Friday hui, the Chair advised that the OSOT spreadsheet reviews and approvals have been taken off the ARC agenda and are being dealt with by a smaller group led by

Nick Sheppard. This work is expected to drop very soon as the campus re-opens from 8 June. Approvals requiring discussion can come to ARC as required.

4. *Covid Alert Level 2*

It was noted that the decision trees are working well with many teams opted to stay online.

There was discussion on the plans for June which will depend on what alert level we are at. If staff need to be on campus before 5 June the request should be submitted now so teachers can plan and communicate to their students.

5. *Sem 2 Delivery Planning*

The ideas' doc was reviewed.

There was discussion on the issue for students who are short of credits and were declined to graduate; this should be picked up earlier. This may be linked to self re-enrolment and no checks being in place.

There are also a number of students who have almost completed their programme who could be contacted to re-enrol in S2.

Annette advised about the personalised study guides which is an automated online system where the student looks at options for up to 5 programmes; there is currently no follow-up on these requests; this could be delegated to a new manager in Student Success.

It was noted it is currently not clear who owns the re-enrolment process as it involves multiple areas; this is being discussed at ELT.

At the Friday hui, there was robust discussion on securing the gains made in Sem1 with online delivery whilst ensuring quality and learner success:

- Pedagogically sound decisions are needed about what stays/goes online:

  o What evidence do we have? Surveys from SEM1, NPS, LOP data, CEPs, etc. Later – SEM1 results. Teacher knowledge, etc
  o What suits our learners? Online/block likely a different cohort of learners to blended/F2F.
  o What do our learners need to be successful – devices, capability, range of support options etc
  o What time commitment do learners need to commit to?

- Costs/benefits:

  o Student resourcing needs – devices, connectivity as 'entry criteria' and 'course-related costs' (provide advice at programme level along with a supported way to gain access to devices)
  o Increased pastoral care needs (but mitigate this with good use of F2F time for support) - compliance for CoP International and Domestic is key
  o Resourcing and time to develop high quality online components
  o Exemplars, support, models & guidance is required
  o Less demand on physical space = less overhead, costs; more capacity in current footprint to accommodate our learners and more new learners (up to 30% more)
  o Possibility for improved timetabling & enrolment cart opening earlier
  o Data on where theory is being taught in practice spaces = costly and poor use of space from timetabling perspective

- o Different segments of student groups – ensure we clearly define them and understand their needs; this informs decision-making - to go into decision-tree/guidelines

- Options and To Dos:

  - o NZQA approval required for blended delivery – seek TKK advice asap.
  - o High level of School and Teacher buy-in and ownership of decisions and designs
  - o Will not be one-size-fits-all – some online, mostly blended, mix of synchronous and asynchronous; possibility of two offerings of the same course e.g. an online offering and a blended offering to attract different cohorts?
  - o Quality assurance course by course
  - o Collaboration with MIT, TANZ, etc for sharing digital assets – curation, not creation

- Possible next steps:

  - o Sem 2 - Quick actions focused on securing gains, ensuring quality across all online components
    - - Look for easy shifts e.g. online tutorials
    - - Consider changes to on-campus facilities to support the online component – space for quiet 'delivery', booths for conferencing/zoom etc

  - o Sem 2 – form a working group of Schools, Portfolio Leadership Group, Te Puna Ako, etc to identify low-hanging fruit and enthusiasts for more online, tap into expertise, e.g. EAS
  - o Review and analyse data on the learner experience - CEPs, LOP, NPS, Course Surveys, Sem 1 results, etc
  - o Explore MIT, TANZ, collaborations, etc
  - o Consider what we can 'test' in Sem 2
  - o Focus on needs and readiness of teams (capability) and courses (quality, design). A decision tree? TPA framework is under devlopment now + TANZ-type guidelines.
    - - From teacher perspective, understanding that I'm a x or y category.

  - o Aronui – the staff mid-year event could be a vehicle to encourage progress
  - o A more considered approach for 2021 is required

6. *Low-Performing Courses*

Moved to next week's agenda.

7. *Auckland Uni 'Covid 19 Grade Scale-Up'*

Simon advised that the ITP CEs have decided to not scale up results and will be managing via their own processes such as aegrotat/APC on a case by case basis. Glenn to respond to the letter from the Student Council once received.

8. *Any other business*

Medical Imaging: The request from Jo Thorogood for 'no penalty' clinical extension for MI Students who can't complete their placement over mid-year break to be extended into January-Feb 2021 was approved.

Timetabling: Deadline end of June for Sem 2 timetable information. Deadline end of August for 2021 timetabling information.

9. *Karakia/Closing*