



# minutes

## ACADEMIC RECOVERY COMMITTEE SUB-COMMITTEE OF ACADEMIC BOARD

<b>Dates:</b>	25 May 2020 27 May 2020 29 May 2020	<b>Time:</b>	4.00pm 4.00pm 9.30am
<b>Location:</b>	Skype		

### Mema Poāri Tae Ā-Tinana | Present

Simon Nash (Chair) – Director, Ako  
 Glenn McKay – Tumu / Executive Director, Student Success  
 Chris King – Head of School – Bridgepoint  
 Nick Sheppard – Executive Director, Schools & Performance  
 Trude Cameron - Operations Manager – Schools  
 Sue Emerson – Academic Programme Manager – Team Leader  
 Annette Pitovao – Director, Student Success

### Hunga Mahi | In Attendance:

Cathy Tyler – Executive Assistant (Minutes)  
 Maura Kempin, James Oldfield & – 25 May and 29 May  
 Simon Tries – 25 May & 29 May

### Ngā Whakapāha | Apologies

Annette Pitovao - arrived 10am on 29 May

### 1. Committee Business

#### a. [Action Items to review](#)

### 2. OSOT Requests / Approvals

*Nursing* – request for ARC to consider the modifications to courses to accommodate clinical placements. Further clarity is needed on the request and recommendations - Trude to forward to Jackie and Ann (cc to Maura and James) to review this request.

*BETMG NZDE* – request for 62 examinations from Hugh Wilson; this request was approved.

*PASA* – request from dance lecturer for PASA7223 and 7601 to return to campus for teaching was approved with conditions.

*OSOT Approvals* – Nick, Chris and Trude to review and bring any requests for further discussion to ARC. Clarification is needed for staff for 8 June return; applications are still required for timetabling.

To note: decisions on the ARC Def or Extend tab are to be communicated by ARC to the requestor.

### 3. Semester 2 Delivery & 2021 Planning

Simon T, Maura and James are assisting with this work.

There are two related projects:

1. S2 course changes to the end of June; decisions to be made in principle then put in practice over S2. Timetabling to be notified of changes by end of June.
2. Online course decisions/changes for S1 2021

The following points were noted:

- At the end of S1 all online activity should be reviewed with an aim to retain good practice with quality assurance.
- The learner needs to be at the centre of decision making; teachers can stay online if this is working well and meeting student needs;
- It was noted that the June deadline for S2 changes to Timetabling is tight.
- The 2021 project is more strategic and will be based on digital guidelines which can be tested in S2.
- Any changes to delivery mode at programme level requires an application to NZQA; they have advised that this will be simple process; details to be advised soon.
  - Applications will require an up to date programme document; some areas will have work to update this - this is part of the programme refresh project which has stalled due to C19.
  - Simon to advise James of programmes that are NZQA approved for blended delivery.
  - NZQA will want an overview of how we are supporting students with online delivery.
- For course level changes, we provide the quality assurance; when we apply to NZQA it is for online, blended or both.
- Guidelines for online delivery are required, these could be based on the TANZ guidelines and also advice from EAS who have delivered many courses online. This can be shared with teams to assist with decisions. It was noted that some exemplars would be useful.
- For International students, how much of the courses can be delivered online - Simon to follow up with James.
- Some courses may be better to have traditional delivery for the students such as priority groups; we need to take students with us.
- Students want the recordings to continue; the process needs to consider student voice and mitigate any risks.
- This is also an opportunity to embed Māori and Pacific content.
- TPA have a view of which teams and strong and where support is needed the Liaisons should have an overview of what is possible.
- Course changes need to be checked it is meeting student needs.
- Student support can also be built into the guidelines.

- There are some gaps in staff capability for online delivery; PD is required. If a course is fully online we would need further learning design support.
- Student NPS results have useful feedback on the online experience; there is also data from Learner Outreach which can inform decisions for online delivery.
- There were lower expectations for C19 response; the quality needs to be lifted if the course is staying online.
- A form is required to notify TPA of course level changes so they can support.
- TPA teams to lead discussions with APM cluster groups; APMs to consider changes to their courses in advance noting blended or highly blended rather than fully online.

**ACTION: James and Maura work on guidelines then on decision tree.**

- There will need to be ARC check point updates on activity.

Simon T advised that there is a TEC/NZQA field to indicate whether teaching and learning in the course is currently in part or wholly on the internet; there are four codes at course level:

1. No Access
2. Web-Supported
3. Web-Enhanced
4. Web-Based

The field is not mandatory and has a maximum of one numeric character.

He noted there is no limit on what is allowed; it is what is best to achieve student success such as directed / self-directed learning. The wash up to programme level is important; programme approved online or blended noting there is no clear definitions on the modes; there is a broader discussion with NZQA /TEC on this.

At the Friday hui, James advised the guidelines are based on TANZ guidelines; the below is a work in progress:

*Band 1 - Moodle as repository standard on campus delivery – this is what we mostly do at the moment; some may stay here largely practical courses they could move to 40%*

*Band 2 - Moodle as a repository, standard on campus delivery with some replacement by online sync or async delivery – more likely*

*Band 3 - Moodle used to provide some async learning via interactive activities in addition to a mix of on campus and online delivery – some likely*

*Band 4 - Moodle used as the basis for learning activities through a combination of async activities and online delivery, supported by an on campus block – EAS model*

*Band 5 - whole learning experience facilitated online with no on campus component*

Regarding space demands, Timetabling have advised to move theory classes from practical spaces as these will be in demand. It was noted that Trades are one of the main users of the colab spaces.

Short tutorials and office hours being online would be suitable for working students; these types of scenarios are being framed.

Maura is joining APM cluster sessions next week to discuss their needs; they need to know what are the limits of what they can do based on NZQA approval status. A Moodle course can also be created to assist staff.

James noted the campus is not setup for x100 online concurrent Zoom classes for when staff return; further thinking is needed on this. The EER may also be carried out via Zoom.

Feedback from students on their experience of online delivery will be reviewed; any survey programmes have completed should be sent to TPA. The course evaluations will be important source and can be used to inform decisions, however, the results will not be available until near the end of June. It was noted that in the NPS student survey the main request was to continue to record lectures.

The Schools need to be provided guidance on the outcomes; this can be discussed with the APMs cluster groups. Maura to note this at ExLT.

**ACTION: TPA to create guiding principles with learners at the centre.**

#### **4. Online / Offshore**

Simon Tries advised that Unitec currently cannot enrol and teach to offshore students (due to Cat 3 status). It is his understanding that NZQA/Agencies/Govt are discussing whether they will make an exception for us given the circumstances.

If we are permitted to and if we wish to deliver online offshore, we need to provide NZQA with a list of programmes (we have an interim list); each programme will need to go through a separate approval process with NZQA; they have not yet stated what the process will be.

Our ability to resource this in a short time will be limited.

#### **5. Online Exams**

Annette raised a question from a domestic students that is on a remote pacific island about what is the protocol should there be internet connectivity issues during an online exam? There are other similar questions.

James advised that we do not currently have clarity on which programmes are proposing to carry out online exams; some teams have come forward but not all. Teachers need to have a plan if there are technical issues. The protocols for online exams are being drafted.

Is there best practice in the sector? James advised that the general recommendation is not to have exams online due to security.

Simon T has a list of 51 courses who have indicated that would like to carry out an exam online. TPA have re-written exam questions for Construction online exams which was a large amount of work.

There was a discussion on pre-moderation for any changes noting knowledge is needed in online assessments/exams.

The ARC agreed that all secure/invigilated assessments are to be held on campus. The exceptions will need to be managed such as students who are overseas; currently there are less than 20; they could be deferred to S2. The definition of secure needs to be clarified for staff. Simon to check with Sinead on the legal implications of this decision.

There will be some exams that can be carried out online if appropriate such as open book exams.

**ACTION:** Simon to communicate the decision to staff for all secure and/or invigilated exams to be held on campus.

## **6. Any Other Business**

*Reader / Writer Support* – request from Disability Student Support – Access4Success (A4S) and Student Success, for ARC to approve student access to on campus exam reader / writer support (option 1) as online exam conditions are currently insufficient (51 students this time last year). The ARC approved this request.