DEPARTMENT OF HIGHER EDUCATION AND TRAINING

International Webinar
The Impact of COVID-19 on Higher Education and the Economy:
Successful global interventions and innovations

Higher Education Facilities Management Association of Southern Africa (HEFMA)

29 October 2020

Dr Diane Parker
DDG: University Education
Covid-19 – Time line; response; impact

• Time line:
  ✓ First case of COVID-19 recorded in SA
  ✓ President announces the state of disaster (15 March)
  ✓ President announces a lockdown from 27 March
  ✓ Extension of the state of disaster and a risk adjusted strategy to manage the spread of the COVID-19 pandemic – currently under Level 1 restrictions.

• Higher Education Response in SA:
  ✓ Agreement that all PSET institutions take early recess from 16 March
  ✓ Campuses closed and students return home (week of the 23 March)
  ✓ Health and Safety protocols developed and disseminated – volunteers trained (Higher Health)
  ✓ National survey of university IT infrastructure, LMS and capability to offer online learning
  ✓ Development of emergency remote multimodal teaching and learning plans – supported by government through an initial Covid Responsiveness Grant (CRG 1)
  ✓ Campus health and safety response committees/teams established
  ✓ Return to campus plans developed supported by a further CRG 2.
  ✓ Extended academic year

• Economic Impact severe – unemployment; economic hardship; fiscal crunch
### Universities: Risk adjusted strategy for COVID-19

<table>
<thead>
<tr>
<th>Level 5: High virus spread and/or health system readiness (Current Status quo = lockdown)</th>
<th>Level 4: Moderate to High virus spread with low to moderate readiness (High restrictions)</th>
<th>Level 3: Moderate virus spread with moderate readiness (Moderate restrictions)</th>
<th>Level 2: Moderate virus spread with high readiness (Reduced restrictions, e.g. some movement allowed)</th>
<th>Level 1: Low virus spread with high readiness (minimum restrictions)</th>
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<tr>
<td>- Remain closed</td>
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<td>Institutions opened and institutions use their discretion on restrictions.</td>
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*Government Gazette Published on 9 June to regulate return to campuses*
Principles...

01. SAVE THE ACADEMIC YEAR
02. MAXIMISE OPPORTUNITIES FOR SUCCESS
03. SAVE LIVES
Multi-modal as a mix of remote and contact learning

Decreasing lockdown levels

Level 5  Level 4  Level 3  Level 2  Level 1

REMOTE

Clinical Training  33%  66%  100%

CONTACT

Phased return of students (max)

Considerations

- Programmes where campus-based study is a necessity
- Final year students
- Vulnerable students
- First year students
Multi-modal plans contain **contextually-responsive mixes of teaching and learning strategies**

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<th>Very difficult/impossible to learn in remote setting</th>
<th>Campus-based Teaching and Learning</th>
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<td>No Device, no data, no connectivity</td>
<td>Print based teaching and learning</td>
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<tr>
<td>Device, no data or connectivity</td>
<td>Digital teaching and learning</td>
</tr>
<tr>
<td>Device, data, connectivity</td>
<td>Online teaching and learning</td>
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Institution A

Institution B

Institution C
• Before Covid – slow move towards the utilisation of digital technologies for teaching and learning
• During first stages of Covid and the lock down – emergency implementation of a range of technologies in an attempt to save lives and the academic year
• Post Covid likely to see fundamental changes in the operations of universities, e.g.:
  ✓ Financial sustainability of the ‘old’ contact university model?
  ✓ Implementation of hybrid/ blended modes
  ✓ Learning management systems ubiquitous
  ✓ Data analytics essential
  ✓ Academic staff capability development and pedagogic understanding of opportunities
  ✓ Student devices (computer labs?)
  ✓ Rethinking of teaching/ learning researching spaces and design (large classes in auditoriums?)
  ✓ Reimagining the operations of institutions
  ✓ Travel? Concept of internationalisation?
Never let a good crisis go to waste
(Winston Churchill)
What does this mean for universities space planning and facilities management?

**DEVELOPING UNIVERSITY SPACE INFRASTRUCTURE**
**TWO-PRONG APPROACH**

**PRESENT**

How are Universities Managing Current Spaces?

**FUTURE**

Predicting What the Future Looks Like

**USE OF SPACE**

Informing how DHET allocates and saves costs moving forward (gaining from grants)
RECOMMENDATIONS

SPACE MANAGEMENT POLICY.

EVERYWHERE LEARNING
- Student location (survey)
- Central location for access to support
- Block Releasing – Academic and Housing

QUARTERLY UPDATE
- Ensure usage, time, and changes to be provided
  *based on a standardised template

CENTRAL BOOKING SYSTEM
- All booked venues to be monitored through a single easy to use and navigate platform

SHARED + INTERCONNECTING SPACES
- Larger shared facilities to accommodate multi-use

STUDENT AND EMPLOYEE LIFE CYCLE
- HR to assess duration of employment / time at university to determine allocation of space usage –
  • Hot desking, parking etc.

SPACE CLASSIFICATION REVIEW
- Reviewing existing spaces (designed with old codes in mind) which have been classified with current space use codes under interpretation may lead to incorrect classification providing incorrect feedback

PEOPLE COUNTERS
- Real time usage on how space is used compared to booking of spaces
- Install in pilot building

UP TO DATE WAYFINDING
- Ensuring ease of navigation through changing campus

SPACE MANAGEMENT NETWORK
- Dedicated position per faculty dealing with space management
- PIMD systems remain up to date
- Implementing the Framework
- Better monitoring of space usage
FUTURE GAZING - PRINCIPLES

Principle 1. Societal Connectivity
Community Connected Education
Enriching Education and Society
Lifelong Students

Principle 2. Quality of Student and Campus Life
Further Student Reach

Principle 3. Shared + Interconnecting Learning Spaces
Interdisciplinary Research
Co-creation
Collaborative Hot-desking

Principle 4. Interchangeable Spaces
Flexible
Developing Greater Creativity

Principle 5. ‘In The Field’ Expansion of Education
Integration of University and Business
Employer Input

Principle 6. Anywhere Learning
Technologies
Entrepreneurship

Principle 7. Specialised Spaces
Focused Study Laboratories
**RECOMMENDATIONS - MOVING FORWARD**

- **SPACE MANAGEMENT POLICY.**
  - Quarterly Update
  - Central Booking System
  - Space Management Network
  - Charge Out
  - Drawing + Room Data
  - DHET Funding Structures

- **People Counters**
  - Student + Employee Life Cycle
  - Space Classification Review

- **Real Time Usage**
  - Timetable + Booking Information
    - Principle 1. Societal Connectivity
    - Principle 2. Quality of Student and Campus Life
    - Principle 3. Shared + Interconnecting Learning Spaces
    - Principle 4. Interchangeable Spaces
    - Principle 5. ‘In The Field’ Expansion of Education
    - Principle 6. ‘Anywhere Learning’
    - Principle 7. Specialised Spaces

- **Future Gazing 7 Principles**

- **Spatial Framework Development**
  - DEVELOP SPACE NORMS
SPATIAL FRAMEWORK: GUIDING PRINCIPLES

SPATIAL CHALLENGES

SPATIAL PRINCIPLES

INTEGRATED + IMPLEMENTABLE VISION

Key Drivers Behind a Successful Implementation Plan

From

Initial Spatial Interrogations

To

Detailed Implementation Plans
+ Project Briefs and guidelines

VALUE-ADDED INSIGHT AND GUIDANCE OVER 3 YEARS
GUIDING PRINCIPLES

KEY DRIVERS BEHIND A SUCCESSFUL IMPLEMENTATION PLAN

1. Edge Consolidation
   - Establishing defined boundaries and edges
   - Infill, Densification, Pocket Infill
   - Contain Sprawl Definition = Identity

2. Connections
   - Movement Network and Hierarchy of Movement Community
   - Outreach, Gateways, Landmarks

3. Dignity + Environment
   - Students, staff and community can learn and engage with pride, security and dignity
   - Common and Shared Space as Driver
   - Quality academic, multi-use and residence buildings
   - Touching our Environment Lightly / density
   - University as Custodian of natural heritage

4. Robustness
   - Flexible use with greater variety
   - Gradation of public to private
   - Manageability of Space and Buildings

5. Phasing
   - Implementation strategies, Prioritisation
   - Structure around infill and Management Capacity

6. Sustainability
   - Efficiencies of Reuse
     - Efficiency, Infill, Densification, Re-use
     - Bulk Infrastructure Improvements

SPATIAL CHALLENGES

VALUE-ADDED INSIGHT AND GUIDANCE OVER 3 YEARS
1. Edge Consolidation
2. Connections
3. Dignity + Environment
4. Robustness
5. Phasing
6. Sustainability
7. Everywhere Learning – On-line Teaching

- Spatial Impact of Online Teaching and Learning
- Future Development of Campuses will be Impacted by This shift
- Opportunity to Create more Equitable Academic Environments Through The Ability to Access Education Remotely
- New Strategies and Policies to Address Inequalities Through Spatial Means
In **New Practices of Distancing Learning / Working** how will Higher Education Institutions **Ensure Equitable Student Access** to

- Information?
- Resources?
- Tutors / Support /Guidance?

7. **EVERYWHERE LEARNING**

What Does the Term **“THE NEW NORM”** mean Spatially?
7. NEW TYPOLOGY: EVERYWHERE LEARNING
(Combination of Both Learning Models)
What Does the Term “THE NEW NORM” Mean Spatially?

- Facilities set up in common locales
- Facilitates equitable access to:
  - Information
  - Resources
  - Tutors
- Shared spaces for knowledge transfer

7.

- Students receive contact teaching time
- Linking housing with programme
- Residences act as temporary accommodation

VALUE-ADDED INSIGHT AND GUIDANCE OVER 3 YEARS
Thank you