

Impact of GTP on non-AL staff

What extra work did you have to do because of GTP implementation problems?

Answer Options	Response Count
	127
<i>red question</i>	127
<i>red question</i>	28

Number	Response Text
1	See above plus emails, phone calls, re-jigging of tutorial plans. I also had to find alternative tutors, post a variety of forum postings, arrange new forums dedicated to GTP. In addition I had to report upwards to line management, discuss in meetings and online meetings and respond to around 150 queries from ALs.
2	As described above
3	In particular handing tutor and student forum modules on this topic Checking and rechecking the timetable Usually a staff tutor has the timetables settled by early to mid October and can get on with other tasks. Not so this year
4	I was initially required to travel from my home on the Wirral to Cardiff to take part in 2 Day Schools, this would have needed an overnight stay. I said no as I considered this to be a waste of my life. It was suggested I undertake all online tutorials. Preparing new online tutorials
5	N.A.
6	Fire-fighting, especially when it emerged that no venues had been booked. Spreadsheets - which required access to 4 different systems and had anyway to be repeated several times
7	I have to convert my power point to a pdf and renumber the pages to load it up. Creating a URL for the power point so I can email it to students not in my tutor group.
8	Just fire fight issues that shouldn't have arisen
9	Setup and support of Ou Live rooms for tutorials.
10	learning new systems, finding new contacts for support, creating new policies and procedures, last minute changes to known working practices, check module sites meet the entered event info after the spec has been signed off and implemented, last minute changes to live module sites
11	I had to spend a lot of time rearranging LEM events because they had to be been scheduled before we know what staff we had! I spent a vast amount of time telephoning and chasing ALs. I had to work evenings and weekends to 3ensure that ALs were aware of last minute changes to their timetables. ALs understandably emailed me at non-office hours because their timetable had been changed and they had no idea what was going on. I had to redo spreadsheets time and again because the false deadlines and unworkable system that had been imposed had to be rectified again and again as new problems emerged. A task that used to take half a day took over 3 weeks.
12	additional communications with nursing students as the systems could not cope with their alternative presentation codes etc
13	see above, mtgs, forum responses, fire-fighting, anticipating any future issues, not knowing whether analytics are being collected correctly not knowing what to advise ALs
14	Dealing with additional queries, in particular from Staff tutors who did not understand the system and who were trying to circumvent the system by continuing to work on a 'regional basis'. The most difficult areas related to AL redundancy issues as the AL contract is regionally based but the new system works on Clustering.
15	Checking to see if/when updated information was available, reassuring students
16	see above
17	dealing with student queries; helping other ALs deal with cock-ups; and finding someone to help me deal with changes/lack of information re my modules.

18	Arranging a tutorial in replacement for a session which had been unaccountably cancelled.
19	Revise existing teaching materials that would normally re-use, produce material on topics not previously taught (due to very prescriptive management of tutorial content). Extra communication with own students plus trying to communicate with whole cluster about tutorials via website and tutorial forums, Endless checking of tutorial dates, student numbers etc. on website as this never settles. Extra photocopying due to uncertainty of student numbers, more liason with colleagues needed to organise joint teaching and coordinate what we will each teach.
20	Phone calls, emails to students. Felt annoyed that I was trying to save face for decisions that were outwith my control.
21	a huge amount of administration and checking of spreadsheets, a huge amount of consultation with ALs
22	Correcting the LEM spreadsheets to the correct format. Searching through data to check for errors or omissions. Troubleshooting errors on LEM.
23	I had to provide information to ALs that wasn't available on the system because it wasn't working. I had to write a report on our implementation of GTP and the issues caused. In terms of the implementation over the summer, I had to do excessive work in order to allocate students geographically (which I decided to do off my own bat for the benefit of students) because the system wasn't set up to do this in a simple way. I had to keep re-doing timetables. I had to check documents repeatedly as changes one person made were undone. I had to raise contracts for ALs to provide support to colleagues where online tutorials were over-subscribed.
24	Learning where to find things. Learning how to navigate the booking system. Reading numerous emails. Trying and retrying to do things that normally don't take long, like getting my students' details, accessing AR information etc. Hours wasted trying to log attendance (which I have stopped doing until the system works correctly). Hours on forums trying to find out what was going on. Trying to work out what was required of me as far as tuition online goes.
25	Many hours chasing ALs to provide tutorial dates and many more creating wikis and populating LEM spreadsheets. Checking that venues and resources were booked for dayschools. Countless hours chasing up queries from ALs about the tutorials listed on LEM. This involved logging in as a student or AL to check what they were being shown.
26	Timetabling on a huge scale, remotely, and repetitively, over and over and over again. Related, having to strike-up as-good-as-possible relationships with ALs I've never met, under pressure, and while the ALs were being messed-about by an uncaring juggernaut of GTP.
27	The analysis I was asked to do took about 10 staff days, ending on 18th October
28	Getting up to speed with the structure of the new system and how it was intended to work, working in a small new cluster team to set up tutorial timetable in line with tuition strategy, liaising with ALs over the summer to establish their availability, confidence with using OU Live, willingness to travel etc- questionnaire designed and distributed. Mapping student and AL numbers to inform potential redundancy situation (which was not needed because of rise in student numbers), ensuring students were allocated to tutors by geography as far as possible and tutors linked to face to face tuition by geography/availability, planning timetables and working out equitable distribution of hours, communicating plans to ALs and fielding queries, promoting team and cluster working, setting up pre OU Live meetings, signposting ALs to OU Live development sessions, ongoing troubleshooting and monitoring of queues, setting up new learning events, correcting systems problems and errors inputted into the system, fielding AL queries. This was done in a small team that included a co-ordinator, 2 staff tutors (one who was the module chair so the task was much easier) and a new regional manager who was involved as part of induction so I think we have got off fairly lightly - plus the fact that HSC was a bit ahead of the game. However, it was till very challenging because of a lot of work happening when people were taking leave with deadlines occurring outside normally working period for ALs.
29	Chasing up of issues and also having to run tutorials in a set up that I never agreed to.
30	much contact with AL-Services, ALs and colleagues in other regions and in R06 to address GTP-related problems
31	Redoing timetables over and over again due to limited windows and Spreadsheets.
32	A far increased level than usual in terms of emails with ALs. Short event windows created issues in terms of their availability. Dealing with booking problems for venues, rectifying double bookings and ALs scheduled to teach a session and then get to another venue across town to teach the next. Increased student complaints (tutorials published online that did not take place as they had no access, venue problems etc)
33	Submit multiple spreadsheets despite them containing the same information because it was required in a slightly different order; phoning ALs and AL Services to confirm/sort out a) contracts b) timetables c) room bookings d) IT failures e) student allocation issues; confusion over who to contact (ALS in R06 or ALS in region who were booking tutorial rooms); additional meetings attended, to discuss way of sorting out the mess.
34	Continually attempting to meet urgent deadlines for arranging and then entering on spreadsheets the tutorial plans for my tutors. This required endless negotiations with tutors to avoid things like clashing use of online rooms, and later venues that were closed but no one told us until September or October .. Staff Tutors were data entry clerks on top of all the management stuff

35	extra emails to ALS in Bristol and to GTP team; extra emails to ALs; changes to LEM spreadsheets; checking of LEMS and NTS systems; contacting colleagues to share experiences and find out info, get advice; reporting to dept team with updates
36	Email students several times to keep them informed of what is going on (or at least to tell them that I didn't have any information yet). Put information (or non-information) on the cluster forum and keep that updated Keep checking several times a day to see if tutorial details were showing Respond to student emails, texts and phone calls Collaborate with colleagues to ensure that everyone was more or less responding in the same way - that included reassuring a colleague who had late notification of a venue she had never been to and who was concerned about IT access Contact the SST following a tutorial because of the unsuitability of the room we had been allocated (because no other rooms had been available due to late room booking and one of my students required wheelchair access) Follow forum discussions far more frequently than usual so that I knew what was going on and what issues to expect or be prepared for. Continue to have to reassure students who have lost faith in the OU.
37	The entire tsa process takes much longer than it used to. Because systems constantly malfunction we have to repeat tasks we have already done. We are often being 'harangued' by other staff or students who assume that if there is something wrong with the timetable it must be our responsibility.
38	Arranging extra AL staff development, time consuming spreadsheets to fill in, answering questions from confused ALs and students, correcting errors, changing venues, re-doing timetables, having to continuously check for information such as venues and whether any students are on waiting lists etc. Various tasks took longer than necessary and/or had to be duplicated due to lack of detailed information/knowledge on how various aspects were going to work. And then there's all the feedback, consultations, surveys etc...
39	Extra work largely generated by LEM spreadsheets and their unwieldy nature. An academic colleague had other priorities and was not in a position to manage the cluster assigned to her. This was a three-cluster third level module which I then took over in addition to the locally clustered modules assigned to me. Ongoing venue difficulties mean that I check email from home outside my paid working hours, as urgent issues need picking up quickly.
40	I have copied the above to here: The chaotic implementation on DD102 meant that student confusion, questions, queries, misunderstandings were multiplied and left to ALs to sort out. This meant lots of emails and phone calls. It also meant lots of emails and instructions, clarifications and revised instructions from the University. In fact, one of the most time-consuming aspects was all the material we had to read. It also meant trying to sort out tutorial timetables with the cluster tutors, also very time-consuming. It was very difficult to get the correct information and our managers were clearly under a lot of pressure. It was actually a very stressful period. In addition, there were a lot of tutorials clustered together, and I was given 5 hours of online tutorials on a Sunday (2x2 hour with one hour break) with a few days notice of the date, and another 3 the following Sunday. We weren't paid for the September work of contacting students and preparing for the 1 October Day School. The icing on the cake was that we were then informed of a 15% pay cut because the student numbers were short. The confusion still continues and we are still dealing with tutorial timetable and location issues that are being incorrectly displayed.. I really can't be doing extra work to fill in more forms about this disaster.
41	16E did not have as many problems as 16J, I was not involved with 16J. More work collating the information needed to prepare timetables (previously some of this would have been done by AL services) more interaction with tutors and forum moderators to explain what was happening, more voice SRs to be re-directed or responded to for 16K more tutors needed one to one conversations to express their concerns (especially where they were caught up in 16J whilst I was trying to plan for 16K)
42	organizing tutorials, liaising with AL's
43	Poor preparation and lack of background information provided to the ALs meant that a great deal of time was spent manually correcting errors with spreadsheets and negotiating times/dates which did not fit the specified criteria for publishing timetables. Fundamental technical flaws in the system resulted in a lot of manual data-entry and having to check information uploaded. Jobs were duplicated by having to replace information several times that kept disappearing from the system before bugs isolated and fixed. Using a program with so many inherent problems resulted in a considerable increase in enquiries from both Students and ALs.
44	Check and recheck unhelpful spreadsheets. The timetables were not checked with the tutors after they had been entered onto the system so the checking had to be done by cluster managers. Errors still passed through and needed to be corrected later.
45	See above - inputting data one of the main areas and constant liaison with colleagues to try to get system to accept data

46	See Q.5 above
47	Calm forums down
48	Work late evenings to try and get information to ALs and students and to solve timetabling problems which arose due to lack of information about GTP systems.
49	The extra work needed to advise and reassure students about changing venues. The work required for OU Live.
50	For T849 we discovered five days before the course start date that what we had assumed were tutor group events (ie. restricted to the students of a tutor) - because that was what had been requested - were actually tutor group ratio events and thus open to any student up to 20 in number (as opposed to 75 for a cluster event). The CM for T849 spent many hours trying to find out why the system had interpreted our instruction that way (we then found out about the defaults) but were told it could not be changed. Furthermore, tutors (ALs) with more than one tutor group (two T849 tutors have two groups = 40 students) had under the old system been able to request from IT that these were merged, thus enabling them to hold one large tutorial if they wished. But this option we were told was no longer available. The upshot was that ALs, CM and Chair spent several hours working out a workaround, and then tutors had to contact all their students to explain what this was and how we'd handle tutor group tutorials so that these were only populated by a tutors named students. If the system remains unchanged we will also have to do this at the end of the module to remind students of the workaround for the tutor group based EMA revision sessions.
51	Chase room bookings for face to face Deal with last minute venue changes Have every f2f at a different venue -not good for continuity for tutors or students -due to late booking Chase equipment bookings Chase AL services when events not showing, appearing , disappearing. Deal with ill equipped and ill signposted venues Contacting tutors and students to inform them of tutorial arrangements outside LEM Constant checking and rechecking of dates and times Reassure tutors which rooms to use online Disappearing events from LEM Duplicated events in LEM Student booking on to wrong TG tutorials Managing waiting lists -how? DAR records -impossible to manage for large online tutorials
52	Register -design is useless.
52	As above
53	Timetabling vastly more complicated than necessary. Additional work sorting out problems with venues, and responding to student and tutor queries and complaints via email, forums and VOICE. As of early November, we are still receiving late registration requests - more than six weeks after final enrolment date ! There is a red box on TutorHome with FAQs for ALs - most of these say to refer to the Cluster Manager - but in most cases there is nothing that we can do about it (a good example is tutors' full names showing - the remedy offered is to contact the cluster manager - but we have no ability to edit this on the system).
54	Weekends, when a lot of ALs do their work, were times when I spend a considerable amount of my own time on responding to forum queries and emails.
55	Every tutorial event had to be negotiated from scratch, normally I would mostly only have had to deal with new modules and new AL timetables with a bit of input to the roll over of tutorials from previous presentations.
56	Sort out the mess and try and update LEM s/s to correct and upload.
57	Navigate a completely brand new, untested system without critical training and support
58	1) Answering tutors queries 2) Answering staff tutor issues 3) rethinking and rewriting module approaches to fit with the GTP 4) Filling in and refilling in GTP spreadsheets for learning events
59	respond to (sometimes very angry)queries which had no resolution
60	Dealing with very dissatisfied students who wanted information we did not have and were unable to help with.

61	See previous answer.
62	see above
63	Timetabling was much more difficult to do. There was a lot of confusion around what needed doing when. It was very difficult to manage late appointments. It was also difficult that we no longer have named contacts in ALS and you have to send things to a generic mailbox which means you have to give context all the time instead of working with someone who knows the background to the situation. I have also found it difficult having lost my faculty assistant so I no longer have general admin support.
64	A great more student telephone contact than is usual and I have become an apologist for the OU.
65	Reassuring ALs, Timetabling without access to full information e.g. on venues. Filling in spreadsheets that had not been designed to assist with accurate data entry.
66	OU Live sessions, lengthy evening discussions with ALs, mass amount of calming notes on forums and threads totally dedicated to GTP.
67	Lots of talking through ways of rescuing the situation with the ST on the module team. An extra online tutorial run by myself and the ST.
68	Many more hours emailing tutors in my cluster to organise tutorials Much more time on the phone with another AL arranging tutorials Much more time checking the tutor forum to TRY and keep up with GTP issues e.g. the debate on whether we should/shouldn't record online tutorials. Being told that now online tutorials need 2 tutors so being asked to pair up and do MORE tutoring Having to go out to my group to offer additional support due to GTP problems
69	Normal' additional work to implement policy operationally - this also had to be done several times because of failures of policy to be put into practice. Additional work required due to learning design of particular modules not supported by GTP implementation. This was a problem of implementation and repeated avoidance of reported issues by both the GTP policy and implementation teams. Finally, additional workload due to trying to hold together an AL community who feel very badly let down by the University.
70	Meetings to finalise tuition strategy on each module. Completing vast complicated spreadsheets in time for end of July deadline. GTP online meetings with each of five clusters ahead of 16J module start. Trouble shooting when incorrect information was showing for students and for ALs. Trying to reassure ALs.
71	Extra work came in many forms, including chasing up dates of tutorials, basic admin work that I used to be able to delegate to our excellent Faculty Assistant (a full-time post that provided very good administrative support for our team before the post was removed at the start of June) etc.
72	Hours spent uploading timetables for clusters and then manually adding tutors, venues and rooms for each single event.
73	Two hours
74	Constantly contact ALs, complete endless spreadsheets, liaise with ALS re timetables, venues, etc. at an unprecedented rate, answer student queries, check and attempt to correct systems.
75	Extra emails to my students to tell them to let me know if they were going to turn up to tutorials, and not to bother with booking unless they wished to attend another tutor's tutorial.
76	Took longer to timetable because I didn't know the tutors, the venues, the regions or the systems Spent much longer dealing with timetable and venue problems at start of presentation Had to get to know an additional 25 tutors I am now cluster managing, developing relationships etc Gave tutors OU live training and support, and general additional support on implementation of GTP
77	Significant increase in workload putting timetable spreadsheets together without Faculty assistant support. Having to produce two variants of one cluster timetable as AL services would not allow an additional AL appointment until Final registration date. (Previously the FA in region would have carried out basic admin associated with rolling over timetables). Data in spreadsheets incorrectly loaded up so additional work in checking and rectifying errors; availability of tutorial locations not provided when drawing up timetable - this led to last minute changes in location of one dayschool due to venue not being available on Saturdays (location moved to a different town and not confirmed until 3 days beforehand). Venues not providing laptops for data projectors so having to contact ALs to see if they could provide one (SST declined to courier one to location). Significant no. of queries from ALs and students about not being able to view tutorials & booking buttons not visible.
78	Having to find out venue information myself; having to rework timetables that had been agreed in July because student numbers/geography differed from what we guessed; having to send spreadsheets of upcoming tutorials to tutors/students because they were unable to see things on the system; huge amounts of extra support to my ALs and my ST colleagues

79	Keeping up to date with the unfolding problems via the GTP forum and module welcome forums. Being more active on forums to help reassure people. Feeding into management to log the issues.
80	Many hours spent checking and re-checking LEM spreadsheets, entering the same data over and over because the system was so unfit for purpose; massively more work sorting out queries and SRs resulting from the mess.
81	Much more dialogue with ALs than usual - and about things the module teams don't normally get involved in (tutorial arrangements). Extra liaison with Staff Tutors and regional colleagues. Extra discussions/advice for students who were (and remain) disorientated. Extra time spent helping colleagues deal with the mess.
82	Commiccate with nursing students Register nursing student for dayshool Keep loggin on to AL forums to see if any problems ETMA system crashed on etma 1 on deadline day
83	Changing timetables constantly due to changes in student numbers/AL redundancies; double and triple checking timetabling data input by AL Services; managing AL concerns about lack of tutorial information and venue bookings; managing student complaints about access to tuition and requests to change to a more local tutor; scheduling additional tutorials due to demand for online tutorials; liaising with ALs about setting up additional support sessions as promised by the VC; teaching myself how to use the LEM and curriculum system.
84	Filling in numerous spreadsheets. Extra contact with ALs in setting up tutorials.
85	Extra/ multiple contacts with new tutors in our clusters (i.e. with tutors we did not necessarily know) to negotiate time tables at a time when ALS were not contracted was challenging, as was the need to fit tutorials into very tight slots in accordance with the tutorial schedules and sometimes having to renegotiate these with CMs.
86	More phoning of students; phoning venues to see if they had been booked; liaising with colleagues to ensure they had a student allocation - mine did not appear until 2 days before the start of the module. Once that happened I had to react quickly to welcome them to the course.
87	Because of a lack of clear implementation strategy an inordinate amount of time was spent with colleagues trying to work out what needed to be done and when - the lack of a clear 'to do' list led to confusion, ridiculous amounts of queries and clarifications. Engaging ALs in discussion of timetabling took up most of the summer months, as did entering data onto systems for which we had no training. Responding to requests from ALS to check timetables several times prolonged that aspect of work unnecessarily. Trying to forge new relationships with ALs under cluster rmanagement conditions , while additionally trying to position the GTP with them (most had no understanding of the practical out workings of the new clustering arrangements) was incredibly time consuming. Managing complaints form ALs and students re. problems with venues and timetabling - exhausting! Absolutely no work done since the end of June on anything other than the GTP.
88	Telephoning all students to correct information about tutorial dates and venues which was inaccurate. I'm still giving out provisional and draft dates from my diary as not all tutorial dates are confirmed and available online - so I may have to correct the information given out to my students again. I've been in touch with the administrative team on one of my modules today to see if I can find out where our tutorials are booked, as the venues listed are not correct. I am fielding student queries on a daily basis about tutorials, and am increasingly dealing with complaints about the lack of information and organisation.
89	See point 5 - unpicking all this mess and putting forward alternatives (e.g. setting up timetables on a spreadsheet and sending it to all students in the cluster) was very time consuming. Dealing with queries, reassuring upset tutors, chasing the information about tutorial bookings or even finding out who is responsible for what in the new structures -all this meant working long and unusual hours.
90	Mainly responding to student queries on the module forum, liaising with the cluster manager and responding to tutor questions on the tutor forum.
91	Just had to try and explain why the OU was doing this, trying to defend university. Constant apologies.
92	Personally very little, as things were taken out of our hands but the impact on some of my colleagues was huge
93	Skipping break time to deal with GTP queries and having to search on the Intranet for possible answers to questions.
94	Checking lots of different systems because many showed different sets of information to each other. Also a vast amount of university communications that we have had to read to keep up to date with the issues
95	teach myself undocumented systems + learn based on student issues
96	I had to edit and change spreadsheets, communicate plans and intentions to groups of tutors, and run some new types of events called 'cluster briefings' so tutors could begin to work together.

97	Mainly, managing an entire L2 module's tuition, timetabling, liaising with ALs nationwide, filling in spreadsheets, TSA and booking sessions- all things that excellent local AL services used to do with regional academic staff. All this with no reduction in line-management duties of 'legacy' regional ALs. 'Firefighting', e.g.
98	<ol style="list-style-type: none"> 1. fill in spread sheets 2. correct and review spread sheets (about 8 times now with AL services under equal pressure) 3. negotiate with other staff and ALs to sort out timetables 4. speak to venues when it was clear there was no more resource 5. deal with around 40 student reallocation requests 6. deal with around 10 complaints from students 7. be shouted at by students
99	Assisting managers with their workflow and moving work to new MK inexperienced team where possible, though for complex activity it was not. Encouraging managers to keep going and keep their staff going by giving interim deadlines and helping prioritise, dealing with any workload I could take from them and do myself and listening to their concerns and trying to address them, literally talking them down from tears or taking sick leave to try and get the operation completed.
100	Meetings in evenings with ALs to reassure, plan and build relationships. Basically being on call with problems to do with face to face tutorials and working on my agreed day off (agile working policy agreed). Working on GTP in my other role to monitor emails, forums and issues from tutors about hours, working in evenings and weekends to meet deadlines.
101	It's not so much a case of extra work; more that the work involved was incredibly onerous due to the considerable drawbacks of the new system.
102	Re-write module materials that were just about to be handed over to LTS
103	<p>External relations Supporting colleagues and identifying / pinpointing what the issues are / were. First line of contact and communication with ALs / students Additional work just keeping on top of what was / is happening and on a day to day basis Always looking for the ramifications: what next</p> <p>People / colleagues and other departments are busy so trying to hold / prioritize other requests and work, or doing it myself.</p>
104	The timescales for timetabling meant extensive additional liaison with HR and AL Services, re-doing "final" timetables, approaching ALs who have no guarantee of a contract to ask for timetabling information (I would never have done this in previous years), admin with completing badly designed spreadsheets. Plus, a much higher support role for ALs in order to support them at this impossible time. Checking spreadsheets against the LEM reports (when I finally got access after the fourth request) with what ALs can see (by logging in to VOICE then selecting each AL in turn then looking at TutorHome) and what students can see (by looking at each ALs student lists, choosing a couple of students, then following the process in VOICE as above for StudentHome) and then finding that all of that information is different from what AL Services can see!! Also, constantly reporting errors which are supposedly fixed but on checking are not and so needed to re-report the same error.
105	Travel and preparation
106	more time trying to work out how to cover for STs who can't do 'normal' central academic work
107	IT support

	In addition to the paid-for additional cover mentioned above, GTP implementation caused extra work in terms of constructing and rearranging timetables by extensive consultation with ALs (often unavoidably intruding on their summer break, as this was the only time this could be done). Co-ordinating arrangements for different clusters on nationally-organized modules was very time consuming. In Arts we had phased implementation, with some of the larger modules not using OU Live. The remaining principles of GTP, including publishing timetables to students before module start, still had to be implemented for these modules. Originally, timetables were supposed to be published 3 months in advance of module start, which was clearly impossible. The time-scale was then adjusted to 1 month, but this was still undeliverable, in spite of the best efforts of all concerned. When the impact of late-venue bookings kicked in around module start we needed to be on hand to respond to requests for suggestions for alternative venues, as AL Services staff who were having to do the bookings (see comments above re the non-appearance of the Venue Management Team) did not have the requisite local knowledge. In the first weeks of the 16J presentation some of the venue changes were made less than 24 hours before the tutorial was scheduled to take place. I spent time when I should not have been working keeping tabs on the situation so that I could advise on suitable alternative venues within my region. I also (voluntarily) travelled to a nearby venue to which we had to move some tutorials at the last minute, to speak to and apologise to students and
108	tutors for the short-notice they had been given of the re-arranged venue.
109	Days of work trying to keep up with ever changing shambles and trying to mitigate for students
110	Unusually frequent contact with tutors to resolve timetable clashes; repeated checking of LEM reports for errors in timetables; countless change requests to get those errors corrected; acting as facilitator for over-subscribed OU Live sessions.
111	Responded to emails, contacted module chairs regarding module website crashing, sorted out tutorials not showing on LEM but due in first week of the module start.
112	mainly admin and chasing as per info above
113	Over summer leave to set up timetables. Every weekend in October to be available to ALs with tutorials. Evenings including going to f2f tutorial where room had only been confirmed to AL the afternoon of her tutorial.
114	It was more a question of reprioritizing some work
115	Much more communication than previously with ALs, much of it trying to help them understand the requirements of the GTP. Then completing, checking and re-checking spreadsheets - I felt under enormous pressure with this as it became evident that tutors weren't going to be given an opportunity to check their tutorial details before they went live. Then at the start of the 16J presentation when everything went wrong, I spent hours trying to reassure ALs and help them advise their students about tutorials.
116	phone calls, emails and follow up to complaints by students
117	Rewrite some of the (numerous) guidance documents from management so that it was suitable for and clear to frontline staff. Input into discussions around GTP and what LSS staff needed to do. Comment on the issues with the OU not following it's own complaints procedure. Support staff dealing with moans and complaints from students.
118	Calming students, talking about tutorials, being contacted by other peoples students after tutorials
119	More emails, more fire fighting, more technical input into VLE (creating OU Live rooms, forums, groups)
120	I worked an additional two hours each day in order to accommodate my existing workload and to manage the student/tutor queries
121	concerns raised by ALs and STs needed quick responses. It was essential to check forums over the weekend and be ready to respond.
122	More regular monitoring of forums, discussion with other staff about GPT on other modules.
123	Learning new systems; responding to students issues; staying up late to ensure things are in place etc...
124	Significant extra work dealing with nation issues and a long time spent trying to understand GTP in itself.
125	Everything to get tutors in place and students in the right place
126	Evenings and weekends
127	Answering AL queries