

Impact of (Impact of GTP on non-AL staff

Has your 'normal' work been impacted by the need to spend time on GTP problems?

Answer Options	Response Percent
Yes	89.6%
No	5.9%
Don't know	4.4%
Comments	

*answered question
skipped question*

Number	Comments
	Very much so
1	I have not taken any study leave
2	As I mention above, GTP is effectively deskilling academic labour - and academic labour where it is needed for many different reasons. Together with other changes - for instance, the disastrous SST/ALS 'alignment' - academic staff are finding themselves doing the most mundane and routine of admin tasks. This is a waste of academic labour, skills and expertise which should be applied on other projects and activities. I would add that this is especially the case in the Celtic nations where both GTP and ALS ALignment have taken no account whatsoever of different policy, political and educational contexts. In Scotland, for instance, the demographic profile of the student population is different in important respects from that elsewhere in the UK, notably from England. Yet GTP etc was imposed as a one size fits all model - completely failing to appreciate national differences, hugely important national differences.
3	It is also more difficult to manage the numbers of students attending - mine is limited to 20 thank goodness as the other cluster group for my course isn't limited. The left hand where the students are listed isn't big enough so it's constant scrolling up and down. It is impossible for one person to do the chat as well. However, we have opted to have our own tutorials - not co tutor so I guess it I will have to live with the stress.
4	Due to the increased workload I have had less time to spend on other work supporting students and ALs and have to work outside of my normal hours.
5	I haven't done any 'normal' work for nearly 3 months. CDSAs have had to be put on hold. My job has become purely cluster management and firefighting.
6	other things get delayed, i just work extra/later hrs to catch up
7	I have been unable to concentrate on 'normal' aspects of the role and 5 weeks after module start, I am still working on some of the mess/queries/issues that arose from the TSA process for 16J.
8	I only work for the OU
9	see response to Q8
10	i'm teaching a new module and time spent on GTP could have been better spent preparing/reading modules.
11	I have had to be less proactive about contacting students about other things and generally getting to know individual students because so much time and contact has been used up conveying basic info about what is being taught where and when.
12	not enough time to do all of the duties of a Staff Tutor and take any study leave or long (more than a week) annual leave
13	Because I was in touch with the implementation team and also because I allocated students geographically, I was not as badly affected as colleagues.
14	as has my mental wellbeing.
15	Many of my other duties have been put aside or have been done less well. In particular, the induction of new ALs and the line management of current ALs has suffered.
16	The main effect was that I needed to cancel or postpone everything I had planned to do in early October. I still haven't caught up with the backlog
17	In addition to impact on own role it was impossible to get Faculty Assistant support to carry out interviews for Pre -reg nursing. Some support was provided by R07 to get over the problem but it has provided knock on impact on pressure and stress levels of staff on the ground.
18	as above module and REF-related work
19	There are going to be a range of longer term issues occur as 'normal' work has not been completed. I.e. new staff not properly inducted, AL staff development not taken place etc

20	I have been unable to deal with student academic issues and staff development as I would usually.
21	Yes see above - until about mid October most of it had completely stopped apart from essentials like appointing tutors for October module starts.
22	I haven't been able to do any central work and the quality assurance role has been nil eg haven't had time to do SEAM mediation
23	Definitely if you are referring to work outside of the OU (which is the situation for many if not most ALs) I work full time at the moment in another job. Trying to deal quickly with stressed students while doing my 'normal' work has been enormously distracting.
24	GTP has become the core of our work.
25	Academic work has suffered.
26	I have been later than I would like in signing off monitoring and SEaM reports for ALs I line manage. As I also managed [L1 module, detail omitted], dealing with complex student-related issues throughout the summer in addition to the GTP workload was very difficult.
27	I work elsewhere so have had to work into evenings and weekends.
28	Significantly impacted. It is not just the amount of time, it is the time period overall which has been much longer than usual for tutorial planning, so other work is more fragmented and concentration and focus is reduced.
29	As per question 5.
30	All normal worked dropped for 4/5 weeks because of GTP problems.
31	I have been late on academic work - writing on a new module and writing assessment for an existing module.
32	As I also work on a professional programme, the amount of time taken up trying to sort out problems with GTP and time needed to engage with new tutors, has taken me away from my work on the programme.
	Module team work and Tutor recruitment had to be put on hold.
33	Also had impact on validation panel preparation work (pre-event reading of papers) and also impacted on preparations for an academic conference I was presenting a paper at during September
34	GTP has taken over and my other work is suffering. For example, it has put unusual pressure on external events work in Scotland
35	As explained above.
36	The best part of a day was wasted sorting this out for [module title omitted] between me, the CM, staff tutor and ALs, and then on into the various OU admin systems.
37	As a production module team member on a new module I have had less time to spend on my module work -this has suffered as a result.
38	Have lost out on external work and it is also impacting my work as an AL.
39	Absolutely. Provided I don't encounter any more GTP issues it will take a full week in order to catch up with my other tasks.
40	I have a significant backlog of authoring on a new module.
41	Constantly having to deal with queries and fix-its as well as BAU
42	It has 'eaten into' the scholarship time I had for a scholarship bid to research recent innovations in pedagogy on the modules I chair.
43	What I have been doing over the last six months (and ongoing, dampening concerns and abating fires that continue to spring up) is not radically different from what I have normally done at the this time of year; I expect to be arranging tutors and their groups. But the processes and systems have been that different and less effective that it has caused more work.
44	this was the main need for extra time to be allocated outside of normal working hours
45	I have been unable to do any scholarship work, my management of ALs has suffered as I have had to move to a minimum level support model instead of being a proactive manager. Frequently I have delayed doing things for my ALs which I would have previously done much more promptly. I have not carried out any CDSA meetings with my ALs during this period and a number are now overdue (although I have no accurate data on when they are due as the ALAR screens are not working!) I could go on.....!
46	Other work had to be delayed and am catching up with it now.
47	Not managed to keep to the schedule for production of TMAs, Practice Quizzes, the exam etc. for module that I chair.
48	See above
49	Have neglected other key work, eg AL CDSAs, tutorial visits, regular liaison with ALs on probation, and Module team work, eg writing exam questions and finalizing online activities for 16J presentation modules.
50	For example, I have been unable to attend to an occupational health review equipment assessment for an AL in as timely a fashion as I should do. I have also not been able to attend to planning and setting up staff development events, and AL CDSAs etc.
51	We fell behind with other aspects of our AL Services work as timetabling was such a huge task this year due to GTP. We had to get help from other teams and/or just leave work to one side until we could look at it.

52	The previous smooth allocation of students to tutors and tutorials has been turned on its head causing much confusion amongst students. As staff in Learner Support we didn't have the information to answer student queries about tutor and tutorial allocations which made us look unprofessional. In the 20 years that I've worked for the OU this was the time that I felt least able to help students with the questions that they were putting to me.
53	The extra work involved impacted on my existing workload which meant that I had to work through lunch and an additional two hours to keep up to date with everything else.
54	Unable to take planned study leave after 4 years of being an Associate Dean.
55	I have not spent much extra time on GTP problems; I ignored it, and carry on as usual. The only thing which could be different is that more students who are not mine might be coming to tutorials, There have always been one or two anyway, who, using Tutorialfinder, would let me know beforehand, and turn up.
56	Less time on production of the module i chair, less time to contribute to the MA module I am an MT member for, less time for AL line management and development, less time for research
57	Not meeting module team presentation deadlines; significant delays in interviewing schedule and outcomes for AL vacancies; not attending Faculty & School meetings in order to catch-up; not taking annual leave in August & September.
58	Yes, but not nearly as much as many others with greater involvement with ALs, students and module presentation.
59	I have had to put more or las everything on hold whilst dealing with the fall-out from the GTP fiasco,
60	We're constantly being distracted by GTP problems, and it shows no sign of abating. Study leave has been hit, as have other tasks. There is no time to think straight - we just lurch from emergency to emergency, punctuated by tears.
61	See above
62	Role as module chair and central academic work has been badly squeezed by demands of GTP.
63	I have had to be on the internet with colleagues and students much more than I would normally have been in order to sort out the administrative problems as well as dealing with students who have been allocated to me but are nowhere near my region.
64	It has been completely pushed aside because of GTP issues.
65	I balance AL work with other jobs. I can't allocate more hours to the OU, so the time taken to pursue students has come out of my limited free time and out of my planning and student support time.
66	Already outlined above.
67	A little.
68	Not applicable, but I think it definitely would be impacted if I had been able to continue in my AL role with these changes.
69	work has been completely disrupted, and there is quite a lot of confusion about who is doing what
70	I haven't been able to do all the critical reading I wanted to do, I haven't been able to concentrate on a new scholarship project, I haven't been able to read new module materials that relate to the two new modules that I'm supporting: much of the time has been all about getting things working - BUT I can (personally) see some really good advantages to the GTP. I expect the workload for the next presentation to be less, but still very intense.
71	I now have no time at all for any academic work as there is so much extra admin
72	I've had to suspend usual line management duties and other important operational activities, such as the transfer of work from a closing location to MK, have necessarily had to be delayed.
73	For a few weeks during August/September/October I was pretty much unable to carry out any other work. I have 2 roles and both were totally consumed by GTP so my Data Interpreter work for the SST suffered greatly.
74	Quite simply, I haven't had an opportunity to do anything else.
75	Changes to planned writing activities, re-writing work that had been completed
76	As above
77	It is being done more hurriedly and also the minimum time spent. Priorities are slipping. All work cannot be completed.
78	While a certain amount of 'firefighting' is to be expected in the first few weeks of a new presentation, please see my comments above about how the additional cluster management role has impacted on the work I should be doing at this stage of the year.
79	I've had to cut a few corners in my AL work in order to make more time for the cluster manager role.
80	Significantly. As a Staff Tutor I am supposed to have responsibilities that go beyond timetabling and this element of my role has been put on hold whilst sorting out GTP.
81	I think that I have managed to cover everything adequately. this may be in large part due to the reduced number of service requests I've received: see above
82	From around June to October, most of my working week was taken over by GT, other things I had to do as an academic had to be done in my own time.
83	Minor impact only, but as a MTC additional work to support AL's and listen to their concerns etc

84	I haven't been able to do all sort of other things e.g. I haven't had time to continue 16B tutorial visits; pursue HEA accreditation; prepare for starting on new module teams. I feel like I've been firefighting for months.
85	Extra time taken to work as needed to compensate for GTP concerns
86	Had to take time off from other tasks
87	normal academic preparation (i.e. the central focus) has lost out. I am behind with so much of the reading I planned to do.
88	I am so behind on other work because of GTP and the other associated changes.
89	I have done nothing but admin - checking reports for student bookings, allocating additional tutors to online sessions, checking for complaints and queries, moderating tutor forum as so many queries, trying to manage al hours without a workload system
90	see above