

Impact of GTP on non-AL staff

How does the Group Tuition Policy (GTP) impact on your work? [If you are not affected by GTP, go to Q15]

Answer Options	Response Count
	145
<i>red question</i>	145
<i>red question</i>	10

Number	Response Text
1	AL complaints on the tutor forum
2	as module team chair
3	It has definitely added to my work load over a protracted period of time. Perhaps as much as 5-8 days extra work
4	Additional work involved in liaising with other ALs to deliver more standardised teaching, additional work involved in liaising with staff tutors to coordinate learning events across several tutors, additional time involved in dealing with student concerns and queries especially with failings in LEM system, additional tutorial preparation time on module which previously had no tutorials but now has OU Live sessions
5	Change of established procedures has meant many more months work and a high level of checking and rechecking when the updating of events to be published to students did not work as expected. In the past we would have had timetabled with AL services, including venues booked by July, with any SV-letter related adjustments at the last minute
6	It has caused me to have to construct 5 new online tutorials. Because this is the last presentation of [omitted module title] there has been an imposition of the topics to be taught in tutorials. Previously constructed online tutorial material could not be used. hence the hours spent constructing new online tutorials.
7	Hugely: it marginalises other work but also serves to dilute the academic content and basis of my work.
8	It has quadrupled my word load. I am now expected to drop academic work and become, essentially, a clerical support worker.
9	My OU live tutorials can be attended by any student in my cluster.
10	Through the students, ALs, SST, student advisors and mostly Staff tutors that we need to work with in module presentation.
11	I offer 2nd line IT support to students and GTP has had a big impact on the service I provide.
12	increased workload, increased stress and anxiety
13	It has made it impossible to do anything other than cluster manage for over 3 months. It has turned my working patterns upside down and I spend all my time firefighting and trying to convince ALs to work within the new system and not resign! I have had to work on Sundays and have worked to deadlines and according to rules which were then revealed to be completely bogus and superficial.
14	Increased workload, confusion over miscommunication, frustration in dealing with insufficient systems. Feeling unsupported, undervalued and having to deal with the frustrations of others.
15	students were lost in GTP provided OULive room we didn't even know had been placed on our website whilst they were supposed to be in Introductory MW tutorial in OULive room linked to from study planner
16	Additional workload in trying to iron out problems, queries from staff tutors, queries from ALs, queries from other members of staff. Trying to use a system that was not fit for purpose and trying to cope with IT systems which crashed on numerous occasions. Working to unrealistic deadlines. Lack of training available on new IT systems/processes - indeed the system was not ready in time for the implementation.
17	More time spent continually checking to see if information is up to date
18	It has taken over all other aspects of the role, I have no AWM days for the role of cluster manager for example which I was already way over the norms on even before the debacle of 16J.

19	increase in number of angry and disappointed students who are unable to attend f2f tutorials, which results in increased work load online and when marking.
20	High numbers of students at online tutorials are far from ideal when teaching foreign languages. Also, the direct link between student and tutor is now too weak.
21	General chaos, confused students, teaching has to be reorganised and replanned. Extra communication needed in all directions, massive uncertainty and endless checking of changing info on website.
22	Took up lots of time at the start of an academic year to clear up the cock ups. Means that effort has to be made to accommodate regional differences - we are far more widespread. There's a repetition of online events - once for the 'remote' tutor group and once for the 'cluster'. Seems daft!
23	As a Staff Tutor and [identifying detail omitted] for the implementation of the GTP
24	Has forms the majority of my workload since early August
25	I manage the ALs as cluster manager. I do the timetabling. I deal with student queries and complaints.
26	As a Module Chair, I have stood by helplessly while ALs and students have posted queries and concerns about the strategy, unable to respond to queries or intervene in anyway. Despite spending much of the summer attempting to set things up, the Staff Tutor on the module has been frantic trying to respond to these postings and dealing with unpredicted complications.
27	It makes it very stressful (particularly so at the start of 16J!) and involves much more admin and chasing around for information for example on students attending tutorials. It also makes much more work for ALs when working in pairs online as only one AL currently has access to student information so setting up, running and reporting on attendance at tutorials takes longer. I also have less contact with my own student groups, which I don't think is beneficial to the useful relationships I usually build with my students, so I am no longer effectively 'putting students first'.
28	My work has been reduced to an administrative role for the past 3 months. The work environment has been very negative and it has left me feeling very demotivated.
29	It has started to take away my good, working relationships with the regional ALs I act as line-manager for - though the problems with the remoteness within these relationships that the GTP brings have only been alleviated somewhat by informally falling back on those pre-GTP relationships! The GTP has made a mockery of good-sense and goodwill and replaced it with inflexibility and treating people just like A.N. Other (human) resource.
30	I was asked to do some quantitative analysis looking at the effect of the Group Tuition problems on withdrawal rates for 16J students. I had zero notice of this.
31	It transforms the nature of the Staff Tutor role - even assuming the LEM system can ever work effectively the amount of work involved in continual monitoring and checking of tutorial booking system is huge. The impact of GTP has been compounded by re-alignment of AL services and breaking of working relationships at regional level. A large amount of 'unseen' work took place between academic/ALS units prior to GTP to fine tune and manage fixing of TSA, tutorial timetables and venue bookings. However, once this was completed there was little else to do other than trouble shoot if an AL was sick for example - i.e. the system worked because there were clear roles and ongoing dialogue to get it right -the new approach is totally systems driven and hasn't accounted for 'real world' issues such as availability/capacity of venues, fine tuning needed to accommodate AR etc. There will have to be ongoing monitoring of the booking system and this time consuming administrative task has just been dumped on Staff Tutors/Regional Managers at the same time as removing located Faculty Assistant support. In summary - GTP is the culmination of a number of changes which has broken the close working relationships across academic and academic services and shifted to an administratively driven system where the academic influence on teaching and learning is lost. The Staff Tutor/regional manager role has always been skewed to presentation rather than production and has now suffered from an assumption that academic input only needs to happen at module team level.
32	I have far less contact with my own group of students. This impacts on how I can provide them with tailored support.
33	It has created a great deal of additional work, which has seriously impacted on other commitments including writing module materials and REF-related research.
34	Significant and unachievable increase in workload.
35	The GTP has resulted in a massive increase in time spent timetabling and dealing with TSA. The increased FED made it even worse. We needed to interview staff at the last minute because of a leap in numbers. The short event windows meant TSA was made far more difficult than it needed to be. The publication of LEM and the ensuing chaos obviously further increased our workload - now we were dealing with confused students and ALs. I was working 2 days a week as AST for R11 but for around 3 weeks I was working full-time and in the evenings.
36	Hugely time consuming in terms of alterations to work practices; unrealistic expectations around timetabling; issues around AL recruitment practices; dealing with complaints/concerns from tutors about level of support/teaching given to students; fire-fighting wrt unpiloted, untested systems that are unfit for purpose, undoing/redoing work...
37	Had to spend several months doing little else apart from trying to arrange tutorial timetables for my five "clusters" of tutors covering 3 modules.

38	Very time consuming and very stressful. It was not possible to do the timetabling in the timescale, then systems didn't work and tutorials cancelled and so 16J TSA went on and on and I am still dealing with it in November
39	As an AL I am immediately affected by it as it impacts on my relationship with students, other ALs and with other OU staff.
40	My workload has increased enormously. We have fewer staff to do more work using systems which repeatedly malfunction.
41	Producing tuition strategies, preparing tutorial timetables, supporting ALs and students
42	It has substantially increased my workload.
43	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.
44	need to produce timetables much earlier, ie when student numbers uncertain means work was done and then needed to be redone. starting on timetables earlier meant asking tutors to make commitment to dates when I could not confirm they had a group - this felt wrong to me and I received some criticism from tutors for doing this, but mostly they recognized that this was not my fault. more difficult to complete LEM spreadsheets than previous ways of communicating tutorial plan to AL services - more time and more lots more clerical work
45	Greatly
46	At the moment the GTP process is taking precedence meaning that occasionally there is a build-up of other jobs which have to be delayed to compensate. Catching up can be time-consuming.
47	Workload increased significantly pressure received from Associate Deans, Regional Managers. Also significant number of complaints received by Associate lecturer's. Sickness has gone up. Motivation is low.
48	It has meant I have been late on all my academic work as I have had to focus on GTP arrangements and firefighting.
49	No admin support, working with new ALs who I don't know and don't know me. Working with unfamiliar modules. Feel completely deskilled, role has become a major admin. task. Huge amounts of time taken trying to populate LEM spreadsheets with tutorial information etc. and trying to resolve issues with unhappy ALs. This has been very damaging to relationships.
50	Additional workload in completing spreadsheets for tutorial information, then having to repeatedly check these, especially when they were strewn with multiple errors and inaccurate input from AL Services. Auto-allocation of students to tutor groups (without consultation) created further confusion and additional work - in responding to tutor queries, student complaints, etc. Further additional workload created by lack of input (and additional inaccurate data being input to the tutorial booking system). Difficult to quantify workload - but probably took up 70% of working week - and prevented me from doing longer term work for other responsibilities on module teams (inc. new module development and tutor recruitment). Also most of the additional work would previously have been completed by the Programme Co-ordinators (Academic-Related role) - but FBL got rid of the role in August, so additional work fell to RM to complete. Ended up delaing with academic related admin work rather than core academic work!
51	My team is working on the much needed upgrade to VOICE (currently the system has serious performance and usability issues, just at the time SRSCs are coming on stream), and on several occasions the upgrade has been threatened because of the fixes required to LEM.
52	It has caused a lot of unhappiness to deal with on the forums I monitored. It has created unneccassary anxiety amongst the student cohort and distracted the ALs from teaching the subject.
53	Increase in stress and workload Given responsibility of cluster manager role for a system which wasn't ready - difficult to defend and support that system

54	It has created anxiety, particularly because of confusion over the venue I was teaching in and the pressure to use OU Live this cohort, although we had been reassured that this would be phased in gradually and would be a requirement for 2017J
55	Prior to this being introduced the well-known difficulties of insufficient students joining added pressure till it was confirmed about the groups. Now the GTP extends this long period of pressure for another several weeks.
56	As the production chair of a new module I am responsible for setting the assessment strategy and tuition policy for the module (detail omitted). I'm also qualification director for [PG--identifying details omitted]
57	Partially.
58	Constantly -no day goes by when I don't have to sort out issues related to GTP.
59	I was a module chair during the initial roll-out of the GTP. I've estimated that this took up approximately 5 days of my time out of the total 27 days which I had to allocate to my chairing duties in the 2015-16 workload planning period. This was almost double the amount of time I had originally agreed with my line manager to dedicate to my chairing duties (15 days originally agreed). As a result, I was placed under tremendous pressure as other essential areas of work were squeezed. I was so stressed and disillusioned that I refused to continue chairing the module for the 16J presentation. The thing that upset me the most was the feeling of having no control - having to deal with wave after wave of changes imposed from the top down while under tremendous pressure to improve retention. I am now simply refusing to go through that again! Some other poor sod be module chair...
60	Having to deal with a lot of angry and upset students plus being seconded to AL Services to help get tutorials sorted.
61	Estimate that workload (timetabling, managing module websites, VOICE queue, student queries) has at least tripled as a result of GTP implementation and attendant problems.
62	GTP implementation and efforts to solve the resultant problems has taken up an enormous amount of my available time. During one 37-hour week recently, I expended 27 hours in attempting to cut through the layers to correct issues resulting from an ill-conceived implementation.
63	It means I have to spend much more time on AL and students issues around tutorials than can be accommodated in my workload.
64	Significant stress pressure, being set up to fail, unrealistic demands and timelines
65	I worked an extra 160 hours (inc weekends and 12 hr days) to deliver 16J TSA/GTP - no payment incurred as my grade does not attract paid overtime
66	The GTP has considerably increased the time I have needed to spend as chair on dealing with filling in forms, answering tutors concerns. I am also very concerned about the amount of time and effort it is going to 'eat up' addressing student satisfaction and retention issues in upcoming module reports. I have experienced the GTP as a 'top down' approach totally contravenes my own research and knowledge of pedagogy and learning (the area I specialise and publish internationally in) which highlights the need for dialogue and reflexivity and the empowerment of professionals and learners. I can not see how the way it has come to be conceptualised and implemented has been informed by any recent and recognised research in the area. While it may original have had the potential to improve pedagogy and build teams and collegiality it seemed to disintegrate into a neoliberal target management dominated approach which has undermined my and my colleague's professional expertise '. For example at our Faculty GTP meeting we were told and given instructions regarding what to do without any input even though many of us are researchers and extremely experienced teachers in numerous contexts including other international universities specialising in Distance education as well as the OU. We were told we had to dictate the learning event content in a 'top down way by a tuition strategy management future who was our ex faculty accountant it became very obvious that he had no academic or research background int the area and our questions as experts in teaching and learning were ignored. The aim was to solely 'to meet the target' of tuition strategy implementation. The GTP has detracted from my ability to work with the tutors as a team to derive tutorial pedagogies and approaches in a flexible as I always have done and had increasingly been able to do via using OU Live facilities for tutor meetings. We now spend most of our time 'fixing' up Tuition Strategy problems rather than developing new innovative and supportive approaches.
67	We deal directly with students and have a incredibly difficult month or so with a serious rise of calls, mainly from very dissatisfied students, and we had no answers to give them. So not only were we busy but this had a really big impact on staff morale, which was already low.
68	It has impacted on every aspect of my work for the last six months, almost always in a negative way. I have started to manage a new set of ALs which in itself is fine. But to try to explain to them why they are now less likely to be able to see their allocated students and then to explain the corollary to students, has been extremely challenging. Having to establish the 16J presentation under this new policy and the new systems that are carrying it, with a completely new ALServices support staff who are dispirited and soon to lose their jobs, has been entirely unsatisfactory for everyone involved.

	extensive additional work, dealing with systems/IT errors, tutorials not appearing to students/tutors, students not being able to access OU live. Other areas of work have suffered due to excessive time (including time at weekends/evening) spent trying to support (reassure)_ tutors and students.
69	I have also been asked to attend face-to-face venues to offer support to tutors/students - quite rightly under the circumstances, but this was an extra time commitment.
70	I'm a staff tutor so huge impact on the way we have managed timetables
71	Felt like a go between when sorting out timetables. I worked out timetables with the AL and pass that to AL services. AL services have a query. I go back to the AL to agree new times/dates/locations. Then pass that info to AL services.
72	The initial impact was extremely stressful. My task and line managed ALs were naturally using me as a sounding post, which I could take for a while. However as the feedback became more and more negative I could only take so much before I naturally became quite stressed at consistently being blamed for a system. Respected and trusted AL colleagues seem to reject the system and offered that they would be looking for other work. They communicated a distinct view that I was somehow letting them down by joining in the GTP process.
73	Despite not being a staff tutor, I have spent of the order of 10 working days (at least) since January discussing with the Staff Tutor on my module team ways of mitigating the impact of the GTP.
74	<p>I am now asked for many more tutorial dates - this can be hard to plan a year ahead.</p> <p>I no longer provide tutorials solely for those whose work I will be marking - no consistency. I have no idea whether another AL may have interpreted the marking guidelines slightly differently to me - I could be contradicting advice previously given in a tutorial.</p> <p>I no longer provide tutorials for those students whose life on the module I can monitor and therefore support - the students are therefore offered a worse service and I feel I'm doing a worse job.</p> <p>Online tutorials have been poorly planned by the module team in terms of content of the sessions e.g. taking face to face activities and applying to online sessions just does not always work e.g. case studies need to be much shorter for online work. I have had to adapt materials myself.</p> <p>Online tutorials do not offer the same pedagogic advantages as face to face tutorials. I feel I'm providing a worse service to students.</p> <p>ALs were TOLD to organise themselves into pairs to provide online TMA prep sessions which fall outside of the more formal LEM tutorials. This is because we no longer have our own dedicated online tutorial rooms thanks to GTP.</p> <p>I have many, many more emails to respond to from ALs in my cluster trying to sort out who is teaching when. So far this morning I received 10 emails from my cluster.</p> <p>For one module I NEVER see students face to face and am co-tutoring online sessions. We have had to arrange who teaches which session ourselves - yet more time calling/emailing another AL.</p> <p>Each time I tutor I have different students in my group with different disabilities and need to spend time tailoring my prep accordingly.</p> <p>I can no longer put tutorial notes onto a TGF for everyone to see. Only my own tutor group would see my notes rather than all the people who did or didn't attend my session.</p> <p>Instead I must email all ALs in my cluster and ask them to post the notes.</p>
75	<p>Implementation of the policy has ruined existing tuition strategies that already complied with the values of the new policy. Fitting these together has taken considerable time and resources.</p> <ul style="list-style-type: none"> - The lack of support from the GTP implementation team has reduced efficiency and meant significant abortive and duplicated effort; - The narrowness of the operational view of the policy does not support a wide range of learning modes, despite promises that it would. This is letting students down; - The reputation of the University has suffered as a result of this and other decisions and this is starting to have an effect on relationships with other institutions
76	Has taken up most of my time since July, and other work has 'been on the back burner'
77	It has impacted greatly on my work. It has added a huge amount to my workload and I feel that I have not been supported or trained in ill-thought out new systems. I feel that I have not been listened to throughout the planning stages regarding the negative ways in which GTP would impact students and tutors. I feel that it has made my job very difficult and has led to a loss of trust in the OU by students and tutors alike.
78	Huge increase in workload over the TSA period. 16J TSA was horrendous and we are only just getting back on our feet. New ways of working, new system (LEM) which just isn't working as hoped and involves a massive amount of manual inputting alongside many glitches/bugs/workarounds. Spreadsheets for timetabling has been a disaster as there are too many chances for errors, many won't upload, partial uploads cause more work and then possible duplicate uploads later. Nightmare system! Not one good word to say about the whole thing.

79	Many, many complaints from students about lack of timely tutor and tutorial information, then once allocated to a tutor and tutorials more complaints about the location of these.
80	I field calls from students that range from disgruntled to apoplectic.
81	As a Curriculum Manager I've had to respond to a lot of frustrated student and tutor queries at a very sensitive time. Because I hadn't been properly briefed I wasn't aware of where or who the queries needed to go to for resolution. It has also becoming apparent via messages that Curriculum Managers will now be responsible for uploaded information about Learning Events onto system however we haven't been formally told or briefed about picking up this additional work by our management.
82	As staff tutor and module team member I am affected in terms of module tuition strategy work and staff tutor management of ALs.
83	GTP has not affected my work much. I have continued in the way I always have done, by sending my students a list of my tutorials, and turning up for them. I have told them that I will turn up even if nobody has booked a place, and, because of the problems with the booking system, have ignored it.
84	Changes the way I do timetabling, TSA, management of modules during presentation, and management of ALs (additional layer of cluster management)
85	Significant increase in workload putting timetable spreadsheets together without Faculty assistant support. (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.
86	Since we started timetabling in June (yes June) I have been overwhelmed by GTP. The lack of, and then often conflicting, information; the resulting reworking of timetables; the being asked to organise things before we had a reasonable idea of how many students and therefore tutor groups there would be; the appallingly late booking of venues which has meant that I have had to support my ALs by attempting to find out information about the venues myself that should have been provided; the poor information about venues... I could go on. I have worked ridiculous numbers of hours because I don't want to let students and tutors down.
87	As line manager and head of department the main impact has been in support others who were emotionally upset by the GTP crisis.
88	It has impacted massively, forming the bulk of my work since September.
89	<p>It's had a disastrous impact. I'm Chair of a new module in 16J. With other members of the team, we've spent weeks trying to help ALs and students, all of whom are incredibly distressed and angry. Some students are dropping out - just at the time when retention is more crucial than ever. Others are deferring. All are furious - the main cause of complaint is that they cannot attend tutorials with their own tutor. Many have said that GTP has been a "bait and switch" - students are not getting what they were promised, and what they have paid for. The consequences for retention and recruitment will be dire.</p> <p>What we SHOULD have been doing in September/October was briefing tutors, talking to them about the new module, discussing the assessment strategy, going over the new website, etc, and welcoming our new students and helping them settle in - all those things that course teams do in the first year of presentation. Instead we have been dealing with a barrage of fury and despair from students and ALs alike. It's also impossible to plan ahead. We can't evaluate how our new module is doing, or figure out what we might want to improve for next year, because the module itself has been sidelined by the tsunami of destruction wrought by GTP. The only topic of conversation is the tutorial arrangements and how poor they are. I'm expecting serious consequences from the student survey and the module surveys. And a drop in 17J students - which module teams will be asked to account for. Students aren't remotely satisfied with the deal they are getting. I can't say I blame them.</p> <p>I'm also on another module (not new) and the same situation exists there. I don't know ANY academic member of staff who thinks things are going well.</p> <p>It has also been very distressing personally to witness the appalling way staff have been treated. We have been called "unrealistic" and "emotional", as well as "resistant to change". Nothing could be further from the truth - we're happy to change things when they need changing. But having management sweep in from unrelated businesses on a wrecking ball, then swing out again with pockets full of cash, is absolutely appalling to see. There have been many tears at Walton Hall, as well as in the SSTs and (what's left of) the regions. We are incredulous at what has been allowed to happen, and although "we told you so" is tempting to say, it is not a solution. Those in charge need to take some responsibility - and nobody has any confidence that they will.</p>

90	Group tuition breaks the link between students and individual tutors - this impacts motivation of both students and Tutor
91	I am responsible for implementing GTP across 10 clusters and 'cluster managing' 64 tutors. I am also the link Staff Tutor on one [identifying detail omitted] module. I have been involved directly in the implementation of GTP from the beginning, working with the Module Team Chair to devise a tuition strategy, liaising with fellow-STs to devise a strategy for creating timetables, liaising with tutors to negotiate timetables, creating data on timetables for AL Services, checking data on timetabling input by AL Services, double and triple checking data on timetabling input AL Services, making changes to timetables as student numbers changed, fielding concerns from ALs, dealing with student complaints. This work is currently on-going. My role as 'Tuition Task Manager' has been replaced by the role of 'Cluster Manager' but it is as yet still unclear exactly what this will involve or how systems will adapt to accommodate the change from managing tutors based in a region to managing tutors in a 'cluster' across a very wide geographical area.
92	Heavily
93	It has undermined the autonomy to decide on local circumstances how tutorial provision should be organised. It has resulted in a worse provision for students in Wales. In terms of the administrative and electronic systems needed to support such a major change these have proved to be entirely unfit for purpose.
94	Transition to role of cluster manager and cluster co-ordinator while continuing to be LLM for existing tutors. Lack of consultation about changing role and lack of clarity between the roles. We were expected to get to grips with new systems (LEM, NTS) at a time when all Faculty Assistant support was withdrawn and without adequate training.
95	Where shall I start? There has been so much inefficiency, ineptitude and inadequacy that it is hard to know where to start. Not having a full time-table in good time has been awful for students and tutors; not being allocated students within the range is a nonsense; to cope with the latter I have had to have extra tuition hours for those students who could not get the tutorials due to geography or worse still their disability which is something that was completely overlooked
96	As line manager of ALs, the GTP impacts completely on my work. I've been involved in created tuition strategies, and become a cluster manager for groups of ALs in addition to my role as Staff Tutor
97	All my modules are moving or have moved to the GTP model.
98	We have had so many issues, starting back in July when we had to complete the impossible spreadsheets with the timetables that had to be agreed with the tutors before we could even confirm their contracts. Then in September we had to re-do the spreadsheets several times in several different formats, as they were not input correctly to the system (we were told). With hindsight it is clear that they were fine but the system is rubbish and not fit for purpose. We warned from the very beginning that setting up the clusters so far in advance will be problematic as we do not know the numbers in May. This created an incredible amount of work in August/September/October (also thanks to extended FED which may work for some areas but not Psychology) when we ended up with not enough tutors (so had to recruit), we had very uneven clusters thus the AL workload was all over the place, the inflexibility of the system meant we could not changed dates or move geographical areas to even out clusters. The room bookings were left until very late and caused chaos for the first two weeks of the module presentations, when we worked long hours and weekends to ensure that as many tutorials as possible are booked and that students and tutors are aware of the latest information, which kept changing. The LEM system was untested and therefore crashed, as predicted. All this is well documented on various forums. The SSTs based in regional centres which are closing are severely understaffed, most of the good staff have left as they found other jobs and the temporary staff that was drafted in to help was more hindrance than help, although they tried their best. I have never been so stressed out and so exhausted in my nearly 12 years with the OU. the worst thing is that we are failing the students and our mission. As a multiple OU graduate this is a huge blow, I could not be here without the good old OU but I fear we have put so many barriers up for disadvantaged students, we have lost our purpose. I have dealt with many upset and angry and bewildered ALs too, who are just trying to find the way out of this mess and hope that I can support them as I've always done, but there's nothing I can do apart from listening and sympathizing. I am angry and upset that the management did not listen, then pretended they did (in all those emails of apology), yet are now pressing with the whole GTP and LEM for 17B, putting a lot of pressure on us to fix cluster patterns and timetables asap. This is just ridiculous, they have clearly no intention of making any changes, they are relying on our good will and extra unpaid work to get 17B done as well. Since September I have not been able to do any of my other duties (e.g. staff development, proper day school organizing, dealing with difficult student queries, supporting new ALs etc.) plus I have spent evenings and weekend away from the family working on unworkable OU policy.
99	As a disability adviser, dealt with queries and complaints from students where agreed adjustments were not made and information about tutorial dates/venues not made available in enough time for them to make arrangements to attend.
100	Module chair so it affects the tutorial side of presentation.
101	I work as an Educational Adviser in SST so the fiasco of GTP and students' dissatisfaction and problems arising out of it directly impact on my work.

102	I work as a researcher, and only get involved in teaching by writing for course production. But as an OU student (just finished an MA) I thought it was somehow some sort of problem just with the module I was studying. It seemed pretty shambolic. After I had submitted my final coursework I also got an erroneous email telling me to take my ID to my exam. There was no exam. I am confident enough not to stress about that kind of thing too much but it was disconcerting. I can only imagine how a less confident student might have felt.
103	Due to the size of clusters, as an AL who has successfully combined OU tutoring with a day job, I had to apply for leave of absence this year as I could not fit the travel to tutorial location with my day job commute. I will return if the structure changes next year, otherwise will have to resign permanently from the OU, with great regret.
104	Complaints from students to front line staff. Continually having to apologise on behalf of the university for shocking service. Increase in deferrals due to awful service (often first experience of OU).
105	Only in that angry and distressed students contact the SST. Although learner support colleagues deal with the vast majority of these a few come to advisers.
106	has been a major focus of my work during the past year
107	Lots of queries from anxious, confused and stressed students wondering why their tutorials are so far away when they could have been allocated to another cluster with more accessible tutorials. Numerous queries filled our queue, thus taking away from time to respond to other needs of students. Some students were very unhappy and taking out their frustration on staff who are already suffering from low morale from the region closures.
108	I am involved with TSA so it has affected that. I am also involved with answering queries from students and ALs who have experienced difficulties with incorrect or missing tutorial information.
109	Extra work on top of normal work, requiring me to alter priorities but not significant 'extra' or 'unusual' hours outside my normal working day
110	site setup, increased support, increased workload for checking, lack of training
111	It has had a mild to moderate impact. It has increased how much work I have had to do, i.e. I have run cluster briefings, and it was quite a challenge to get everything organized in time for the start of the presentation.
112	I am at the 'frontline'- as cluster errr 'manager' for a L2 module UK wide.
113	with the redundancy of the Programme Coordinators and the end of secretarial support, the job done by 3 people is now done by one. GTP has made this even harder with no resourcing or support all my work is now administrative not academic, with reams of spreadsheets, dealing with bookings, venues and student number management - none of this is academic
114	AL Services are responsible for producing the timetable from information given by GTP cluster managers, using a new computer system (LEM)capable of making tutorial bookings by faculty on a national basis to fit with alignment of AL Services with SSTs(Tutor student allocation done by faculty on a national basis rather than for all faculties by region/nation).
115	Hugely, I am a cluster coordinator working closely with cluster managers on 2 modules to manage the GTP process administratively with AL Services
116	As a regional academic related member of staff, it has made my work almost impossible. I felt individually responsible for holding the system together as it simply didn't work to support the tasks that needed to be completed. For example, GTP does not build in a moment when tutors are told of their draft tutorial dates, so an add-on procedure had to be invented, involving hand-crafting of scores of individual emails to tutors telling them of their draft dates. It is impossible really to consider the implications of GTP without also looking at the laughable LEM system, which also needs to be organized and pieced back together at each stage. At every stage of the process, when the dates were fed into the LEM system, when the LEM system sent dates through for booking, new errors appeared and needed to be corrected. I have checked the dates for the modules I manage 6 times at the very least. As a tutor, GTP has added greatly to my anxiety levels, but because I work at a regional centre, my experience was not typical. Despite the enormous load of stress I experienced due to my day-job, I actually think that my knowledge of the workings of the system mitigated my anxieties while in my AL role.
117	Large number of angry and upset students called the office asking for information about their tutorials. Many disabled students were particularly disadvantaged and this impacts on my work in directly supporting these students.
118	For module teams in production it has been confusing and frustrating as we are unable to write module material because we don't know what is happening and the decisions keep changing. It means that we have to go back and re-write material based on the latest decisions. We are worried that our materials will be out of date before we start.

119	<p>Most nursing modules were exempted from GTP but students access sciences modules and here there has been an impact on them: ie not getting tutorial dates etc and therefore we are having to take remedial action. Plus having to give explanations / apologies to our commissioners / partner organizations, as well as the students.</p> <p>NTS has created parent / child issues where modules are jointly delivered to PRNP and other OU students - ie [detail omitted] module- this is having impact on delivery and experience.</p>
120	<p>Huge effect - I have had to take on the additional role of cluster manager for 22 ALs for J where I previously would have had a TTM/LLM role. Unlike what ALs think, I did not apply for this cluster manager role, I am not getting paid extra for it and I have had no work taken off me to account for this.</p>
121	<p>We are artificially forced together</p>
122	<p>I'm a Module Team Chair. I was responsible for working out when tutorials should be. I am working with stressed ALs who don't feel supported, and I can't do anything to help. In addition, the GTP fiasco has meant other things have been put on hold; I can't ask the STs in my subject to do anything other than the GTP work, so as a MTC on another module where we need exam and coursework questions set, I can't ask the STs on the course team to help. One of the modules in my subject has a course team of chair + two STs so the chair is feeling very stressed. It also affects my work in that my morale is very low and this makes me feel even worse.</p>
123	<p>IT staff member.</p>
124	<p>GTP has had a massive effect on workload and morale for me and my Senior Faculty Manager, Faculty Manager and Staff Tutor colleagues, in our case in [region omitted] this was exacerbated by the absence on sick leave of our Staff Tutor, whose workload we also had to cover (in fairness, we were given extra days to take on this additional work. The difficulties of getting to grips with new systems of timetabling and TSA without the support of local AL Services staff were immense, although we received magnificent support from the AL Services team in region omitted], whose dedication and professionalism in spite of the impending loss of their jobs when R09 closes should put senior management to shame. Their workload was added to by the failure of the OU to have the promised Venue Management Team in place to take on venue bookings, with the consequence that venues that should have been booked during the late-summer were only being booked from late-September onwards, leading inevitably to the situation that has arisen. We academic related regional and national staff all knew that there would be problems with GTP and frequently fed this back to senior management, only to be ignored. We would be able to say 'told you so' if only we were not spending so much time, beyond our contracted hours and obligations, 'firefighting'. The cluster management roles we were made to take on, in addition to our AL Line Management and Tuition Task Management roles, and other duties relating to the everyday responsibilities of the job have completely taken over in the recent months. I estimate that in addition to all the cluster management work I have done over the summer, around 90% of my time since 16J started has been spent on cluster-management related duties, with the consequence that other work is being neglected.</p> <p>The issue of how much time is expected to be devoted to cluster management throughout the presentation is still unclear. I suspect that even though the severity of the situation has calmed down to some extent, we will find that cluster management is going to be much more time-consuming than senior management anticipated (if, indeed, they even thought about it at all).</p> <p>Also, there is no clarity about how cluster management responsibilities are to be covered during periods when cluster managers are on leave, off sick or otherwise not working. Staff Tutors who have cluster management duties are also often away for extended periods of study and/or research leave. How their cluster management responsibilities will be covered in these cases has not been decided. This is of particular importance, given that in Arts STs often take such leave over the summer months, when much of the preparatory GTP work has to be done.</p> <p>Finally, the most worrying issue for the future is that we will soon lose the experienced Arts AL Services team in [region omitted] to be replaced by a new AL Services team based in MK, currently being recruited and trained up, I understand. I have concerns that this team will not have the experience to deal with GTP issues when this all comes around again next summer (no reflection on them, but the location closures have meant the loss of a massive amount of knowledge and experience).</p>
125	<p>Removal of much of the relationship with open students. Shambolic tutorial arrangements. Days spent trying to keep the ship afloat</p>
126	<p>The GTP has completely transformed my job: the role of cluster manager has added a significant range of tasks to what I used to do.</p>

127	I directly manage ALs and organize all tuition strategy for the modules I am responsible for. GTP has impacted on my work in as much as it has completely dominated for the last 3 months and taken priority over all other aspects of my role. Timetabling, managing ALs and students when it all went spectacularly wrong has been exhausting and meant I wasn't able to relax on holiday. Module websites crashed, students were furious that face to face tutorials weren't published and thought there weren't going to be any, ALs confused and reluctant to participate.
128	As a module chair - seeing students affected by the disastrous implementation.
129	Increase in student queries and complaints
130	Lack of Faculty Assistant support meaning that I had to do a range of administrative duties previously undertaken by the Fac Asst. None of my own duties were taken off me. Implementation started later than was needed and AL Services were under resourced to cope with an unnecessarily complicated system which was also mainly manual.
131	It is part of my core work as Staff Tutor and now Cluster Manager. I have been involved in all stages from developing tutorial strategies with module teams, to drawing and agreeing timetables with ALs, and now dealing with the effects with students, ALs, ALS... I have had to work over my FT hours, including working over my summer leave to set up timetables for ALS.
132	Impacted launch of new modules into presentation, impacted RMs who have been unable to work on other aspects of their role and therefore other staff have had to cover
133	After days and days spent liaising with ALs, trying to fit what I and they felt was good use of tuition time into GTP slots, I then had days and days of manipulating and checking spreadsheets, whilst becoming increasingly aware of how error-prone that aspect of the process is.
134	Appalling lack of communication. Students not aware of tutorials, students do not understand the concept of cluster and want their own tutor - students walked out of my tutorials because they wanted to see the person who marked their work. Venue changed two days before teaching session - not all students who were attending knew that so went to wrong venue first so arrived late and angry at my session
135	Significant amount of additional work supporting frontline staff who are having to explain (be accountable?) to students who are really unhappy with not having relevant info about tutorials and/or not able to book on to tutorials, as well as those who are really unhappy about not been allocated to a local tutor group. Staff are having to answer to unhappy students without the information to allow them to address the students concerns and if they pass on the student to the relevant department the delays mean that the same staff will often have to deal with the student chasing up an answer.
136	It's meant that I don't have any real contact with my own students any more. Students unhappy about this and the mess from the online booking system. Students turning up to sessions stropky
137	Workload has increased dramatically. Stress has risen due to insufficient advice coming down from above.
138	Received a lot of frustrated communication from students and tutors which added to an already heavy workload. I had no idea where to take the queries and issues or how to escalate them up.
139	increased workload due to comments and queries from ALs, Staff Tutors. quick reaction needed, checking forums over the weekend, etc.
140	GTP has been intensely stressful for everyone involved in module presentation. All chairs have been busy monitoring the impact of GTP and keeping in touch with ALS. CMs have been particularly overloaded
141	stress; unknown; lack confidence in system; colleagues with less patience and clearly limited in their capacity as compared to last year.
142	It has caused and is causing significant amounts of work due to being implemented too soon without adequate thought. It has caused difficulties for ALs and the systems were not ready to be used causing even more work. Nation issues were also not properly thought through which has caused more work for nation staff to ensure the delivery of the correct curriculum for our students.
143	I have become an administrator constantly monitoring what students are booking on and getting tutors in the right place to meet that need
144	A lot of extra work both over the summer preparing the GTP and in Sept/Oct dealing with the mess
145	Social work students have to travel ridiculous distances for compulsory face to face tuition