

Developing appropriate induction for STEM Associate Lecturers at the Open University

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Executive Summary

The need for consistent induction for novice Associate Lecturers (ALs) in the STEM faculty at the Open University was identified. Here we report the findings of two consecutive projects in which induction programmes at a module, school and faculty level were developed and evaluated. Information about ALs' previous experience, confidence levels, and induction experiences were collected via questionnaires and focus groups. Opinions of AL managers, and mentors were also sought.

Key findings were that novice ALs come to the OU with varied backgrounds, experience of higher education and of teaching online. When they start, ALs are least confident about using online tutorial platforms and forums, and about supporting students - especially those with disabilities. By the end of the first presentation (module cycle) confidence had increased in all tasks, but not in supporting disabled students. ALs value opportunities for face-to-face workshops and informal meetings. They feel more confident in their role following induction, but time for induction must be allocated, and clear communication about induction requirements given. AL managers were supportive of the introduction of a new central programme. The value of the AL mentor was established, along with the need for clear mentor and mentee guidance.

Findings have informed the development of a STEM faculty induction consisting of online and face to face programmes along with a supporting webpage, discussion forum and online room and the development of a new OU-wide induction resource for ALs. We set out recommendations for induction that apply both within the OU and more widely for HE practitioners working remotely.

1 Introduction

Prior to the closure of OU regional centers (between 2015 and 2016), AL induction took the form of an online, self-directed 'AL Essentials' module, an online short course 'tutoring online' and a face-to-face induction day at a center that allowed ALs to meet their staff tutor (ST) managers and peers. Since then, and until this project started in 2017, AL induction consisted of AL Essentials, and 'tutoring online', along with any online module specific induction deemed appropriate by the ST, but there had been no replacement for the previous face-to-face induction day. This somewhat ad hoc approach resulted in an inconsistent induction experience for ALs equipping some with more skills and confidence than others. Indeed, anecdotally we had heard from some new ALs that they struggled at the start of their role and felt underconfident and unsupported. This is consistent with Knight (2002) who reported that the quality of the induction process can influence confidence in new lecturers. In addition, it may be more difficult to form communities between ALs, their peers and managers if induction takes place only online. The impact of inadequate induction may result in negative outcomes for students such as ineffective tutorial provision, inadequate TMA feedback, poor academic support and ultimately students losing confidence in their AL and the OU. Therefore, supporting novice ALs to develop the necessary skills and knowledge required to teach and support their students confidently is critical in ensuring a good student and AL experience.

Novice ALs come to the OU with a variety of backgrounds and experience. Some have much previous experience of supporting students and of working in higher education, others have very little and may come from a practitioner background (e.g., nursing). Boyd (2010) noted that practitioners coming to higher education tend to hang on to their practitioner identity and find the transition to higher education sometimes challenging thus the implication of this should be considered in induction. Experience of working online to support students also varies. ALs are generally recruited via online interviews, induction takes place online, and they subsequently work from home online, so the development of skills to support online working is essential.

Skills deemed as essential for the AL role, as highlighted in the generic job specification, to be included in any AL induction programme include the ability to promote learning through correspondence tuition, use of ICT in teaching and supporting students, working with students with disabilities, and working in a team. New staff can find institution related systems and language confusing and challenging (Boyd, 2010) so it is important that AL induction also includes an introduction to the ethos of the University and the various systems and policies. Barlow & Antiou (2007) explain how a tick box approach to induction (akin to completing AL Essentials) can be superficial, and recommend that induction should be multidimensional, containing orientation to the university, faculty and to teaching. Therefore, we proposed the development of a multifaceted AL induction to include synchronous, asynchronous, and interactive components to develop appropriate skills and knowledge to ensure novice ALs feel supported and confident in their new role.

Over the period of two eSTEEEM funded projects (2017-2020) we developed and evaluated the success of a series of induction programmes (phases 1-3) for novice STEM ALs. The evaluation of each programme informing the development of the next.

Project 1: ['Assessing the effectiveness of the induction process for novice Associate Lecturers in the School of Life Health and Chemical Sciences in preparing them for the Associate Lecturer role'](#) consisted of phases 1 and 2.

- Phase 1: development and evaluation of a module-based induction programme.
- Phase 2: development and evaluation of a school-based induction programme.

Project 2: ['Evaluating a new STEM AL induction programme'](#) comprised phase 3.

- Phase 3: development and evaluation of a faculty-based induction programme.

2 Aims

1. Establish knowledge about novice STEM ALs' previous experience and assess their confidence in core tutoring tasks.
2. Evaluate existing induction provision to determine appropriate content and mode of delivery.
3. Determine which aspects of induction can be deemed generic and which should be school or module specific.
4. Use findings from aims 1 to 3 to inform the development of a new induction programme for STEM ALs.
5. Make recommendations for university wide and faculty-based AL induction.
6. Identify good practice applicable to the wider HE sector.

3 Phase 1: Development and evaluation of a module-based induction programme.

In October 2017 (17J), a new LHCS module (SK299) was launched and 23 novice ALs (novice being defined as those who were completely new to the AL role, or who had been an AL previously but more than 1 year ago) were recruited to the module alongside a cohort of experienced ALs. We developed a tailored module-based induction programme for these novice ALs. The programme comprised independent study of specific OU resources such as AL Essentials; a forum on the module tutor site (to ask questions and gain support from experienced ALs); and a series of seven online workshops (see Appendix 1). In addition, we arranged for a bespoke version of the 'Tutoring Online' module to be run exclusively for these tutors. The induction events ran over the 17J presentation and were led by experienced ALs and/or STs.

3.1 Activities

ALs' previous experience, confidence in core tutoring tasks and the success of the induction programme was evaluated as follows:

- **Questionnaire 1** at the end of 17J presentation to ascertain the novice SK299 ALs' previous experience of higher education teaching, teaching online, and of the OU, their confidence levels in core tutoring tasks at the start of their role compared to at the end of the first presentation (e.g., delivering online tutorials, supporting disabled students, working with the Student Support Team), and their feedback on the module-based induction programme. Questions were a combination of Likert scales and open text questions. Note unlike in other phases, we were unable to administer a questionnaire at the start of the presentation as the project did not start until after this point.
- **AL Focus group**, facilitated by the investigators completed at the end of the 17J presentation to gather in-depth qualitative data. The focus group lasted for around one hour, and ALs were asked 5 questions:
 1. What were you most worried about/what were most pressing staff development needs before you started your AL role?
 2. Thinking about the induction programme in general do you have any comments about the timing of events and the type of events offered?
 3. Thinking about the most useful workshops, what made them useful?
 4. Was anything missing from your induction?
 5. Do you have any other feedback for us?

3.2 Findings

Sixteen ALs respond to Questionnaire 1 and five took part in the focus group. Key findings following analysis of the questionnaires and focus group discussions are described below. Due to the small sample size a full thematic analysis of the qualitative data did not take place. Instead, qualitative comments were included in the findings when they provided additional insight to the quantitative results.

3.2.1 Previous experience

The novice ALs' previous experience varied with eleven of them being completely new to the OU AL role and five having been an AL previously (with at least a one-year break). All the ALs had some experience of teaching, with 13 (81%) having taught in higher education, 7 (43%) having taught in further education and 3 (18%) in schools. Of the 16 respondents 4 (25%) had been on OU student and 5 (31%) had been/currently employed at the OU in another role such as being a central academic. Prior to joining 5 (31%) had delivered online tutorials (mostly previous OU experience), 14 (88%) had supported students using email, 11 (69%) had used phone, skype or other conferencing tools and 12 (75%) had used a virtual learning environment.

3.2.2 Confidence

ALs were asked how confident in key tutoring tasks they had felt at the start of the presentation and how confident they felt in the same tasks at the end of the presentation. Each tutor was assigned a confidence score relating to their response to Likert scale questions (1= not confident, 2 = slightly confident, 3 = somewhat confident, 4 = confident, 5 = very confident) at the beginning and end of the presentation. Mann-Whitney U-tests were used to determine if there was a significant difference between confidence score at the start and end of the presentation.

Confidence scores were significantly higher for all tutoring tasks except supporting students via email at the end of the presentation compared to the start of the presentation (see Table 1). Note we cannot directly compare changes in confidence defined here with those in phases 2 and 3 where ALs were asked at the start and end of the presentation about their confidence levels). These increases in confidence could be attributed to the induction program as well as AL experience over the presentation. Indeed, one AL commented '*Confidence has grown with experience*' and another said '*It has been steep learning curve especially delivering tutorials, but I will approach next years with much more confidence*'.

Table 1. Confidence scores for core tutoring tasks at the beginning of the presentation compared to the end of the presentation.

Task	Mean score at start presentation (SD) n=16	Mean score at end presentation(SD) n=16	U	p
Delivering online tutorials	2.9 (1.13)	4.0 (0.63)	54.0	0.003
Marking assignments	3.4 (1.21)	4.4 (0.62)	66.5	0.012

Supporting students using forums	3.5 (1.03)	4.19 (0.403)	81.0	0.036
Working in a team (cluster)	3.1 (1.26)	3.9 (0.77)	79.0	0.044
Supporting students via email	4.3 (0.60)	4.6 (0.51)	100.5	0.238

3.2.3 Programme of induction

Forum for novice ALs

The forum for novice ALs on the module tutor website was regularly used to promote the induction programme and provide a space for novice ALs to ask questions and gain support (82 participants - including novice ALs, experienced ALs and module team members who posted or read posts, 31 discussion threads, 194 posts).

Online workshops

The online workshops (held in Adobe Connect) were well attended (mean 47% live attendance per session) throughout the series. Those who were unable to attend live watched the tutorial recordings. All sessions were reported as useful with 'Adobe Connect and the first tutorial', getting started and AL Essentials being useful or very useful for all respondents. There were four workshops to cover TMA marking with 'preparation for TMA01', 'TMA02 reflection' and 'TMA03 and exam preparation' workshops that all respondents (16) said were useful. However, the 'supporting nursing students' workshop was less useful but this may be due to not many novice ALs having nurses in their student groups. And the 'TMA01 reflection and looking forward to TMA02' workshop was not as useful. Qualitative data did not provide insight as to why this was the case.

AL Essentials

Three of the respondents had not tackled AL Essentials at all, with the remaining (13) ALs covering, some, most or all parts. Overall, the feedback suggested there was too much to cover and to begin with the ALs wanted to get to grips with the role.

Tutoring online course

Twelve of the sixteen ALs took part in either one week or both weeks (week 1: tutoring in a forum, week 2: facilitating online groups) of the tutoring online course. The ALs found this to be a useful and positive experience. One AL commented '*Really good course (tutoring online course). Lots of great insights and ideas shared...It was nice to chat informally with other new ALs who were experiencing the same issues.*'

Other Staff Development and support

When asked if anything/anyone else contributed to their development in their AL role in an open question. Nine of the sixteen novice ALs stated they had attended other staff development events

such as cross faculty face to face staff development events or Science/STEM specific staff development events, finding these events useful. Specifically, the face-to-face aspect of these events was popular and seeing the OU campus was positive. In addition, 9/16 of the ALs reported that their mentors were supportive along with other tutors in their cluster or on the module (5/16) and their STs were noted as supportive too (4/16). The ALs' comments below illustrate the value placed on the mentor and peer support by the new ALs:

'My mentor, XXX has been the most amazing source of help and advice. In the first few weeks we spoke on the phone a couple of times and that was so helpful. It allowed me to get answers to queries quite quickly and helped alleviate some of the time pressure I felt. She has been instrumental in helping me feel confident in my role.....'

'It was really useful to be able to see my Mentor's forum and boosted my confidence that I was relaying the correct info. The tutor forum overall is a vital place of communication and help.'

'Had a couple of conversations with my mentor, again it's useful to hear from other people and it's encouraging to know that when I felt overwhelmed that other people have felt the same!'

Programme timing and time taken

During the focus group, ALs reported feeling overwhelmed with the volume of induction materials to read and process in a short period, whilst dealing with students. This is compounded by late appointments meaning that some ALs (none from this study) are appointed only days prior to presentation start. The comments from ALs below illustrate some of the issues faced:

'I think all the OU materials are fantastic. However, when you are a new AL, there is so much to get through and for me this was in a very short space of time as I did not get my log in details for ages. So I felt very rushed and very stressed as I was trying to learn so much in such a short time.'

'Very useful, but daunting to begin with as there was so much and many links to follow as well. Good to dip in and out of now as well.' (AL Essentials)

'I only had a week or two before the module started, so I felt quite stressed about the amount of material I had to cover and although there are fantastic resources there it was quite difficult doing so much in such a short space of time.'

3.3 Phase 1: Summary

All novice ALs had some teaching experience, which gave them confidence in some parts of the AL role including supporting students via email. ALs were less confident in other aspects such as delivering online tutorials and supporting students with disabilities. Confidence levels increased over the presentation but whether this is a direct result of the induction programme or a general experience as an AL over the presentation we cannot be sure. Engagement with online workshops was good, but the usefulness of those delivered later in the module presentation was reported as lower than those given nearer the start. The 'getting started', correspondence tuition, and planning and delivering tutorials workshops were particularly valued as was the tutoring online course. The forum went some way to providing community and support and ALs also found community via the 'tutoring online' course. Some ALs felt overwhelmed with the amount of induction required in the time available. AL Essentials was deemed to be large and engagement with this resource was mixed.

4 Phase 2: Development and evaluation of a school-based induction programme

In October 2018, (18J), in contrast to 17J, we did not have a large cohort of new ALs starting on one module but did have new starters on several modules (SK299, SDK228, S294, SDK100, SK320) in the school of Life Health and Chemical Sciences (LHCS). Therefore, we broadened our programme to include all new ALs in the school. By delivering the programme at a school level we hoped to replicate the benefits of a community of ALs formed amongst novice SK299 ALs.

We took key results from phase 1 to feed into phase 2, to develop a modified programme for 18J. This included a similar programme of online workshops (Appendix 2 Table 5a), AL Essentials, and the tutoring online course. Separate to this project, we became involved in the development of a STEM faculty-based face to face induction day (Appendix 2 Table 5b). Novice LHCS ALs were invited to this event, but we did not evaluate the event as part of this research and our discussions here are focussed on the school-based induction.

4.1 Activities

We evaluated this phase as follows:

- Questionnaire 2 based on that developed in 17J administered at the start of 18J presentation (October 2018 most novice ALs had been in post for at least one month, presentation started on 6/10/18) to novice LHCS ALs. ALs were asked about their prior experience, and confidence levels.
- Questionnaire 3 administered at the end of 18J presentation (June 2019) to novice LHCS ALs. ALs were asked about their confidence levels and experience of the induction process.
- A focus group of LHCS ALs was planned for the end of the 18J presentation to gain further qualitative feedback.

4.2 Findings

23 ALs were invited to respond to the questionnaires at the beginning and the end of the 18J presentation and to attend a focus group. Ten ALs responded to the initial questionnaire (response rate: 43%), and five to the second questionnaire (response rate: 22%). Only two ALs agreed to join a focus group. We deemed this too small a number to form an effective focus group and so the two ALs were asked to expand on their experience by answering the focus group questions via email, one of these ALs responded. A key issue with this phase of the project was that response rate was low. Due to the small sample size a full thematic analysis of the qualitative data did not take place. Instead, qualitative comments are included in the findings when they provided additional insight to the quantitative results.

4.2.1 Previous experience

All respondents (n=10) had taught in higher education previously, and 4(40%) had also taught at Further Education level, none had taught in schools, 3(30%) had other teaching experience, such as private tutoring. Prior to their AL role 2 (20%) had experience of delivering online tutorials using online conferencing, and 9 (90%) had delivered face to face tutorials. 8 (80%) had marked student assessment online, and 4 (40%) had moderated online forums or discussions. 4 (40%) had experience of supporting students and tracking their progress at a distance, of these most referred to dissertation support. 4 (40%) had had experience of supporting students with a disability or with an additional

requirement at a distance. Support for these students was mostly via email. 4 (40%) had taught online with other tutors/lecturers. In terms of experience of the OU, 2 (20%) had previously been a student with the OU, 3 (30%) had been an AL with the OU (in another Faculty), and none had been employed with the OU in any other role.

4.2.2 Confidence

At the start of presentation novice ALs (n=10) were least confident (as rated in Questionnaire 2) about moderating forums, supporting students (including disabled students), and working with the SST. Qualitative feedback indicated that at the start of the presentation ALs were most concerned about the use of technology and systems such as Adobe Connect (AC) and expected their confidence to increase following induction and practice. Over the duration of phase 2 novice ALs' confidence in key online tutoring tasks (rated in Questionnaire 3, n=5) increased for all tasks except for supporting disabled students (see Fig 1, note the data is taken from the two questionnaires and respondents are not the same ALs in each. Taking this and the small sample sizes in to account statistical analysis was not completed on confidence data in this phase). By the end of the presentation ALs felt most confident about delivering tutorials, marking assignments and working in a team, and least confident about moderating forums and supporting students. It should be noted that sample sizes were small and increases in confidence cannot be attributed to the induction programme alone.

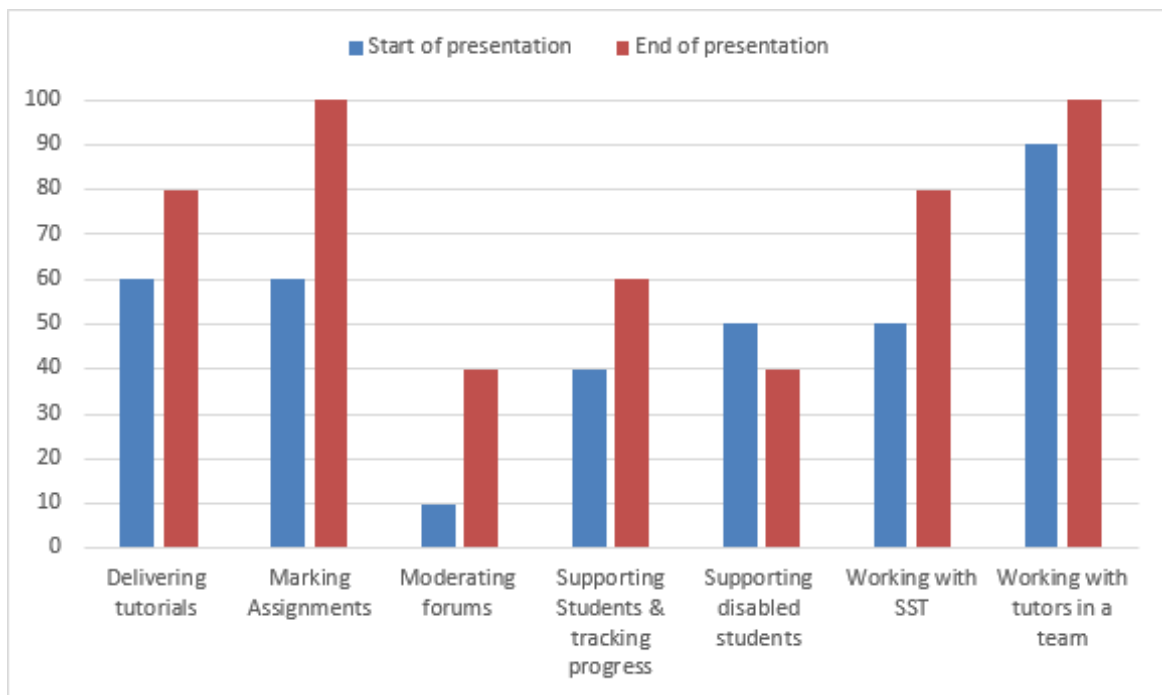


Fig 1. Proportion (%) of respondents rating themselves as very confident or confident with online tutoring tasks at the start (n=10) and at the end (n=5) of phase 2.

4.2.3 Evaluation of induction programme

Experience of and engagement with induction at time of questionnaire 2 Oct 2018

By the end of the first month of the presentation 9 (90%) of novice ALs had contacted their mentor, and 7 (70%) had engaged with (attended live or watched the recording) online module induction workshop, 8 (80%) had engaged with the STEM online 'Getting started' workshop, and 4 (40%) had booked a place on the upcoming STEM face to face induction day. Only 2 (20%) had engaged with the

LHCS school induction workshop programme. In relation to OU wide induction resources, 9 (90%) had engaged with AL Essentials, and 8 (80%) had attended or booked a place on tutoring online workshops (forums and AC). Qualitative feedback indicated that ALs found the tutoring online AC workshop was 'very helpful' and 'before this training I was really nervous about running an online tutorial but now I'm really confident'.

Novice ALs were asked about their expectations for their induction and ongoing support and development in the first year of their role. As illustrated by the selection of comments from ALs below a common theme was to gain confidence and competence with online teaching and use of the technology.

'I just need to know what I need to do and when. Having a mentor is extremely helpful, I wasn't expecting this much support.'

'I have quite a bit of educational experience, so my main needs are in relation to distance teaching and the OU's policies and procedures, as well as the specific subject matter of the module.'

'I hope to build my confidence and feel more at ease with online tutoring and marking.'

'My developmental priorities at this stage are to make sure that I have aligned my teaching practice to OU practice. My expectations were for support in using the appropriate technology, and go-to resources for support in marking, tutorial materials, and general questions. The OU has gone above and beyond my expectations in terms of supporting new ALs.'

'General tips and guidance about the work of an AL, how to navigate the various pages (I found the getting started session useful for this thank you).'

Evaluation of induction and overall experience Questionnaire 3 June 2019.

Five ALs responded to Questionnaire 3, a response rate of 22%. Attendance at the school-based online workshops sessions decreased over the duration of the programme with 6 participants at the first workshop (7 watched the recording and some of those were the same as the attendees) and only 2-3 attending the remaining workshops. Questionnaire data indicated that for those who attended the workshops were useful or very useful. Results are summarised in Table 2.

Table 2. Summary of evaluation of LHCS school-based induction programme (n= 5)

Workshop title	Number of ALs attended live	Number of ALs watched recording	Number ALs found workshop useful or very useful
Marking TMAs, providing high quality correspondence tuition	2	1	3
Supporting a diverse student group	1	2	4 (note one AL ticked it was useful even though not engaged)
Delivering an engaging and interactive tutorial in biology and health sciences	0	3	2

Marking moderating and reflection	2	1	2
Preparing students for exams	2	0	2

ALs were asked to reflect on whether their expectations for their induction and ongoing support and development had been met. Overall ALs found there were a lot of options for training found in different places and found it difficult to keep track of what was required. Selected comments from respondents are provided below.

'Honestly, there was too much to look at - I didn't know what was compulsory, useful, available - it was information overload, and the most useful and interesting things got missed (i.e. AL Essentials, the STEM F2F event).'

'Guidance on the OU website, some aspects are difficult to find.'

'I would have liked to have attended the listed events, but they seem to get announced in emails then disappear. Is there a way to have events automatically entered onto the outlook calendar system?'

'I feel that I always had someone I could email if I was unsure about anything. The more formal sessions varied in their usefulness, and it was sometimes a bit confusing to prioritise between 'AL Essentials', 'Mandatory Training', STEM events, LHCS events and the Tutoring online modules. At the start of the year, I was also a bit confused by mailings to all ALs e.g. invitations to graduations. As I was initially on a one-year contract it might have been useful to have some indication of the procedure for internal applications for other modules/roles, or perhaps other work opportunities within the OU which might be relevant to me. But overall, I feel I had plenty of support as a new AL.'

4.3 Summary of phase 2.

Response rates to both questionnaires and the focus group were disappointing. Previous experience is broad and similar to that of ALs in Phase 1, Key concerns at the start were around supporting students online, moderating forums and using new technology to deliver tutorials. Confidence in most tuition tasks increased in the time between the two questionnaires, but not for supporting disabled students. This increase in confidence for most tasks is likely due to a combination of induction events and support from mentors and STs along with experience of tuition across the presentation. Induction workshops were most valued at the start of the presentation with engagement dropping at workshops later in the year. It is possible that engagement with the online programme was poorer than in Stage 2 because ALs also had the option of attending the STEM induction day. Feedback on workshop timings, location and content, and difficulties locating induction resources informed the development of an induction workshops and resources for Phase 3.

5 Phase 3: Development and evaluation of a faculty-based induction programme.

A STEM faculty-based face-to-face induction day was piloted in 18J. Results from Project 1 had fed into the development of this event, but the induction day was not specifically evaluated as part of Project 1. The results from Project 1 indicated that to deliver a useful, interactive programme of induction workshops, and to develop a supportive environment and community for novice ALs, a critical number of participants is required. Furthermore, ALs would value the opportunity to meet up face-to-face and are less likely to attend all aspects of an online programme of events delivered across their first year in post. Therefore, we expected that a faculty-based induction would generally work better than a module or school-based induction, especially as for most schools and modules there are

not enough novice ALs being recruited each year to ensure a critical number of participants. Therefore, for Phase 3 we focussed on the further development, and evaluation of the STEM faculty-based induction. We hoped that by offering core induction activities at a faculty level, with breakouts for school level activities we would better ensure consistency in induction for ALs across the faculty and while enabling specific module-based development to be delivered by the ST and mentor.

The Phase 3 programme was offered to all ALs new to the STEM faculty in October 2019 and comprised a Face-to-face event (with an overnight stay) and two online workshops (a reduction on the number offered in previous phases). More details of the specific workshop and timetable for the events can be found in Appendix 3.

To support the delivery of the induction programme and to address AL feedback that it was challenging to find all the information about the various induction events an induction webpage was developed which included a forum, online room, and calendar of events. A letter inviting novice ALs to the induction events, and with a link to the webpage was sent out with the AL's joining information.

5.1 Activities

We evaluated this phase as follows:

- Questionnaire 4, an updated version of the 18J questionnaire administered to novice STEM ALs at start of 19J. ALs were asked about their prior experience, and confidence levels.
- Questionnaire 5 administered at the end of 19J presentation (June 2020) to novice STEM ALs. ALs were asked about their confidence levels and experience of the induction process.
- Feedback gathered from the workshops and events at the face-to-face event (November 2019)
- A focus group of STEM ALs to collect further qualitative feedback at the end of the presentation (June 2020).
- Mentors who took part in the Face-to-Face event were asked for feedback by email.
- STEM STs were asked for their feedback during a focus group and via a discussion forum in May 2020.

5.2 Findings

46 ALs new to STEM for 19J were invited to respond to questionnaires at the beginning and the end of the 19J presentation and to attend a focus group. Nineteen ALs responded to Questionnaire 4 (response rate: 41%), and twelve to Questionnaire 5 (response rate: 26%). Four ALs agreed to join a focus group which was facilitated by the two project leaders. Due to the small sample size a full thematic analysis of the qualitative data did not take place. Instead, qualitative comments are included in the findings when they provided additional insight to the quantitative results.

5.2.1 Previous experience

All novice ALs (n=19) had some teaching experience before starting as an AL, with 14 (78%) teaching in higher Education, 8 (44%) in further education, 6 (33%) in schools and 11 (65%) stated they had other teaching experience. Other teaching experience included voluntary teaching or work-based teaching in other industries. Some of the novice ALs had previous experience of the OU as 8 (42%) had been on OU student, 5 (26%) had been an AL previously (but with more than a year break) and 4 (22%) were currently employed by the OU. We asked novice ALs about their experiences of supporting students at a distance with 7 (37%) stating they had delivered online tutorials, 8 (42%) marked assessments online, 9 (47%) had moderated online forums and 90% had tracked students online.

5.2.2 Confidence

At the start of 19J presentation novice ALs (n=19) were least confident in moderating forums and supporting students whether this was tracking students or supporting those with a disability. They were most confident at the start of the presentation in working as a team with other tutors and working with the SST. Following the 19J presentation and the induction programme, the proportion of novice ALs (n=12) who rated themselves as very confident or confident had increased for most online tutoring tasks. They felt most confident about supporting students and tracking their progress, delivering tutorials and marking assignments. Less confidence was seen in supporting disabled students and working with the SST (where confidence levels decreased), refer to Figure 2 which shows the proportion of ALs who rated themselves as confident or very confident (combined) at the start compared with at the end of the presentation (note respondents are different at the start vs the end, and the smaller number of respondents at the end). Below are a selection of comments relating to ALs' confidence in key tutoring tasks.

'I feel I have the general experience to give me confidence although my lack of experience with the specific systems used means I do not feel I can say 'very confident' for most.'

'Generally, I do feel confident, but this may rise once I have undertaken my first online tutorial and also engaged with students as the course progress to assignments etc.'

'My confidence in teaching environments has improved since joining the OU as an AL.'

'Confidence is a weird thing - what I feel in some of the areas is not knowing what is expected of me, rather than not being confident if that makes sense?'

'I am relatively confident, although this is the first time I've worked at home in this manner, the differences and not having colleagues around to ask questions as I am starting out, makes me slightly nervous, as I want to ensure that students receive the best quality experience possible. As a new AL I am becoming more confident as time goes on.'

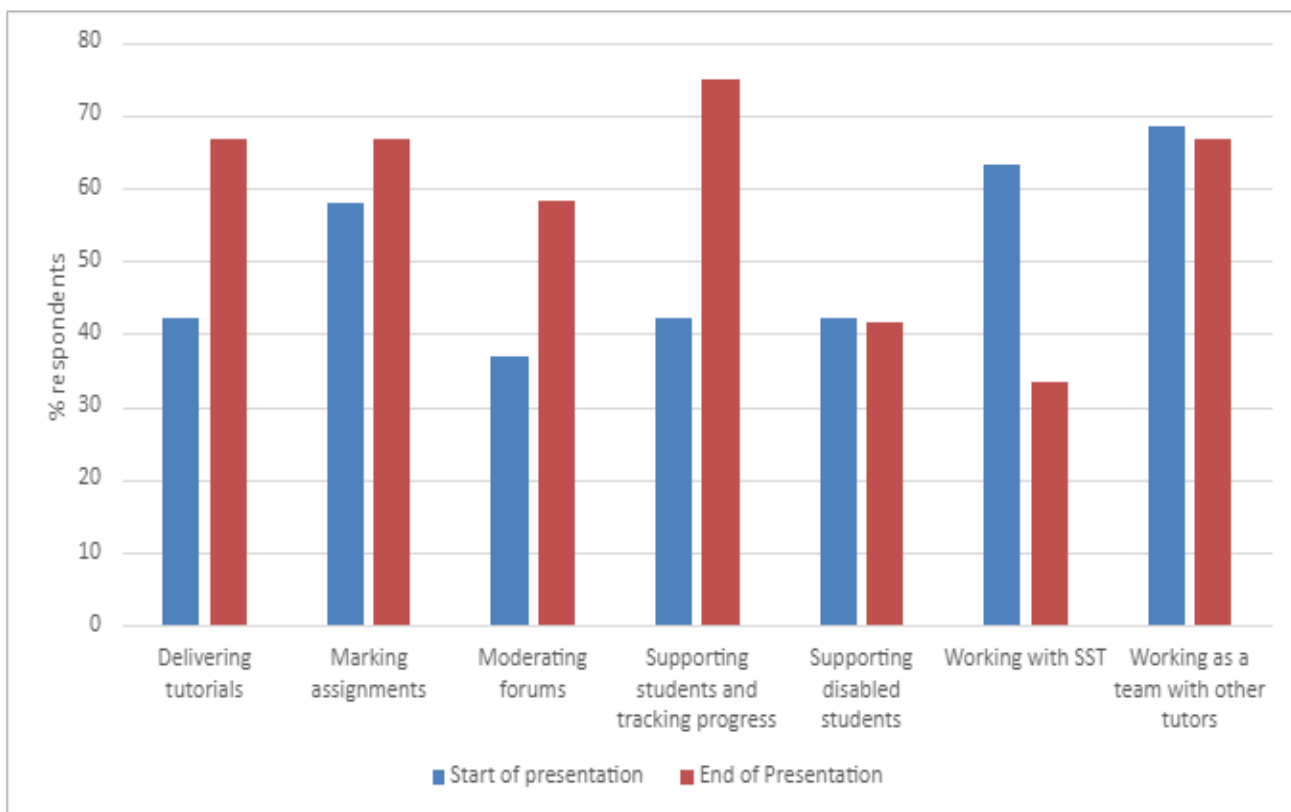


Fig 2. Proportion (%) of respondents rating themselves as very confident or confident with online tutoring tasks at the start (n=19) and at the end (n=12) of phase 3.

5.2.3 Experience and concerns at presentation start (October 2019, Questionnaire 4).

We asked novice ALs (n=19) whether they had engaged in any induction activities yet and their expectations of induction. 17 (90%) had had contact with their mentor, 18 (95%) with their ST, 11 (58%) with the STEM induction webpage, 7 (37%) with the STEM induction forum, 6 (32%) had attended the getting started as an AL online event and 15 (79%) had looked at AL Essentials. Perhaps worryingly only 13 (68.5%) of respondents felt confident/very confident in finding appropriate support and guidance.

Qualitative data showed that ALs are unsure what is expected of them, have concerns over the volume of information to engage with, getting to grips with the systems and the impact of being appointed to the role close to presentation start. For example:

'I only got my log-in two weeks ago and have since been loaded with so much information that it's difficult to process. Had very little time to work through the course materials, which has now become an imminent need.'

'Pretty much thrown into it- too much support is via computer. Intense, in person sessions, would be much better.'

'Too much information from too many places. Trying to navigate the website, where it's all located, is really challenging. Have spent up to 30 mins trying to locate things that I needed to access. Only slowly getting better.'

'The TutorHome webpage was quite busy and overwhelming with links and information, and it was quite tricky to distinguish what was relevant (until chatting with the mentor) so I felt I spent quite a few hours wasted trying to accomplish tasks that I thought were really vital that weren't urgent or immediately necessary to the role.'

5.2.4 Evaluation of induction programme: ALs' perspective.

Data from Questionnaire 5 (n=12) provides information about engagement with induction components and their value to novice ALs. The results for each component are summarised below.

STEM AL induction webpage

6 (50%) of respondents said they had used the STEM AL induction webpage and of these 3 (50%) found it useful. It was unclear from qualitative feedback why the page wasn't deemed useful. But one respondent suggested that perhaps lack of engagement was a factor *"Time pressures meant that I didn't engage as much as I would have liked with this. That's no reflection upon the content of the webpage"*.

Getting started as an AL online event

6 (50%) of respondents attended or watched a recording of this first online event, and of those ALs 5 (80%) found it very useful or useful. This is in line with findings from Phases 1 and 2, that a workshop, containing key information early in the presentation is valued.

Face to face event

5 (40%) of respondents attended the whole of the face-to-face induction event and reported it to be useful or very useful as shown in Table 3.

From the qualitative responses collected after the event the benefit of face-to-face meeting show to include a benefit of with meeting peers, STs and being made to feel part of a community as shown below by 3 AL comments:

'The real benefit to me was meeting experienced ALs and Staff Tutors.'

'Personal insights shared by experienced tutors were helpful and made me feel part of a community.'

'Great to meet other tutors and to feel part of a supportive team.'

Table 3. AL attendance at, and evaluation of, each element of the STEM face to face induction event in November 2019.

Workshop title	No. of respondents who attended session	No. of respondents who found the workshop useful or very useful	No. of respondents who found the workshop enjoyable or very enjoyable	Comments (selection)

Introduction and networking (who's who)	8	8/8 quite useful or very useful	N/A	<i>'Able to attach names to faces-will make interactive working easier.'</i>
Information about the role of an AL	9	3/9 very useful, 5/9 quite useful	3/9: excellent, 5/9: Good and quite informative	<i>'Insight into priorities was something I found useful as the OU and its website as well as jargon can be overwhelming.'</i> <i>'the year in the life of an AL did fell a bit more like a year in the life of a staff tutor 😊'</i>
Tour of your school (department) and labs.	9	9/9	5/9 very enjoyable, 3/9 quite enjoyable	<i>'It was interesting to see how the research of the schools integrates with the teaching aspects.'</i> <i>'I think the most useful bit was the context of how the module I am teaching fitted into the bigger picture - the research part was interesting as background but not really directly relevant.'</i>
Dinner	10	N/A	10	<i>'...this was an excellent way to informally meet other ALs and also staff tutors were very good at giving advice.'</i>
Correspondence tuition	10	10 out of 10	10	<i>'It was great to get a clearer idea of marking, in a distance learning environment.'</i> <i>'Examples of marked work and group discussions engaging.'</i>
Supporting your students and working with the SST	10	10/10	8	<i>'Yes, for me this was one of the best sessions as it really showed me the range of support provided by OU. Definitely will allow me to make informed advice for students in future. Very impressive system compared to my own University.'</i> <i>'delivered well but the session was quite long in places and lacked some engagement. Some long periods spent listening to information'</i>
Tutorials - ideas and techniques for tutorials both online and F2F	9	9/9	9	<i>'Apart from the useful presentation and the experience shared by the two presenters, it was good to hear the questions generated and the discussion</i>

				<i>across the room as everyone shared their own experiences.'</i>
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AL Essentials and tutoring online course

Responses relating to AL Essentials and the tutoring online course were similar to those reported in Phases 1 and 2. In Phase 3, 10 (83%) of respondents had engaged with some, most or all parts of AL Essentials but reported it was difficult to navigate and too detailed. Respondents who took part in the three-week tutoring online course reported it to be useful.

Other staff development/other aspects

5 (40%) of respondents had engaged in other staff development events such as cross faculty face to face events, STEM-ByALs-ForALs events, module briefings. And novice ALs found ST input useful. In addition, all respondents had had contact with their mentor and appreciated them. Indeed, the qualitative comments were all positive e.g., *'If it wasn't for my mentor, I would have been totally lost at the start. She was the number one best resource for showing me the ropes!'*

Overall impressions of induction

Overall, the feedback for the faculty-based induction was positive, as demonstrated by the selected quotes from ALs below.

'My expectations have been exceeded! Everything has been brilliant. I feel really privileged to be paid for a job, in reality I would do as a volunteer, partly because of the excellent induction and support I have received. (I've really enjoyed tutoring too).'

'Between my mentor and my line manager I feel very supported. I think the system (both the tutorial dash and the TMA marking system) is difficult to navigate at first and can be overwhelming. I often at first found it hard to find a forum I was looking for, or a resource page I knew existed. However, I never felt like I could not ask questions and always felt supported and encouraged'.

Focus group output – summary

The main themes from the conversation were that the novice ALs felt there was too much to do at the start. They were struggling to get to grips with teaching online, familiarising themselves with their module materials, and getting to know their students all at once. Often novice ALs are appointed late to a module and need to begin straight away. With regards to resources, ALs reported that TutorHome is not easy to navigate and contains a lot of information. They said that the STEM induction webpage contained a list of links to training and support which were useful. However, not all ALs were aware of the page - one AL suggested a checklist of activities would be helpful, and this was provided on the webpage, but had not been accessed by the AL.

Mandatory training was introduced at the first online induction event which became a focus rather than learning about modules. Therefore, care is needed to identify induction tasks and those that can be left for later in the ALs first year. Some novice ALs would like more focus on correspondence tuition. Training on correspondence tuition took place in school-based sessions during the face-to-face event, where there was some inconsistency in the types of activities delivered in each school on this topic and thus some ALs felt more guidance was needed on marking TMAs and using the eTMA system. Interestingly it was reported that peer support was useful whether from experienced or relatively new ALs (new in the last year) and as highlighted in previous phases, mentors are invaluable and early contact with a mentor is appreciated.

This quote gives a nice summary of how one AL felt about their induction:

'I think it was one of the best inductions overall which I've ever had, but I really liked all the material that I was given. I thought the online induction I loved because it really did help to show me how you could be interactive. And the face-to-face event was really good and also just seeing how the labs worked and everything. It was just the whole package was great. I think it was just being hit with it at the beginning, if that makes sense, it's just the kind of intensity of it. And I think part of that was because I was appointed quite late but it might not be everyone's experience. I just kind of ... it just felt like a tsunami had hit me, trying to kind of get ... that's why a kind of a checklist would have been really helpful. Like something I could literally tick off.'

5.2.5 Evaluation of induction programme - mentors' perspective.

Two mentors responded to the survey. They noted that the STEM induction webpage would need regular refreshing and the links checked for the most recent documents/links. And that they were not aware of the page and not sure if their mentees were aware either. The mentors also commented that the AL induction programme should be tailored depending on AL previous experience but that the key aspects should include OU ethos and student demographics, school based and faculty-based information. That additional Adobe Connect training was always useful, that although face-to-face is useful an unmoderated informal session with mentors and novice ALs alone would be welcomed (we added this to the 20J programme). They felt an induction programme should promote the sense of belonging, explain where to find support and include opportunity for shared experience to promote enthusiasm.

5.2.6 Evaluation of induction programme - STEM Staff Tutor's perspective

Feedback from STEM STs on the STEM induction programme and website was gathered at an online discussion session (attended by 49 STEM STs) with a follow up thread in the STEM ST forum (accessible to all STEM STs) only one ST posted in the forum thread. Several of the STs had lead induction workshops.

Ten of the 49 attendees at the online discussion session had looked at the STEM AL induction webpage prior to the session. Having looked at the webpage during the session several of the STs said that the webpage looked good and it was nice to have information in one place. E.g.

'It has lots of helpful advice and I have recommended it to my new AL's. It would be great if it was automatically included on the dashboard.'

Discussion around how the webpage was located followed - there is a link on the AL's dashboard but the webpage can be hard to locate if a direct link is not sent and mentors should be made aware of the webpage. STs were generally in agreement that mentors needed to be included in the induction activities.

When asked about the pros and cons of a faculty-based induction programme for ALs one response to this question was given in the forum:

Advantages

'It feels more relevant to ALs because examples of activities can be biased towards STEM teaching (eg more analytical, less essay-based).'

'ALs are more likely to meet others on same or similar modules - who they will meet again - and their mentors can be invited to be involved.'

'ALs are more likely to meet a Staff Tutor who is their TTM (or at least knows their TTM).'

Disadvantages

'Duplication of effort - since there are already so many resources on Tutor home'

'Confusion for ALs because they are encountering induction from several different angles'

There was very little response to a question about the impact of introduction of the STEM based programme on ST role. One ST indicated that they felt less connected with their new ALs because of the induction programme.

'I think the biggest issue was that I have not chased new ALs as much as I would otherwise have done as they have got stuck in so some issues did not emerge as early as perhaps they may have done.... we (perhaps) missed side conversations – because getting induction at faculty level meant I had not had as much conversation with them.'

Going forward the STs suggested that a one-day online event to replace the face-to-face event (due to COVID) should be split up over a number of days (perhaps a regular slot every week for the first month) rather than being held all in one day. If it needed to be one day then plenty of breaks should be included. STs suggested that it would be good to consider an informal networking session, perhaps where tutors could see one another (cameras on) and a session to take tutors through the induction webpage. As webcams tend to cause connectivity issues in AC there was discussion about the use of Microsoft Teams or Zoom as alternative platforms to AC, but overall, it was felt that we should use the platform that ALs would be using for their teaching.

5.3 Phase 3 summary

Novice AL's previous experience was similar to those in Phases 1 and 2. And in line with previous phases, confidence in most core tuition tasks had increased by the end of the presentation. Interestingly, when comparing increases in confidence levels between Phases 2 and 3, in Phase two there was a greater increase in confidence in marking assignments compared with Phase 3. Furthermore, AL feedback suggested that there was some inconsistency in the content of the workshop on correspondence tuition delivered at the induction day between schools, with some schools offering a marking activity while others did not. In line with Phase 2, ALs still did not feel more confident about supporting disabled students by the end of the presentation.

Feedback about the usefulness of the online and face to face induction activities was generally very positive. ALs particularly liked meeting other ALs and faculty staff, and the informal meet ups. It should be noted that response rates to the second survey were low and therefore do not necessarily reflect the AL cohort as a whole. STEM STs were supportive of the induction programme and felt overall it was very helpful, although there were some concerns that moving induction to a faculty level could result in fewer contacts between ALs and STs. It is important therefore that the ST maintains oversight of their AL's induction. AL mentors' comments were mainly around the need for materials to be kept

up to date, and to ensure that an induction programme fosters a sense of belonging and ensures sources of support are clear.

6 Conclusions

Taking all phases together, novice ALs come to the OU with varied backgrounds and experience. Most have experience of HE teaching, but few had experience of supporting students online, at a distance. On arrival tutors feel least confident in delivering tutorials online, moderating online forums, and supporting students at a distance. By the end of the first presentation confidence in most core tutoring tasks increases. However, confidence in supporting disabled students did not increase and this is something to improve in future programmes. Although knowledge of how to support disabled students does develop over time with experience, it is important that resources and support for tutors is available and signposted.

To develop a feeling of community, and to run effective workshops, the novice AL cohort must be big enough to allow adequate engagement and support. The module-based induction (Phase 1) worked well because there were a number of new ALs starting together, who had a shared module interest, and a cohort of experienced ALs to work alongside on the same tasks. This was difficult to replicate in Phase 2, the school-based induction worked less well, and engagement with induction sessions was reduced compared with Phases 1 and 3. In the Phase 3 faculty-based induction the feeling of community was better developed, this was aided by the opportunity for the face-to-face meetings and informal networking opportunities with peers, mentors and AL line managers. The combination of an online getting started workshop early in the presentation, followed by the face to face a month later worked well.

Novice ALs have limited time to complete induction activities and some ALs found the range and volume of induction materials and activities overwhelming. In particular, AL Essentials is large, and links out to many resources. ALs didn't have time to work through it all. The STEM induction webpage was deemed as being useful by the ALs that found it – despite information being sent out about the webpage this had been missed by several ALs perhaps further illustrating that ALs have too much to process when they start. Online workshops near the start of the presentation were appreciated, but those later in the presentation were less valued.

Not all ALs attended induction events. Whilst attendance at workshops was recorded, lack of attendance or non-engagement with training materials was not followed up (other than for the OU-wide tutoring online course). It is concerning that some ALs may get to the end of their first year without receiving adequate induction. It may be that some novice ALs do have relevant experience and do not require attendance at all induction events. It would be useful to identify induction components that are essential and those that are optional, attendance at optional events could be identified via discussion with line managers.

In conclusion, a multifaceted induction delivered face to face and online, containing an introduction to the University, its ethos, students and systems, accompanied by faculty-based induction workshops to develop core tutoring skills, along with specialised sessions (e.g., correspondence tuition, Open Science Laboratory) at a school level gives the best opportunity to provide consistent knowledge and skills development and preparation for the AL role.

7 Recommendations

7.1 General recommendations for AL induction at the Open University.

- An AL induction programme should take place before the start of the ALs first presentation of a module if possible and adequate time allocated for its completion.
- Induction should contain only essential information and training, and it should be made clear to ALs when each component should be completed. Further training should be identified as staff development.
- AL induction resources and training should be accessed from one central, online location such as a designated VLE.
- 'AL Essentials' should be reviewed or replaced.
- Mandatory training takes a lot of time and can prevent ALs from getting started with core tuition tasks. Therefore, a realistic timescale for when this should be completed is required.
- Some induction components e.g., introductions to the University's ethos, processes, and supporting students can be delivered at a university or faculty level, but components more closely tied to subject specialisms such as correspondence tuition should be delivered at a school or module level. Guidance should be given to schools/modules to ensure that a consistent approach is taken.
- Induction materials should be reviewed and updated regularly.
- Ideally a novice AL could pick and choose induction components (with guidance from their ST) most relevant to them based on their background and previous experience.
- A proactive experienced mentor is invaluable for novice ALs. Time allocations and training for mentors should be reviewed.
- AL engagement with induction should be tracked and be overseen by line managers.
- Requirements for induction should be shared when appointments are made and ALs should receive adequate payment, and recognition (e.g., a Badge).

7.2 Recommendations for a faculty-based AL induction programme

- The faculty programme was successful and should be repeated and evaluation should continue to ensure currency and appropriateness in line with changes to the AL role.
- The programme should contain a mixture of online and face-to-face workshops.
- ALs value peer support and opportunities for networking, therefore informal sessions and social events should be incorporated with the opportunity to meet experienced ALs.
- Induction materials and workshops should be interactive, be produced and delivered by Staff Tutors and experienced ALs (e.g., mentors) and contain activities relating to real scenarios.
- Clear signposting to STEM AL induction programme and resources required.

7.3 Good practice applicable to the wider HE sector.

- The content, amount, and timing of HE lecturer induction activities should be considered to ensure lecturers feel prepared to start their new role.
- Induction programmes and resources should be reviewed and updated regularly to reflect current practice and requirements.
- New HE lecturers have varied backgrounds and experience and induction should be flexible to allow a focus on those areas requiring most development.
- A proactive mentor is valued by new lecturers.
- The opportunity to meet informally with peers and experienced practitioners is helpful for new lecturers.

8 Impact

Findings from our research have resulted in the two key strategic changes in the way Associate Lecturers are inducted at the Open University.

Firstly, we formed the STEM AL induction working group to develop and deliver a STEM faculty induction programme informed by the findings of this research. The programme, supported by a [STEM AL induction webpage](#) has been running since 2018 and has been evaluated as part of the third phase of this study. A resource pack of induction materials has been collated for future use. We have presented the evaluation and success of the programme with other faculties at various events including in 2019 via Share Friday, and at a presentation to ALEPDG.

Secondly, we shared our research findings with the AL Contract Team and Associate Deans for Tuition Delivery for each university faculty and proposed a core, cross faculty induction programme for new Associate Lecturers at the OU. This resulted in the formation of an cross faculty AL Induction Task and Finish group (of which we are members) that, informed by the results of our research, introduced a University Wide induction website for 2022 ([Website: AL Induction Core \(open.ac.uk\)](#)).

9 List of deliverables

9.1 Presentations (* co-authors)

Gauci, H.* and Wallace, J.* (2022). AL induction: requirements, challenges and recommendations. eSTEEeM showcase Seminar ([eSTEEeM Seminar Series: Scholarship Showcase - March 2022 | eSTEEeM \(open.ac.uk\)](#)).

Wallace, J.* and Gauci, H.* (2021) Engaging new STEM associate lecturers with induction activities. [The 2nd Annual STEM Teaching Conference](#) (online) Open University p32.

Gauci, H.* and Wallace, J.* (2020). Developing HE practitioner confidence and skills to ensure effective online teaching and student support. Advance HE STEM conference, Manchester, Jan 2020. <https://www.advance-he.ac.uk/knowledge-hub/stem2020-developing-he-practitioner-confidence-and-skills-ensure-effective-online>

Wallace, J.* and Gauci, H.* (2019). Assessing the effectiveness of the induction process for novice Associate Lecturers (AL) in the School of Life Health and Chemical Sciences (LHCS) in preparing them for the AL role. The 8th eSTEEeM Annual Conference 2019 STEM Scholarship: From Inquiry to Implementation Conference Booklet 8-9 May 2019. Open University Pp22-23.

Wallace, J.* and Gauci, H.* (2019). Assessing the effectiveness of the induction process for novice AIs in LHCS in preparing them for the AL role. Share Friday. OU cross faculty scholarship group. [Website: SHARE - Scholarship Help AREa for Regional and National Scholars \(open.ac.uk\)](#)

Gauci, H.*. and Wallace J*.. (2019) 'Evaluation of a new AL induction in STEM' presented at STEM staff tutor development day. Open University.

Gauci, H.* and Wallace, J.* (2018). "AL induction" Life, Health and Chemical Sciences scholarship event. Open University.

9.2 Induction resources

Our research has informed the development of two key induction resources for Associate Lecturers as described in section 8.

[STEM AL induction webpage](#)

[OU AL core induction website](#)

10 Figures and tables

Fig 1. Proportion (%) of respondents rating themselves as very confident or confident with online tutoring tasks at the start (n=10) and at the end (n=5) of phase 2.

Fig 2. Proportion (%) of respondents rating themselves as very confident or confident with online tutoring tasks at the start (n=19) and at the end (n=12) of phase 3.

Table 1. Confidence scores for core tutoring tasks at the beginning of the presentation compared to the end of the presentation.

Table 2. Summary of evaluation of LHCS school-based induction programme (n= 5).

Table 3. AL attendance at, and evaluation of, each element of the STEM face to face induction event in November 2019.

Table 4. Online module-based workshop program 17J presentation.

Table 5a. Online school-based workshop program 18J presentation.

Table 5b. Face to Face STEM Faculty induction program 18J.

Table 6. Face-to-face STEM faculty induction day program 19J.

11 References

Barlow, J. and Antoniou, M. (2007) Room for improvement: the experiences of new lecturers in higher education *Innovations in Education and Teaching International* **Vol. 44**, No. 1, pp. 67–77

Boyd, P. (2010) Academic induction for professional educators: supporting the workplace learning of newly appointed lecturers in teacher and nurse education. *International Journal for Academic Development* **15:2**, pp155-165 [Online] Available at DOI: 10.1080/13601441003738368 (accessed 06/02/2018)

Knight, P. (2002) *Being a teacher in higher education*. Buckingham: Society for Research into Higher Education & Open University Press.

12 University approval processes

Phase 1 & 2

- SRPP/SSPP – Approval from the Student Research Project Panel/Staff Questionnaire Project Panel was obtained according to the Open University's code of practice and procedures before embarking on this project. SRPP not required for phase 1 & 2 as no students were contacted. SSPP not required for phase 1 & 2 as AL numbers below 30. Discussion with Julian Edwards to confirm.
- Ethical review – An ethical review was obtained according to the Open University's code of practice and procedures before embarking on this project. Reference number HREC/2888/Gauci. Approval 18th May 2018
- Data Protection Impact Assessment/Compliance Check – A Data Protection Impact Assessment/Compliance Check was obtained according to the Open University's code of practice and procedures before embarking on this project. Approved

Phase 3

- SRPP/SSPP – Approval from the Student Research Project Panel/Staff Questionnaire Project Panel was obtained according to the Open University's code of practice and procedures before embarking on this project. SRPP not required for phase 3 as no students were contacted. SSPP-Application-Form-HRF121HGJW 2019. Approved October 2019
- Ethical review – An ethical review was obtained according to the Open University's code of practice and procedures before embarking on this project. Reference number HREC/2888/Gauci. Approval September 2019
- Data Protection Impact Assessment/Compliance Check – A Data Protection Impact Assessment/Compliance Check was obtained according to the Open University's code of practice and procedures before embarking on this project. Approved

Appendix 1- Induction program - Phase 1

- Two SK299 module briefings (all ALs)
- Forum: SK299 AL briefing and new tutors
- Adobe Connect training for new ALs
- AL Essentials - self-directed induction for new ALs
- 2 Week 'Tutoring Online' course: week 1 (Tutoring in a Forum) and week 2 (facilitating online groups) for new ALs
- Bespoke online induction program for new ALs (workshops described in table 1)

Table 4. Online module-based workshop program 17J presentation.

Date	Time	Title
3/10/17	7-8pm	Adobe Connect and the first tutorial
3/10/17	8.10-8.40pm	Getting started
17/10/17	7.30-8.30pm	AL essentials
7/11/17	7.30-8.30pm	Supporting nursing students
21/11/17	7.30-8.40pm	Preparation for TMA01
9/1/18	8-9pm	TMA01 reflection and looking forward to TMA02
15/3/18	7.30-8.30pm	TMA02 reflection, TMA03 and exam preparation

Appendix 2 Induction program Phase 2

- Online induction program for new LHCS ALs (Table 9a)
- AL Essentials - self-directed induction
- Tutoring online course
- STEM Faculty new ALs induction programme (not evaluated as part of this project):
 - Online 'top tips for starting' session 3rd October 7.30-9pm
 - Face to Face event 3rd November (Table 9b)

Table 5a. Online school-based workshop program 18J presentation.

Date/ Time	Workshop title	Objectives
8 th Nov 19:00	Marking TMA's, providing high quality correspondence tuition	Practice marking the type of questions found in LHCS TMA's Identify good practice for in-script and summary feedback. Swap tips for efficient practice
11 th Dec 19:00	Supporting a diverse student group	Identify diversity in our student groups in LHCS Discuss how to support challenging students and those with AR by discussing scenarios Discuss working with the SST and best practice.
16 th Jan 19:00	Delivering an engaging and interactive tutorial in biology and health sciences	Identify key features of a good tutorial to ensure learning Discuss strategies for engaging students Share tips and good practice
6 th March 19:00	Marking, monitoring and reflection	Evaluate how own marking practice is developing Reflect on monitoring reports and feedback Identify future priorities

1 st 19:00	May	Preparing students for exams (SK299, SK320 and S294 tutors only)	Share strategies for helping students with revision, exam technique and coping with stress.
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Table 5b. Face to Face STEM Faculty induction program 18J.

Time	Event/workshop	
from 9.30 am	Coffee and registration	
10am	Welcome to the day. Who's who and structure of STEM.	
10.30am	A-Z of Tutorhome A year in the life of an AL.	
11.30am	Supporting your students and working with the SST	
12.30-1.30pm	Lunch (Exec Dean attended)	
1.30pm	Correspondence tuition – what it is and how to be effective. (LHCS & EEE)	Tutorials- ideas and techniques for tutorials both online and F2F (C & C, E & I, M &S)
2.30pm	Coffee	
3.00pm	Tutorials- ideas and techniques for tutorials both online and F2F (LHCS & EEE)	Correspondence tuition – what it is and how to be effective (C & C, E & I, M &S)
4.00pm	Questions and close	

Appendix 3 Induction program - Phase 3

- STEM induction webpage
<https://learn3.open.ac.uk/course/view.php?id=300934&cmid=162371>
- STEM induction forum [STEM AL forum for newly appointed STEM ALs](#),
- Tutoring Online: Introduction to online tutoring (moderator course)
- AL Essentials - self-directed induction
- STEM ALs induction programme:
 - Online 'top tips for starting' workshop
 - F2F day event Friday and Saturday November (table 3)
 - Informal review and reflect workshop February (not in table)

Table 6. Face-to-face STEM faculty induction day program 19J.

1/11/2019	Workshop	Venue
from 1.30pm	Coffee and registration	Library seminar room 1 & 2
2.00-2.30pm	Introduction and networking	Library seminar room 1 & 2
2.30-3.15pm	Information about the role of an AL	Library seminar room 1 & 2
3.30-4.30pm	Tour of campus/lab/school in school groups	School/campus
From 6.30pm	Pre-dinner drinks	MK Hotel-Hartwell Suite
7.30pm	Dinner	MK Hotel-Hartwell Suite

Saturday 2nd November	Workshop	Venue: Michael Young Building
9.30am	Correspondence tuition – what it is and how to be effective	MY1 C & C, MY3 & 4 LHCS, EEE, E & I, M & S
11.00am	Coffee and networking	MY 3 & 4
11.30am	Supporting your students and working with the SST	MY 3 & 4
1.00pm	Lunch	MY 3 & 4
2.00pm	Tutorials- ideas and techniques for tutorials both online and F2F	MY 3 & 4
3.30pm	Depart	