TUTOR COMPETENCIES FOR OPEN LEARNING

Produced for the Trainer Development Section of the MSC by Aileen Clarke of the Industrial Training Research Unit
THE 'TRAINER COMPETENCIES FOR THE 1990s' SERIES

The Trainer Development Section of the MSC seeks to influence the provision, standards and quality of trainer training in the UK. An important part of that process is the encouragement and support of developments in the field of trainer training and the dissemination of new ideas. "Tutor Competencies for Open Learning" is one of a series of publications which will focus on the trainer in areas of new technology.

The development currently taking place in the delivery of training and learning, for example, open learning, distance learning and computer based training, call for new and different skills and knowledge on the part of the trainer. The Trainer Competencies in the 1990s series is designed to help the trainer identify what new competencies are required and how these might be acquired.

Why competencies?

In these publications 'Competencies' is used because it expresses in one word ideas which usually require several — including knowledge, skills and attitudes. Authors and publisher are aware that competence or competency has other meanings and has not in the past been used in the plural. However, if 'skill' has the plural 'skills', then it is reasonable to extend 'competence' to 'competencies'. In this booklet, 'core competencies' are broad statements of what a trainer should be able to do, be aware of, or understand in order to support open learners, prepare open learning materials and manage open learning courses.

Trainer Development Section
Training Development Branch
MSC

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TUTOR COMPETENCIES FOR OPEN LEARNING

Based on a report of a research project carried out on behalf of the Trainer Development Section of the MSC by Aileen Clarke, Martin Costello and Tony Wright of the Industrial Training Research Unit Lloyds Bank Chambers Hobson Street, Cambridge CB1 1NL

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TUTOR COMPETENCIES FOR OPEN LEARNING

SECTION I — INTRODUCTION

SCOPE

In The Open Tech: Why, What and How? George Tolley wrote:

— 'open learning provides the opportunity for the student to learn at a pace, time and place which satisfy the student's circumstances and requirements (or alternatively, the employer's circumstances and requirements)

— open learning reduces or removes barriers to access (to education and training) and to progress (through education and training)

— open learning offers a choice of content to suit the student's needs'

This is the basis of the definition used in this document — namely that an Open Learning System is one in which some or all of the traditional barriers and constraints are absent. The learning programme is student negotiated and the open learning package (written, tape or computer based) provides the course content.

The tutor is defined as the person directly involved with the learner in a facilitator role.

It will be appreciated that many tutors are also involved in activities not directly associated with supporting the learner. These will be touched upon also but are not the main emphasis of this document. Nevertheless this document will give an appreciation of the complexity and all-encompassing role of tutors in open learning systems.
TUTOR COMPETENCIES FOR OPEN LEARNING

WHO IS THIS DOCUMENT FOR?

1. Providers of tutor training for open learning (see also section 4)
   ★ To show them the tasks and competencies involved in tutoring open learning systems
   ★ To indicate to them the differences between the open learning tutor and that of the traditional trainer
   ★ To help them choose appropriate training strategies

2. Tutors in open learning systems
   ★ To enable them to see what is involved in tutoring in open learning
   ★ To help them judge what training they require
   ★ To help them choose providers of tutor training
   ★ To help them adapt their traditional training or teaching role to that of learning facilitator
   ★ To show tutors new to open learning the competencies they will need to acquire

3. Managers or co-ordinators of Open Learning Courses
   ★ To enable them to get an overview of the responsibilities of tutors
   ★ To show them what is involved in their own jobs
   ★ To help them select suitable people as tutors
   ★ To help them assess the training needs of tutors
   ★ To agree a reasonable range of duties for tutors
setting the scene

Between mid 1984 and early 1986 the Industrial Training Research Unit carried out a project for the Training of Trainers section of the Manpower Services Commission into the Role and Tasks of Tutors in Open Learning Systems. It was found that such tutors have a complex and all encompassing role very different from that of those working in more traditional teaching and learning systems.

The competencies required in this specialist role will vary very much according to the organisational framework of the course on which they are tutoring. The relationship of the tutor to this framework i.e. the teaching and learning system, is of prime importance and varies greatly from scheme to scheme. Tutors are responsible for students as individuals from their induction to the completion of their courses; this will require competencies such as counselling, guidance, monitoring, assessing and so on. There is a separate teaching and learning system for each student with three main components

★ the student
★ the learning programme (the learning resource)
★ the tutor

and it is the relationship between these main components which may vary between different open learning courses. Some of the schemes encountered are discussed in detail in Section V.

concept of the tutor role

Tutors in open learning are really facilitators of learning which is student centred i.e. the students have responsibility for their own learning. As one tutor said "They (the learners) start off with stereotypes of the tutor as 'teacher' and only slowly come to take on responsibility for their own learning with the tutor as facilitator. They expect you to act as 'conscience':" So the tutor has to give immediate help when needed, not only expert technical advice but also support, encouragement and understanding. In conventional training situations the instructor builds his own programme and provides the learner with the content i.e. what has to be learned. In open learning the training package, whether the media are computer, tape/slide or printed paper, provides the course content and it is the tutor's role to support this and adapt it when necessary to meet individual needs.
Section II

AREAS OF COMPETENCE

The competencies detailed in the next section fall into 3 areas:

1. Supporting students using open learning materials.
2. Preparing open learning materials.

This document is concerned primarily with tutors working in the first area i.e. supporting learners. However, a few tutors will be involved in two or even all three areas for they are not water tight categories. For instance, the tutor supporting learners may well have to adapt the learning materials to meet individual needs and the competencies required will be some of those required by preparers of open learning material.

In order to make effective use of the competencies listed in this document, trainers of tutors, the tutors and managers of open learning courses must first of all establish the framework of the scheme with which they are involved. The following is a checklist related to the areas for which competencies are given. So before deciding the competencies required for a specific tutor decide which areas of work will be undertaken.

Open Learning Course Checklist of tutor activities

The support role competencies are given in the chronological order applicable to a learner's progress through the course.

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Preparing/adapting open learning material

Managing/organising open learning course

Now turn to the paragraphs relevant to your needs.
TUTOR COMPETENCIES FOR OPEN LEARNING

COMPETENCIES INVOLVED IN SUPPORTING OPEN LEARNERS

A. Pre-course

1. To identify learning needs the tutor should be able to:
   1.1 listen to the potential students
   1.2 ask relevant questions about their aims
   1.3 assess present skill/knowledge level
   1.4 assess dexterity (for practical courses)
   1.5 counsel and advise on what open learning involves

2. To match learning programmes with students' learning needs tutors should have
   2.1 good background knowledge of the subject area
   2.2 an in-depth knowledge of the range of programmes available and of their suitability for individual needs
   2.3 ability to adapt off-the-shelf packages to suit individual needs — (both content and style).

B. Induction

3. In order to introduce the student to the course the tutor should be able to:
   3.1 explain the commitment that is being made
   3.2 negotiate a realistic timetable
   3.3 prepare notes to inform student of the course content and the tutor's expectations of the student
   3.4 indicate availability — i.e. at work, at home, on telephone.

4. In order to assist the effectiveness of learning the tutor should have interpersonal skills to:
   4.1 establish a relationship of mutual trust and confidence
   4.2 convince the prospective students that the tutor has confidence in their ability to cope
   4.3 establish students preferred learning methods
   4.4 make sure that student takes responsibility for own learning.
C. Tuition
5. In order to cope with queries related to course content from individual students the tutor should:
   5.1 know the open learning package thoroughly
   5.2 know allied subject areas thoroughly
   5.3 have one-to-one, face-to-face counselling skills
   5.4 know how to conduct telephone tutorials
   5.5 have ability to communicate effectively and clearly in writing.

6. In order to use group tutorials successfully to enhance learning, tutors need to be able to:
   6.1 guide student centred tutorials
   6.2 cope with unstructured tutorials
   6.3 field questions in unstructured tutorials
   6.4 keep the ball rolling or slightly redirect it when discussion seems to be drying up
   6.5 cope with the dominant student and the ultra reticent one

7. In order to help learners to learn the tutor should be able to:
   7.1 give assistance with study skills
   7.2 give assistance with time management
   7.3 make use of self assessment questions
   7.4 elaborate on course materials when necessary
   7.5 avoid giving a direct answer when a prompt to further investigation is more likely to aid learning
   7.6 use knowledge of different learning methods and know how to adapt materials to students’ preferred learning styles.

D. Assessment
8. Tutors need to be aware of the uses of and needs for assessment.
   8.1 Self assessment questions: The tutor must be able to convince learners that self testing is one of the best ways of reinforcing learning
   8.2 Tutor marked assignments (TMAs): Tutors need to:
   8.3 adopt a friendly style when giving written comments on scripts
   8.4 give adverse comments without causing demotivation
   8.5 adjust assessment in terms of how the student has interpreted the question
   8.6 decide how to mark scripts which are obviously not the student’s own work or are copied from textbooks
   8.7 return TMAs rapidly
   8.8 be prepared to give a lot of time to marking assignments even when students can’t benefit in proportion to the effort made.
TUTOR COMPETENCIES
FOR OPEN LEARNING

E. Record keeping

9. Whilst all trainers/tutors will keep student records these need to be more detailed in open learning schemes and in particular for students learning at a distance.

   Tutors need to keep individual record of

9.1 Personal details, including occupation and employer
9.2 Course being studied with any individualised alterations to it
9.3 Start date, expected date of completion
9.4 Examinations to be taken with final entry date
9.5 Charts showing assignments completed or being undertaken and date expected
9.6 Assignment reports with grades awarded
9.7 Student initiated contacts
9.8 Tutor initiated contacts
9.9 Specific course content problem areas
9.10 For distance learners — All correspondence.

F. Post course counselling

10. Tutors have to:

10.1 Give advice to students who fail examinations on what parts to retake
10.2 Counsel on how their successful students can market their newly earned qualifications
10.3 Give advice on possible further courses of study
COMPETENCIES INVOLVED IN PREPARING OPEN LEARNING MATERIALS

11. Preparers should:
   11.1 Be able to undertake a job and task analysis
   11.2 From this assess the training and learning needs of those who are going to use the materials
   11.3 Choose the most suitable media for the course
   11.4 Have a good up-to-date knowledge of the subject area of the course
   11.5 Have clarity of writing style avoiding jargon
   11.6 Know how to structure learning programmes i.e.
       a) objectives clearly stated
       b) overviews and summaries provided
       c) good self assessment and self testing exercises with answers provided
       d) well organised blocks of study
       e) good tutor marked assignments with unambiguous questions.
   11.7 Provide references for further reading
   11.8 Provide guidance notes for tutors
   11.9 Be good at editing and proof reading
   11.10 Be able to make the design of the package attractive

COMPETENCIES INVOLVED IN MANAGING OPEN LEARNING COURSES

12. Managers of Open Learning courses should:
   12.1 Clarify the target group and their learning needs
   12.2 Choose suitable learning material or arrange for it to be prepared
   12.3 Be able to market the course (involving financial and negotiating skills)
   12.4 Have an understanding of business organisation
   12.5 Be able to allocate and/or select staff to act as tutors on the courses
   12.6 Be able to assess tutors' training needs and know how they can be met
   12.7 Monitor, review and evaluate the course so that changes can be made if necessary.
TUTOR COMPETENCIES FOR OPEN LEARNING

SECTION III

TUTOR TRAINING NEEDS

In the MSC project on the 'Role and tasks of tutors in Open Learning Systems' course managers were asked what were the training needs of their tutors and tutors were asked about their problems and difficulties. In this way a wide range of competencies were identified as necessary for the tutor role.

The training needs include:
1. Guidance and counselling skills
2. Telephone tutorials
3. Techniques to improve study skills
4. Knowledge of different learning methods and styles and how to adapt course material to suit individual needs
5. Marking and grading of assignments
6. Appreciation of differences from former traditional teacher or instructor role
7. Managing student-led tutorials
8. For college lecturers: understanding industrial culture
9. Negotiating, marketing and selling
10. Correspondence teaching — written communication
11. Handling interpersonal relations
12. Determining learning needs
13. Communication skills — verbal and written
14. Listening skills
15. Ability to build self-confidence, motivate, etc
16. Flexibility/adaptability to student needs

Some problems encountered by tutors

The comments of tutors can be grouped under nine headings:

1. the difficulty of establishing and maintaining contact without face-to-face meetings
2. the need to establish a good relationship at the first contact — especially difficult if the first meeting is with a group
3. motivation of and adaptation to a wide variety of students
4. assessment marking and grading, knowing what standards are required
5. evaluation of learning
6. choosing the right course or module for an individual student when there is no time to know what is available
7. the volume of work exceeds the time allocated for it
8. lack of administrative back up
9. text errors

In order to meet training needs and to prepare tutors for some of the problems that will be encountered in supporting learners on open learning courses many tutors interviewed indicated that the most useful experience which they had had was in studying on open learning courses themselves. This gave them a real understanding of the problems encountered by the students they were supporting.
TUTOR COMPETENCIES FOR OPEN LEARNING

SELECTION OF TUTORS

In selecting tutors not only is it necessary to establish the trainability of applicants in relation to the above needs, but also to consider suitability in terms of personal qualities. Both tutors and their managers felt that these were very important. Tutors for open learning schemes should be:

i Patient, tolerant and able to cope with frustration
ii perceptive, (ability to put themselves in student's shoes) understanding, sympathetic
iii friendly, approachable and trustworthy
iv prepared to work unsocial hours
v prepared to tolerate disruption of private life
vi able to change quickly from one task or subject to another
vii prepared to expect interruptions to non-open tutor activity eg lecturing

Since it is unlikely that the whole range of competencies required by tutors in open learning will be found in one person, course managers should give consideration to the allocation of tasks before selecting staff to undertake them. Study of the various competencies required at different times in the learning programme will help to give managers an overview of the requirements. Managers should also study the section relating tasks to different types of scheme.
TUTOR COMPETENCIES
FOR OPEN LEARNING

SECTION IV

HOW PROVIDERS OF TRAINING FOR
OPEN LEARNING TUTORS CAN USE
THIS BOOKLET

As a provider of training for tutors you can use the list of competencies to develop a new training programme, or to review an existing one. In either case you can use the competencies as a checklist:

— to decide which competencies need to be covered in particular training programmes;
— to derive clear learning objectives for training programmes covering different areas of competencies;
— to decide at whom your training programme is aimed and thus ensure appropriate selection of trainee tutors;
— to draw up detailed specifications for your training programmes in terms of the skills, knowledge and attitudes to be acquired;
— to design learning for given areas of competence and ensure that you are using the appropriate training methods in terms of medium and message to meet the learning objectives.

Figure 1 will help you to consider how you can use the competencies list to develop your training programme.
FIGURE 1:
Examine the list of competencies and decide the scope of your particular programme

At this stage you will be considering the framework of the schemes in which your trainee tutors will be working. The subheadings in the list of competencies may be more helpful at this stage than the individual competencies. The particular need you have specified will guide you in these choices. Alternatively you may want to use the list of competencies to help specify the need for your programme.

Decide criteria for selecting trainees
You will need to decide what group of people will benefit from your course and whether they need to have some previous knowledge e.g. general training skills, college lecturing, open learning tutoring, and these will need to be specified.

Detailed competencies identifying “must” “coulds” and “shoulds”
Now break down the scope of your programme into core competencies. You could also identify those competencies which must be covered, those which should and those which could be covered. In other words, select priorities for your programme.

Describe depth of competencies
You should now examine each competence, and decide on how much detail you need to cover. You will need to consider at this stage what the participants will be able to do as a result of acquiring the competencies, that is, to what use they will be put. This will then enable you to define the learning objectives of your programme.

Draw up the training specification in terms of skill, knowledge and attitude
Next formulate a training specification based on these competencies, and describe the skill, knowledge and attitudes which your programme is designed to impart.

Using training specification to decide the length of course, design, methods, etc.
Now you have decided what you will be covering in the programme, you will be able to decide how long your programme will be, and what training methods are most appropriate. Don't forget open learning.

Validation methods
Finally you will need to decide how you are going to validate your programme. You should base this on the competencies you have identified within the scope of your programme. Clear specification of learning objectives and outcomes will ensure that validation is possible.

Evaluation — assessing the value of the programme can only strictly be carried out by users applying their own particular criteria.
HOW TUTORS IN OPEN LEARNING SCHEMES CAN USE THIS BOOKLET

As someone contemplating becoming involved in supporting students in open learning you can use the competencies to see for yourself what is involved.

**Step 1.** Consider the framework of the course and at what stages you will be involved.

**Step 2.** Consider the competencies required for each of these stages in relation to training you may feel you need in adapting to the new role.

**Step 3.** Arrange for the Scheme Manager to know your concerns in respect of training and discuss how they can be met.

HOW MANAGERS OF OPEN LEARNING SCHEMES CAN USE THIS BOOKLET

This booklet will help you, as a prospective user to:

- decide the framework for your scheme and how to allocate support activities;
- decide which skills you need in your organisation/department;
- decide in which skills your present staff can be trained and which might require selection of new staff;
- consider the training specifications of different open learning tutor courses, and decide which one(s) are appropriate for your requirements.

In deciding what competencies you require you will need to have constantly in mind:

1. whether the skills or competencies identified are already available in your trainers;
2. whether to develop the skills within your organisation;
3. if you are going to develop skills within the organisation, note down the competencies you require, and keep these in mind when looking for a suitable training solution.

**Step 1**

Consider whether open learning is the best way of meeting learners' needs;

**Step 2**

If you conclude that open learning is appropriate, you will have to decide on an appropriate framework, that is, the relationship of the tutor role boundary in relation to the student and the learning programme;

**Step 3**

Once you have taken steps 1 and 2, you will need to take action to get it organised and implemented and to manage the system once it is set up.

**Step 4**

You will then have to decide whether you are going to prepare the open learning material and who will do this or whether you are going to buy a programme and if necessary adapt it;

**Step 5**

You will have to train and/or select staff to undertake the role. (See Section III 'Tutor training needs and selection of tutors').
SECTION V

MODELS OF OPEN LEARNING SYSTEMS

The role of the tutor, and hence the competencies required, is dependent on the organisational framework of the course. Figures 2 and 3 illustrate the tasks undertaken by a tutor in two very different open learning schemes, and as will be seen the number and range of activities and hence competencies required are very different:

**Fig. 2: TASKS OF A TUTOR IN THE OPEN UNIVERSITY**
TUTOR COMPETENCIES FOR OPEN LEARNING

The Open University tutor has the collaboration of a counsellor who provides non-academic support. The tutor's role is to provide academic support to help the student cope with the learning programme and to attain their learning objectives. The main task is teaching by correspondence with a limited amount of face-to-face tuition. Learning progress is assessed on a continuous basis via tutor or computer marked assignments. Another important task is record-keeping to provide information not only to the student but also to the University and to the student's counsellor. In this scheme the tutor has no involvement with administration or overall management.

Contrast the Open University tutor role with that of the tutor in a scheme for industrial supervisors. The tutor role in the latter case involves much administration, marketing, managing, negotiations and identifying training needs. Apart from supporting the trainee throughout the course the tutor will also be involved with the trainee's boss and affected by the culture of the organisation.
Case studies of these two schemes (and three others) are given in a comprehensive research report, 'The Role and Tasks of Tutors in Open Learning Systems', published by I.T.R.U. They illustrate the differences in role and numbers of tasks which result from the different framework of open learning schemes.

By relating the tasks to the teaching and learning system the relationship of the tutor to the learner can be seen. The basic model representing the links between the main components within the teaching and learning system are given in Fig 4 (this and subsequent figures are based on the models prepared by T. Wright for the case studies in the research report mentioned above).

In addition to the basic elements shown in Fig 4 there will be components outside the teaching and learning system which influence the role of the tutors and hence the competencies required. By mapping the tutor's tasks given in Fig 2 on to the basic model (Fig 4) it can be seen how the activities fit into the teaching and learning system in the Open University Fig 5. Once the elements of a particular course have been added to the model the tutor's role boundary can be shown (Fig 6).
TUTOR COMPETENCIES FOR OPEN LEARNING

Fig. 5: A PROCESS VIEW OF OPEN UNIVERSITY TEACHING & LEARNING SYSTEM

Fig. 6: A MAPPING OF THE TUTOR'S ROLE ON THE OPEN UNIVERSITY TEACHING AND LEARNING SYSTEM
TUTOR COMPETENCIES FOR OPEN LEARNING

Fig. 7: A PROCESS VIEW OF THE INDUSTRIAL SUPERVISOR TEACHING AND LEARNING SYSTEM
TUTOR COMPETENCIES FOR OPEN LEARNING

Fig. 8: A MAPPING OF THE TUTOR'S ROLE ON THE INDUSTRIAL SUPERVISOR TEACHING AND LEARNING SYSTEM

Using a similar technique with the Industrial Supervisor Open Learning Scheme a picture can again be built up to show the tutor role boundary for this course. (Figs 7 and 8).

By comparing the tutor role boundaries in these two schemes (Figures 6 and 8) the narrower commitment required of Open University tutors can be seen. This reduction in tutor role brought about by the inclusion of a counsellor for non-academic support, thus splitting the support role is a strategy which managers might find useful. When this is done it is essential to ensure good communication between the two supporters if the learner is to benefit.

Perhaps one of the most obvious differences between the two schemes is the amount of student involvement in negotiating the learning programme. The Open University has set courses and therefore negotiation about the course takes place outside the teaching and learning system, before enrolment. With the industrial supervisors the negotiation of the learning programme is part of the scheme, the learner, the tutor and the company training manager all being involved in establishing the training needs of the supervisor and how they are to be met.
Study of the two models side by side will show other major differences and hence additional competencies required by the tutors in the Industrial Supervisor scheme. For instance the study programme in the Open University is produced by the course team and the tutors have to adapt to this. In the other scheme the tutors are meeting individual needs and therefore choosing and adapting learning materials to meet these needs, incorporating work experience in to these wherever possible. The Open University tutor will have most of his student contact either on the telephone or by correspondence whilst the tutor in the supervisor scheme will have much face-to-face contact.

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</table>

Despite these and other differences of emphasis, tutors in both types of scheme found it rewarding work. The college tutors involved in the Industrial Supervisor Scheme found it interesting to see learning being applied in the work place and were rewarded by the enthusiasm and interest of the students who claimed to be getting great benefit from the experience. They also found that, to quote one tutor 'the lecturer in conventional teaching has a much higher level of control, can dictate what happens, therefore there is much less risk. Flexibility is the order of the day in open learning!'
TUTOR COMPETENCIES
FOR OPEN LEARNING

Section VI

GLOSSARY

Anyone new to open learning will find there are a multitude
of initials and acronyms which are unfamiliar. Here is a list
of a few of them from open learning and related areas

<table>
<thead>
<tr>
<th>Initial</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATI</td>
<td>Adult Training Initiative</td>
</tr>
<tr>
<td>ATS</td>
<td>Adult Training Strategy</td>
</tr>
<tr>
<td>BEC</td>
<td>Business Education Council</td>
</tr>
<tr>
<td>BTEC</td>
<td>Business and Technical Education Council</td>
</tr>
<tr>
<td>CAL</td>
<td>Computer Assisted Learning</td>
</tr>
<tr>
<td>CBT</td>
<td>Computer Based Training</td>
</tr>
<tr>
<td>CELP</td>
<td>College-employer Linked Project</td>
</tr>
<tr>
<td>CET</td>
<td>Council of Educational Technology</td>
</tr>
<tr>
<td>CFE</td>
<td>College of Further Education</td>
</tr>
<tr>
<td>CHE</td>
<td>College of Higher Education</td>
</tr>
<tr>
<td>CMA</td>
<td>Computer Marked Assessments</td>
</tr>
<tr>
<td>COIC</td>
<td>Careers &amp; Occupational Information Centre</td>
</tr>
<tr>
<td>CPVE</td>
<td>Certificate of Pre-vocational Education</td>
</tr>
<tr>
<td>DES</td>
<td>Department of Education &amp; Science</td>
</tr>
<tr>
<td>DL</td>
<td>Distance Learning</td>
</tr>
<tr>
<td>FESR</td>
<td>Further Education Statistical Record</td>
</tr>
<tr>
<td>FEU</td>
<td>Further Education Unit</td>
</tr>
<tr>
<td>FFbS</td>
<td>Fast Feedback System</td>
</tr>
<tr>
<td>GES</td>
<td>Guildford Education Services</td>
</tr>
<tr>
<td>IMMA</td>
<td>Integrated Multi-media Approach</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology</td>
</tr>
<tr>
<td>ITB</td>
<td>Industrial Training Board</td>
</tr>
<tr>
<td>ITRU</td>
<td>Industrial Training Research Unit</td>
</tr>
<tr>
<td>LEA</td>
<td>Local Education Authority</td>
</tr>
<tr>
<td>LCP</td>
<td>Local Collaborative Project</td>
</tr>
<tr>
<td>MAIL</td>
<td>Micro-aided Learning</td>
</tr>
<tr>
<td>MARIS</td>
<td>Materials and Resources Information Service</td>
</tr>
<tr>
<td>MEP</td>
<td>Micro-electronics Educational Programme</td>
</tr>
<tr>
<td>MSC</td>
<td>Manpower Services Commission</td>
</tr>
<tr>
<td>NAB</td>
<td>National Advisory Body</td>
</tr>
<tr>
<td>NAFE</td>
<td>Non advanced Further Education</td>
</tr>
<tr>
<td>NEC</td>
<td>National Extension College</td>
</tr>
<tr>
<td>NDT</td>
<td>Non-destructive Testing</td>
</tr>
<tr>
<td>NIAL</td>
<td>Network of Informal Adult Learning</td>
</tr>
<tr>
<td>NICEC</td>
<td>National Institute of Careers Education Counselling</td>
</tr>
<tr>
<td>NT</td>
<td>New Technology</td>
</tr>
<tr>
<td>NTI</td>
<td>New Training Initiative</td>
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<tr>
<td>OL</td>
<td>Open Learning</td>
</tr>
<tr>
<td>OLF</td>
<td>Open Learning Federation</td>
</tr>
<tr>
<td>OLS</td>
<td>Open Learning Systems</td>
</tr>
<tr>
<td>OTP</td>
<td>Open Tech Programme</td>
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<tr>
<td>OTU</td>
<td>Open Tech Unit</td>
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<tr>
<td>OTTSU</td>
<td>Open Tech Trainer Support Unit</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
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<td>---------</td>
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<tr>
<td>OU</td>
<td>Open University</td>
</tr>
<tr>
<td>PICKUP</td>
<td>Programme for Industrial &amp; Commercial Updating</td>
</tr>
<tr>
<td>PSI</td>
<td>Personalised System of Instruction</td>
</tr>
<tr>
<td>PVQ</td>
<td>Pre-vocational Qualification</td>
</tr>
<tr>
<td>SAQ</td>
<td>Self Assessment Questions</td>
</tr>
<tr>
<td>SCEMP</td>
<td>Scottish Community Micro-electronics project</td>
</tr>
<tr>
<td>SCOTVEC</td>
<td>Scottish Vocational Education Council</td>
</tr>
<tr>
<td>SNL</td>
<td>Student Negotiated Learning</td>
</tr>
<tr>
<td>SSNDT</td>
<td>Scottish School of Non-destructive Testing</td>
</tr>
<tr>
<td>TAP</td>
<td>Training Access Point</td>
</tr>
<tr>
<td>TEC</td>
<td>Technical Education Council</td>
</tr>
<tr>
<td>TIF</td>
<td>Training Information Network</td>
</tr>
<tr>
<td>TMA</td>
<td>Tutor Marked Assignment</td>
</tr>
</tbody>
</table>
SECTION VII

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