

# **Quality Issues in Distance Education: In Search of Quality Enhancers for Part-Time Tutorship.**

By

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## **Abstract**

*The main aim of this study was to determine the skills and knowledge needs of part-time tutors working for the ZOU. The study also sought to establish induction methods used by ZOU to prepare part-time tutors for their tasks. A descriptive survey design was used and a questionnaire was designed to collect data from a sample of 140 part-time tutors. In-depth interviews with part-time tutors were also done. The major findings of the study were that ZOU had no induction programme for part-time tutors, the part-time tutors needed training in several aspects of their work in ZOU, and they found several tasks difficult to perform. It was concluded that there was a general lack of confidence among tutors to carry out assigned tasks due to the perceived difficulty. It also was concluded that the variety in backgrounds and experiences among part-time tutors presented methodological challenges too. The study recommended that ZOU should come up with a clear induction approach for part-time tutors and possibly develop and implement a training manual.*

## **1. Introduction**

In distance education, (DE), teaching responsibilities are usually performed by expertise drawn from outside the enrolling institutions, often referred to as part-time tutors. For most DE colleges, part time tutors provide the bulk of academic support services to the learners. They conduct tutorials in the courses offered, mark assignments and examinations, and supervise students carrying out research projects, and mark finished project reports. While these out-sourced academics bring in diversity in knowledge forms, skills and social backgrounds to DE learners, they, nevertheless, pose unintended challenges of a methodological nature (The Association to Advance Collegiate Schools of Business, 2007; Centre for Open and Lifelong Learning, Namibia, 2011; The Commonwealth of Learning, 1993, and Price, 1996). Since most DE part-time tutors are face-to-face teachers before they become ODL tutors, this change of role is an important issue to consider.

The quality of academic support provided to distance learners by part-time tutors is of critical importance in distance learning. Its importance is best understood by considering the role that part-time tutors are expected to play in the teaching and learning processes in DE. According to Cowe (2005), Bruce, (2009), Robinson (1999), and Thorpe (2006), it is generally agreed that the change of role from face-to-face teacher to DE tutor requires a different set of skills from that of conventional teaching. It is in this context that this study sought to determine skills and knowledge needs of part-time tutors who provide academic and social counselling support to distance learners of the Zimbabwe Open University (ZOU). The study also considered the extent to which ZOU provides induction or orientation and training for part-time tutors as a quality enhancer in the conduct of tutorials, marking of assignments and examinations, and students counselling. The main aim in considering these issues was to develop a model for quality enhancement of ZOU part-time tutors

### ***Background to Study***

Rumble (2004) points out that tutorials represent one of the most crucial forms of learner support in DE. Without tutorial support, the best materials in DE may prove to be a sheer waste of resources. In the same vein, Rowntree (2009:155), subscribing to the dialogue theory of DE, asserts that,

*Part-time tutors manage a dialogue with the student through face-to-face tutorials, telephone conversation or comments in marked assignment that is designed to reinforce success, to prompt inquisitive thought and to challenge when the student's perception of course matter becomes complacent. In conducting such a dialogue with the student, the part-time tutor can have a powerful influence over student morale, motivation and self-worth.*

The views asserted above suggest that the role played by tutorials, and the tutor himself/herself is invaluable to successful DE. The tutor is portrayed as a motivator, builder of student confidence in continuing with studies and creator of a critical and independent distance learner. The implication here is that any effort to improve quality in DE that fails to recognize the critical role of tutors is most likely to achieve very little. A similar conception of the role of tutors in DE is held by Thorpe (2006) who characterizes their role as a facilitation one. According to this view, whatever the job specification of part-time tutors on different DE models, the facilitation of learning is often specified as at the core of tuition (Thorpe, 2006). Both the dialogue and facilitation perspectives appear to concur that part-time tutor's role in DE can be characterised by:

- working closely (*whilst physically separated*) with individual students assigned to them by the enrolling institution
- commenting on written work
- marking written work
- planning and conducting face-to-face tutorials as may be stipulated in the regulations of the enrolling institution
- Contact by telephone students assigned to them and online

What is significant from the list characteristic of the role of part-time tutors given above is that 'dialogue' and 'facilitation', often at a distance, tend to over-arch the nature of their work with students. It distinguishes the DE model from conventional teaching. The nature of part-time tutors' work in DE focuses on the individual learner in an attempt to provide what other contributors to open and distance learning have termed "a helping hand to the student" (Robinson, 1999 and Cowe, 2005). This study set out to search for different approaches that DE institutions can use as enhancers of the quality of dialogue and facilitation roles of part-time tutors.

Bruce (2009) presents a conceptual framework that highlight the centrality of part-time tutors' role in DE. Thus, besides playing the facilitator and dialogue roles, the part-time tutor is expected to be a student supporter, study skills developer and advisor, an interpreter of learning materials, a challenger, an examiner, a reference source, a personal tutor, and a career guide. Clearly, the ability to carry out these roles effectively requires special training outside academic achievements one may possess. Figure 1 below summarizes the roles of a part-time tutor in a DE model.

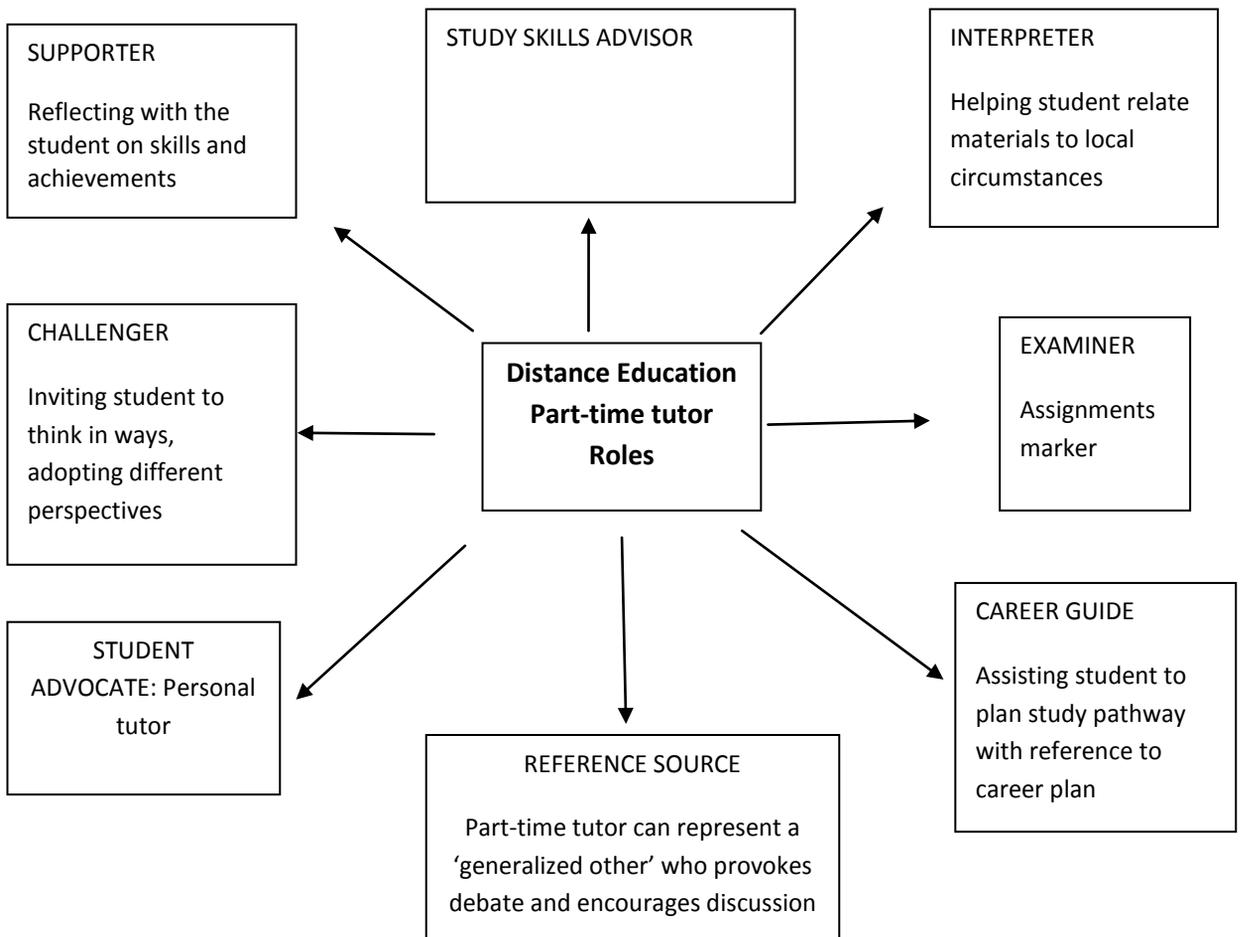


Figure 1: Roles of a Distance Education Part-time Tutor

Sources: Price, B. (2009), *Tutor Orientation Courses for improving Student Retention, 2009*. The Asian Society of Open and Distance Education. New Delhi.

### **Tasks of Part-time Tutor in DE**

Roles of part-time tutors are broader and might fail to indicate accurately what job they actually do. If specific tasks are identified, it provides an insight of the amount of skills and knowledge part-time tutors require to fulfil their roles. Robinson (1999) and Thorpe (2006) concur on a two tier typology of tutor tasks as follows:

#### **Group A – Tutorial tasks**

- Advise on available learning materials.
- Answer course-related queries.
- Mark and comment on written work such as assignments.
- Tutor individual students face-to-face.
- Tutor face-to-face groups.

- Tutor individual students by phone or online.
- Tutor groups by phone or online, and
- Keep records of student progress.

*Group B – Counselling tasks*

- Answer non-course-related queries.
- Give guidance about choice of course.
- Support students during their course.
- Advise students on post-course choices.
- Advise students about the ODL system.

While these tasks may represent what generally part-time tutors will be expected to do, Robinson (1999) discovered that of all the tasks that tutors carry out, students tend to most value those tasks associated with commenting on and marking written work. A survey in which he asked students to rate 17 types of part-time tutor help, the five highest rated tasks were:

- identifying errors in written work
- advising on what constitutes a good answer
- identifying good points in written work
- explaining difficult parts of the learning materials
- giving a wider view of the course subject matter.

This study did not concern itself with the kind of help students expect from part-time tutors. However, the inclusion of their demands here gives some indication of how varied the tasks of part-time tutors can become in a DE model. What was of importance in this study was to explore approaches that DE institutions employed to sharpen part-time tutors' skills and knowledge so that they grow in confidence and become motivated in their work. These tutor improvement approaches form what is being referred to as quality enhancers. It is implicit that a search for quality enhancers should be preceded by systematic analysis of existing levels of skills and knowledge among part-time tutors.

In yet another more recent study, students ranked 'know the subject well' as the top quality that they sought in part-time tutors involved in tutorials under open and distance learning (Gaskell and Simpson, 2007). This seems an interesting perception since it illustrates a situation in which the students seem to confuse the role of tutors with that of teachers/lecturers in conventional institutions.

***Induction and Training of Part-time Tutors***

Inducting and training tutors tends to be a difficult area in DE because (a) they are part-timers, and (b) they tend to join at various times in the year, especially in systems with continuous enrolment and self-paced learners. There is very little published work on the training of distance education tutors although various training materials are available, (COLL, Namibia, 2011; The Commonwealth of Learning, 1993, and Price, 1996).

According to O'Rourke (2000), there are a number of options for induction and training of part-time tutors from which DE institutions can choose, and chief among them include:

- Induction days
- Workshops
- On-the-job training
- Distance learning courses.
- Beginning of semester meetings

Induction days are reported as very effective in training part-time tutors and usually cover the following; an introduction to the organisation and its administrative systems, an opportunity to meet the

organisation-based staff, the course material, marking and commenting on assignments, and running tutorials.

There is a heavy emphasis on skill development and the last two items above are usually taught through simulation and role-play. Those DE institutions that employ the induction approach as a quality enhancer in conducting tutorials are said to generally hold them before the tutors start work and available evidence rate them as effective. Sometimes the equivalent content of an induction day may be spread over four short workshops at two to four weekly intervals.

Another of the commonest methods of training is on-the-job. New part-time tutors are usually given a handbook to guide them in their new role. They might be attached to a mentor (*another experienced part-time tutor*) and are largely left to learn as they do the job. The mentor will provide help as needed but is not seen as a formal trainer.

Some organisations have created their own distance learning courses on how to be a DE tutor, (COLL, Namibia, 2011; Yorke, 2004 and DEASA, 2006, Conference Report, Held at Maputo Mozambique, 24th-26th March 2006). These may be seen as induction courses i.e. they must be completed before the part-time tutor can start work or as on-the-job training i.e. the part-time tutor starts work and uses the distance learning course to learn how to do that work. In theory, a distance learning course should be a good method of training in that it gives the part-time tutor an insight into the experience of being a distance learner. However, there are no reports of this approach having proved particularly effective. It is reported that some institutions which have tried all the methods listed above found that induction workshops were by far the most effective. This may be because training face-to-face teachers to become DE part-time tutors includes a good deal of attitude change and face-to-face workshops can be much more effective than distance learning in this domain.

According to Simpson (2002), the Mauritius College of the Air is another good example of a part-time tutor training approach based on an annual event at which tutors are briefed on the course materials and receive student handbook and a manual which covers the following aspects:

- The philosophy of distance education
- Characteristics of adult learners
- How adults learn
- Conducting face-to-face sessions
- Telephone tutorials
- Marking and commenting on assignments
- Counselling
- Ensuring quality in distance education.

In this study, therefore, the focus was put on establishing approaches the ZOU implements to equip part-time tutors with skills, knowledge and attitudes necessary to effectively deliver high quality services. The question regarding what part-time tutor induction approaches are used in the ZOU, and what their effectiveness is, was considered in this study. The study also sought to determine other induction approaches that were suggested by serving part-time tutors themselves. The aim of pursuing these issues solely remained that of searching for more enhancers of the quality of part-time tutors' support to distance learners. The study was premised on the understanding that part-time tutors are critical to quality issues in DE schemes to the extent that DE institutions must prioritize the improvement of skills among serving part-time tutors.

#### ***Quality Control Practices for Part-Time Tutors in ZOU***

ZOU hires the services of approximately 500 part-time tutors each semester, depending on the enrolment. The institution also has some quality assurance measures in place to monitor performance of part-time tutors in areas such as conduct of tutorials and marking. An official monitoring and evaluation instrument

has been developed and is used to determine the quality of part-time tutors' work, their attitude towards work and suitability to remain as tutors in the university. The primary aim of the instrument is stated as, "to better quality education for students", and it is the students who are required to rate each part-time tutor. The following tasks and traits of the tutor are covered:

- The tutor was always punctual tutorials,
- The tutor was well prepared for each session,
- The tutor communicated ideas clearly and in an organized manner,
- The feedback on assignments was valuable to student learning,
- The tutor showed thorough knowledge of the subject,
- The tutor finished the tutorial session in the prescribed time,
- Grading of written papers and oral presentations was fair and impartial,
- The tutor was able to keep the discussion focused on the subject,
- The tutor helped the students with information on answering questions,
- Students were given helpful direction in writing their assignments,
- The tutor was sensitive to the learner's academic needs, and

The issues above appear to presuppose a situation where part-time tutors would have received some form of training or induction into DE approaches. The overall decision that the students are asked to make about the tutor is worth discussing here. The students are to indicate whether the tutor should continue to be on the programme. The researchers' experience with part-time tutors has shown that tutors tend to resent such a responsibility being assigned to students. The reasons sighted include abuse of power by students and/or inaccurate assessment by students who do not attend tutorials regularly.

### ***Statement of the Problem***

Part-time tutors are important to the provision of academic and counselling support to distance learners. The majority of them are out-sourced from organizations where the methods of instruction and the nature of learners are different from those found in DE. There are problems of a methodological choice and clientele-tutor relationships if no deliberate decisions and programmes are implemented in order to equip part-time tutors with skills, knowledge and attitudes essential for effective student support in DE.

### ***Research Questions***

The study considered the following research questions:

- How prepared are part-time tutors to carry out tasks in ZOU?
- How does the ZOU prepare its part-time tutors for DE roles?
- What support from part-time tutors do students rate as most important?
- What type of induction to DE do part-time tutors consider beneficial to them?

### ***Research Objectives***

- To find out the preparedness of part-time tutors to perform tasks in the ZOU?
- To identify methods used by the ZOU to train part-time tutors.
- To determine students' rating of part-time tutors' support that they consider most important.
- To explore the kinds of induction part-time tutors consider beneficial.

### ***Significance of the Study***

It is important for the ZOU to focus attention on quality issues associated with service delivery by part-time tutors. As has been discussed elsewhere in this study, part-time tutors provide the bulk of academic support to distance learners in ZOU. The findings of this study are, therefore, hoped to inform planning decisions about quality improvement in the university. Decisions such as development of suitable and effective induction and/or training models for part-time tutors, and monitoring and evaluation mechanisms require empirical evidence for their substantiation. In terms of practice, part-time tutors are hoped to gain in confidence in performing their tasks and become more motivated to do their work if more quality enhancers are identified and implemented by the university.

### ***Assumptions of the Study***

It is assumed that ZOU hires part-time tutors from varied institutions and with varied academic backgrounds. It is also further assumed that part-time tutors in ZOU perform various academic support tasks that make them an important component of the teaching and learning environment of the university. What is further assumed too is that induction is a critical part of quality improvement.

### ***Limitations of the Study***

The ZOU is a decentralized DE institution with ten regional centres located in the ten provincial capitals. The distances involved in considering all regions in this study were inhibitive and therefore sample regions were randomly drawn. This placed limitations on the generalizability of the findings. However, by capturing the major characteristics of the regions the research was able to come up with a sample representative of the whole population. Instrument validity and reliability often place limitations on the data that researchers collect particularly when such instruments are not standardized ones but those developed by individual researchers. It is hoped that the instruments were made more valid and reliable by the pilot testing done, and the rigour put into their development.

### ***Delimitation of the Study***

The study considered all regional based full-time lecturers and part-time tutors of the ZOU. There were 538 part-time tutors and 114 full-time lecturers.

### ***Definitions***

- **Quality** – meeting the needs of distance learners. Effective academic support provided by part-time tutors to students registered by the ZOU.
- **Quality enhancers** – programmes, strategies, activities, and mechanisms developed and implemented with the aim of improving skills, knowledge and attitudes of part-time tutors hired by the ZOU.

## **2. Design and Methodology**

A descriptive survey was chosen for this study. A research design is suitable to the extent that it provides a framework for the researcher to find solutions to the initially stated question or problem (Borg and Gall, 1996 and Cohen and Manion, 1998). The descriptive survey enabled this study to determine the knowledge and skills needs of part-time tutors. The design also provided the framework for establishing induction approaches that part-time felt were most suitable to them to help them improve in their work.

The population of part-time tutors during the August/December 2012 semester was 538, covering all the four faculties of the university. The distribution of the population of part-time tutors according to the ZOU ten regional centres, and the final random samples selected by gender is as showed in Table 1 below.

**Table 1: Distribution of Part-Time Tutors' Population and the Selected Sample by Region and Gender, August/December 2012 Semester**

Regional Centre	Population			Sample		
	Male	Female	Total	Male	Female	Total
A	25	13	<b>38</b>	7	3	<b>10</b>
B	37	11	<b>48</b>	10	3	<b>13</b>
C	32	8	<b>40</b>	9	2	<b>11</b>
D	69	20	<b>89</b>	18	6	<b>24</b>
E	21	7	<b>28</b>	6	1	<b>7</b>
F	33	15	<b>48</b>	9	4	<b>13</b>
G	72	22	<b>94</b>	19	6	<b>25</b>
H	20	7	<b>27</b>	5	1	<b>6</b>
I	43	11	<b>54</b>	11	3	<b>14</b>
J	59	13	<b>72</b>	14	3	<b>17</b>
<b>Totals</b>	<b>411</b>	<b>127</b>	<b>538</b>	<b>108</b>	<b>32</b>	<b>140</b>

As shown above, a total sample of 140 part-time tutors was selected, representing 26% of all total population hired for the August-December 2012 semester. Most research literature approves sample sizes like the one drawn as adequately representative for descriptive designs such as the one used in this study.

### ***Research Instruments***

A questionnaire was designed for part-time tutors. The questionnaire was designed to collect both closed and open ended responses. In-depth interviews were also conducted with a separate randomly selected sample of part-time tutors. In order to ensure a high return rate of the questionnaires, an advantage was presented by the weekend tutorial sessions at which full-time lecturers in the regions were requested to administer the instrument. Interviews were conducted with those part-time tutors that attended the centralized marking exercise in Harare. Data processing was done as questionnaires returned. Analysis was in the form of percentages, ratios and means of populations, and these data presented in the form of frequency distributions, tables, bar graphs and pie charts.

### **3. Presentation of Findings**

One hundred thirty-two (132) questionnaires were returned and the data presented is based on them. Respondents were asked to indicate where they were employed full-time and Table 2 shows the different organizations from where ZOU part-time tutors are sourced.

**Table 2: Distribution of ZOU Part-time Tutors by Employers (N=132)**

Full-time Employers of ZOU Part-time Tutors	Number Employed	Percentage (%) of Sample
With a Distance Education Institution	9	7
With a Conventional university/college	41	31
In a Primary/secondary school	33	25
With a Private sector organisation	18	14
With a Non-governmental organisation	7	5
With a Parastatal organisation	3	2
With a Church/religious organisation	5	4
With a Government Ministry	8	6
Self-employed	5	4
Other	3	2
<b>Totals</b>	<b>132</b>	<b>100</b>

Other universities or colleges supply the majority of part-time tutors, with 31% followed by schools with 25%. It is important to explain that the part-time tutors indicating that they were employed by distance education institutions were actually ZOU employees. Their conditions of service permit them to also serve as academic part-timers. What is significant in these results is that the bulk of part-time tutors in ZOU are out-sourced from non-distance education institutions. The implication is that they require some form of induction or in-service training in DE models of teaching and learning if their contribution is to be of high quality.

Part-time tutors were further asked to indicate the number of years that they have been serving as part-time tutors in ZOU. As shown in Table 3, a large number of part-time tutors have been recruited from the year 2009. This could be explained by the massive staff movement witnessed in the period prior to this year.

**Table 3: Experience of Part-time Tutors in ZOU (N=132)**

Years of Experience	Number of Tutors	Percentage (%) of Sample
1	10	8
2	11	8
3	34	26
4	57	43
5	11	8
More than 5 years	9	7
<b>Totals</b>	<b>132</b>	<b>100</b>

In separate interviews the respondents said they joined ZOU immediately after their attainment of relevant level of qualification, usually a master’s degree. Eighty-five percent (85%) of the respondents were less than five years in the service of the ZOU. When the part-time tutors were further asked to describe the kind of induction or in-service training ZOU gave them upon appointing them, all of them said they had no such induction or training. It was indicated by the majority of respondents that their only source of information about ZOU and De were at semester meetings with full-time programme coordinators. This is contrary to what O’Rourke (2000) advocated for, that there should be a number of options for induction and training of part-time tutors from which DE institutions can choose including, use of induction days, workshops, on-the-job training, distance learning courses, and beginning of semester meetings.

When they were asked whether as part-time tutors they needed training or induction about ZOU in general and DE in particular, all agreed that they did. Asked to support their responses, the part-time tutors said they required induction or training in the following main areas:

- The philosophy of distance education,
- Characteristics of adult learners,
- How adults learn,
- Conducting face-to-face sessions,
- Supervision of students doing research,
- Marking and commenting on assignments, and
- Counselling of distance learners.

The areas in which part-time said they needed induction appear to match Thorpe’s (2006) list of tasks of part-time tutors in DE. The needs are central to the work of part-time tutors in DE. As a follow-up to the responses on needy areas, part-time tutors were asked to rate the level of ease or difficult they experienced when performing some of their core functions in ZOU. Table 4 below shows the distribution of their responses.

**Table 4: Level of Ease or Difficulty in Performing ZOU Tasks as Part-time Tutor**  
(E = Easy task, NPT = Never Performed the Task, D = Difficult task) N = 132

Task	E	NPT	D
Structuring tutorial sessions	7	12	113
Facilitating learning during tutorial sessions	40	12	100
Developing learning materials for tutorial sessions	74	12	46
Record keeping		57	75
Marking assignments	22	3	107
Commenting in assignments marked	18	3	111
Supervising students doing research	18	9	105
Marking research projects	25	3	104
Marking examinations	26	21	83

The table shows that part-time tutors find their work in ZOU difficult. They concede that several of their key tasks with the university are difficult to perform. For example, the majority of respondents considered structuring tutorial sessions, marking assignments, commenting, facilitating learning during tutorials, supervising and marking research, and record keeping cumbersome tasks. When one considers that these tasks are at the core of academic support needed by distance learners, it appears that part-time tutors are unprepared for their work in ZOU.

The study went further to ask the part-time tutors to indicate the model of in-service training that they would prefer if ZOU were to hold periodic quality improvement programmes for them. Their responses are presented in the table below.

**Table 5: Preferred Model of In-service Training**

Type of In-service Training	Part-time Tutors Preferring the Type	%
Induction days	37	28
Workshops	79	60
On-the-job training	5	4
Distance learning courses	0	0
Beginning of semester meetings	11	8
<b>Totals</b>	<b>132</b>	<b>100</b>

Holding induction days and workshops are by far the most preferred types of in-service training. Distance learning courses as a way of inducting tutors seemed unfamiliar and none of the tutors indicated that they might wish to be inducted using the approach. However, as stated earlier, Price (1996), the distance learning course to learn on how to do DE work as a part-time tutor, in theory, should be a good method because it gives him/her an insight into the experience of being a distance learner. Workshops have been reported in several research reports as one of the most effective ways to improve knowledge, skills and attitudes of workers if they are well-thought out (Robinson, 1999; Cowe 2005, and Thorpe, 2006). Interviews with part-time tutors and written explanations to the question were all consistent in that workshops suited them best and are potentially beneficial learning exercises. Some even indicated that workshops are more interactive than the rest of other training methods.

#### 4. Conclusions and Recommendations

The ZOU had no specific part-time tutors' induction method that is recorded and official. It emerged that the hired and serving part-time tutors had skills and knowledge needs which the ZOU had no clear strategy to address. The tutors expressed a lack of confidence in performing their tasks in the ZOU and

require some form of training in order to improve the quality of their work. It further emerged that the majority of part-time tutors join ZOU with varying backgrounds and experiences that provide simultaneously a rich and a methodologically challenging context.

The following recommendations were raised as a result of the foregoing conclusions:

- The ZOU should develop and implement a part-time tutors' guide or handbook to induct newly recruited staff.
- Regular workshops for serving part-time tutors should be organized and carried out.
- An instrument to tap into the skills and knowledge needs of part-time tutors from time to time should be developed and put to use.
- Faculty specific research should be carried out to determine specific part-time tutors' performance needs.

***Questionnaire for Part-time tutors in ZOU***

Distance Education is gaining increasing acceptance in Zimbabwe and elsewhere as a strategy for increasing access to quality Higher Education. The role of part-time tutors in the provision of services in ZOU is very important. The present study, therefore, seeks to assess the preparedness of part-time tutors to carry out their tasks, to identify problems they face in carrying out their tasks, and to establish types of induction currently being used to equip them with DE skills, knowledge and attitudes. The study also requires you to say which tutor induction approach best suits you.

You have been selected to respond to this questionnaire because of your experiences as part-time tutor in ZOU. The information you provide will be treated confidentially and used for the purpose of this study only.

**Please complete all the sections by putting a tick in the box against your chosen answer, and writing your verbal responses in the blank spaces where these are provided.**

1.0 Gender:                      Female                                            Male                     

2.0 Where do you currently work full-time?

With a Distance Education Institution

With a Conventional university/college

In a Primary/secondary school

With a Private sector organisation

With a Non-governmental organisation

With a Parastal organisation

With a Church/religious organisation

With a Government Ministry

Self- employed

Other (Please specify) .....

3.0 In ZOU faculty do you carry out most of your tasks as a part-time tutor?

Applied Social Sciences

Arts and Education

Commerce and Law

Science and Technology

4.0 Please, indicate the year in which you joined the Zimbabwe Open University as a part-time tutor

5.0 What form of induction did you receive upon your appointment as part-time tutor

Open University?

Through meetings with regional programme coordinators

Workshop for newly appointed part-time tutors

An orientation seminar at regional centre

Through a Handbook for part-time tutors

Non at all

Any other (Please specify) .....

.....

6.0 Do you think part-time tutors appointed and working for ZOU require induction or training?

No

Yes

7.0 Comment on your response in 6 above.

.....  
 .....  
 .....

8.0 Indicate the level of ease or difficulty that you experience when performing these tasks as part-time tutor in ZOU. Use these scales:

**Very Easy (VE)**

**Easy (E)**

**Never Performed the Task (NPT)**

**Difficult (D)**

**Very Difficult (VD)**

Task	VE	E	NPT	D	VD
Structuring tutorial sessions					
Facilitating learning during tutorial sessions					
Developing learning materials for tutorial sessions					
Record keeping					
Marking assignments					
Commenting in assignments marked					
Grading students assignments					
Academic counselling of students					
Supervising students doing research					
Marking research projects					
Setting assignments items					
Marking examinations					

9.0 If ZOU were to hold skills and knowledge development courses for part-time tutors in order to enhance the quality of academic support given to learners, which type of course model would you favour?

- Induction days
- Workshops for
- On-the-job training
- Induction through Distance learning courses
- Semester meetings

10.0 Please explain why you feel that the model you chose number 9 above is the most favourable.

.....  
.....  
.....

11.0 Please, indicate the task(s) in which you feel as a part-time tutor you require:

- (i) Improvement in your skills

.....

- (ii) More knowledge

.....

.....

**Thank you very for participating in this study.**