

***Models of Good Practice in Recruitment, Initial Assessment, Induction and Ongoing Support***

***for Learning & Skills Sector***

***ITE Trainees***

**Survey conducted on behalf of the**

**SWitch Centre for Excellence in Teacher Training by**

**School of Education, University of the West of England, Bristol**

**in collaboration with City of Bristol College**

**July 2009**

**By**

**Dr Richard Waller, Jo Thompson & Jonathan Simmons**

**with John Homewood**



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**1. Acknowledgements**

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(See full list of respondents in Appendix 1)

**2. Preface**

The SWitch Centre for Excellence in Teacher Training (CETT) was appointed and funded by the Learning & Skills Improvement Service (formerly the Quality Improvement Agency). Its brief is to work with Learning & Skills (L&S) providers in the South West Region to improve and enhance both the quality of teacher training provision and the continuous professional development of L&S teachers. The SWitch partnership, co-ordinated by the Taunton-based Learning South West, consists of over 50 regional member organisations from across the L&S sector. These include higher education institutions, further education colleges, work based learning providers, voluntary and community organisations, network and support organisations, adult and community learning and awarding bodies. The broad and growing SWitch membership collectively represents the breadth and variety of the sector itself.

A core element of the SWitch vision is the commitment of all members to collaboration and diversity, and to this end the CETT partners work together to identify excellence in teacher training and to spread it within the region and beyond. In order to advance innovation and collaboration, SWitch commissions project work which meets its agreed priorities, empowering groups of constituent organisations to develop projects and disseminate learning.

By working in collaboration through the *SWitch* management structure, the membership of *SWitch* identify and agree each year, priorities taking forward their overall aims. For relevant identified priorities, a project brief is issued inviting tenders from *SWitch* members, working in partnership, to undertake project activity to address the relevant area of work. Each project activity team is led by a *SWitch* member organisation, but wherever possible has cross-sector representation. This report is on one such combined project seeking to advance the partnership’s aims.

Tel: (01823) 365440

email: switch\_cett@learning-southwest.org.uk

[www.learning-southwest.org.uk](http://www.learning-southwest.org.uk)

**3. Introduction**

The research team from the School of Education at the University of the West of England (UWE) was delighted to be given the opportunity to undertake this report in collaboration with colleagues from the City of Bristol College (CoBC).

UWE has long offered a range of Initial Teacher Training (ITT) courses for what is now the Learning and Skills (L&S) sector, delivered by its own staff and in collaboration with partner organisations in the region. As well as the one year full-time pre-service PGCE Post-Compulsory Education and Training course, the programmes offered when this research project started in January 2008 included a level 6 Cert Ed L&S and a level 7 PG Cert L&S. These were taught on a two year part-time basis to in-service staff, and traditionally had something approaching 200 students at various stages across the centres. Whilst the majority of registered students on these programmes taught in further education (FE) colleges, there were usually significant numbers from other adult and community education and work based learning sectors – for instance, police trainers, health care professionals, prison educators, private and voluntary sector training organisations.

It had long been felt that the breadth of trainees’ workplace experience was a strength of these programmes, and building upon this was a key aim of the project team. The fact that we could work with colleagues from CoBC who delivered a range of National Awarding Body programmes from level 3 upwards, including those for trainees following Skills for Life (SfL) specialist routes, added to the breadth of possibilities for this project. Some of the courses covered in this research enjoy very high success rates already. For instance the one year full-time PGCE PCET at UWE has had a completion rate of over 90% every year since its inception in 2001, averaging over 95%; very few courses at any level or in any institution can boast this, never mind a programme of study as demanding as ITT.

However, some of the approaches the course adopts to achieve this, for instance the three day residential course at the start of the year, and the monies paid to colleges to mentor trainees cannot be reproduced across the sector, so do not feature prominently within this report. The recommendations we offer are not an unrealistic list of aspirations, we need to suggest feasible solutions to the problems faced during an era of serious economic constraint. Some useful practice from that and other successful programmes considered are transferable though, and within this report we will be taking about both what did and did not work and what is generally ‘good practice’, a term which we problematise in section 8 below.

Whilst this report is perhaps *the* major outcome of the project, the early findings have been disseminated formally and informally through local and regional events including presentations at a CETT Forum, the annual 2008 South West Learning and Skills Research Network (SWLSRN) conference and the SWitch practitioners’ conference as discussed below. The findings will be presented at the British Educational Research Association Conference in September 2009 too, and the authors hope to disseminate further through relevant practitioner and academic channels – the new national CETT journal for instance. These latter forms of dissemination will be slightly different in format, adopting a more formally academic written style, for instance with an increased number of references to published literature on the subject. This report is designed for practitioners, so the tone, register and language has been chosen to reflect that audience.

From amongst the people whose participation was acknowledged in the previous section, I would like to give particular thanks as project leader to Jo Thompson (ex-CoBC, now UWE) and also UWE’s Professor Ann-Marie Bathmaker for her advice and guidance.

**Dr Richard Waller**

**Director of Lifelong Learning**

**Bristol Centre for Research in Lifelong Learning and Education (BRILLE)**

**School of Education**

**University of the West of England, Bristol**

**July 2009**

**4. Tensions and constraints**

Looking back across this project in compiling this final report we are reminded that it was a very ambitious undertaking. To involve this breadth of courses in such diverse providing organisations over a large geographical area was extremely challenging, both logistically and methodologically.

In common with any research activity, but especially perhaps any similar project enquiring into the practice of busy professionals, the major operational constraint encountered was time. For example, the CETT board did not agree the funding bid for the project until several months after the initially proposed start date. Such temporal constraints were evident before the project even began, and up to and including the writing of the final report.

After it commenced the project did not always run as smoothly and as problem free as initially anticipated either. The project survived changes in key personnel involved with it – over its duration, from the team of six, one researcher was promoted, two changed their employer, one changed job within the same organisation and another took voluntary severance; the organisational re-structuring we experienced further diverted our attentions.

The second major constraint we faced concerned the dissonance between peoples’ professed willingness to be involved and their actions. This was seen throughout the life of the project. The ethos of the CETT is to foster collaboration amongst a sometimes disparate body of organisations, many of whom have traditionally, and particularly recently, viewed each other as competitors. The UWE team expressed an interest in the two projects, and endeavoured to contact the others who had done so, but with the notable exception of City of Bristol College, generally without success. The competitive process of bidding for funding itself (which we agree is essential to ensure quality of successful bids and value for money) actually militates against openness. This tension between co-operation and competition is probably inevitable under the current system of CETT governance, but is a shame nonetheless as it hinders beneficial collaborative working relationships.

This tension was witnessed not just in terms of project funding bids to the Board, but ‘on the ground’ too. Whilst practitioners from other organisations we discussed the project with usually expressed enthusiasm to help by participating in it, they could not always manage to. Our experience was that the time pressures we all face militate against the degree of cooperation we would all like to see. Fortunately we were able to take the findings to two regional events, the SWLSRN annual conference in July 2008 and the *Switching on Together* event in November 2008, and we trialled and usefully discussed the findings with focus groups on both occasions.

The penultimate constraint faced here is what we were asked to cover. On many programmes, the most obvious on course support a trainee can enjoy is their mentor. However, since mentoring has been the subject of fairly extensive study by, amongst others, SWitch CETT, we decided not to examine it here. We do know however that some organisations, CoBC particularly amongst those whose practice we examined here, made better use of the DIUS Workforce Development Fund monies, than others. CoBC utilised the money to employ specialist mentors and otherwise improve their mentoring service. In other colleges the monies were not ring-fenced for the intended purpose and effectively disappeared into general college funds, leaving the problem un-resolved.

The fourth and final significant constraint or challenge we faced, particularly in the actual writing up of the report concerned the fact that these were all new programmes. When we began the research in Spring 2008, everyone we interviewed was just in the process of delivering the new standards on a non-linear pathway. This may occasionally result in amendments to the programmes we originally discussed at interview. Perhaps we should have contacted the respondents again to check this, but it is inevitable that adjustments (e.g. to PTLLS due to increased content from 7302) would have happened, and most course had not been Externally Verified when we spoke.

**5. Methods and Methodologies**

**5.1. Research Aims and Objectives**

**5.1. Objectives**

The broad research objectives were as follows, to:

1) Compare, contrast and contextualise the practices of ITE in the Learning and Skills sector in initial assessment (IA) and induction procedures for recruitment and support.

2) Present an overview of contexts, challenges, interpretations and delivery of the new ITE qualification framework.

3) Share research findings to inform policy and practice across the sector.

4) Collaborate with local HE institutions, further education providers in the region, both urban and rural, and private and community based providers to reflect the region’s diverse provision.

5) Identify models of good practice related to the SVUK and ITE inspection frameworks.

**5.2. Interviews**

The more qualitative aspect of this research was carried out during the academic year 2007-2008, through a series of on-site interviews. It proved useful to contextualise current practice by undertaking a tour of the provider organisation and conducting interviews at the institution where possible. On two occasions a site visit was not possible and the interview was conducted by telephone. Documentation pertaining to course provision was taken away and analysed after the interviews, and the findings of this analysis contributed towards the overall project. It was initially intended that trainee focus groups and an online forum could also be established to triangulate findings, but this proved to be too resource intensive and were therefore abandoned. However, the ‘Qualitative Survey of Teacher Trainee Satisfaction (SW/0704): Second interim report’ (<http://www.swslim.org.uk/downloads/sl2579.pdf>) conducted by South West Observatory Skills and Learning on behalf of SWitch CETT in 2008 presents case studies of trainee’s experiences in these areas, and provides a useful comparison to the findings in this research. (See also the brief review in section 11)

**5.3. Breadth of study**

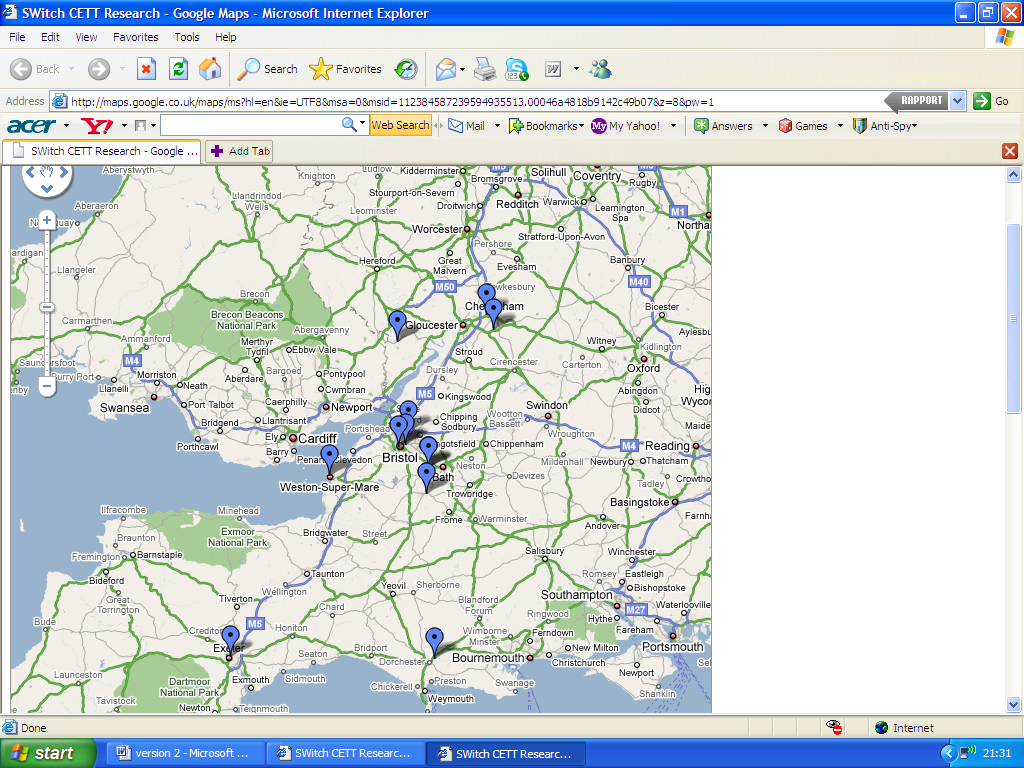
We initially approached 26 providers within the SouthWest to participate in the research, largely members of the Switch CETT but also institutions named by awarding bodies. Eleven providers in total were interviewed, including Adult and Community, rual and urban colleges of Further Education, an independent specialist college working with learners who have physical disabilities and associated learning difficulties and two local Universities (see full list of respondents in Appendix 1). Several providers offered more than one course, each of which had different processes and procedures in the areas under consideration, and data from a total of eighteen programmes were gathered.

**Figure 1: Respondents by type (n=18)**



This was an attempt to represent the diversity of delivery and provison across the South West, however in practice the context specific delivery of each provider makes commonality of practice difficult to deem as truly representative (see map in Fig. 2 and Appendix 2).

**Figure 2: Interview distribution map**



**5.4. Course provision**

The courses covered pre-service and in-service teacher education from level 3 to 7 (see Fig. 3), validated by two National Awarding Bodies[[1]](#footnote-1) and three universities[[2]](#footnote-2). It combined trainees who were working towards the new (2007) QTLS framework and also those still completing previously validated qualifications.

**5.5. Data gathering techniques**

On the typology of interviews is often measured along a continuum between structured and unstructured (Bell 2006, O’Leary 2007, Fielding 1993), semi-structured was agreed to be the most appropriate for this research[[3]](#footnote-3) (see appendix 3), albeit whilst employing a proforma for capturing the data. Major benefits of semi-structured interviews include acknowledging the conventions of ‘speech acts’, with interviewees able to answer later questions ‘out of sequence’ (Fielding, 1993). They also facilitate 'jointly produced discourses' with both interviewer and interviewee free to direct the discussion as desired (Mishler, 1996:96). The use of a ‘prompt sheet’ or ‘aide memoire’ (Burgess, 1984) can ensure the coverage of key topics, something that might be missed in unstructured interviews.

Semi-structured interviews allow not just flexibility in terms of the flow of conversation and facilitated reflexivity, but opportunities for on-the-spot theorising by the participants (Plummer, 2000; Sparkes, 2002). It limited the potential for influence in interpretation from the team of interviewers used, and imposed an attempt to standardise responses for comparison (Burns 2000). However, as Bell (2006:157) further states ‘a skilful interviewer can follow up ideas, probe responses and investigate motives and feelings, which the questions can never do’ and the additional prompts (in blue) on the questions sheets (see appendix 3) allowed for this exploration.

**5.6. Data analysis techniques**

This also provided an effective tabular data-gathering solution for the project time constraints (see appendix 5). The combination of prompts and summary boxes elicited data which could be quickly collated and analysed, an advantage referred to as the ‘magnitude for data reduction’ due to content coding (Cohen and Manion 1997:272). This layering of methods is intended to triangulate findings (Bell 2006), that is, to analyse essentially the same phenomenon from a different perspective.

**6. Ethical considerations**

**6.1. Consent**

The study presented serial ethical problems in design, rather than singular issues. The main concerns surrounded the issue of transparency. Therefore, following British Educational Research Association (BERA) protocols, ‘informed consent’ was sought from the participants at the outset of the study. We are aware that the notion of ‘informed consent’ can be a moot one, but feel that another guiding principle from BERA (2004) of ‘do no harm’ ensured little if any damage was done to individuals or institutional reputation. The findings from the data have been discussed with individuals from participating organisations in a range of formal and informal settings as explained previously.

A further complication was the need to avoid any inference of coercion in this request to participate for consent, as contributors were often colleagues at partner colleges and may have felt obliged to participate:

‘ethical issues are thought to arise predominately with research designs that use qualitative methods ... because of the closer relationships between the researcher and researched’ (Blaxter *et al*. 2002:158).

In practice the research team felt the close relationship between themselves and the interviewees was very useful. Even those who were not actually partner colleges were members of SWitch and would be seen as peers, people with whom we would be having a working relationship beyond the duration of the project. Many for instance were active members of the CETT, attending CPD or management events for example. This ‘trusting’ environment engendered assisted the development of rapport in the interview, helping ensure the usefulness of the discussions. The data gathering process itself was a discussion between interested professionals, friends, and current or ex-colleagues in some instances. This further ensured the high-trust environment that we sought in developing rich and meaningful data in an open and constructive environment conducive to mutually beneficial exchanges. This, after all, is what the spirit of the CETTs is all about.

**6.2. Interviews**

O’Leary (2007) maintains that *people* are the biggest barrier to gathering credible data through interviews and similarly, in observations the researcher can affect the interpretation of the response, as O’Leary states ‘inherent biases might … colour their observations: and have a potential impact on the observed’ (2007:171). Solutions employed to address these issues are discussed later in the methodologies section. Where possible, interviews were electronically recorded for subsequent transcription, for later moderation, and to facilitate the ‘natural’ flow of conversation as much as possible (Fielding, 1993).

**6.3. Presentation of data**

The intention within the project was to trial early data to an audience of practitioners, and to build upon their responses in refining the research approach. In this manner we hoped to undertake something akin to action research. As suggested above this did not work as smoothly as we had hoped, as attempts to involve the wider L&S ITE team met with limited success, even when we offered to pay travel costs and provide refreshments! We did however enjoy a useful extended exchange of ideas with one of the participants, whose contributions led to a refinement of both our materials and approach.

Participants in our two focus group workshops at the July 2008 SWLSRN conference and November 2008 South West Practitioners events provided a useful sounding board for our findings and aided our data analysis process.

**7. Troubling the notion of ‘good practice’**

The notion of ‘good’ or worst still, ‘best’ practice is one somewhat at odds with the provision of many forms of support services. As Coffield and Edward(2009) recently suggested, to valorise one approach to any of these processes as ‘the best’ is naïve in the extreme as it ignores the context of the trainee’s prior experience(s), their workplace and their site of study. What works well by way of an initial assessment exercise on, say a ten week Level 3 course in a community education setting may well be totally inappropriate on a Level 7 full-time one year pre-service PGCE.

Practitioners realise this; different courses at the same institution often have different procedures over these diagnostic, selection and support mechanisms, which itself is evidence of this dilemma. At UWE the selection process for trainees on our programmes varies significantly, between our full-time and part-time courses, and this is effectively the situation for all delivering organisations.

That said, what we have sought to do here is highlight what works well on some courses, but this must be read with reference to the context and the setting. There is still scope to improve these processes. As well as trialling the early findings at the practitioners events described above, we have also put them into practice on a course. The initial assessment tests at City of Bristol College were changed to take on board good practice from another provider in the region, and the results have been positively received by both potential trainees and staff on the programmes. This is discussed at greater length in section 8. It is our hope that others reading this report will adopt some of the recommendations too.

But such accounts of success come with a health warning, if one size were made to fit all, it would do so with varying degrees of comfort and appropriateness. We feel is that for something to qualify as ‘best practice’ it needs to consider the specific context of the setting and the needs of the trainees. There is often a tension between a pragmatic ‘quick fix’ and a personalised, tailored solution geared towards meeting an individual’s needs. The latter is resource intensive and we do need to be realistic. Extra money or time spent on recruitment, initial assessment, induction or ongoing support cannot be plucked out of the air. It needs to come from the overall resource available for the programme, and would therefore be employed at the expense of another area of programme delivery. As professionals, programme managers need to ensure that what they do in each of these areas is at the least fit for the intended purpose, and recognise that anything ‘better’ than that will inevitably have an opportunity cost in terms of money or time that could perhaps be spent more usefully elsewhere on the course, mentoring for example, or increasing tutorial contact time. **8. Results and Findings**

**8.1. Overview**

**8.1.1 Qualification choices in the South West**

The programmes offered as part of this study are set out in Fig. 3 below, offering an even spread across the NAB course pathways until DTLLS level, where most undertake the PT Cert Ed/PGCE as it is perceived as the more traditional and therefore credible route.[[4]](#footnote-4)

**Figure 3: Qualification types, levels and frequency encompassed by interviews**



FE Colleges, unsurprisingly, offer the greatest range of courses in terms of award types (Fig. 4), levels (Fig. 3), flexibility of study and progression pathways. This is mostly evidenced through Human Resources links and investment budgets in workforce development, where external trainees provide additional infill to ensure class sizes remain viable.

**Figure 4: Qualification awards offered by provider type**



At the time of the interviews, the greater number of actual courses offered were L3 and L4 PTLLS (see Fig. 5); what was considered the pre-service ‘entry level’ course for the new QTLS framework. Collecting progression or destination data, however was problematic and compounded by confusion with the new Associate and Full teacher status (ATLS/QTLS) distinctions.

**Figure 5: Percentage of awards offered as a whole, by eleven respondent organisations**



There are a greater range of delivery models offered on the PTLLS course in particular, addressing local community demands and employer engagement needs. Not all institutions offer both Level 3 and 4 (L3 and L4) for PTLLS, many preferring to offer L3 in terms of widening participation and referring those who needed L4 for SfL progression to other institutions. Two colleges interviewed had followed External Verification (EV) guidance and upgraded L3 trainees through professional discussion and mapping missing learning outcomes for trainees identified as potentially operating at L4 through tutorials. In this case, as the L4 numbers are generally low, the trainees remain studying as a single cohort at L3.

**8.2. Theme 1 - Recruitment procedures**

Whilst there was a great variety in practice between institutions for all four themes explored, the most evident area was in recruitment and marketing processes. Entry points ranged along a continuum from external applicants attracted through marketing initiatives and Information Advice and Guidance (IAG) processes, to those sent as part of their contract of employment with little knowledge of the course content or purpose. This latter stream was particularly problematic when employers (including the college’s own HR department) enrolled trainees late, but with the expectation they would be accepted. At this point induction processes were circumvented, often missed or condensed.

**8.2.1 Under-represented communities**

The requirements of this study did permit detailed analysis of strategies providers use to facilitate inclusivity, current staff profiles, possible contextualised reasons for the current lack of diversity in the profession nor examination of career routes into the sector by traditionally under-represented groups:

Equality and diversity are central principles of our strategy. We want teachers to represent the communities they serve. We believe that a diverse teaching workforce … will lead to wider participation in learning by the community. We will continue to work with our colleagues across the sector to explore ways, including targeted marketing, to attract into the profession people with the right gifts and talents from all sections of the community. We will ensure they have the support they need to enter and succeed in teaching. ([www.ifl.ac.uk](http://www.ifl.ac.uk))

However, it was evident that some organisations were more proactive and responsive to local communities, as we will see later. Whereas others felt their cohorts represented their true local demographic, with little evidence as to whether this was in fact the case.

This is an area where further information is necessary; measuring the success of attempts to recruit under-represented social groups is difficult in the absence of reliable benchmarking data. There is a dearth of figures both nationally and locally on the demographic make up of L&S teaching staff. Future CETT research could be focussed on this area to bridge the gap in the South West.

**8.3. Examples of good practice in recruitment**

Below are a range of successful and positive actions, some of which may not be applicable to all types of providers within the sector. There will always be the balance of the ideal versus the pragmatic:

* Open days take place across the year, where displays of testimonials and pictures from previous ITE courses are used to engage prospective applicants. This was particularly successful in community based context to promote a sense of identity.
* All the organisations interviewed could be easily accessed through simple Google™ searches.
* Specific course guides provide more detail than those embedded within college-wide prospectus.
* The one full-time course relied on applications made through the Graduate Teacher Training Registry (GTTR).
* Pre-course materials are posted to applicants with invites to IAG sessions.
  + Local development teams and elders may identify potential trainees through engagement with community projects.
  + Close links secured invitations for ITE teams to attend careers fairs within local community centres and outreach IAG was piloted.
  + For in-house staff training needs are identified at interview, appraisal or review and then form part of their Continuing Professional Development (CPD).
  + Internal recruitment and progression are structured between PTLLS and CTLLS/DTLLS, often based on a team decision and areas for development may be identified on Individual Learning Plans (ILPs) before progression is recommended, as the PTLLS is an entry point and literacy, for example, may need development to achieve L4.

**8.3.1. Strengths identified in current delivery**

The above examples of good practice in recruitment should also be considered with the various initiatives in delivery intended to widen participation.

In Adult and Community Learning (ACL) centres this included:

* Referral or progression from language or ICT courses (see Fig. 6).
* Training contributing to the area’s regeneration programme, as it can lead to progression and increase in employability. However, this can then lead to economic mobility out of the locality.

In FE colleges this included:

* Flexibility of delivery mode, including blended learning and intensive study options.
* Timings of sessions to engage women returners or those with restricted childcare. Evening session also started 30 minutes later to allow for free on street parking to be utilised after 6pm.
* Range of venue choices across a city to help meet particular local needs. This is especially important when trying to recruit members of under-represented communities who may be less willing or able to travel to main college sites.
* Externally praised as being responsive to local community with networks.

**Figure 6: Workshop certification at Barton Hill Settlement**



**8.3.2. Areas for development or barriers to recruitment identified**

These can largely be divided into areas within and areas beyond the control of the tutor:

* Some communities within Bristol are traditionally reluctant to travel to college sites and prefer in-house courses, which is not always appropriate or cost effective. This theme resonates with recent HEFCE funded research into South Bristol[[5]](#footnote-5), which examines an educationally divided city and offers insight into low rates of Higher Education participation based on location and social context.
* Staff resources are an issue, as recruitment events necessitate the presence of multiple staff.
* Open days are often college-wide events and applicants come mainly for general careers guidance, which is often not viewed as the best use of staff time.
* Literacy issues, particularly with internal vocational staff, mean ITE teams become gatekeepers for identifying CPD. It was felt by several providers that this should be initiated at interview by HR.
* Availability of training bursary for full-time students is restricted to skills shortage subjects and this can lead to resentment within a cohort, and damage group morale and cohesion.
* The Special Education sector is not able to access LSC funding for ITE courses
* Progression routes are often unclear to all and there is confusion about the validity of ATLS routes and the definition of the ‘Assistant’ teacher role (see Fig. 7).

Interestingly, the above frustrations are often context specific or strategic issues within an organisation, where similar issues were not being raised by other institutions. The exception to this was the repeated complaint about the shortage of resources and general staffing.

**8.3. Theme 2 - Initial Assessment (IA) & Theme 3 - Induction**

**8.3.1 Overview**

Induction practices were more generic and often form part of the IA process. For that reason the data for both themes has been presented in parallel here.

The use of IA is inconsistent and varied, often at diametrically opposing ends of the spectrum (see Fig. 7). For example, LLUK suggests IA is embedded within PTLLS, however some providers do not carry out any form of initial assessment, while others have strict interviews which may exclude some learners on literacy grounds. This raises concerns around the notion of certain processes being accepted as good practice or to comply with funding requirements.

Interpretations of literacy requirements at entry level between HEIs also varied. Only one of the HEIs tested Numeracy at entry, albeit at L1. The results below reflect that some providers run different level courses and have different procedures for each (see Fig. 7).

**Figure 7: IA methods employed by interviewees (n=18)**



**8.3.2. What testing or diagnostic is undertaken?**

The actual instruments used also vary considerably (see Fig. 7), again reflecting the generic IA preferred by the provider or local considerations. Below is an extrapolation from Fig. 7 data to illustrate:

* + Commercially available interactive and self-marking assessment, such as BKSB (for further information visit: <http://www.bksb.co.uk/2009/>)
  + Written tasks and interview.
  + Interview alone which determines L2 Literacy & Numeracy, mandatory teaching hours secured and subject specialist qualifications (including at PTLLS). No IA is done after interview.
  + IA only done for external candidates and those with accredited prior experience or learning (APEL).
  + No ICLT or Num assessment conducted at any of the providers interviewed.
  + Short questionnaire to provide background information, motivations, subject area and literacy levels (similar to Appendix 4). Anyone ‘failing’ this will be offered additional literacy or language support during the course, if appropriate, following a one-to-one.
  + Specific IA written for discrete groups.
  + Application form covers motivations and expectations.

**8.3.3. Who administers the assessment?**

In smaller provision screening is done by Directors of Curriculum, Human Resources as part of a Needs Analysis or the host college (for in-house delivery) and tutors are not involved in selection in this process. Otherwise members of the teaching team generally participate.

These approaches were regarded varyingly by participants and issues causing tensions by one organisation were celebrated as strengths by another. In one college interviewed, for example, HR conducted a literacy test as standard for prospective teachers and these results were used to form a skills audit for action planning, with underachieving tutors offered literacy coaching prior to commencing ITE. This process was viewed as integral to the probation and appraisal cycles, but also evidenced as impacting positively on staff retention and success on Level 5 ITE courses. In other organisations this was seen as a loss of ownership by the ITE team and holistic approaches to overall in-service trainee development.

**8.3.4. When is it done?**

The induction is generally standard at each stage of the framework and does not assume knowledge of the college/university or attendance on previous training.

Where possible pre-course meetings take place with the whole cohort, giving time for support to be put into place and are included in the induction process. On larger courses however this would be deemed resource-intensive and the IA usually happens on the first day, delaying access to support. This is especially problematic on short courses, such as PTLLS which are often over just ten or twelve weeks.

The IA process is generally restricted to assessment of literacy and less frequently numeracy, and often does not offer diagnostic potential. They also do not include consideration of whether employers have assessed personal qualities or teaching potential. ICT skills, increasingly a requirement of ITE programmes, are rarely tested.

**8.3.5. Areas for development or frustrations identified**

The infrastructure and context were usually more decisive factors in the choice of IA instrument than suitability. However, two clear issues emerged with all those interviewed:

* Administering IAs is time and resource intensive.
* The lack of formal implementation of results and links with learner support to check progress, are rarely in place or maintained.
* The need to introduce ICT skills testing.

It should be noted that respondents made little mention of how this relates formally to ILPs, although tutorials highlight ongoing issues.

Learner expectations are varied and many were unclear as to what to expect from their courses. This is directly linked to the poor level of information available from providers prior to courses starting, which can be partly attributed to the test/trials nature of the framework so far[[6]](#footnote-6) and the short timescales of their development.

**8.3.6. Strengths identified in IA processes**

Key IA strengths emerging, which have relevance to ITE teams across the sector, were more learning-focussed and ITE teams felt these were factors they could positively influence:

* The written task encourages learners to focus on their future practice early, which is required in the assessments.
* IA format has developed to suit the needs of the community.
* IA has become important in embedding the National Minimum Core.

**8.3.7. Good practice in induction**

These tend to ensure inclusion of a good ice-breaker, lots of explanation about the programme and what will be involved on the first session. Study skills support available, introductions to the Learning Resource Centre, Virtual Learning Environment and other specific inductions were spread over several weeks and integrated into teaching and schemes of work. This practice endeavoured to make induction more of a learning activity, scaffolding, rather than a one-off event. This was particularly important for courses prone to late enrolments. It also links with the notion that spreading induction activities aid retention of the information, but again must be appropriate to the context of the programme – its duration for example.

**Figure 8: UWE full-time PGCE PCET residential in the Royal Forest of Dean**

**8.4. Initial Assessment – Action Research**



As a result of the initial research findings, the PTLLS programme at City of Bristol College trialled a hybrid version of various IAs employed across the institutions interviewed, having identified a need to move away from the college model.

**8.4.1. Context**

Originally the PTLLS trainees completed a L2 literacy test for homework, which was returned the following week. The main problems with this format were identified as:

* Not always student’s own work or could not be verified as such.
* Despite instruction to handwrite the submission, work was returned as word processed and spellchecked, therefore lacking potential indications of literacy or dyslexia issues.
* It was not returned until week three, on a ten week course, leading to considerable delays on accessing and implementing appropriate support.
* Sometimes the students forgot to do it altogether or refused to do it as it was ‘too basic’.

**8.4.2. Trial**

The new written task (see Appendix 4) included a free writing piece, asking trainees to identify the qualities of a tutor. The second part includes some informal questions regarding subject specialism, aspirations and experiences. Provision was made in the programme for this to take place during class time. Over the next week results were collated, appropriate support identified and retuned to trainees the following week.

From September 2008, these result were accompanied by a leaflet explaining support available, if appropriate. The leaflet was written by the new CoBC Mentoring Coordinator for PTLLS, as it was felt more emphasis was needed on trainee ‘buy-in’.

**8.4.3. Benefits of new task**

* Previously, the L2 task gave little information regarding background and motivations.
* The new task also encouraged learners to focus on their future practice, which is required in the assessments.
* Done under exam conditions, which is both a positive and negative, but indicates study skills issues more easily, for examples, if learners are unable to complete the suggested word count in the given time.
* It is more related to the course and reflective. As yet, no one has refused to do it!
* Tutors all felt it assisted planning and pitching delivery as more was known about individual students earlier. This information may previously have been retained on the application form, which tutors did not see.
* Students have used this opportunity to disclose personal, medical or learning concerns, which would previously not have arisen until the first tutorial, several weeks later.

**8.4.4. Areas for further development**

* It takes 30 minutes out of the already time-pressed first session and some tutors have been reluctant or unable to do it, still setting it for homework.
* Marking is very time-consuming and some tutors are giving little feedback on fossilised grammar errors, as opposed to underlying literacy issues.
* Although the Programme Co-ordinator collates the results, it relies on the tutors checking progress with individual trainees.
* Due to funding cuts and staff changes some of the support identified as necessary has been slow to be implemented or organised.

**8.4.5. Ideal solution within this context**

The ideal solution would be to run a full day event, using a carousel of activities to inform learners early about course requirements and content. The IA could also be conducted at this stage and results discussed with students on the day. We recognise however that this may present logistical challenges and prove difficult for some potential learners to attend. There may also be negative consequences in relation to widening participation and equalities and diversity issues too. However, one college who offered intensive courses to third parties, managed this successfully and integrated it with the induction process. This may be partly due to the equal status of all trainees on those courses, as having no prior input or contact with those delivering the course and this process was a way of managing those expectations - what was described a ‘clean slate’ approach.

**8.4.6. CoBC Case study conclusion**

The LLUK perceive PTLLS as an ‘entry’ point not an ‘exit’ point, which is contentious as a significant number of trainees will not progress immediately from PTLLS for various reasons (see list below) and this could have been discussed prior to commencing the course:

* No teaching hours secured to progress
* CRB check likely to prohibit employment
* Literacy is below level 2
* ICLT demands of PTLLS were challenging and student is advised to do ITQ/CLAIT/ECDL or similar
* Student has no Level 4 or equivalent subject specialism
* Decide not to continue on this career pathway
* Unspecified personal reasons

**8.5. Theme 4 - Support**

For the purposes of this report learner support can be defined as those activities outside class planning and delivery that can aid retention, success and progression.

This section is more nebulous and covers a huge range of issues, some common to all students at the institutions and some specific to ITE trainees. It is therefore more difficult to make precise statements and judgements, as the breath of practice and needs within the sector are so great. This was clearly evident even from this small study conducted (see fig. 5 for further examples of practice).

Some of these broad topic areas have themselves been the subject of SWitch-funded research projects[[7]](#footnote-7) and resource constraints prevent them being explored in greater detail here. However, the key areas have been loosely divided into Learner and Learning support, building on delivery examples in section 8.3.

Below is a list of key practices which were highlighted as having a tangible impact on achievement:

Learner support:

* Financial - Advisors assist with advising trainees student on a range of bursary and student loans processes, specific to PGCE/Cert Ed courses. This is in addition to generic financial advice available to all the students regarding additional benefits and allowances. Where appropriate trainees were also referred by tutors to the Citizen’s Advice Bureau for similar support if not available onsite.
* Peer – Many institutions actively promote establishing a learning community among trainees from the course outset. This included such initiatives as: a class *Facebook* site, election of student representatives, previous trainees acting as ‘buddies’.
* Other - Sessions are built around crèche or work times.
* Informal ‘exit tutorials’ offered for struggling trainees, which often result in successful action planning to complete.
* Internal staff would be offered remitted study hours to support their CPD and this is factored into timetabling.

Learning support:

* Mentoring - Many trainees have a personal tutor and subject specialist mentor at the placement, and liaise via termly meetings. Programmes where Mentors attend training or network events and receive recognised remitted teaching time for their support were deemed to be the most successful, both by external verifiers (EV) and on trainee satisfaction surveys.
* Tutorial - Communication is predominately face-to-face or via email. Trainees are encouraged to disclose additional needs at various points, including on enrolment forms and at individual tutorials. In smaller provision informal ‘drop-in’ sessions were seen as invaluable.
* Disability support - have ideally assessed learning needs beforehand and tutors are then informed. These services are advertised on the Intranet in colleges. Adult and Community Learning provision are often able to access this through partnership and funding agreements with colleges or use external agencies, such as RNIB for specialist support.
* Online – VLEs (Blackboard or Moodle) are widely used, but with differing levels of trainee uptake and ITE teacher skills in utilisation. Subscriptions to City & Guilds *Smartscreen* support, were available for both staff and trainees at some colleges, but found to be prohibitively expensive for smaller organisations.

**8.5.1. Areas for further development or consideration**

Most of the following are resource-based challenges:

* Tutors are not always pro-active in following up or monitoring whether support was accessed
* Success of study skills support was deemed difficult to measure
* High retention due to support offered and accessibility of the course leader. This ‘underground learning’ (James & Biesta, 2007) is not recognised by the institution and would not be suitable if the cohort numbers grew significantly.
* Restrictions of HE funding for trainees in FE in accessing support.
* Restricted allocation of training bursaries for full time students causes resentment and is disruptive for group morale.
* Some literacy levels are very poor, especially on lower level courses.
* Course surveys reflect dissatisfaction with C&G materials and intensity of programme.

**9. Conclusions**

Rather than simply re-visiting various recommendations made throughout the report, especially section 8 above, we draw here upon other observations and conclusions:

* The notion of ‘best practice’ is a troublesome one; it is context specific – one size does not fit all equally well
* Funding rather than pedagogical requirements frequently drive the level of support available to students
* Greater administrative support could help some providers, including production of a Frequently Asked Questions sheet
* Monitoring systems should be introduced to ensure the take-up of necessary support
* Practice of institutions delivering National Awarding Body programmes varies to a greater extent than the NABs assume
* Recognition that for some providers, programme managers have little say in terms of whether or not to accept course members, especially when they are training in-house staff. This has implications for the level of support necessary for the less capable course members in terms of the National Minimum Core
* One of the greatest strengths is the flexibility of delivery modes across a range of providers

**10. Recommendations to CETT**

* Increased willingness to participate from some providers would have been of benefit to this and other CETT projects. Developing ways to enhance levels of participation would be useful
* CETT should consider funding research into demographic make up of the region’s L&S teaching staff
* Research impact upon trainees’ ideas of professionalism, with particular regard to the IfL’s requirements for professional formation
* Finally, the LLUK document, ‘Evaluation of the Second Round of the Tests and Trials of the New Initial Teaching Qualifications’ (2008)suggests the CETTs would be best placed to engage in professional dialogue and promote further examination into the minimum expectations for issues also raised in this study around learner/learning support, IA and mentoring.

**11. Literature review**

There is a wealth of data and writing surrounding the themes presented in this report, however little exists of direct relevance to the particular needs of ITE providers and trainees or current to the new framework demands. Below are four research papers found to have greatest resonance with the issues raised in this report and provide greater profundity on these aspects:

11.1. **Qualitative Survey of Teacher Trainee Satisfaction (SW/0704): Second Interim Report (2009)** The report seeks to augment findings from the initial teacher trainee satisfaction survey presented in the first interim report commissioned by the SWitch CETT, by cross correlating responses with additional biographical data from trainees. It is hoped that further insights into the initial cohort of trainees will be gained by reinterpreting responses when viewed together with their background histories, helping to shed light on how these have affected their perceptions.

Download: <http://www.swslim.org.uk/downloads/sl2579.pdf>

11.2. **Switch - A Baseline Survey of the Student Trainee Cohort and of the challenges facing the Providers of Training (2008)** The government’s reforms to the training of teachers in the learning and skills sector were introduced in Equipping our teachers for the future: reforming initial teacher training for the learning and skills sector (DfES, 2004). Over the past three years this policy has been implemented in all of its essentials. Old qualifications have been phased out and new, licentiate, qualifications introduced. Download: <http://www.swslim.org.uk/downloads/sl2574.pdf>

11.3. **Evaluation of the Second Round of the Tests and Trials of the New Initial Teaching Qualifications (2008)** The aim of the study is to inform LLUK on those areas that are working well in the tests and trials, those areas that need special consideration and those that could be improved even further. This includes highlighting best practice and suggesting recommendations for improvement. Download: <http://www.lluk.org/documents/evaluation_of_the_second_round_of_the_tests_and_trials_of_the_new_initial_teaching_qualifications.pdf>

11.4. **Raphael Reed, L. *et al.* (2007) 'Young Participation in Higher Education: a sociocultural study of educational engagement in Bristol South parliamentary constituency'**

In 2005 the Higher Education Funding Council for England (HEFCE) funded a report entitled 'Young participation in higher education' which demonstrated that many cities are educationally divided and where you live has an impact on whether you go to university. The above case study of Bristol illustrates situated insights into how divisions occur, but also how high and low participation neighbourhoods can coexist. The report examines the need for respecting social contexts when engaging learners and their families in Higher Education. Download: <http://info.uwe.ac.uk/edu/news/>

**12. References**

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*Evaluation of the Second Round of the Tests and Trials of the New Initial Teaching Qualifications* (2008) [online] available from: <http://www.lluk.org/documents/evaluation_of_the_second_round_of_the_tests_and_trials_of_the_new_initial_teaching_qualifications.pdf> [Accessed 17th May 2009]

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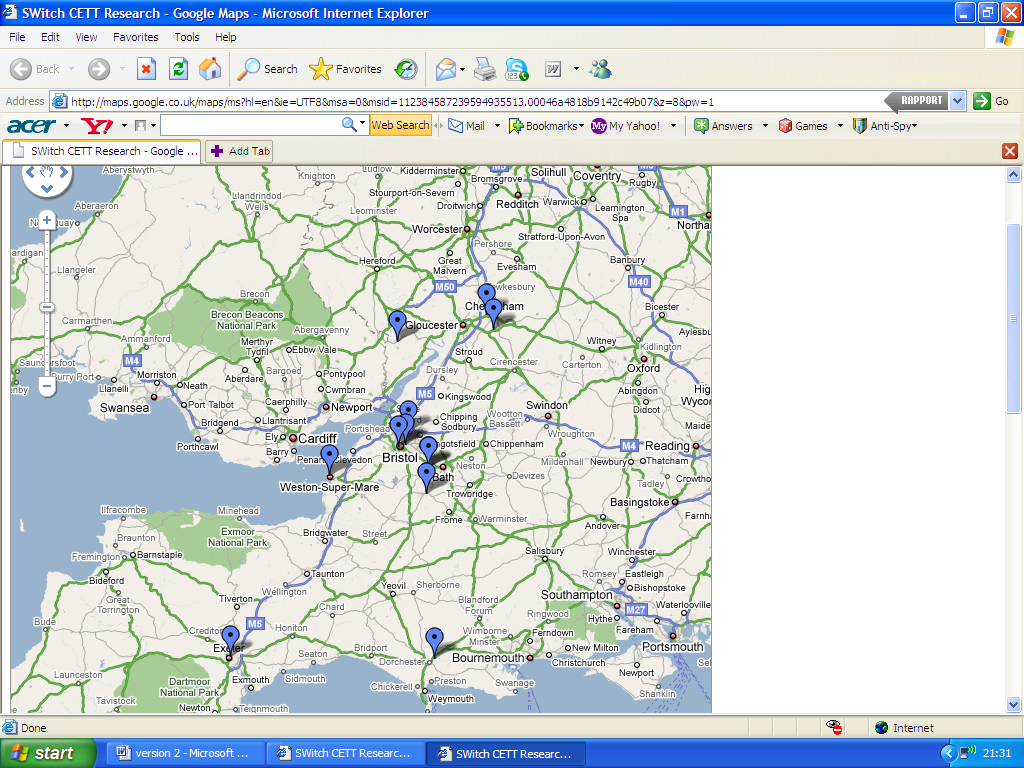
Sparkes, A. (2002) *Telling Tales in Sport and Physical Activity: A qualitative journey* London: Human Kinetics Europe

**13. Appendices**

**Appendix 1: LIST OF RESPONDENTS**

|  |  |  |
| --- | --- | --- |
| **Further Education Colleges** |  |  |
|  |  |  |
| City of Bristol College | [www.cityofbristol.ac.uk/](http://www.cityofbristol.ac.uk/) | David Wragg,  Geraldine Haynes &  Julia Allison-Geraghty |
| Gloucestershire College | [www.gloscol.ac.uk/](http://www.gloscol.ac.uk/) | Jacquie Rogers & Jessica Lewis |
| Kingston Maurward College | [www.kmc.ac.uk/](http://www.kmc.ac.uk/) | Trevor Russell |
| Norton Radstock College | [www.nortcoll.ac.uk/](http://www.nortcoll.ac.uk/) | Caroline Harvey |
| Royal Forest of Dean College | [www.rfdc.ac.uk/](http://www.rfdc.ac.uk/) | Penny Powdrill |
| Weston College | [www.weston.ac.uk/](http://www.weston.ac.uk/) | Stewart Darleston |
|  |  |  |
| **Independent Specialist College** |  |  |
|  |  |  |
| National Star College | [www.natstar.ac.uk/](http://www.natstar.ac.uk/) | Dave Dalby &  Rachel Chronnell |
|  |  |  |
| **Universities** |  |  |
|  |  |  |
| Bath Spa University | [www.bathspa.ac.uk/](http://www.bathspa.ac.uk/) | Jim Crawley |
| University of the West of England | [www.uwe.ac.uk/](http://www.uwe.ac.uk/) | John Homewood & Yvonne Finn |
|  |  |  |
| **Adult, Voluntary and Community Education** |  |  |
|  |  |  |
| Barton Hill Settlement | [www.bartonhillsettlement.org.uk/](http://www.bartonhillsettlement.org.uk/) | Linny Josham |
| Exeter CVS | [www.exetercvs.org.uk/](http://www.exetercvs.org.uk/) | Sue Hooper-Lawrie |

**Appendix 2: DISTRIBUTION MAP OF INTERVIEWS**



Follow link below to interactive map:

<http://maps.google.co.uk/maps/ms?hl=en&ie=UTF8&msa=0&msid=112384587239594935513.00046a4818b9142c49b07&z=8>

**Appendix 3: INTERVIEW QUESTIONS AND PROMPTS**

Models of good practice in recruitment, initial assessment , induction and ongoing support for trainees on teacher training programmes.

## Purpose of Survey

The purpose of this survey is to identify **initial assessment** and induction procedures for Initial Teacher Training (ITT) **recruitment**, **induction** and **support**. This will involve local H.E.Is, Further Education providers in the region (both urban and rural), private and community based providers, reflecting the diversity of provision within the region. It is hoped the findings will identify areas of good practice and where improvement is needed, highlighting parity of practice across providers to strengthen delivery of ITT. The variable context specific demands of these processes and a framework for good practice will be disseminated across the SWitch organisations and their partners.

Notes to Interviewer:

Each of the four topics below has five key questions, followed by (bullet-point) prompts for further discussion and clarification of main themes. It would be useful to context set the current practice by undertaking a tour of the provider organisation and collect any relevant materials. Where possible this interview should be electronically recorded for later moderation. For the purposes of this survey anyone delivering ITT is referred to as a ‘tutor’ and anyone attending an ITT course is referred to as a ‘trainee’.

### 1) Recruitment procedures

What do you do?

* + Do you run advice and guidance sessions?
  + Do you actively recruit in traditionally underrepresented areas? Does this impact on recruitment in these areas?
  + What percentage of trainee recruits are in-house? Do you have links with HR for this?
  + What percentage of PTLLS recruits are in-service
  + What percentage of recruits are ACL/WBL/FE/HEI?
  + Under what circumstances might you not accept a trainee on the course?

How do you do it?

* What pre-course materials or information are posted to trainees and mentors?
* What members of staff are involved at each stage?

What problems or issues have you encountered?

What are the strengths and weakness of your current practice?

* How is this commented on in trainee feedback surveys?

What would you differently if you could? What can’t you do it differently?

# 2) Initial Assessment

What do you do?

* What is your current practice? What actual Initial Assessment (IA) is used?
* Is it possible to ‘fail’ the Initial Assessment? What would happen then?

How do you do it?

* At what point is this done on the course?
* Whose responsibility and role is it to carry the IA out?
* Is there a difference in the experience of internal/external/PT/FT trainees?
* If there is a referral to Learner Support, how is this tracked and any success measured?

What problems or issues have you encountered?

* Is there anything specific to the delivery context which may impose a particular model?
* What lessons have been learnt in the past?

What are the strengths and weakness of your current practice?

* How is this commented on in trainee feedback surveys?

What would you differently if you could? What can’t you do it differently?

**3) Induction**

What do you do?

* When does induction take place?
* Is there a progression induction between levels or courses?
* What materials do you use to support this process?

How do you do it?

* Is it a one-off session or does it take place over several sessions? If so, why?
* Do you do a separate LRC induction and is this carried out by LRC staff?
* Is there a generic college induction process and does this impact on your induction format?

What problems or issues have you encountered?

* Is there a difference in the experience of internal/external/PT/FT trainees?

What are the strengths and weakness of your current practice?

* How is this commented on in trainee feedback surveys?

What would you differently if you could? What can’t you do it differently?

### 4) Support

What do you do?

* How are trainees informed of the services and availability? This may include any external support agencies used.

How do you do it?

* How are trainees identified as needing support?
* How are trainees referred for support?
* What areas of support are available (Careers, learning, Learner, Welfare, Financial, other etc)?
* What communication is used to support the process (email, VLE etc)?
* Are further support needs specifically raised as part of the tutorial process?
* How are the mentors used to support the trainee teachers? How is the role and link between trainee, tutor and mentor defined and maintained?
* Is there any support for the mentor?
* What model of PDP or ILP do you use?
* Is there specific tutor induction or training on available support, responsibilities and/or boundaries?
* Is there a Student Rep on each course?
* How do you moderate the support given to learners?

What problems or issues have you encountered?

* How do you measure the effectiveness of support?
* Is there a difference in the support experienced by internal/external/PT/FT trainees?

What are the strengths and weakness of your current practice?

* What are current success and progression rates against Benchmarks?
* How is this commented on in trainee feedback surveys?

What would you differently if you could? Why can’t you do it differently?

**Appendix 4: TRIAL INDUCTION TASK**

|  |  |
| --- | --- |
|  | Teacher Training Initial Assessment  Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

It is a requirement from both City & Guilds awarding body and City of Bristol College that all students are initially assessed.

What will we do with the results?

The course involves a considerable amount of assignment writing. Your completed task will help us to identify your strengths and any areas to develop. We have experienced members of the Learning Services Team, who are able to offer support in assignment writing and referencing/study skills, in addition to the academic support of your course tutor. If you have any concerns please contact a member of the course team.

1) Please describe on the paper provided, the qualities you feel are needed by a teacher of adults and how you best demonstrate these in your role or hope to develop them through your studies on this course (minimum 100 words). Remember to proofread your work for spelling errors and use paragraphs to link your ideas together. Please do not write in block capitals.

As part of your Individual Learning Plan please now answer the questions below:

2) Are you teaching already?

Please circle: Yes (please answer questions 6-10)

No (please answer questions 3-5 and 10)

3) What subject(s) would you like to teach?

4) What experience or qualifications do you have in this topic?

5) What type of organisation do you hope to teach in?

6) What subject(s) do you teach?

7) What experience or qualifications to you have in this topic?

8) What type of organisation do you currently work for?

9) Who is your Mentor?

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ email or phone contact: \_\_\_\_\_\_\_\_\_\_\_\_\_\_

10) Do you have GCSE (or equivalent) English and Maths (Grade C +)?

Please circle: Yes / No

Thank you for completing this task.

Please hand back to your tutor. Not to be taken away.

**Appendix 5: TABULAR DATA COLLECTION SHEET**

Models of good practice in recruitment, initial assessment , induction and ongoing support for trainees on teacher training programmes.

### Institution Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Contact Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of interview: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### Context notes: HEI/FE/ACL/WBL/Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

### 

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Recruitment procedures | Initial Assessment | Induction | Support |
| What do you do? |  |  |  |  |
| How do you do it? |  |  |  |  |
| What problems or issues have you encountered? |  |  |  |  |
| What are the strengths and weakness of your current practice? |  |  |  |  |
| What would you differently if you could? What can’t you do it differently? |  |  |  |  |

Material examples **yes/no** Willing to participate in student focus groups at later stage **yes/no**

### Appendix 6: PGCE/Cert Ed DATA COLLECTION SHEET

Models of recruitment, initial assessment , induction and ongoing support for trainees on teacher training programmes.

### PGCE/Cert Ed

### (Full time with placement and Part time in-service provision at different institutions)

### 

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Recruitment procedures | Initial Assessment | Induction | Support |
| 1.What do you do? | Advertise on own web pages; all invited for interview subject to placement availability; applications made via GTTR.  Standard face to face interview all applicants.  Not all colleges in partnership run advice & guidance sessions  There is written guidance on pathways in the handbook | Writing test essential for admission, for example ‘*why candidates want to come on the programme*.’  Subsequent audits in numeracy, literacy and ICT  Same process for PTLLS, CTLLS and PGCE, using BSKB online testing.  Use own survey  Looking at alternatives from ‘move-on’ web site | 2 stages (Full time)  1. 5 day induction programme at start of programme  2 A three day residential at a field study centre in forest of Dean (see Fig 8).  (Part time)  First two sessions for induction  The induction is so lengthy is can “distract from the launching of the course and the learning”  Embed into normal functioning of course | In addition to college/uni learning support:   * Peer observation and feedback on practical teaching. * Encouragement form start of a learning community among trainees. * Election of a student representative to Programme Committee who acts partly as a conduit to the tutoring staff. * HE advisors to assist with student loan process for PGCE/Cert Ed trainees. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Recruitment procedures | Initial Assessment | Induction | Support |
| 1. How do you do it? | (Full time)  Shortlist; interview half a day event using writing test, one to one, group interview; offer place; seek placement.  (Part time)  One to one interview with course coordinator.  Guide to recruitment set by University: Small piece of writing for direct entrants.  Only refused a place if not got sufficient hours –having a mentor is not an absolute requirement. | (Full time)  These are encapsulated in an ongoing self analysis, action plan and professional development record  (Part time)  Have to achieve a good pass on a short Level 1 literacy and numeracy test.  Done as part of induction  3 reviews during the year which can be used to track progress  Every piece of written work has feedback on minimum core | Stage 1. Ice breaker introduction sessions, intro to paperwork, timetables, extended induction to library, study skills, LRC induction, Blackboard VLE , ICT. Student Union.  Spread over several weeks and integrated into teaching and schemes of work  Make it more of a learning activity  Lots of material available online | Though Learner Services and tutorial support.  IA comes up with clear areas for attention  But difficult to address systematically without resources to provide the level of support required  Done mentor handbooks, training etc but not everyone has done it  ILP used and copied to relevant parties, updated at 3 reviews, each observation has targets which are supposed to go onto the ILP. But pulling it all together is a full-time job in itself. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Recruitment procedures | Initial Assessment | Induction | Support |
| 1. What problems or issues have you encountered? | (Full time)  Finding and confirming placements.  Availability of training bursary restricted to shortage subjects.  (Part time)  Staff who are compelled to do the programme not wanting to write more than, ‘*because I have to’*!  Standard lang & lit test has been done prior to enrolment but will now move it to part of induction  Getting applications processed by a particular date. Financial support side is mind boggling; have produced guidance for students. | Numeracy and Literacy test is only level 1 – most students achieve and does not relate to course content or level.  Additional support by members of the team but this is getting more difficult when the team does not have skills for life teachers on the team.  Whether they should be checking that they are level 2 by the end of the course | (Full time)  Late withdrawals – not always possible to replace a place at last minute. One or two trainees not yet placed and this causes stress for them. We do our best!  (Part time)  Delays in enrolment with mean that some students can not access online materials or LRC soon enough.  Quantity of paperwork  . | (Full time)  Issues 2 years ago with training bursary, where restricted allocation caused resentment two trainees who felt they were eligible for a TB but had not been awarded one. Please note the process of selection was scrupulous and fair involving formal criteria and an independent member of the panel.  (Part time)  Some literacy levels are very poor. |

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|  | Recruitment procedures | Initial Assessment | Induction | Support |
| 1. What are the strengths and weakness of your current practice? | (Full time)  Strengths: careful selection process results in very high success and achievement rates; excellent admin support in finding placements. Colleges involved in selection via use of potted biographies to help them judge whether to select an individual.  Weaknesses: quality very expensive in staff time.  (Part time)  Written submission on application form gives an early indication of literacy levels and motivation. I really like meeting all the students and building a relationship from the start  On-line student portal. | It works! | (Full time)  Strengths: early bonding and building of relationships with staff. Early identification of strengths and weaknesses of students.  Weaknesses: intensive preparation required.  (Part time)  Students feel very settled and welcome – although can be difficult to integrate latecomers.  Induction is not explicitly evaluated but is part of evaluation of other aspects of provision  Crits include: it took along time to get started | Strength: a range of support is available.  Weakness: students may ‘*fall through the system’*.  More and more being put into the curriculum |

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|  | Recruitment procedures | Initial Assessment | Induction | Support |
| 1. What would you differently if you could? Why can’t you do it differently? | Remitted time needed, so all this doesn’t take time from other duties!  Put too much of initial assessment into recruitment process  Only one college keeps detailed data on applications & recruitment; need to do more to recruit under-represented groups | Prog seems to be working satisfactorily  (Part time)  Can’t do L2 as this the exit level, so would not be offering any progression throughout the course. But L2 too basic.  IA would be better done before enrolment; problem is that you would need a pass/fail approach whereas doing IA as part of induction means that they have a more developmental approach | Prog seems to be working satisfactorily  Look at timings and range of activities but no major structural changes | Prog seems to be working satisfactorily  (Part time)  Built in Study Skills module that all students would have to do.  Additional resources to provide the required level of support systematically for all the different elements which need to be completed.  Resources both for tutors and for mentors and internal college support  Reinforce collaborative processes |

**14. Table of Figures**

Figure 1: Respondents by type

Figure 2: Interview distribution map

Figure 3: Qualification types, levels and frequency encompassed by interviews

Figure 4: Qualification awards offered by provider type

Figure 5: Percentage of awards offered as a whole, by eleven respondent organisations

Figure 6: Workshop certification at Barton hill Settlement

Figure 7: IA methods employed by interviewees

Figure 8: UWE full-time PGCE PCET residential in the Royal Forest of Dean

1. Edexcel and City & Guilds [↑](#footnote-ref-1)
2. University of the West of England, Bath Spa University and Plymouth University [↑](#footnote-ref-2)
3. Appendix 6 also outlines some of the more detailed responses to the interview questions for PGCE/Cert Ed courses. [↑](#footnote-ref-3)
4. It should be noted that these were views stated at the start of the new regulations in 2007 and clearer understandings or more evolved pathways may now be in place. [↑](#footnote-ref-4)
5. See Literature review 12.1. Raphael Reed *et al.* (2007) 'Young Participation in Higher Education: a sociocultural study of educational engagement in Bristol South parliamentary constituency' [↑](#footnote-ref-5)
6. Again, it should be noted that these were views stated at the start of the new regulations in September 2007. [↑](#footnote-ref-6)
7. For example, ‘Disseminating Models of Good Practice in Mentor Training’ (2009) by Lawy & Tedder from Exeter University [↑](#footnote-ref-7)