

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

PTLLS & CTLLS
(City and Guilds or Edexcel provision)

PTLLS Offered over a variety of delivery modes:

- discreet courses and for external providers off-site
- 7303 (L3) over 40 GLHs 2 or 3 times a year (usually 3 hrs per week)
- class sizes 10-22 trainees
- mixture of pre-service and in-service
- all complete a Micro teach (in-service observations not conducted with institutions interviewed)
- level 4 professional discussion offered for those wishing to pursue Basic Skills teaching qualifications.
- summer Intensive courses for in-service for Sept start new recruits
- 1 weekly 5-hour session for 6 weeks
- (Edexcel) traditionally taught over 18 weeks (45 GLH); also delivered as blended learning, with 3 x 6-hour workshops and e-learning over 18 weeks or a week intensive course (30 GLH)

CTLLS

- 1 weekly 5-hour session for 12 weeks, not including embedded PTLLS
- 2 terms (with Stage 1 APL) or 3 terms. 3 hrs per week.

	Recruitment procedures	Initial Assessment	Induction	Support
<p>1. What do you do?</p>	<ul style="list-style-type: none"> • Proactively approach under-represented communities. Including talking to employer engagement regarding new regulations. • Open days in Sept – dedicated display of testimonials and pictures from previous ITT courses. • Web page accessed easily through Google. • Course guides provide details and overview detailed in College prospectus with contact details. • There are strong links with HR. • Pre-course materials are posted to applicants with invites to A&G sessions. • External colleges, from the same trust, approach directly for specialised teacher training. • No active marketing currently. • No interviews for PTLLS 	<ul style="list-style-type: none"> • L2 literacy test for homework. • Same process for PTLLS, CTLLS and PGCE, using BSKB online testing. • For internal staff IA and screening would be done by Director of Curriculum, ITT team not involved. • Selection for external course done by the host college. • No ICLT, Lit or Num assessment or embedding. However, some done informally during first session in induction activities to assess communication and then at assignment submissions. • Pre-course assessment and free-writing task. Results are sent to course tutors ahead of course start. • Identification of special needs is via self-declaration on booking form. 	<ul style="list-style-type: none"> • Done on the first week, then followed up through group tutorials to consolidate and identify issues. • Pre-course meeting includes discussion of course content, assessment, commitment and available support. • 'Open Access' IT suite induction. No LRC etc on-site. • On going. • Ground rules & course overview on Day 1. • Assignment briefings are ongoing through course. 	<p>In addition to on-site learning support:</p> <ul style="list-style-type: none"> • Learner Services notified about any support needs. • In-service students are contacted by the Mentoring coordinator for additional support. All groups have presentations by coordinator for future ref. • In smaller provision informal 'drop-in' to see PC is possible, in addition to formal tutorials. • Sessions are built around Crèche times. • Emphasis on pre-enrolment guidance – <i>'the right trainee on the right course'</i>. • Tutor and Self-referral. • These services are advertised on the Intranet. • The ILP is the C&G prescribed version. • During the pre-course presentation verbal and written information (presentation handouts) given on support available. • Externally the responsibility for support is placed with the venue and mentors. • Newly subscribed to C&G Smartscreen support, available for both staff and trainees.

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<p>2. How do you do it?</p>	<ul style="list-style-type: none"> • Home grown tutors, progress through IT or interpreting courses etc. • Community dev team and community elders may identify potential trainees • For in-house staff training needs will be identified at interview, appraisal or review and then form part of their CPD. • By post. • Trainees represent local demographic and there is currently no targeting of under represented areas. • Structured progression between PTLLS and CTLLS, based on team decision. • Check on all relevant original qualifications (2x copies taken, plus identified and agreed mentor in place. • References taken up • Pre-interview info pack emailed. 	<ul style="list-style-type: none"> • Application form covers motivations and expectations. • By post. Ethos of inclusion means that candidates are rejected only if it is clear that L3 is not attainable, or necessary support would not be possible. • CTLLS IA done at PTLLS if in-house or Informal IA for external candidates with APL. • Skills self-audit 	<p>Students are introduced to the course handbook and assessment booklet, and discuss course commitment. Learners are encouraged to share contact details and develop an informal learning set.</p> <ul style="list-style-type: none"> • Internal staff would be familiar with the process. • Handbook sent by post before course start. • All other induction on Day 1. 	<ul style="list-style-type: none"> • This is done following IA and then discussed with the student. It is also reinforced following the first homework submission. • Disability support have usually assessed learning needs beforehand and tutor is then informed. • If trainee has been absent they are sent a letter offering additional support. • Informal 'exit tutorial' offered for struggling trainees, which often results in successful action planning to complete. • Communication is face-to-face or via email. • Student are encouraged to disclose needs on enrolment forms and at tutorials. • The link between tutor and learner support is cyclical and involves the tutor being pro-active in following up any referrals. • trainees are able to contact tutors by email, phone or via Moodle (VLE). • Internal staff would be offered remitted study hours to support their CPD. • Diagnostic assessment for dyslexia, etc, is available, on tutor request, • Tutor groups get 1 hour, 1:1 tutorial support through the course. • Professional discussion in place of written assignments and academic writing support offered to learners, for example with dyslexia.

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<p>3. What problems or issues have you encountered?</p>	<ul style="list-style-type: none"> • Some communities reluctant to travel to college sites and want in-house courses, which is not always appropriate or cost effective. • This contributes to the area's regeneration programme as it can lead to progression and increase in employability • Staff resources is an issue • Special Education sector not able to access LSC funding for ITT • External candidates chosen by venue, but usually able to review concerns with them. • Literacy issues, particularly with internal vocational staff. There is support available, but a possible solution is for these staff to remain in a technical role as completing the full QTLS may be prohibitive. • LLUK regulations have meant that internal trainees previously 'overlooked' have been identified at risk of breaching deadlines to complete course. This means that the course team is under intense pressure to develop and deliver a 'fast track' version, with consequent staffing implications. 	<p>None. Have developed this format to suit the needs of the community.</p> <p>Literacy and numeracy not currently addressed.</p> <p>ICLT skills of trainees are generally low.</p> <p>Timing of diagnostic assessment and marking time means that several sessions of course are covered before support is in place</p>	<ul style="list-style-type: none"> • No time in such a short course for specific LRC induction. • Awarding body (C&G) has changed the handbook during the course. • Funding to provide mentoring support is problematic for in-service trainees. • No ICLT induction, as such resources not available on site. • No library induction, but a book box of suitable wider reading for borrowing is provided in each session. • There may be some "inevitable" disparity between the experiences of internal and external trainees, but this is time-consuming to resolve. 	<ul style="list-style-type: none"> • Tutors are not always pro-active in following up whether support was accessed and success is difficult to measure. • The PC devotes a lot of 'underground learning' time to the course. • Late portfolios can be submitted up to 1yr late, under C&G regs – but this means they are already non-achievers in terms of funding. • Restrictions of HE funding for trainees in FE in accessing support. • Support to be reviewed and highlighted on application form. • Need for learning support has been limited, as all learners are employed as trainers with other organisations, and so have good functional skills. • More structured tutorials needed at CTLLS to highlight potential issues

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<p>4. What are the strengths and weakness of your current practice?</p>	<ul style="list-style-type: none"> • Responsive to local community and have good links locally. • Mostly done through referral or word of mouth. • Flexibility of delivery mode and venue choice is a clear strength. • Maximum number per cohort is 12, and all courses are double-staffed. • Head of Learning/HR have been pro-active in disseminating the new regulations to all staff. 	<p>Pre-course meetings set tone for course and highlights potential issues prior to commencing.</p> <p>FT & PT, in-house and external staff all receive the same experience.</p>	<p>It would be useful to have more induction time, including study skills input.</p> <p>The induction is standard at each stage and does not assume knowledge of the college or attendance on previous training.</p> <p>Student weekly evaluations reveal any problems, which can be addressed before next session.</p>	<ul style="list-style-type: none"> • New Mentoring coordinator is trying to create a tracking systems between tutor, Learner support and student. • Highly supportive, community focused environment. • Course surveys reflect dissatisfaction with C&G materials and intensity of programme. • High retention due to support offered and accessibility of tutor – <i>‘would this be sustainable as the programme grows?’</i> • Input is intended to be reduced though the course term. • Strong communication through Moodle (VLE), Email, written and phone support. • disability support is limited, but has not been a major issue to date, as most disabled trainees work within disabled charities and organisations such as MIND and organisations for the sight and hearing disabled, and so can access support through work.

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<p>5. What would you do differently if you could? Why can't you do it differently?</p>	<p>To run full day events, 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.</p> <p>Better publicity might also help to avoid time-consuming individual interviews.</p>			<p>Run the course over more than 10 weeks, possibly with workshop sessions to finish off portfolio building and extended tutorials.</p> <p>Student surveys and comments in trainees' journals are not used systematically to measure success of support.</p> <p>Would much prefer to draw down own funding direct, rather than through partner and so be able to organise and track support themselves.</p>