

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?	<p>Advertise on own web pages; all invited for interview subject to placement availability; applications made via GTTR.</p> <p>Standard face to face interview all applicants. Not all colleges in partnership run advice &amp; guidance sessions</p> <p>There is written guidance on pathways in the handbook</p>	<p>Writing test essential for admission, for example '<i>why candidates want to come on the programme.</i>'</p> <p>Subsequent audits in numeracy, literacy and ICT</p> <p>Same process for PTLLS, CTLLS and PGCE, using BSKB online testing.</p> <p>Use on-line test purchased by FECs ICT</p> <p>Use own survey</p> <p>Looking at alternatives from 'move-on' web site</p>	<p><u>2 stages</u> (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.</p> <p>(Part time) First two sessions for induction</p> <p>The induction is so lengthy is can "distract from the launching of the course and the learning"</p> <p>Embed into normal functioning of course, includes admin stuff, teaching file structure etc.</p>	<p>In addition to college/uni learning support:</p> <ul style="list-style-type: none"> <li>• Each trainee has a personal tutor and subject specialist mentor at the placement, who liaise via termly meetings.</li> <li>• Peer observation and feedback on practical teaching.</li> <li>• Encouragement form start of a learning community among trainees.</li> <li>• Election of a student representative to Programme Committee who acts partly as a conduit to the tutoring staff.</li> <li>• HE advisors to assist with student loan process for PGCE/Cert Ed trainees.</li> <li>• Develop other types of networks for support, e.g. previous trainees</li> </ul>

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2. How do you do it?	<p>(Full time) Shortlist; interview half a day event using writing test, one to one, group interview; offer place; seek placement.</p> <p>(Part time) One to one interview with course coordinator.</p> <p>Guide to recruitment set by University: Small piece of writing for direct entrants.</p> <p>Only refused a place if not got sufficient hours – having a mentor is not an absolute requirement.</p>	<p>(Full time) These are encapsulated in an ongoing self analysis, action plan and professional development record</p> <p>(Part time) Have to achieve a good pass on a short Level 1 literacy and numeracy test.</p> <p>Done as part of induction 3 reviews during the year which can be used to track progress</p> <p>Every piece of written work has feedback on minimum core</p>	<p>(Full time) Stage 1. Ice breaker introduction sessions, intro to paperwork, timetables, placement procedures, extended induction to library, ICT. Student Union and Performing arts input. Stage 2: Includes tour by staff and students of FE college, visit to heritage centre, some gentle outdoor activity and presentation.</p> <p>(Part time) Ensure good ice breakers, lots of explanation about the programme and what will be involved etc. study skills, LRC induction, Blackboard VLE etc.</p> <p>Spread over several weeks and integrated into teaching and schemes of work Make it more of a learning activity</p> <p>Lots of material available online</p>	<p>Though Learner Services and tutorial support.</p> <p>IA comes up with clear areas for attention But difficult to address systematically without resources to provide the level of support required</p> <p>Done mentor handbooks, training etc but not everyone has done it</p> <p>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.</p>

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3. What problems or issues have you encountered?	<p>(Full time) Finding and confirming placements.</p> <p>Need for a waiting list.</p> <p>Availability of training bursary restricted to shortage subjects.</p> <p>(Part time) Staff who are compelled to do the programme not wanting to write more than, <i>'because I have to!</i></p> <p>Standard lang &amp; lit test has been done prior to enrolment but will now move it to part of induction</p> <p>Getting applications processed by a particular date.</p> <p>Problems with guiding staff to the right award</p> <p>Financial support side is mind boggling; have produced guidance for students</p>	<p>Numeracy and Literacy test is only level 1 – most students achieve and does not relate to course content or level.</p> <p>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.</p> <p>Whether they should be checking that they are level 2 by the end of the course</p>	<p>(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!</p> <p>(Part time) Delays in enrolment with mean that some students can not access online materials or LRC soon enough.</p> <p>Quantity of paperwork</p> <p>.</p>	<p>(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.</p> <p>(Part time) Some literacy levels are very poor.</p>

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4. What are the strengths and weakness of your current practice?	<p>(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.</p> <p>Weaknesses: quality very expensive in staff time.</p> <p>(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</p> <p>On-line student portal. Person employed specifically to go to colleges to get everyone on to the portal has worked very effectively, including uploading photos</p>	It works!	<p>(Full time) Strengths: early bonding and building of relationships with staff. Early identification of strengths and weaknesses of students.</p> <p>Weaknesses: intensive preparation required.</p> <p>(Part time) Students feel very settled and welcome – although can be difficult to integrate latecomers.</p> <p>Induction is not explicitly evaluated but is part of evaluation of other aspects of provision Crits include: it took along time to get started</p>	<p>Strength: a range of support is available.</p> <p>Weakness: students may <i>'fall through the system'</i>.</p> <p>More and more being put into the curriculum</p>

<p>5. What would you differently if you could? Why can't you do it differently?</p>	<p>Remitted time needed, so all this doesn't take time from other duties!</p> <p>Put too much of initial assessment into recruitment process</p> <p>Only one college keeps detailed data on applications &amp; recruitment; need to do more to recruit under-represented groups</p>	<p>Prog seems to be working satisfactorily</p> <p>(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.</p> <p>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</p>	<p>Prog seems to be working satisfactorily</p> <p>Look at timings and range of activities but no major structural changes</p>	<p>Prog seems to be working satisfactorily</p> <p>(Part time) Built in Study Skills module that all students would have to do.</p> <p>Additional resources to provide the required level of support systematically for all the different elements which need to be completed.</p> <p>Resources both for tutors and for mentors and internal college support</p> <p>Reinforce collaborative processes</p>
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