

Research Title

**Exploring trainees' learning experiences within an Initial Teacher
Education award (Lifelong Learning Sector) at one Higher
Education institution in the UK
A Case Study Approach**

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Abstract

This study was borne out of a necessity to discover the best approach to deliver a Diploma in Teaching in the Lifelong Learning Sector (DTLLS) award that would meet the needs of trainee teachers and at the same time meet the demands of political and organisational agendas. The aim of the study was therefore to explore, identify and to gain an increased understanding of the factors that influenced the learning experiences of a group of trainee teachers working in the lifelong learning sector who were enrolled onto a DTLLS award. This award was accredited by a medium sized university located within an urban, high unemployment, Government regeneration area, in the Midlands (UK). It was delivered at five of the university's partnership colleges where trainees were required to attend formal classroom-based training sessions for four hours each week.

An interpretative, case study, multi-method approach was used to gather data from 327 trainees, twelve of whom volunteered to be interviewed. Other data was gathered from interviews with eleven teacher educators, questionnaires distributed to all 327 trainees, data drawn from the university's Information Service Department (I.S.) and from the journal entries that I kept during the time of the research.

Four themes emerge from the data gathered; diversity, identity, conditions for learning and learner autonomy. It is the interpretation and illumination of the complexity, as well as the plurality, of relationships that exist within and across these themes, that adds to, as well as supports, the field of literature that is already available. The evidence presented within these four themes relates to the variations in trainees' characteristics and backgrounds, support available for the trainees and an over-burdensome, regulated initial teacher education model.

Based upon the analysis of the findings, this study suggests that initial teacher education within the Lifelong Learning Sector (LLS) should be modelled around a supportive framework that encourages trainees' professional enquiry and building of

own contextualised content. Additionally, (further) acknowledgement of trainees' strong sense of different identities and diversities is required as is an increased focus on processes that support the development of trainees' learning capacities. This thesis contends that doing this would support trainees' growth in becoming more self-organised, autonomous and reflective practitioners – able to take control of their own learning within *whatever* initial teacher education model is in current existence.

Chapter 1: Introduction to the thesis

Throughout this study the terms lecturer, teacher and trainee, unless otherwise expressed, refer to a person engaged in teaching in the Lifelong Learning Sector (LLS).

1.1 Outline of the chapter

This chapter provides some background to the study. It begins by explaining why the study was necessary, the purpose of the DTLLS award and an explanation of the LLS. It continues with an overview of the researcher's professional and educational background and how these have influenced the research approach taken. Following this an outline is provided of the context and focus of the research and of the Government papers, reports and literature that are applicable to the research area.

The chapter concludes with a short commentary of what is included within the other chapters within this thesis.

1.1.1 Why was this research necessary?

Aim: to explore, identify and to gain an increased understanding of the factors that influenced the learning experiences of a group of trainee teachers working in the LLS.

In September 2007 I made a transition from working in a further education (FE) college as a Curriculum Leader for Initial Teacher Education within the LLS to working within a higher education institution (HEI), from this point forward called the university, as an Award Leader for Initial Teacher Education (LLS). My new role required me to lead a team of teacher educators (based within five of the university's partnership colleges) into the un-trodden territory of a new, Government-driven, regulatory national award for trainee teachers, namely a Diploma in Teaching in the Lifelong Learning Sector (DTLLS) award. As noted by the Lifelong Learning UK (LLUK) the regulatory purpose of the initial teacher education award was (and is) to provide trainees with the skills, values and attributes that are required of a teacher

working within the LLS so that they 'deliver excellent learning provision' in order for their learners to be equipped with the skills necessary to work within a globalised market (LLUK, 2009, p2). The, then, Labour Government considered it imperative to improve the quality of teaching in order to increase the nation's qualification base as skills audits depicted significant under-achievement compared with other industrial nations (Cartner, 2002, p2). Furthermore, Cartner (2002, p2) contends that 'seven million adults, in the UK, have no formal qualifications and therefore a flexible LLS teaching workforce is necessary to meet the differing needs of the learners'.

Data (grades and feedback) available about trainees on the university's DTLLS award between 2007 and 2009 (prior to the commencement of this study) suggested that their learning experiences and attainment levels were generally good but were not, as sought by the Department for Education and Skills (DfES), 'uniformly excellent' (DfES, 2006, p18). The research was therefore borne out of a necessity for me to discover the best approach to deliver a programme of study that would meet the needs of trainee teachers who were enrolled onto a DTLLS award and also to meet the directives, learning outcomes and criteria set out by the DfES in a series of reports from 2002 to 2009. At the heart of the discovery process was finding out who the trainees were and what influenced their learning experiences. Arguably, a cornerstone of *responsiveness* – both to educational and political challenges – is finding out who the customers (or potential customers) are and identifying their needs. Furthermore, Fullan (1993, p7) contends that it is only by 'raising our consciousness about the totality of educational change that we can do something about it' and that it is not acceptable simply to consider factors that made a previous policy or implementation successful or not.

Policy and initial teacher education reform in the LLS has brought about a change in the profile and diversity of trainees (Noel, 2009, p2). Being aware of these diversities and how they might shape trainees' learning experiences (Orr and Simmons, 2010, p79) provides a customer-focused understanding relating to the product (DTLLS award) offered to them and therefore it is the voices of the trainees that should be the focus of any proposed intervention strategy.

From an instrumentalist perspective Juran (1989, p15) argued that systems could be improved in order to become 'fit for purpose' although Sower (1986, p5) considers that it is preferable for new systems to be implemented. The quality of the DTLLS award will be a significant factor in the quality of the learning experiences encountered by the trainees. and providing quality whether this be through an improved or new system is a challenge facing many educationalists (including me) involved in the provision of initial teacher education (LLS) because, as noted by Ofsted (2011), the quality of the training of teachers is a crucial element in learners' attainment.

In order to provide a programme of learning that meets the needs of the trainees enrolled onto the award as well as the requirements laid down by the Government it was necessary to understand what the current experiences of the trainees were and why these experiences existed because, as noted by the LLUK (2009b, p5):

... reliable data supports intervention and future strategic planning at national and local levels as well as enabling the development of strategies as circumstances change.

Seeking to find answers relating to the *what*, *why* and *how* questions surrounding trainees' learning experiences is crucial to the process of ensuring that they receive training that equips them with the skills required of them while working within the LLS.

1.1.2 The purpose of the DTLLS award

The DTLLS award is aligned with the previous Labour Government's social, political and economic ideologies (Fisher and Webb, 2006) which have been articulated in several reports (Table 3.1). For example, the DfES introduced a pivotal report, *Raising Skills, Improving Life Chances* (2006, pp11:13) which suggested that:

... the economic mission of the sector is at the heart of its role ... its central purpose being to equip young people and adults with the skills and qualities that they want ...including skills and attributes for enterprise and self-employment... and to provide a world class education system that provides a high quality learning experience for all.

The, then, Labour Government considered that a 'world class education system' could be provided through the provision of a national training programme for 'teachers, tutors and trainers' in a variety of roles and responsibilities. (LLUK, 2007a, p1)

The suggested national training programme brought about the implementation of the LLUK (2007) DTLLS award and an associated set of criteria and standards (section 4.3, p46).

1.1.3 What is the Lifelong Learning Sector?

The LLS encompasses all learners in post-compulsory education who are over the age of 16, or, for some courses, those over 14, who are attending a college of FE or other post-compulsory training environment for some, or all, of their education.

Learners come from an eclectic mix of backgrounds and attend programmes of study in a variety of settings as the LLS includes all organisations (listed below) that are funded by the Skills Funding Agency (SFA).

- Colleges (FE, sixth-form and special educational needs)
- Community learning and development
- Higher education
- Work-based learning
- Careers guidance

Within these environments there exists 'an extraordinary breadth of subjects' (Crawley, 2012, p4). Due to the reliance on Government funding and learners' self-financing their education, courses offered year on year can vary. These courses can be delivered to learners across a range of different abilities, for example pre-entry

(below a level 1) to higher education (level 7) according to the Qualifications Credit Framework (QCF).

The Workforce Strategy Report (LLUK, 2009) maintains that teachers within the LLS should reflect the diversity of the learners that they teach. They must also have a subject specialist qualification at level 3 (A-level equivalent) or above. They must hold, or be working towards, one of the following (or equivalent) qualifications,

- Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Certificate in Teaching in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)

A PTLLS award is a 6 credit qualification that has to be achieved prior to taking either a CTLLS or DTLLS award and provides trainees with an initial licence to practise (LLUK, 2007b, p18).

A CTLLS award is a 24 credit qualification intended for trainees with significantly fewer than the full range of teaching responsibilities ordinarily carried out in a full teaching role (whether full-time or part-time) and does not require trainees to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery (LLUK, 2007b, p19).

A DTLLS award is a 120 credit qualification intended for trainees undertaking a full range of teaching responsibilities (whether full-time or part-time) and requires trainees to demonstrate an extensive range of knowledge, understanding and application of curriculum development, innovation and curriculum delivery. Once a trainee has achieved DTLLS they can apply for Qualified Teacher Learning Skills (QTLS) status (LLUK, 2007b, p20), i.e., the award itself does not confer QTLS status' (Department for Business, Innovation and Skills (BIS), 2012, p17), which is achieved through reflective practice and the development of a professional portfolio of evidence.

All of these awards are regulated by the LLUK and require trainees to meet the LLUK (2007) standards that are required of a teacher (Department for Industry Universities and Schools, (DIUS, 2007). Government funding is not normally available for trainees who enrol on a PTLLS or CTTLS award¹, whereas it is for those trainees who enrol onto a DTLLS award.

1.1.4 Workplace settings of trainees in England

Tummons (2009, p1) maintains that there 'is no such thing as a standard job role in the Lifelong Learning Sector' which is perhaps unsurprising when taking into account the range of subjects that they teach and their varied workplace environments. The LLUK (2010a, p2) reports that in England there are:

- 369 FE colleges;
- 133 HEIs;
- over 41,500 community, learning and development providers, including adult and community learning, community development, community education, development education, family learning, working with parents and youth work;
- over 1150 funded work-based learning providers.

To position the trainees within this study within a West Midlands regional context there are over 4200 employers in the LLS in the West Midlands including:

- 47 FE colleges, including general FE colleges, specialist colleges and sixth form colleges;
- 12 HEIs, plus the Open University;
- more than 3900 community learning and development providers, including adult and community learning, community development and education;
- development education, family learning, working with parents and youth work;

¹ Some organisations have secured some limited project funding for PTLLS and CTTLS

- approximately 180 Learning and Skills Council funded work-based learning providers.

(LLUK, 2010, p2)

Trainees within this study could work within any of these environments as well as the many 'other privately funded and voluntary organisations' (LLUK, 2010, p2) that provide education for adult learners in a work-based learning context. It is unsurprising therefore that the LLS, more than the compulsory sector, is considered to be an ever-changing and diverse landscape, (Noel and Robinson, 2009).

1.2 A brief account of researcher background and research stance

Orr and Simmons (2010) note that many teachers within the LLS are career changers and, as illustrated in the following sections, my background is similar to many others who have recognised that the LLS provides a second chance opportunity for education, training and career.

1.2.1 Professional background

I was a teacher in an FE college for almost twenty years and, prior to 1999, taught a range of Business and Information Technology programmes at various levels. From 1999, the college where I worked partnered with a university and I began managing and teaching trainee teachers. In 2007 I made the transition to a university as an Award Leader for the DTLLS award; a role which includes responsibility for the quality assurance and curriculum design of the award, i.e., ensuring that the DTLLS award provides trainee teachers with teaching and learning experiences that enable them to become competent teachers as defined by the LLUK (2007) standards (section 4.3, p46). I do not teach the trainees as they attend one of five partnership colleges for their classroom-based learning.

1.2.2 Personal and educational background

During the early 1970s it was arguably more the norm than the exception for people, including me, from a single-parent family to leave school with few or no qualifications, to marry and have children. As a young adult I attended college and university on a part-time basis and gained a range of qualifications up to, and including, Master's level.

Prior to becoming a qualified teacher I was a senior administrator for a small family business. My move into teaching started when I did some voluntary work for local Government in relation to adult literacy. Following this an opportunity arose for me to teach one evening a week in an adult education institution. Within twelve months I was teaching on a part time basis within an FE college and several years later I was given the opportunity to work within FE on a full time basis. It was during this time that I studied to become a fully qualified teacher on an in-service, part time basis. This route into teaching is very similar to the route that many trainees follow to enter into teaching within the LLS today.

1.2.3 Why a professional doctorate?

Throughout my teaching career I have remained passionate about education being able to transform the lives of learners and whenever possible I have interacted with other practitioners and professionals in order to inform and/or create change, at local, regional and national levels. As an Award Leader for the DTLLS award I was presented with a challenge of ensuring that the award was, and is, the best that it can be for the trainees that it serves. This challenge brought about an opportunity to engage in research that combined my professional and practitioner identities.

1.2.4 Philosophical and research stance

For the purpose of this study a definition of a philosophical stance relates to how a person's historical class, race, gender and religion 'influence, limit and constrain the

production of knowledge; as research cannot be separated from who we are' (Mehra, 2002, p17). If this is true, who I was, am and aspire to be, influences and shapes what, and how, I conduct research.

My personal and industrial background, together with my breadth of experience of teaching and leading programmes within the LLS has equipped me with a depth of understanding of the LLS and of the stakeholders within it.

It is my view that as an educator I should be an agent of change. This view was developed from my own educational experiences, some of them good and some of them less so. It is these experiences that have increased my awareness of the importance and transformational impact that learning can have on an individual. As Fullan (1993) notes, change is about learning. Learning is what I engage in and likewise something in which I try to engage others.

As discussed more fully in chapter 5 I have sought to listen to the voices of the trainees which Lowe (2007, p11) suggests is imperative and 'paramount' for anyone engaged in interpretive research which is the stance that I decided to adopt. Interpretivist researchers appreciate that not all influencing factors when collecting and analysing data can be eliminated and therefore their presence should be acknowledged. A factor that was considered throughout the study was that I was both the researcher and the Award Leader and therefore had, or could be seen to have, what Denscombe (1998, p66) describes as 'a vested interest in the findings' (section 5.14, p109).

1.3 A policy context for the research

Social, political and economic considerations by successive governments during the 1980s and 1990s highlighted the requirement to transform initial teacher education within the LLS and in 1999 a new national body, namely the Further Education National Training Organisation (FENTO) emerged (Skills Commission, 2009, p19). In 2001 FENTO introduced a set of training standards that all teachers working within

the post-compulsory sector needed to meet in order to become qualified. In 2005 a Sector Skills Council (SSC), namely Lifelong Learning UK (LLUK), replaced FENTO. A SSC is an independent, employer-led organisation 'committed to working in partnership across the UK to create the conditions for increased employer investment in skills which will drive enterprise and create jobs and sustainable economic growth' (UK Commission for Employment and Skills, 2011, p1). In 2007 the LLUK introduced a set of regulatory teacher training standards which *recommended* that teachers employed prior to 2001 needed to become qualified but all teachers employed after 2001 *had to* become qualified by 2011. Teachers employed after 2007 were required to become qualified within five years of their commencement of employment. A further requirement was for all teachers, regardless of when they were employed, to become members of the Institute for Learning (IfL) which was a professional body set up to regulate and to serve the needs of its members, i.e., teachers within the LLS (BIS, 2012).

Prior to becoming accredited to deliver the LLUK (2007) initial teacher education awards many HEIs gained endorsement to do so from Standards Verification UK (SVUK). HEIs designed their own awards based on the LLUK standards (discussed further in chapters 3 and 4).

Several DfES reports, for example, *Raising Skills Improving Life Chances* (2006), *Foster Report* (2005), *Equipping Our Teachers for the Future* (2004), *Success for All* (2002) and the LLUK's *Workforce Strategy Report* (2009) all stress the impact that good teaching can have on learners which, once the learners enter the workforce, subsequently improves the UK's national and global economy and provides the opportunity for prosperity for all (Leitch, 2006).

These reports may have set out a vision of what initial teacher education should achieve as well as being instrumental in the introduction of the LLUK (2007) standards but research indicates that the standards have neither improved trainees' experiences nor have they necessarily transformed practice (Lingfield, 2012; Lucas, Nasta and Rogers, 2012; Maxwell, 2010a, 2010b; Lucas, 2004).



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1.4 Local context and focus of the research

Denscombe (1998, p49) contends that although transferability or 'typicality' of case study data with wider data should be considered with caution many researchers fail to contextualise their case study data with any broader data that is available (section 5.5, p89). Denscombe (1998, p50) maintains that:

- although each case study is unique it is 'also a single example of a broader class of things;
- the extent to which findings from a case study can be transferable to other findings depends on how far the case study example is similar to others.

The case study within this research consisted of 170 first year trainees and 157 second year trainees (327 in total) enrolled onto a DTLLS award between September 2009 and June 2010. The award was accredited by a medium-sized university located in the Midlands, within an urban, high unemployment, Government regeneration area. The award was delivered in five of the university's partnership colleges. All of the colleges were located within a fifty mile radius of the university and were a mix of small, medium, large, urban or semi-rural colleges.

Trainees attended a DTLLS formal classroom-based teaching session, at one of the university's five partnership colleges, once a week for four hours. Alongside this there was a requirement to undertake a minimum of 150 hours of teaching practice over the two years of their study. All of the 327 trainees were in-service trainees, working part or full-time with 20 (6%) of them gaining voluntary teaching hours in order to meet the requirements of the award. Trainees work in a range of college, public and private training environments (section 6.4.8, p140) which reflects findings reported by Orr and Simmons (2010) that approximately 90 per cent of teachers within the LLS are initially employed without a teaching qualification and receive their training on a part-time, in-service basis while working full or part-time (section 4.4, p49).

Although this case study is unique the trainees are an example of many other trainees researched within other studies, for example, Orr (2012, 2008), Maxwell (2010a, 2010b), Orr and Simmons (2011, 2010), Noel and Robinson (2009), LLUK, (2009). Focusing the primary research within one university and five partnership colleges provided a manageable framework although a wider national lens was used when scoping the theoretical context for the research.

1.5 Theoretical context

Rather than checking out hypotheses or theories the intention of the study was to look at theory and emergent conceptual framework/s that appeared out of the data. However, some preliminary reading was undertaken, for example Orr (2009) and Noel and Robinson (2009). Literature relating to initial teacher education (LLS) is 'woefully under-researched' (Coffield, 2008, p24).

Published literature about initial teacher education (LLS), since 2007, includes the work of Orr (2012, 2009, 2008), Orr and Simmons (2011, 2010), Lucas, Nasta and Rogers (2012, 2009), Maxwell (2010a, 2010b), Avis (2009), Noel and Robinson (2009), Noel (2009), Nasta (2007), Coffield (2008, 2008a) and Lucas (2007).

Literature that pre-dates the implementation of the LLUK (2007) has been pivotal in its illumination of some of the reasons for the tensions and issues regarding trainees' learning experiences prior to 2007 – some of which still exist for trainees enrolled onto post-2007 initial teacher education programmes (LLS). This literature includes the work of Avis and Bathmaker (2006, 2004), Bathmaker and Avis (2005), Lucas (2004), Avis, Kendal and Parsons (2003), Lucas (2004) and Elliott (1996).

Other literature that has supported and added to the specific literature relating to initial teacher education within the LLS, includes, for example, Claxton (2006), Huddleston and Unwin (2002), Schön (2002), Lave and Wenger (2003, 1991) and Harri-Augstein and Thomas (1991). Together, the literature used within this study provides theoretical frameworks around the research questions and findings and

includes notions of professionalism, identity, reflective practice, communities of practice, the value of structured learning conversations and building learning capacities.

The historical and political backdrop to the LLS has been discussed in chapter 3 and has been aligned and cross-referenced to literature in chapter 4.

1.6 Data collection and method

The aim and objectives for the research, discussed further in chapter 2, together with the research position and stance were considered when deciding upon the most appropriate research approach and methods used. As discussed in more detail in chapter 5 an interpretivist, multi-method approach has been used for collecting data from multiple sources. Denscombe (1998, p111) suggests that data is gathered from the 'key players within the research' and for this research this included:

- interviews with trainee teachers;
- trainees' responses via questionnaires;
- interviews with teacher educators;
- the university's Information Services (I.S.);
- other literature.

Bias has been avoided by consciously considering the position of the researcher and participants. Moreover, as discussed in more fully in chapter 5, ethical considerations, confidentiality and anonymity were paramount throughout the process; as were dependability, credibility, confirmability and transferability (Lincoln and Guba, 1985, p300).

1.7 An outline of the following chapters

The thesis contains seven chapters, a glossary of acronyms used and appendices that have been indicated throughout the chapters.

Chapter 2 expands upon the outline provided in chapter 1. It also provides the aim and objectives for the research as well as the research questions that emerged from these.

Chapter 3 provides a contextualised backdrop of policies that brought about the implementation of the LLUK (2007) standards and the regulatory requirement for all teachers, gaining employment after 2001, within the LLS to hold, or be working towards, a teacher training qualification. It discusses significant developments in educational policy together with a chronological history of post-compulsory education.

Chapter 4 critiques literature that has emerged during the research. It identifies and examines some of the key issues that informed the research questions. Included in the literature are notions of professionalism, identity, reflective practice, communities of practice, self-organised learning, models of teacher education and changes in policies and practice within the LLS.

Chapter 5 provides a comprehensive view of the researcher's background and research stance together with discussion of epistemological and ontological issues. It also provides justification for the methodology, methods and instruments chosen, i.e., interviews and questionnaires, and considers the strengths and limitations of these. Ethical considerations as well as concepts of credibility, confirmability, dependability, transferability and triangulation are explored. A detailed account of how the data was analysed is also provided within this chapter.

Chapter 6 provides a comprehensive discussion and analysis of the findings and themes that emerged from the research. It does this by drawing on the data gathered from trainees, teacher educators, I.S., journal entries and literature.

Chapter 7 draws together the topics discussed within the previous chapters as well as providing a synopsis and possible implications of the research findings and emergent themes. It discusses the study's contribution to knowledge and provides

recommendations for future study in relation to further questions that have developed from the research. It also summarise the strengths and limitations of the methods and approaches used to gather the data.

Chapter 2: Background, aims, objectives, research approach

2.1 Outline of the chapter

This chapter builds on the outline provided in chapter 1 regarding the purpose and context of the research. It also specifies the aim and objectives of the study which provided the focus for the research questions and research approaches used as well as the choice of policies, reports and literature discussed in chapters 3 and 4.

2.2 Making sense of trainees' learning environments

For many years teacher education within the LLS has faced significant micro and macro-political and financial challenges. Specifically, since the 1980s there has been a consistent drive towards multidisciplinary curricula and generic teacher education (Fisher and Webb, 2006). This drive has been further fuelled by the previous Labour Government's commitment to providing a skilled teaching workforce that would promote social inclusion to increase prosperity (DfES, 2004). Significant change to the LLS occurred with the implementation of the LLUK (2007) standards and the regulatory requirement for teachers working within the LLS to become qualified.

In order to make sense of the changing LLS landscape, Weick (1995, p15) argues that educationalists should 'work harder' than their industrial counterparts as educational organisations do not 'operate with the same clarity of goals as other corporations'.

The view of making sense of the environment is reinforced by the LLUK (2009b) Workforce Strategy Report which notes the importance of making sense of trainees' initial teacher education (LLS) experiences so that focused and strategic decisions can be made about how to implement the Government's plan for a more suitably equipped and skilled workforce that is representative of the LLS market which it serves.

Making sense of the current provision, through this study, is timely as it has enabled strategic consideration of trainees' learning environments that have been enforced by the (then) Labour Government's drive to raise the standards of teaching within the LLS (DfES, 2006, 2004) but now faces new, emerging and unknown, challenges under the zeitgeist of a Coalition Government which came into power in May 2010.

2.3 Initial teacher education community discourse

Following a series of informal discussions that I was involved in at the university and at national conferences about initial teacher education (LLS), a picture emerged that showed an increase in the diversity of trainees enrolled onto DTLLS awards.

Researchers (Maxwell, 2010a, 2010b; Noel and Robinson, 2009; Noel, 2009; Orr, 2009, 2008), proclaimed that trainees were enrolling onto university initial teacher education awards from much broader LLS backgrounds (public, private and voluntary sectors) and had a much wider range of subject backgrounds than had other trainees before the (then) Labour Government's 2007 mandate of compulsory qualified teaching status (section 4.2, p44). The implementation of the DTLLS award opened up a new market and a more diverse group of trainees and their different expectations needed to be met (Ramsden, 2008, p1).

How these varied expectations can best be met while at the same time being compliant with a set of criteria-laden standards is a significant driver behind this study. Huge variations exist in the qualifications and prior learning experiences that trainees bring with them to the DTLLS award (Tummons, 2009; Eliahoo, 2009). A pre-requisite, set by the LLUK (2007), for enrolment onto any DTLLS award is for trainees to have a level 3, (A level equivalent) subject-specific qualification and a level two English (GCSE equivalent) qualification. However the identification of what constitutes equivalences of these levels, in the myriad of subject qualifications, awards, certificates and diplomas, even when using the QCF, is confusing. Furthermore, some trainees may have much higher level qualifications up to and including PhDs. Such variation presents issues about appropriate differentiation of

teaching and learning to support trainees, particularly when the Learning Skills Improvement Services (LSIS) places the responsibility for training and any necessary support with the trainees' employers, consequently resulting in a political and managerial process towards initial teacher education, (sections 4.4, p45 and 4.6, p58).

2.4 Aim, objectives and questions

The aim of the study was to explore, identify and to gain an increased understanding of the factors that influenced the learning experiences of a group of trainee teachers working in the LLS.

Aligned to this aim were five objectives:

1. To 'understand the nature of the workforce' in order to be able to provide them with the skills necessary to deliver world class education (DfES, 2004).
2. To explore, identify and analyse the conditions and constraints in which the case study group were placed and how these influenced their learning experiences.
3. To identify issues and tensions that emerged from the study, as well as the themes that underpinned these.
4. To share the findings with others at local, regional and national initial teacher education (LLS) events in order to inform and target action to improve future trainees' learning experiences.
5. To provide a background to the current policy regarding initial teacher education, (LLS).

Denscombe (1998) contends that in order to find an answer to the main question other questions emerge (Table 2.1).

Table 2.1: Research questions

Research Questions:		
1. What factors influence trainees' learning experiences? 2. What are the tensions and issues associated with these factors? 3. What, if any, are the themes that underpin these tensions and issues? 4. What, if any, intervention is necessary in order to improve and/or enhance trainees' learning experiences?		
General Questions	Specific questions	Objective
1. How might the trainees' backgrounds have shaped their training experiences?	1.1. What type of trainees enrol onto the award (ages, workplaces, prior learning experiences, qualifications, subject specialisms)?	Objectives 1, 2, 3, 4
2. Why did trainees enrol onto the award?	2.1 Did trainees volunteer or were they told to enrol onto the award (or both)? 2.2. What did they hope to get out of their training/the award?	Objectives 1, 2, 3, 4
3. How, if at all, did the trainees consider that their practice has improved?	3.1. What skills did they consider had been improved (practical skills, academic skills, professional enquiry)?	Objectives 1, 2, 3, 4
4. How helpful did trainees consider that their mentors had been?	4.1 How often did they see their mentor? 4.2 Do trainees' views about their mentor experience differ according to the environment in which they work?	Objectives 2, 3
5. What did trainees like or dislike about their training and the award?	5.1. What modules did trainees prefer, and why? 5.2. What teaching, learning and assessment methods did they like/dislike and why? 5.3 What would trainees like to have more/less of, and why? 5.4. Did the trainees' learning environments influence their experiences (college, teacher educators and other trainees)? 5.5. What other factors and tensions might have influenced these experiences? 5.6 How did the requirement to comply with the LLUK (2007) standards and criteria influence these experiences?	Objectives 1, 2, 3, 4

2.5 Anticipated outcomes of the research

This study aims to provide a conceptual and contextual critique of trainees' learning experiences and factors that influence these and by moving beyond current limitations and omissions within literature to make further contributions within the milieu of academia. The intention of the research is to be responsive to local needs and to be used as a contribution to national debate with other initial teacher educators and stakeholders. It raises mine, and aims to raise others' understanding

and ability to contribute to targeted action of issues surrounding initial teacher education (LLS). Therefore, alongside the purpose of gaining an understanding of what factors affect trainees' learning experiences was the purpose to provide an evidence base for recommendations for intervention to practise and where possible to influence policy.

2.6 Summary of the chapter

This chapter has outlined the aim, objectives and questions posed within the research. It has also provided a brief outline of the background of the recent reforms and some of the policy directives and regulatory requirements underlying the changes. These will have impacted upon the type of learning experiences that the trainees will have encountered and they are discussed more fully within the next chapter.

Chapter 3: Policy and historical backdrop

3.1 Outline of the chapter

This chapter focuses on policies that have emerged since the 1944 Butler Act (Table 3.1) and that have influenced the requirement for trainee teachers within the LLS to become qualified. Two key themes flow through this chapter regarding the growth in the Government's demand for a teacher education model that equips trainees with the skills necessary to provide high calibre training for their learners. The first theme relates to changes in post-war, post-compulsory education and the recognition that some basic teacher training would improve the teaching and learning experiences of learners within the LLS. The second theme focuses on political agendas which have attempted to strengthen the 'education-business nexus' (Glover and Tomlinson, 2010, p12) that the then Labour Government considered imperative for the economic development of the UK. Inter-related to these themes are notions of an overly-regulated and diverse sector and some recognition that the views of the trainees entering the sector may differ from those held by the Government.

3.2 A policy driven sector

Post-compulsory education refers to all education undertaken by learners aged 16 and over. FE generally refers to post-compulsory education that is received within colleges and the wider LLS refer to providers of post-16 education beyond the confines of an FE college (i.e. public and private training providers). The LLS encompasses all post-compulsory education regardless of where it occurs. However, it is arguably only since the 2007 regulatory requirements for teachers working in all organisations funded by the Learning Skills Council (LSC), replaced in 2010, by the Skills Funding Agency (SFA), to become qualified that the term LLS has become common parlance by those engaged in teacher education. Therefore literature, policy and reports continually interchange between the terms *post-compulsory*, *FE* and the *LLS*. Moreover, (as within this study) colleges are generally referred to as FE and other teaching organisations are more generally referred to as the wider LLS. Similarly, differences in the name given to teacher education within the LLS also

exist. Variations in literature and policy include the terms of initial teacher training initial teacher education and post-compulsory education and training.

Variance in the sector's name and teacher education provision serves, in a limited sense, to illustrate the complexity of a sector which is constantly shifting and shaping according to changes in Government ideologies, policies and reports (Table 3.1).

Table 3.1: Key documents relating to the Lifelong Learning Sector

Date	Title	Comments
1944	Butler Act (National Archives Cabinet Papers, 2009)	This Act introduced a tripartite system of secondary education, i.e., grammar, secondary modern and technical schools.
1944	McNair Report (HMSO, 2013)	This report followed the Butler Act (1944) and raised concerns about deficiencies in the system of recruiting and training teachers, particularly those involved in teaching post-compulsory education.
1957	Willis Jackson Report (HMSO, 2013)	Promoted the concept of a qualified post-compulsory workforce.
1966	Russell Report (DES, 2013)	Continued to build on the concept of a qualified post-compulsory workforce.
1972	James Report (National Archives Cabinet Papers, 2013)	Promoted post-compulsory teacher training being accredited by universities.
1992	Further and Higher Education Act (National Archives Cabinet Papers, 2013)	Transferred responsibility of funding and governing post-compulsory education from LEAs to the FEFC, leading to a more economic, cost-efficient and profitable approach.
1997	Kennedy: Learning Works Report (Kennedy, 1997)	Helena Kennedy produced this report and promoted the requirement for colleges to offer programmes to a diverse range of learners.
1998	The Learning Age, A Renaissance for a New Britain (DfEE, 1998)	The Secretary of State for Education and Employment proposed the implementation of a further education national training organisation (FENTO) by the end of the year.
2002	Success for All Report (DfES, 2002)	The first of several reports suggesting that post-compulsory teacher education be reviewed and that properly trained teachers could improve the UK's workforce and economic prospects.
2003	The Initial Teacher Training of Further Education Teachers (HMI 1762) (Ofsted, 2003)	The report concluded that FENTO provided a good baseline of what was required of teachers but lacked any ethos of professional development.
2004	Equipping our Teachers for the Future (DfES, 2004)	Pivotal in the implementation of the LLUK and the introduction of a new suite of initial teacher education awards. This report noted that training beyond qualified teaching status was necessary in order for teachers to be up to date with learners' needs.
2005	Foster Report, Realising the Potential (Foster, 2005)	Stressed the requirement to address the issues of an ageing workforce as well as a requirement to improve vocational and pedagogic skills through comprehensive workforce planning.

Date	Title	Comments
2006	Raising Skills Improving Life Chances (DfES, 2006)	Considered that the UK's economic future depended on productivity as a nation and that FE providers were central to achieving this but were not currently achieving their full potential in order to meet this objective..
2006	Prosperity for all in a global economy - World Class Skills (Leitch, 2006)	Prosperity for all could be achieved through a national training programme for those teaching in the LLS.
2007	LLUK standards (LLUK, 2007)	These replaced the FENTO standards.
2007	Further Education Teachers' Continuing Professional Development and Registration Regulations (England), (National Archives Cabinet Papers, 2013)	These regulations stipulated that all teachers working in the LLS should be registered with the IfL and submit evidence of qualification and annual CPD. All lecturers joining the sector after 2001 were required to become qualified within their identified role.
2009	Enquiry into Teacher Training in Vocational Education (Skills Commission, 2009)	Specifically the enquiry set out to examine whether teachers in the LLS were being trained in the skills to deliver the emerging 14-19 vocational curricula.
2009	Workforce Strategy Report (LLUK, 2009)	Set out priorities for training teachers including the employment of a diverse range of teachers with backgrounds and vocational skills that align with the learners that they teach.
2011	Education Strategy 2020 (World Bank Group, 2011)	Impacted on the future of teacher education in order to meet its global strategic objectives as the UK would benchmark learners' performance against a variety of comparator countries.
2012	Lingfield Review (Lingfield, 2012)	This report recommended the de-regulation of initial teacher education and suggested that the regulations had not made the intended impact.
2012	Consultation on the revocation of the Further Education Workforce regulations (BIS, 2012)	A response in relation to the proposed revocation of regulatory teacher education.

3.3 Post-war educational development

Lucas (2004, p35) suggests that for decades the sector has been, and remains, 'an impoverished professional culture' and one of 'benign neglect'. Ideological policies have continually influenced change and hegemonic assumptions within post-compulsory education. Following radical post-war changes initiated by the Butler Act (1944), and the McNair Report (1944) –Table 3.1, the qualified status of teachers working within the post-compulsory gained momentum and successive reports (Willis Jackson, 1957; Russell, 1966; James, 1972) all continued to promote this concept. However, teaching continued to be poor due to the 'second glance, second division in which it was placed by successive governments' (Skills Commission, 2009, p10).

Further changes came about with the introduction of the Further Education National Training Organisation (FENTO) in 1998, (section 3.5, pp35:38).

3.4 Incorporation of colleges, shifts in funding and further development

Several reports published from the 1990s (Table 3.1) have highlighted successive governments' intentions to reform the LLS and to rid it of its neglected image although none of these (reports or governments) has prevented the sector from being passed to different official bodies to govern and/or fund it. The Further and Higher Education Act, in April 1992, transferred the responsibility for FE from Local Education Authorities to the Further Education Funding Council, which in 2000 became the LSC (Armitage et al., 2003). This then became the Skills Funding Agency (SFA) in April, 2010, (LSC, 2010). The intention of the 1992 transfer was to incorporate colleges and to give them autonomy and responsibility for growth and student recruitment. Colleges became managed by a board of governors and a Senior Management Team (SMT). Although they were required by the Government to follow national strategies, they were able to act independently according to their own specific vision, finances and strategies (Smithers and Robinson, 2000).

Tight (2002, p139) states that some colleges did not 'adhere to the national strategies' nor did they meet the 'standards that were acceptable to the Government or funding authorities'. Furthermore, the Government continued to intervene and since incorporation in 1992 there has been a flurry of regulatory legislation and reports (Table 3.1) that have all recommended change, improvement to teacher training and the raising of standards within the post-compulsory sector (Lucas, 2004, p35). With so much regulatory intervention happening 'too quickly' (Elliott, 1996, p59) it is perhaps unsurprising that, by 2007, Coffield (2008, p11) maintained that the implementation of further changes to initial teacher education were fraught as 'employers lacked interest in the roles which Government continually proposed for them'.

Although employers may lack interest about Government impositions they are interested in the retention and achievement of their learners and Davies, (1999) draws attention to a Further Education Development Agency (FEDA) (2008) report that maintains that reasons for learners' high level withdrawal and low level achievement is because of poor teaching rather than personal reasons. FEDA's findings align with earlier comments in the Foster Report (2005) which concluded that improvement to teaching and learning was essential for the achievement and retention of learners. Although, during that time, the then Labour Government was trying to drive the sector forward through policy intervention its attention was placed on the LLS's requirement to support economic growth and social development rather than providing any 'central concept of learning' (Coffield, 2008, p18). Emphasis on the economy is evidenced in a pivotal White Paper (2006) *Raising Skills Improving Life Chance*, in which Tony Blair (the then Prime Minister) purported that:

... our economic future depends on our productivity as a nation ... the colleges and training providers that make up the FE sector are central to achieving that ambition... at present, FE is not achieving its full potential as the powerhouse of a high skills economy. (DfES, 2006, p3)

This drive and attention by Government towards the LLS is dichotomous to the LLS's hitherto 'Cinderella' image depicted by Randle and Brady (1997, p121) and Foster's (2005, p58) reporting of the sector as a 'neglected middle child', i.e., an overlooked sector. According to the Skills Commission (2009, p17) these views were unsurprising because of the sector's disparities and inequalities in professional identity, salary and access to subject training with the schools' sector. However, due to the (then) Labour Government's attention to the LLS the previously 'unsupported' (Appleby, 2003, p7) LLS now has one of the 'largest sector skills council in Europe' (Keep, 2006, p50). However, rather than being independent from Government the bodies that existed within LLS, including the LSC 'worked for it' (Keep, 2006, p60).

3.5 Past approaches to initial teacher education (LLS)

Situated within the political ideologies and social and economic cultures that surround

them, approaches to initial teacher education (LLS), prior to the LLUK (2007) model, leaned more heavily towards teachers being qualified within their own vocational area of expertise rather than developing an understanding of 'pedagogy' (Orr and Simmons, 2010, p78).

Following the Butler Act (1944) and the McNair Report (1944) (Table 3.1) any initial teacher education that was available was voluntary and often occurred in 'working class institutions, such as mechanics institutes and technical institutions' (Thompson and Robinson, 2008, p162). Approaches to learning centred round apprenticeship models that had little, if any, theoretical input (Lucas, 2004, p1) (section 4.4, p50).

It was several decades after the Butler Act (1944) and McNair Report (1944) that the James Report emerged in 1972 (Table 3.1). This report further emphasised the need for post-compulsory teacher training and suggested that HEIs, as well as the awarding bodies (e.g. City and Guilds, Edexcel) that were already delivering the awards, accredit teacher education and strengthen their links with colleges. Subsequently, HEIs created several awards, for example, Post (or Professional) Graduate Certificate in Education and Certificate in Education. These awards were delivered at levels four, five, six and seven whilst awarding bodies often delivered introductory, shorter courses at a lower academic level (e.g. levels three and four) than those delivered by the HEIs. Although approaches to the delivery of initial teacher education awards varied with the lower level awarding body awards being less theoretical than those delivered by the HEIs (Simmons and Walker, 2013) they were delivered in-service and emphasised the need for subject pedagogical competence (IfL, 2006). This emphasis provides some explanation as to why some teachers working within the LLS have struggled with a perception of themselves as having the same professional status and parity as those teachers employed in the school sector (Coffield, 2008a).

Prior to the implementation of the FENTO standards there was no requirement to have a teacher training qualification and it was accepted that 'relevant vocational and occupational experience was a sufficient qualification to teach' (Skills Commission,

2009, p19). The requirement to be 'experienced practitioners led to FE teaching being a second-choice career' that ran 'parallel with, rather than replacing, a teacher's main employment' (Thompson and Robinson, p162). The (non-mandatory) qualifications that did exist 'lacked a national quality assurance body to maintain common standards and a unified approach to teaching with little opportunity for improving professional skills (Skills Commission, 2009, p19). Furthermore, Robson (1998, p585) contends that few post-compulsory education teachers embraced the opportunity or provision of any training offered to them and that the sector was 'in a state of crisis, marginalised and with low status', thereby reducing the potential 'impact that initial teacher education could have for teachers' working within the LLS.

Any lethargy displayed by some LLS teachers to become qualified could be linked to the sector's historical identity as that of a craft, focused around subject knowledge, rather than a professional sector, focused around pedagogy (Skills Commission, 2009, p10) because, as suggested by Shulman (1987), this approach reduces opportunities for teacher development, (section 4.7, p61).

Further change came about following the presentation, in 1998, of a Green Paper, *The Learning Age*, (Department for Education and Employment), (DfEE) by the (then) Secretary of State for Education and Employment, David Blunkett. This paper recommended the implementation of FENTO to oversee and endorse teacher training qualifications (section 1.3, p19). Underpinning these endorsed teaching qualifications were a set of standards which FENTO rolled out in 2001. The objective of these standards was to raise the quality of teaching in order to improve learners' achievement and retention (IfL, 2006).

However, FENTO was an employer-led, rather than professionally-led, body and it adopted a similar standards-based, codifiable criteria approach to that used for National Vocational Qualifications (Clow, 2006). Based on occupational rather than professional standards this approach failed 'to deliver a professional framework to raise the quality of teaching in further education' (Lucas, 2004, p106). However, the eventual demise of the FENTO standards, by 2007, may not have related purely to the standards themselves. In part their demise may have been due to many teachers

choosing not to avail themselves of the opportunities presented to them to become qualified (Lucas, 2004) and also because of the approaches used in the execution of the standards.

In line with earlier approaches to initial teacher education, FENTO's approach still incorporated the notion of on the job, in-service training (an apprenticeship model) as well as a requirement for trainees' practice to be observed and for reflection of practice to be evidenced. However, within this framework HEIs and awarding bodies could design their own curriculum and strategies for delivery. Therefore, because the standards were open to interpretation and did not reflect the diversity of the FE sector approaches for both the design and delivery of initial teacher education 'varied enormously' (Lucas, 2004, p36).

Furthermore, 'marginalisation' of trainees in their work places existed due to 'workplace conditions, lack of resources and lack of management support' (Avis and Bathmaker, 2004, p61). Additionally, for some trainees, lack of support included suitable mentoring provision (Ofsted, 2003). Marginalisation, together with on-going political 'interventions about what learning should be' and what it meant 'to be a teacher or a lecturer' provided an increasingly 'managerial and performative' environment 'where measurement of productivity and displays of quality were paramount' (Bathmaker and Avis, 2005, p48).

These conditions, alongside the FENTO standards' 'regulatory' rather than 'developmental' nature (Lucas, 2004, p45) arguably provided an environment for surface rather than deep learning to occur; because, as maintained by Knowles, Holtson and Swanson, (2005, p65), due to their 'belief systems adults [trainees] can resent and resist situations in which they feel others are imposing their wills on them'. Hounsell, Entwistle and Marton, (1997) contend that absence of threat and anxiety, both independently and together, are associated with a deep approach to learning whereas a presence of the same factors correlate with a surface approach to learning; an approach that was arguably further supported by inconsistencies in mentoring, insufficient links between theory and practice and, for some trainees, lack of exposure to a breadth of experience (Ofsted, 2003). An approach that yields

surface rather than deep learning is, as a means to an end, more transactional than transformational (Lucas, Nasta and Rogers, 2012; Nasta, 2007; Mujs, 2006). A surface approach can limit trainees' transitions from their previous career to their current career as a teacher due to limitations in their abilities to engage in 'self-directed inquiry' which can, as Knowles (1975, p15) contends subsequently lead to 'anxiety, frustration, and often failure' (section 4.5, p53).

Although the occupationally focused FENTO model provided a useful framework for the 'capabilities' required of teachers it failed to provide a satisfactory foundation level for initial teacher education (Lingfield, 2012, p12). However, as with earlier approaches relating to initial teacher education all have attempted to improve, with varied levels of success, the quality of training for those employed to teach in the sector and all have played their part in shaping the approach adopted within the current LLUK (2007) initial teacher education model.

3.6 Current initial teacher education for the post-compulsory sector

Following the implementation and then review of the FENTO standards a series of further Government reports emerged, (DfES, 2006, 2004; Leitch, 2006; Foster, 2005, – Table 3.1) and, in 2005, FENTO was replaced by the LLUK and a further set of standards emerged.

The LLUK (2007) standards contain 'core units of assessment within a 120 credit framework' (Lingfield, 2012, p11). These standards were designed with the intention of providing a benchmark of the skills and attributes required by trainees in order for them to become qualified (DfES, 2004). Raising the quality of teaching was crucial to education providers within the LLS as the funding that they received from the LSC (replaced by the SFA in 2010) was dependent upon student achievement (Foster, 2005, p5). As reported by the Skills Commission (2009, p4) education within the LLS could only be as good as those teaching within it and a qualified workforce would improve the retention and achievement of learners and enable them to work and to compete in a globalised economy and working environment.

Providing high quality teacher education can be difficult due to the 'limited' opportunities available for trainees to gain a breadth of experience (Ofsted, 2008) as well as owing to restricted (or poor) mentoring support to help trainees to develop their subject specialisms (Ofsted, 2008, 2010; Eliahoo, 2009).

The tensions that already exist in relation to the Government's vision of having a highly qualified workforce and the levels of support that trainees receive in relation to their training (Hunter, 2004) are likely to increase owing to the imposed requirement become qualified. A growth in the number of trainees from varied vocational areas is anticipated due to the 'statutory education leaving age rising to 18 in 2015' (Skills Commission, 2009, p27).

If both the compulsory and post-compulsory sectors are teaching 14-18 year olds the same subjects at the same level issues arise about inequity between the two sectors, which the Skills Commission (2009, p24) consider can be remedied by the provision of 'qualified status for teachers within LLS'. The University Council for Education and Training (UCET) has lobbied for parity with the Training and Development Agency for Schools (TDA) and the LLUK to facilitate the opportunity for teachers, who hold a teaching qualification relating to the LLS, to be able to transfer from the LLS to the school sector (UCET, 2010) as, due to its graduate and oft-seen more professional status, teachers with a school-based qualification have always been able to transfer to the LLS.

From 2007, in order to become qualified, trainees within the LLS need to achieve an initial teacher education award that meets the standards as laid down by LLUK (2007a), e.g. a DTLLS award. Additionally, in order to become professionalised they need to gain QTLS status through a period of post-qualification professional development of a minimum of 30 hours and to be registered with the IfL (IfL, 2007). Moreover, voluntary membership with the IfL, established in 2002, became compulsory in 2007. This increased the IfL's membership from 4000 to 200,000, due in part to the membership fees being paid by the Government (BIS, 2012). This

requirement complied with the Further Education Teachers' Continuing Professional Development and Registration Regulations (England) which stipulated compulsory registration and CPD for all teachers by March 2008 (National Archives Cabinet Papers, 2013, p3). These regulations were seen, by the IfL (2009a, p5), to provide a 'professional, flexible and responsive approach that take account of its members diversity'. Taking a wider view Bratton and Gold (2007) contend that the production of policies, programmes and practices are arguably to achieve competitive gain within a global market. Their views are arguably well founded as various reports, for example, *Prosperity for All*, (Leitch, 2006); *Raising Skills Improving Life Chances*, (DfES, 2006); *Success for All*, (DfES, 2002) and the *Workforce Strategy*, (LLUK, 2009) all note the importance of providing learners with the skills to work within a global market. Another report, *Equipping Our Teachers for the Future*, (DfES, 2004, p5) contends that the quality of teaching affects the achievements and life chances of about 'six million learners annually in the LLS'.

Growth to the economy through educational reform might not be a new concept but the Raising Skills, Improving Life Chances, (DfES, 2006) report confirmed that the (then) Labour Government was intent on trying to reform what it saw as a failing service and as later noted by the Skills Commission (2009, p19) the emphasis on reform and quality requires a 'step change ... in ideologies and training by Government, management and staff because the training which a teacher receives affects their teaching throughout their career'.

3.7 An over-regulated sector?

The LLS has been described as 'saturated with policies' (Coffield, 2008, p12) and as having the 'largest quango in Europe', i.e., the LSC (Keep, 2006, p50) and is one that has been inundated with policies' (Ball, 2010). As a result of these policies the initial teacher education (LLS) qualifications are 'over-complicated' (BIS, 2012, p23) and provide a 'professional proof, input-output' model for education that is 'immune from teachers' innovation, incompetence or subversion' (Coffield, 2008, p17). Moreover, the Raising Skills, Improving Life Chances (DfES, 2006, p18) report notes

that the 'quality of teaching and learning' within the LLS should be 'uniformly excellent' with 'decisive action taken to eliminate failure'.

Policy (Table 3.1) may attempt to determine what the future for initial teacher education should be but it can also 'alienate staff and employers' (Lingfield, 2012, p6). Orr (2008) maintains that in order to improve the experiences (and successes) of trainees on initial teacher education programmes (LLS) managers should recognise trainees' views and practice as well as familiarising themselves with the differing cultures that exist within their institutions. However, familiarisation of cultural differences is not confined to managers and when a merger between the Adult Learning Inspectorate (ALI) and Ofsted was suggested the ALI maintained that Ofsted did not have the ability to 'understand and balance the interests of disparate groups of service users' (www.Parliament.uk, 2007, p2). An increased understanding, by managers and policy makers, of the diversities of trainees is necessary to support trainees' transitions from one occupation to another and for them to embrace the ethos of subject knowledge and pedagogy (Orr, 2008).

Owing to a 'distorted pattern of in-service training' with some 'trainees permanently working towards qualified status', the 'number of teachers becoming qualified is not as high as the (Labour) Government had anticipated', with a growth of 52 per cent in 2007-8 to 57 per cent in 2008 (Lingfield, 2012, pp6, 12). According to Ofsted the same issues exist as were identified in their 2003 report, (e.g., lack of trainees' breadth of experience, inconsistent and weak quality of mentoring and uneven commitment of employers to support staff). In all, the needs of diverse groups of trainees are not adequately being addressed (Lingfield, 2012, p12).

Collectively these issues present challenges for a 'disorganised, troubled but pivotal' LLS sector and Coffield, (2008, p25) suggests that:

... policy makers to change some of their fundamental beliefs and practices and to think and talk differently; institutions to reorder their priorities in favour of pedagogy; and professionals to be given the space and resources to improve their existing expertise.

Although as Coffield (2008, p25) asserts 'the chances are slim, but it could be done'.

3.8 Summary of the chapter

Over several decades politically, economically and socially-driven reports have promoted the concept of a qualified teaching workforce within the LLS (Table 3.1). Policy directives have been more forcibly presented within the last decade because the sector is currently seen as a learning environment that can equip a growing number of learners with the appropriate skills to compete in a global economy and to raise a weakening economy. In order to provide these learners with effective training the Workforce Strategy Report (2009) emphasises the need for a professionalised LLS workforce and for the teachers to be as diverse as the learners that they teach. Through the introduction of the regulatory LLUK (2007) standards and an LLS professional body (the IfL) the Government set out its mission to have a fully qualified workforce by 2011.

Coffield (2008a, p29) and Orr (2011, p3) consider that the various reforms and policies have all impacted on a sector that is 'restrictive' rather than 'expansive' and that policy makers should reconsider how a generic teacher education model can incorporate notions of professionalism for the LLS especially, as discussed in the following chapter, when the LLUK (2007) initial teacher education model is aimed at diverse groups of trainees who may have very different needs.

Chapter 4: Literature Review

4.1 Outline of the chapter

This chapter adds to the historical and political account of initial teacher education (LLS) that was provided in the previous chapter and it considers more fully the purpose of the LLUK (2007) standards model as outlined in chapter 1. Initially, it examines how the LLUK model attempts to fuse together aspects of apprenticeship, reflective practitioner and professional models within its criteria-laden curriculum and the affect and influence that this approach has had on trainees' learning experiences.

As the chapter progresses literature is considered in relation to the themes that underpinned the tensions and issues that emerged from the research within this study. These include the trainees' diversities and the dilemmas that exist about the plurality of their identities (trainees/teachers, trainer/teacher, teacher/craft person) as well as the conditions for learning and learner autonomy.

Although, the LLS is 'woefully under-researched' (Coffield, 2008, p24), a range of research informed literature has been accessed and used to inform this study. This includes, but is not exclusive to, the work of Orr (2012, 2009a, 2008), Lucas, Nasta and Rogers (2012, 2009), Orr and Simmons (2011, 2010), Maxwell (2010a, 2010b), Noel and Robinson (2009), Avis (2009), Nasta (2009, 2007), Claxton (2006), Avis and Bathmaker (2006, 2004), Bathmaker and Avis (2005), Lucas (2004), Lave and Wenger (2003, 1991), Avis, Kendal and Parsons (2003), Schön, (2002), Huddleston and Unwin (2002), Elliott (1996) and Harri-Augstein and Thomas (1991).

4.2 Initial teacher education within the LLS – what is it and why is it necessary?

An explanation of the LLS and the purpose of the DTLLS award are provided in chapters 1 and 2 and, as noted, within the LLS, initial teacher training, initial teacher education and post-compulsory education and training refer to the processes and

awards that exist to provide trainees with the knowledge, skills and attributes necessary to gain qualified teacher status.

The rationale behind the implementation of a regulatory initial teacher education model emerged from the Labour Government's (1997-2010) belief that improvement to the teaching and learning provision within the LLS was necessary for the development of 'a world leading education system' that would be at the 'heart of national priorities for economy and society' (DIUS, 2007, p2). It was the function of the LSC, (established by the Government in 2000 and replaced by the SFA in 2010), to ensure that 'high quality post-16 provision was available to meet the requirements of employers, individuals and communities' (DfEE, 1999, p23). With this mandate and with post-compulsory education being profiled as providing opportunity for widening participation the gaining of qualified teacher status became increasingly important to those spearheading these initiatives.

Alongside a requirement to have an initial teacher education model that could equip trainee teachers with the skills to raise quality, widen participation and cater for a demand-led education system was the need to ensure that initial teacher education, through its provision of quality training, increased the probability of a positive outcome of organisational inspections (for example Ofsted, Quality Assurance Agency) due to having a professionally qualified workforce that resulted in improved teaching, student achievement and retention (section 3.4, p35). However, having an initial teacher education model that caters for a diverse range of trainees is, as noted by Noel and Robinson (2009, p3), problematic as 'one size will not comfortably fit all'. Since 2007 trainees are no longer, predominantly, based within FE, teaching a balanced mix of academic and vocational subjects. More trainees, post-2007, work in the wider LLS and teach a wider range (and levels) of vocational subjects and this shift has impacted upon the type of trainees who enrol as less (than pre 2007) have a degree and their craft has been learned on-site as an apprentice (Noel and Robinson, 2009; Noel, 2009).

4.3 The LLUK standards model

The LLUK's remit followed recommendations provided in several Government reports (Table 3.1). Specifically the *Equipping our Teachers for the Future* (DfES, 2004) report set out proposals for a professional framework to be developed by the LLUK that required trainee teachers who were employed after 2001 in the LLS to become qualified within five years (section 1.3, p15).

The LLUK (2007a, p2) created a set of professional standards that sat within six domains.

- a) Professional Values and Practice
- b) Learning and Teaching
- c) Specialist Learning and Teaching
- d) Planning for Learning
- e) Assessment for Learning
- f) Access for Progression

Within these six domains are 145 associated standards. From these, seven mandatory units of assessments and 113 'highly criticised and prescriptive' (BIS, 2012) criteria emerged.

Tensions exist about how these standards are instrumental in creating effective teachers (BIS, 2012). Their overarching emphasis is on teacher knowledge as craft knowledge to be tested through competence based criteria, i.e., an apprenticeship model, which restricts depth of provision for reflection and professional enquiry (Lucas, Nasta and Rogers, 2012; Maxwell, 2010b). Bathmaker and Avis (2005, p48) maintain that 'policy seems to be driving teaching into an increasingly managerialism and performative mode'. This belief is similarly held by Jackson and Carter (2007, p289) who consider that 'Government intervention ... controls people and influences them to behave in a certain way'. Taking these concepts further, Maxwell (2010b, p335) considers the LLUK (2007) model to be:

... underpinned by objectivist epistemological assumptions, incompatible with socio-cultural theories of professional knowledge, and ignore the diverse teaching roles and contexts in the sector and wider systemic issues.

The 'wider systemic issues' relate (amongst others) to an outcome driven standards model with 'codifiable criteria' (Maxwell, 2010b, p3) which makes it divergent to capturing professional knowledge, particularly that related to reflective practice. According to Nasta (2007) trainees only engage with the standards to the extent that is required of them to pass the LLUK (2007) DTLLS award and often fail to 'internalise' the standards which they find can be restrictive to learning and becoming professionalised. However, these shortcomings may also be due to the lack of support by some employers for the trainees that they employ (BIS, 2012) (section 4.5, p53).

While similar in nature to their predecessor, the FENTO (2001) standards, the LLUK (2007) standards are also modelled on the long standing school based standards model with the aim of providing some parity across the compulsory and post-compulsory sectors. However, there seems to have been little account taken of the differences between these sectors and the fact that the LLS model is a generic one and not, like its school counterpart, a subject specialist model. A generic LLS model needs to provide for a much wider and diverse trainee market than does a school-based, subject specific model. Lucas, Nasta and Rogers (2012) maintain that a model that is deemed suitable in one sector can be problematic in another.

Moreover concern has been raised about the complexity and inequality of delivery of the standards due to 'validation and endorsement of the LLUK award being so rushed that things were cobbled together by teacher trainers working in isolation from each other' thereby making 'variability ... unhelpfully large' (Lingfield, 2012, p21).

A 'cobbled together' approach lends support to a growing bank of researchers' (e.g. Lucas, Nasta and Rogers (2012); Orr and Simmons (2011, 2010); Maxwell (2010b); Noel and Robinson (2009) and Nasta's (2007) concerns that the standards take

insufficient account of trainees' diversities. According to the Workforce Strategy Report (2009) these diversities are important in order for trainees to similarly reflect the learners that they teach. However, these diversities include a myriad of different subject specialisms and Orr (2008, p103) considers that the opportunity for linking pedagogy and subject knowledge as a fundamental principle has been understated within the design of the LLUK (2007) standards. Furthermore, Nasta (2007, p14) contends that limited attention has been given to trainees' teaching contexts and how they 'construct and contextualise subject knowledge into pedagogic knowledge'. Findings by Lucas, Nasta and Rogers, (2009, p23) indicate that:

... limited progress in developing specialist options or upon focussing upon trainees' subject-specialist teaching skills exists.

These views are echoed by Lingfield (2012); BIS (2012) and Ofsted (2010, 2008), who report that evidence of trainees' exploration of subject pedagogy can be limited and varied across providers; not least because a commitment by employers to support trainees to 'gain excellence in pedagogy appears distinctly uneven' (Lingfield, 2012, p16) (section 4.7, p62).

Almost a decade before the implementation of the LLUK (2007) model, Elliott (1996) expressed concern towards about low-level competence initial teacher education models and Hyland (1992, p11) purported that a standards model was based upon a trainees' 'role of assessor' rather than that of a teacher and that it limited trainees' abilities to critique their positions as professionals (with associated values) although they were 'well able to perform competence based tasks required of them by management'. Hyland's comment supports later comments by Ofsted (2010, 2008, and 2003) that the values stated within the standards (domains A, B and C) relating to professionalism and reflective practice are not enacted upon by some trainees in practice (sections 4.4, p50, 4.5, p53 and 4.6, p56). However, these views conflict with those held by the IfL (2007, p16) who consider the standards to be a 'crucial element in the process of re-professionalism'. The IfL also maintain that trainees and teachers are able to evidence a breadth of reflection and professional practice by using their online *reflect* portal (IfL, 2008a). Adding support to the standards model

Grayling (2009, p9) maintains that the LLUK standards 'clearly describe what good teaching should look like' and should be used more fully to 'inform professional development'.

Although Lingfield (2012, p22) asserts that the standards have not been 'fit for purpose' he does concede, as does Nasta (2007), that it could be other factors that negatively influence trainees' learning experiences, for example, institutional management, financial restraints, trainees' motivation and the way in which teacher educators delivered the curriculum. Similarly, BIS (2012, p16) maintains that due to the emphasis on criteria, regulations and compulsion the attributes associated with transformation and professionalism are often not enacted upon by trainees or are at best superficially acknowledged. Whether it be for some, or all, of these reasons the initial teacher education model is, according to Orr and Simmons (2011) and Nasta, (2007, p148), more 'restrictive than it is enhancing'.

To summarise this section the LLUK (2007) standards model has not been as fit for purpose as the Government intended it to be in equipping trainee teachers to become qualified, professionalised and reflective practitioners (BIS, 2012; Lingfield, 2012). The strengths of the model relate to its underpinning objective of raising the quality of teaching through regulatory requirement to be qualified thereby ensuring that all teachers working within the sector have, as a minimum, the skills to work competently. Moreover, the six domains that sit within the standards imply that in order to become qualified trainees need to demonstrate pedagogical content knowledge and an ability to engage in professional and reflective enquiry. However, for what seems to be a variety of political, organisational and managerial reasons the suitability of the standards for their intended purpose is questioned (BIS, 2012; Lingfield, 2012; Orr and Simmons, 2011; Lucas, Nasta and Rogers, 2012; Maxwell, 2010a, 2010b; Nasta, 2007) – and is discussed further in the following sections.

4.4 Trainees as apprentices (in-service trainees)

The route towards qualified status and gaining skills to a set standard in a specific craft is not a new concept and apprenticeships have a long and changing history. As far back as 1563 it was illegal for anyone to enter a trade if they had not first served an apprenticeship (National Apprenticeships Scheme, 2011). The Parliamentary Report, *Re-skilling for Recovery* (2009), links apprenticeships with skills, qualifications, productivity and economic improvement which aligns with the (then) Labour Government's concept that training, skill development and a qualified LLS teaching workforce should result in a positive impact on the UK's economy and ability to compete in a globalised market (DfES, 2006, 2004, 2002; Foster, 2005; Leitch, 2006). Moreover, an apprenticeship model seemingly aligns to the Coalition Government's, Secretary of State for Education, Michael Gove's (2010- present) thinking that teaching is a craft that can be taught within the workplace (Davies, 2010); a view that is supported by discussion by the Government of 'employer-led partnerships' and a 'Guild and Chartered status for colleges and training providers' (BIS, 2012, p5).

This notion of initial teacher education as an apprenticeship model is perhaps unsurprising as approximately 90 per cent of teachers within the LLS are initially employed as trainee teachers and gain their teaching qualification whilst working in-service either part- or full-time (Orr and Simmons, 2010). The IfL (2009b) maintain that because many trainees developed their craft (subject specialism) through an apprenticeship route they can have a reluctance or inability to shift their concepts of identity from craft to professional practitioner. Moreover, Colley, James and Diment, (2007, p175) contend that some trainees consider that their training should be 'on the job and practical' which has some resonance with Gove's (2010) view of teaching as a craft.

Also promoting the concept of an in-service apprenticeship route of initial teacher education is the requirement for trainees to have a mentor. Having a mentor is historically relational to an apprenticeship model and, according to the (then) Labour Government this approach is the 'cornerstone for the development of subject

pedagogy' (Eliahoo, 2009, p2) as well as being an effective way to provide advice and support for trainees. Mentors focus on supporting trainees in relation to their subject specialisms (Domain C of the LLUK (2007) standards). Teacher educators focus on supporting and developing trainees' pedagogical knowledge; both observe trainees in practice. A report by Peake (2006, p2) suggests that some trainees regard classroom observations as 'a necessary evil' possibly because they consider them a process that assists management with performance measurement in order for them to target action if they consider that the trainees are underperforming according to auditable, Ofsted and college quality assurance, requirements (Hardman, 2007; Armitage et al., 2003; Colley 2003). This thought might have some grounding although Ofsted use a different inspection framework for trainees than they do for qualified teachers, recognising that trainees are both learners and teachers. Perhaps because of the concern related to performance measurement, Orr and Simmons (2010, p82) maintain that observed teaching sessions can be an 'artificial experience in terms of how trainees would normally deliver it' and that sessions may be 'manipulated in order to meet criteria'.

Peake (2006, p2) acknowledges that some trainees do appreciate the support received from their mentors and Ofsted (2010, pp12, 17) reported evidence of some good mentoring, although added that such evidence was 'piecemeal' and was 'specifically weaker in the wider LLS' with some trainees rarely seeing their mentor - which supports findings in other Ofsted (2003, 2008) reports. Mentors are often financially unsupported and, as Eliahoo (2009, p4) suggests, are 'coerced' into the role due to the absence of any other relevant person and they may not be a subject specialist as the trainee maybe the only person teaching a particular subject within a small private training organisation.

However, as Gibbs (1997) and Green (1988) maintain, mentoring does not have to be confined to one mentor/mentee relationship and group or peer mentoring can lead to increased commitment to agreed goals, discussing difficulties encountered and sharing a broader range of insights and experience to discover solutions. Their views resonate with those held by Lave and Wenger (2003, 1991) and Harri-

Augstein and Thomas (1991) regarding communities of practice and structured learning conversations (section 4.7, p62 and 4.8, p65).

The notion of peer mentoring may have merit and formal classroom based sessions may provide opportunities for sharing concepts about practice around a varied range of trainees' subject disciplines yet some trainees consider that development of pedagogical knowledge, particularly through formal classroom based sessions, gets in the way of practice development (Orr and Simmons, 2010). Evidence suggests that trainees often view theory and practice as being disparate to each other (BIS, 2012). One reason for this may be a lack of linkage of theory to practise due to the timing of any theoretical input which is not always suitably aligned to trainees' experiences within the workplace (Eraut, 2007; Anderson, Reder and Simon, 1996).

When, within their workplaces, trainees are engaged in the experience of delivering teaching and learning to their learners it is, as Steffy et al., (1999) suggest, to be expected that they want to become skilled in the operational aspect of their practice (e.g. lesson planning, developing schemes of work) before giving consideration to pedagogical theory and professional enquiry which often comes later. This might provide some reasoning behind a concept held by some trainees that 'theorisation was not a means to analyse or extend practice but to validate it, by giving a name to existing practice' (Orr, 2009, p4). These views, together with those promoted by Gove (2010) as teaching being a craft explain, to some extent, why some trainees find it difficult to make a transition from their previous careers and methods of learning to one of teaching relating to that of a professional enquirer.

4.5 Trainees as reflective practitioners

Within initial teacher education reflective practice relates to the application of the skill of reflection around the 'process of learning and the representation of that learning' in order to improve professional practice and the use of three models of reflection, (before, in and on action) are central to effective pedagogic practice (Moon, 2006, p4).

Moon (2006) explains that reflection before action relates to the 'anticipation of an event'. Reflection in action refers to a person's need to examine their 'prior understandings of theories in use and to construct new understandings, when presented with a 'unique situation' while in the classroom (Schön, 2002, p130), or perhaps put more simply, it is the action of *thinking on our feet*. Reflection on action refers to a 'stop and think' (Schön, 2002, p279) approach; of reviewing an encounter after the event. Moon (2006), Schön (2002), Huddleston and Unwin (2002) and Harri-Augstein and Thomas (1991) all stress that it is a person's use of mental models (developed through social constructs) to explore and examine theories in use that influence their responses during their process and application of reflection, which can ultimately lead to changes in attitudes and outcomes.

The development of mental models can be supported by using a range of techniques and strategies, including 'socially situated conversational learning' (Harri-Augstein and Thomas, 1991, p23), a view similarly supported by Lave and Wenger (2003) and Powell and Moody (2003, p2), the latter suggesting that understanding often takes place through interaction with others. This subsequently enables skill development in relation to how a person thinks – which then can lead to a shift in identity as well as a shift in position within the community. Although mentors and teachers are crucial to any process of mediated interaction any difference that they could make in the development of trainees' abilities to reflect and to recognise what learning has occurred can be diminished as trainees often rely wholly on teachers and mentors as external referents to gauge (and grade) their levels of learning (Eraut, 2007). Furthermore, although reflection on practice is embedded within the standards (LLUK, 2007a, p7) feedback from mentors and teachers is often confined to levels of competency due to the standards' 'codifiable, tick box criteria' (Maxwell, 2010b, p3) being more 'restrictive than enhancing' (Nasta, 2007, p148) which could restrict trainees' levels of reflection as well as what it is they reflect about.

The notion of tick box criteria could be applied to the trainees' requirement to upload evidence of 30 hours CPD and associated reflective commentary onto the IfL's

online *reflect* portal. This evidence is randomly selected by the IfL for perusal and perhaps further comment. This process does not necessarily lend itself to any requirement for critical reflection to occur. Evidencing reflective enquiry that has resulted in transformation at higher order levels is arguably more difficult to measure than transactional, surface learning, at lower order levels which is why there is limited evidence of the former within initial teacher education (Lucas et al., 2011; Nasta, 2007; Mujis, 2006). Orr (2008, p105) maintains that even the 'blandest' consideration of 'reflective practice, allows teachers to genuinely develop' themselves as practitioners.

Although even limited reflection might be of benefit to the trainees it is the ability to harness learning from reflective practice into effective action that develops and transforms them from skilled practitioners to professional enquirers (Hall and Marsh, 2000, p17); and an inability, or failure to have 'learned the skills of self-directed inquiry' can lead to 'anxiety, frustration, and often failure' (Knowles, 1975, p15). Moreover, Kember, Harrison and Mackay (2000) suggest that it is the ability to reflect critically that distinguishes between deep and surface learning and which results in any changes or transformation to occur in practice, which supports an earlier view by Elliott (1996, p3) that reflection was vital to the development of professionalism within post-compulsory education.

Growth and transformation can be restricted because what 'trainees learn from their early experience of teaching is, even at best, limited' and their reflections about future consequences can be difficult because some 'do not have sufficient learning or content' in order to reflect (Orr, 2012, p63). Furthermore, trainees' energies are often used for survival and coping, rather than critiquing professional practice, which may provide a further reason why Steffy (1999), Ofsted (2010, 2008), Maxwell (2010b) and Orr (2012) all report that trainees' development and/or evidence of reflection is varied and often superficial.

When trainees' focus is on coping, survival and practical skill building their reflections of themselves as teachers can become skewed because they can attribute any

growth in confidence during their initial encounters within the classroom to improvement in their teaching rather than their ability to survive and cope in unforeseen circumstances (Orr, 2012). This has the potential to 'obscure' deficits in trainees' professional development' particularly because being able to cope can improve their perception, and 'credibility of themselves as a teacher' (Orr, 2012, p2). It does not follow that because all 'good teachers are confident, then 'confident teachers are good', it may mean that they have learned to 'cope in difficult circumstances' rather than developed as reflective, autonomous professional practitioners (Orr, 2012, p2).

4.6 Trainees as professional practitioners

As Eraut (1994) contends the idea of professionalising post-compulsory teaching is not new. However, the pace and impetus for it grew with a succession of post-millennium Government reports emerging (e.g. DfES 2002, 2004, 2006; Foster, 2005) that heralded a new drive towards professionalising the LLS and which ultimately led to the birth of the IfL (the sector's professional body) on January 2nd 2000.

The aim of the IfL was (and is) to encompass skills, professional values and attitudes in order to 'transform and reform' the LLS workforce (IfL, 2007, p18). The IfL acknowledges that differing interpretations of professionalism exist and suggest that the 'closest fit' to an appropriate definition of professionalism in relation to teaching in the LLS is Friedson's (1994) interpretation of it as a 'commitment to professional ideals and career ... expressed in attitudes, ideas and beliefs' (IfL, 2007, p18). However, as noted later within this section, questions arise about IfL's loyalties, i.e. to its members or the Government that controls it (Orr, 2008).

Elliott (1996, p1) contends that 'lecturers do not have the same degree of autonomy, status or esteem that lawyers or doctors have' and that professionalism, due to its various 'nuances' is 'differently used and understood'. He maintains that the relationships between lecturers (trainees) and their learners are built on respect

whereby the relationships between other professionals and their clients are built on control. The notion of respect, rather than control, is supported by the IfL within their Code of Professional Practice which refers to the professional behaviour expected of its members (IfL, 2008b, p5).

Robson (1998) as well as Smith and Butcher (2008) posit that the differing notions, held by the LLS workforce, about professionalism make it difficult to reach any agreement about what it means to be professionalised. Differing perspectives about professionalism are arguably unsurprising owing to the variations in trainees' characteristics and backgrounds as well as the difficulties many of them have making the 'excessively rapid transitions' from their previous career to their teaching career when many have restricted chances to 'engage in expansive learning' (Orr and Simmons, 2011, p3). Trainees' transitions are further hindered because trainees are employed as teachers and are accepted by their learners and colleagues as teachers whereas, their teacher educators, mentors and Ofsted consider them to be unqualified trainees (Orr and Simmons, 2010), all of which contributes to the sector's complexities and arguably adds to the reluctance of some trainees to become qualified (Williams, 2010).

Smith and Butcher (2008, p2) maintain that a Government driven, regulatory and competence based approach runs counter to professional empowerment and Orr (2008, p106) expresses a concern regarding professionalism being linked (by the Government) to the well-being of the nation's economy rather than the interests of teachers within the LLS. Moreover, during the introduction of the standards Boyd (2006, p2) maintained that they were 'hoops in which to jump through' and following their implementation Orr (2008, p106) contended that the standards' outcome and demand-led approach were 'doomed to fail'.

However, the LLUK (2007) standards do require trainees to demonstrate a measurable level of practice as well as an ability to demonstrate some level of reflection and to engage in professional conduct. Therefore, it could be the execution of the standards that is the issue (BIS, 2012; Orr, 2008). Seemingly a challenge

within initial teacher education (LLS) is one of balancing the often contradictory aims of educational *and* economic effectiveness.

The (Labour) Government invested heavily towards the financing of trainees' enrolment onto LLUK (2007) initial teacher education awards (BIS, 2012) and according to the LLUK (2009c) the mandatory requirement to become qualified has had positive impact upon recruitment of teaching staff to the sector. They suggest that there may be a reduction in the skills shortages within the sector if, due to its qualified status, it is seen to be more professionalised. This, the DfES (2006, p58) maintain will make the sector more attractive to 'high flying graduates and career changers'. However, in contrast, the LLUK (2009c) acknowledges that trainees want to know why they should take the qualification and the LLUK suggest that the answer to this question lies with employers as it is their responsibility, under the new regulations, to ensure that they have a qualified and professionalised workforce. This supports Lingfield's (2012) findings that the LLUK regulatory requirements to become qualified have made little difference because of the alienation and opposition of it by staff and employers.

Commitment by employers to professionalise the workforce is necessary to provide trainees with appropriate support which is imperative in order for trainees to accept the notion of professionalism (Orr, 2008, p98). Senior management is responsible for providing trainees with a breadth of experience with learners of differing abilities and within different environments although as Ofsted (2010, 2008) reports trainees' exposure is generally limited. Alongside these limitations, Coffield, Steer, Hodgson, Spours, and Finlay (1996, p4) consider that the professional identity of teachers in the LLS has been jeopardised because of a 'complex' landscape full of ideologically-driven 'political expectations' with an expectation that 'transformational strategies would be performed ... without the right tools [skills] for the job'. Over a decade later the LLS landscape is still ideologically-driven and 'highly regulated' by Government (Simmons and Walker, 2013, p25) and the sector's professional body, the IfL, sees the professionalised status of the LLS as a fundamental factor in the on-going retention and recruitment of staff (IfL, 2009b).

Many trainees have already had a previous career and have a subject specialist qualification that relates to that career (Lucas, Nasta and Rogers, 2012; Orr, 2008; IfL, 2007) and therefore concepts of dual professionalism emerge, i.e., the expertise trainees have from their previous careers and the expertise they gain from their career as teachers; combined together trainees develop an identity of a 'professional teacher' (Robson, 1998, p596); although tensions about this can exist (Robson, Bailey and Larkin, 2004, p187). Orr (2008, p57) connects these tensions to notions of cultures, firstly because some trainees will not have the ability to conceptualise their practice and remain skilled based practitioners rather than making any transition to becoming professional enquirers and secondly because some trainees may, for example, see themselves as car mechanics but feel imposters when considering themselves as teachers of car mechanics. Following this view, the IfL (2007, p15) acknowledge that teachers within the LLS often identify themselves with their previous occupation rather than someone who is charged with the task of commuting that information through the development of pedagogical skills to their learners.

Harkin (2005) maintains that it is the ability of trainees (as teachers) to develop their own learners' subject-related skills and knowledge that becomes important and therefore trainees should develop their skills to do this. Once trainees' 'pedagogical knowledge' develops any views that they hold as an 'imposter' are likely to fade (Brookfield, 1995, p91).

Orr (2008, p106) notes that 60 per cent of the LLS teachers surveyed by the IfL (2006) wanted a professionalised body whilst 30 per cent were not sure and 10 per cent were against it and he argues that regulatory compliance to belong to a professionalised body (the IfL) does not 'necessarily aid teachers' perceptions of their professional status'. He suggests that trainees need time for 'ecologies of practice to grow' and that it is this that will help them in determining what they consider their notion of a professional practitioner to be (Orr, 2008, p106). This view aligns with Fullan (2001, p159) that certification does not equate to a profession

rather it is the aspirations (by teachers and trainees) to engage in continuing development of practice and professional enquiry.

The emphasis on any opportunity to engage in discourse and practice can be displaced by an emphasis on 'staff development' rather than 'professional development', the former being 'institutional development' and the latter being an individual's 'pedagogic knowledge and subject expertise' (Trorey, 2002, p2) and as Bathmaker and Avis (2005, p8) assert the 'effect of marketisation and managerialism' is not only related to 'work intensification but also to changes to the nature of the work' which is 'increasingly controlled and determined by centrally devised policy'.

Control seeped in gradually prior to the late 1990's but then came more forcibly with the introduction of FENTO in 1999, the LLUK standards in 2007 standards and the compulsory requirement to become qualified and to belong to a professionalised body (the IfL). Although the IfL (2008a) acknowledge that not all teachers or trainees favoured a professionalised body (even when the fees were paid for by the Government) they contend that there has been significant support for professionalising the workforce and that membership is growing. However, Orr (2008, p104) draws attention to the fact that the IfL sought the views of the members that it had prior to regulatory membership (in relation to professionalising the workforce) and that few of these members responded and all of those who did were 'self-selecting'. He continues by saying that even selected participants, including those who considered themselves to be professional, reported 'barriers to training', for example, 'lack of time' and 'inappropriate support'.

The UCU (2008) also purports that some teachers within the LLS already consider themselves as professionals and equivalent to their compulsory education counterparts, save for financial remuneration. However, Elliott (1996, p1) expresses concerns regarding concepts of professionalism within post-compulsory education because teachers' alignment with their other careers can prevent them from perceiving themselves in this way and that concepts of professionalism are upheld

for the sake of confidence in the sector to provide the quality of service that it offers. Bathmaker and Avis (2005, p48) recognise that trainees' identities influence their views about what it means to be professionalised. However, according to Orr (2008, p103) demand-led and economic ideologies have necessitated Government intervention by imposing a 'definition of professionalism which is more restricted and prescriptive than in other sectors of education'. Clearly professionalised status is a contentious issue which is further illustrated by the UCU (2008) directing its members to strike in opposition to the introduction of a mandatory professionalised workforce which would create additional work without parity of pay with schools.

The argument about additional work has some substance for in-service trainees because they are often unsupported and not given sufficient time for their training (BIS, 2012). Perhaps more evident within UCU's call for strike action is the opposition that it is displaying towards the IfL and its drive towards professionalising the LLS workforce. Moreover Labour's commitment to pay the 'full costs of professional registration with the IfL for up to three years' (IfL, 2006) was not renewed in 2010 by the Coalition Government and the UCU lobbied its members and asked them not to renew their membership (TES, 2011). Lingfield (2012, p13) maintains that there was a significant drop in membership once the fee waiver was rescinded. Any absence of a professional body does little to support LLUK's (2009b) view of a post-2007 professional image but it does reinforce the sector's 'middle child' (Foster, 2005, p3) and 'Cinderella' (Randle and Brady, 1997, p121) images.

To summarise, sections 4.3:4.6 (pp46:60), discuss and problematise issues concerning the impact to trainees of a generic LLUK (2007) initial teacher education model. Trainees need to 'observe' (LLUK, 2007a, p7) a set of standards that feature, and endorse, professional development and a requirement to demonstrate reflective enquiry and pedagogical content knowledge; yet within a few years of their implementation they are deemed to be 'haphazard and onerous' (Lingfield, 2012, p4)

A model of training that is too 'onerous' provides some explanation for Ofsted's (2010) concern about many trainees not having, or not demonstrating their ability to

critically apply reflection to practice. Similarly, Maxwell (2010b) contends that the superficiality of codifiable criteria does not provide sufficient emphasis on reflection which Elliott, (1996), Schön (2002) and Orr and Simmons (2011) consider is a key component of transformation and of being a professional.

Differing notions, in literature and by practitioners, also exist about what it means to be professional (Elliott, 1996, Orr, 2008 and IfL, 2007) and, for example, many trainees align professionalism with their craft rather than that of being a teacher. Amongst others, Maxwell (2010b) expresses concern about how a codifiable and prescriptive criterion supports concepts of what it means to be professionalised. Added to this are any tensions that are present due to any difficulties that trainees can have in making a transition from their previous career to that of a teacher which can also be hindered by a lack of support by some managers who do not understand the nature of the award (BIS, 2012, Lingfield, 2012) as well as the provision of learning opportunities not being as good as they could be (Ofsted, 2010, 2008, 2003).

Orr (2008, p103) contends that the Government 'invented a professionalism that is compliant to national strategies rather than the autonomy of the teacher and that the standards are the result of demand-led and economic ideologies'. Along with lack of funding and necessary mentoring and managerial support, if Orr's (2008) view is correct it could explain to some extent why a regulatory requirement to become qualified has not been as successful as it could have been and does not provide 'a satisfactory foundation of professional development for FE teachers at the start of their careers' (Lingfield, 2012, p12).

4.7 The nature of knowledge required within initial teacher education (LLS)

Previous initial teacher education (LLS) models have leaned more heavily towards teachers being qualified within their own vocational area of expertise rather than

'pedagogy' (Orr and Simmons, 2010, p78). However, following reports, (e.g., LLUK, 2006; Foster, 2005; DfES, 2006, 2004) that all echoed the need for trainees to be skilled in both pedagogical and subject knowledge these were incorporated into the LLUK (2007) standards model (section 4.3, p46).

However, Foster (2005) acknowledges that, owing to the generic nature of the award, there is a lack of linkage between pedagogy and subject knowledge. Furthermore, Lucas et al., (2011) and reports by Ofsted (2010, 2008, 2003) provide a view that limited opportunities are provided for trainees to learn how to teach their specialist subjects and that mentoring continues to be weak. Maxwell (2010, p5) considers that:

... the notion of what might constitute subject knowledge and pedagogy is problematic in some LSS contexts, an issue compounded by the difficulties in codifying teacher knowledge.

Seemingly Maxwell's (2010b) concern over any confusion relating to subject knowledge and pedagogy is justified as Eliahoo (2009, p5) suggests that the *Equipping our teachers for the future* (DfES, 2004) report fluctuates between 'mentoring as a support for the trainee's knowledge about teaching their subject and mentoring as a support for the trainee's knowledge and skills in their subject'.

Pedagogy relates to the way in which a subject is taught (e.g. group work, assessment methods) and content knowledge relates to trainees' depth of knowledge in relation to their subject knowledge (Shulman and Shulman, 2004). Drawing on these concepts Shulman and Shulman (2004) introduced the idea of pedagogical content knowledge, i.e., knowledge relating to teaching and learning that is specific to the subject and this knowledge enables teachers to apply strategies of teaching and learning that present information to learners in a way in which they (the learners) can understand.

The importance between pedagogy and content knowledge resonates with Bank, Leach and Moon, (1999, pp89-96) who question, for example, whether a degree in archaeology provides a basis for teaching contemporary history which has

resonance with Shulman's (1987, p15) concepts that the key to distinguishing pedagogic content knowledge lies at the 'intersection of subject/content and pedagogy' which enables the content knowledge that teachers possess to be transferred into forms that are 'pedagogically powerful and yet adaptive to the variations in ability and background of the learners'. Putman and Borko (2000) support Shulman's (1987) theory and consider that there is a significant relationship between pedagogic content knowledge and teacher effectiveness. Furthermore, Claxton (2006) asserts that learners' capacities to learn are optimised when pedagogical approaches are aimed at developing their capacities to learn, rather than simply supporting their abilities to attain.

As Foster (2005) asserts a relationship between pedagogy and content knowledge is often not present within a generic initial teacher education model and Shulman (1987) suggests that this can limit opportunities for teacher development. Moreover, Orr (2009a, p5) considers that, due to the pressure trainees can have trying to manage both work and training, teacher educators can 'unduly praise trainees' existing practice' thereby 'validating and perpetuating, unadventurous pedagogy. A further reason why some trainees' pedagogical development might be limited is their reluctance, ability and/or opportunities to make transitions from their previous (craft) careers to that of a teacher (Lucas, Nasta and Rogers, 2012). This creates tensions in relation to engagement and levels of learning because it is the combination of subject-specialist knowledge gained during trainees' previous careers combined with teaching knowledge that provides the professionalism necessary for excellence within the classroom (IfL, 2009; Robson, Bailey and Larkin, 2004; Guyver and Nichol, 2001). However, making links and developing pedagogic content knowledge may be further hindered because, although in three of the seven units of assessment (linked to the LLUK standards), are criteria that relate to the development of trainees' minimum core in literacy (IfL, 2007) trainees only have to evidence literacy at level two prior to enrolment whereas the LLUK criteria has to be met at levels four and five. Therefore some trainees can struggle to cope and to apply themselves to the requirements of the LLUK (2007) standards at these levels (Ofsted, 2010, 2008).

To summarise, diverse models relating to apprenticeship, professionalism and reflection are articulated in the standards. However issues about the onerous and haphazard nature of these standards as well as how they are implemented and delivered to diverse groups of trainees who are working in a variety of different contexts can potentially lead to a lack of engagement with the full range of teacher knowledge required – a factor that is also influenced by trainees' notions of professional identity (i.e., craft/teacher). Owing to the codifiable and criteria laden LLUK standards it is possible to measure satisfactory competence which provides some reassurance to the Government and other stakeholders that the quality of provision within the LLS does meet, at least, the minimum requirements as set by the LLUK (2007) standards. However, although these standards incorporate a requirement to evidence subject pedagogy this is often limited due in part to the LLUK modules being educationally broad rather than subject specific (Ofsted, 2010, 2008, 2003). Moreover, Ofsted (2010) suggests that issues exist about the support that trainees receive, or request, from their mentors, and that trainees, particularly those in the wider LLS, often lack breadth of experience. Furthermore trainees do not always receive the necessary support from their managers, some of whom have little understanding of initial teacher education (Lingfield, 2012).

4.8 Trainees' diversities and concepts of identity

The Workforce Strategy Report (2009) considers that having an awareness of trainees' backgrounds is important in order to ensure that those employed within the LLS are representative of the learners that they teach. Although trainees enrolled onto initial teacher education awards in the LLS have always been diverse, a requirement to become qualified and a shift in the type of programmes on offer has increased this diversity (Orr and Simmons, 2011, 2010; Noel, 2009; Noel and Robinson, 2009; Orr 2008, 2009).

Trainees' characteristics as well as their social and cultural backgrounds influence their epistemological positions, biases and assumptions and the myriad of diversities that can exist in relation to these 'inevitably produce different knowledge and different orientations towards learning' (Bartlett, Burton and Peim, 2002, p78). Social

and cultural identities are developed through the various social groups to which people belong as well as the knowledge, norms and values that a person has in relation to these. Therefore, perceptions of social and cultural identity constantly evolve according to the social and learning contexts in which learners (trainees) engage (Bartlett, Burton and Peim, 2002).

Evolution allows for growth in trainees' differing amounts and types of capital. Bourdieu and Wacquant (1992, p119) assert that social capital is the amount of individual and/or organisational relationships and networks that a person has. In an earlier work Bourdieu and Passeron, (1977, pp11, 31) refer to the terms of 'habitus' and 'field': 'habitus' being the 'internalisation of the principles of a cultural arbitrary that is capable of perpetuating itself' i.e. attitudes and social truths that are ingrained (often subconsciously) in people and that have developed from their varied social constructs during their lifetime. 'Field' refers to a structured system of social relations between people, groups and organisations (e.g. political, religious, cultural and/or educational). According to Bourdieu and Passeron (1977), those with the most capital, i.e. the middle/higher classes, enter into a field with the most dominant habitus.

Further explanations of social capital are provided by Coleman (1988) as well as Putman and Borko (2000). Coleman (1988, p96) contends that:

... a person's actions are shaped, redirected and constrained by social context and norms and that inter-personal trust, social networks and social organisations are important, not only for society but also for the economy.

Coleman (1988, p100) maintains that social capital is not owned but is available as a resource and that development in capital comes about by changes by persons that facilitate action. He continues by noting that within a socially situated group where trust exists (e.g. a community of practice) the group is 'able to accomplish more than a comparable group without trust'. Putman and Borko (2000, p19) similarly describe social capital as the sharing of norms, values and understandings within defined

groups which can provide opportunities for 'communities to form that are rich in social capital'. They consider social capital to be a reciprocal arrangement that needs to be used (use it or lose it).

Cultural capital is a product of education that is connected to individuals or organisations that may have different values (Bourdieu and Passeron, 1977).

Belonging to different social groups provides different advantages and those groups with higher levels of resources (particularly financial) reinforce notions of class (and power) differences. Bourdieu and Passeron (1977, p51) contend that it is possible to exclude:

...different groups or classes more rapidly, the more completely they lack the capital and ethos objectively predisposed by its mode of inculcation.

This view could, for example, relate to the different levels and types of social and/or cultural capital that trainees bring with them to the 'field' of education, particularly, in relation to accepted norms, beliefs and attitudes and how these influence trainees' engagement, and situatedness, in learning and socially situated activities (section 4.9, p69). However, Lareau and Weininger, (2003, p598) suggest an alternative view to Bourdieu's work and have extended what they term his 'highbrow' resources to include those relating to technical or academic skills as having power within a particular group's (or institution's) evaluative norms.

As noted by the interpretations of social and cultural capital (Lareau and Weininger, 2003; Putman and Borko, 2000; Bourdieu and Wacquant, 1992; Coleman, 1988; Bourdieu and Passeron, 1977) the different levels of capital that trainees bring with them to the award influences their participation in their own learning as well as the extent to which they can influence and/or engage in socially situated activities.

Scanlon (2011) contends that shifts in identity-formation occur as a result of educational transitions. It is possible for trainees' transitions to be hindered by their habitus when they enter into the field of education because of any views held of themselves as technicians more so than teachers. This can mean that trainees

remain within 'their comfort zone of occupationally competent' rather than developing as professional enquirers (Robson, 1998, p597).

Tensions relating to trainees' identities (from craft to teacher) are further fuelled by differences of opinions held by management, politicians, teacher educators and trainees about whether trainees are technicians or professionals (Osborn, 2008) i.e., how trainees are socially situated and identified by others; which may explain the Government's imposition of the LLUK standards that state precisely, not only the values that are expected of teachers but also what they do in practice (Orr, 2008, p103). However, Lucas, Nasta and Rogers, (2009) suggest that a lack of coherence towards educational enquiry, theory and practice within the LLUK (2007) standards adds to the difficulties that trainees may have in shifting their identities to that of a professional enquirer. Similarly, Edward et al., (2007) contends that an imposed set of values, standards and criteria may provide clarity of what is expected of trainees but they could restrict opportunities for trainees to make transitions from their previous career to that of a teacher, which is important in order for different actions to occur.

However, Harri-Augstein and Thomas (1991, p6) contend that learning should not be inhibited by past experiences, attitudes, norms and beliefs and that for learning to be an experience the meanings that emerge must be personally significant in some part of a trainee's life. Their view supports those held by Orr (2012) as well as Thompson and Robinson (2009, p166) who question if the initial teacher education (LLS) curriculum is 'sufficiently contextualised to accommodate diverse groups of trainees, by, for example, curriculum delivery, contextualisation of theory and consideration of trainees' placement within communities of practice; all of which provide an environment whereby trainees can understand and explain themselves and as a result subsequent change and transformation can occur.

Owing to the need for management to employ staff who are representative of the type of learners that they teach (LLUK, 2009b) as well as turbulence in the curriculum due to shifts in funding there is constant shift in the type of programmes

that trainees deliver. Therefore contextualising pedagogy within a generic framework for diverse groups of trainees who deliver an ever-changing and varied LLS curriculum can be problematic (Lingfield, 2012). Hargreaves (1994) emphasises the importance of recognising some of the contributing factors relating to the development of sub-cultures. He contends that trainees' backgrounds, changes in their 'beliefs, values and attitudes may be contingent upon prior or parallel changes in the ways they relate to their colleagues' (Hargreaves, 1994, p166). This adds to the confusion of identity and Robson (1998, p595) suggests that teachers form groups and within these groups they 'transmit specific customs, practices, morals, belief and rules of conduct' which subsequently subscribe to particular understandings about the nature of knowledge. The value of trainees' cultural capital within these groups can vary according to the group's evaluative norms and, as well as 'highbrow' cultures, could include, for example, technical or academic skills (Lareau and Weininger, 2003, p598).

Concepts about the increase in diversity and trainees' transitions are not confined to post-2007 research. In 1998, Robson postulated that a contributory factor to the differing cultures within the LLS were the variations of occupational specialisms aligned with the lack of opportunity and value-driven incentive to develop another, more collective professional, identity. The sector is now more diverse (Orr and Simmons, 2011, 2010; Noel and Robinson, 2009; Orr, 2008) and changes to policy, legislation and teacher education models have not, and will not, shift cultural values, beliefs, norms and identities, because as noted by Doyle (1990, p4) it is the 'knowledge, beliefs and values' associated with initial teacher education (LLS) that 'shapes the understanding of the issues within it'.

Although trainees are more diverse, the number of trainees from black, minority, ethnicity (BME) backgrounds, as well as the number of trainees who declare a disability, remains low (Ofsted, 2010). In-service trainees are employed in the LLS before they enrol onto the award. However, when they do enrol the National Bureau for Learners with Disabilities (2011) suggests that there is a reluctance to declare any data about a disability that requires additional learning support owing to concern

about discrimination and confidentiality or to being labelled as disabled. As Noel (2005, p3) states:

... so long as people equate disability with illness, people will be reluctant to declare a disability for fear of this affecting their employment opportunities.

To summarise this section, trainees are from more diverse backgrounds than they were before 2007 (Orr and Simmons, 2011, 2010; Noel and Robinson, 2009; Orr, 2009, 2008). These backgrounds can influence trainees' abilities and/or willingness to engage in learning and to make cognitive transformations (Orr, 2012, 2009, 2008; Maxwell, 2010b; Robson, Bailey and Larkin, 2004; Bartlett, Burton and Peim, 2002; Hargreaves, 1994, Harri-Augstein and Thomas, 1991). Trainees' varied backgrounds and working environments can influence their participation and contribution to, or 'marginalisation' from, communities of practice (Avis, Kendal and Parsons, 2003, p187). Delivering and contextualising the curriculum in a way that takes account of trainees' diversities is important in order to provide them with optimal and supportive learning opportunities of the kind that enable them to make any necessary transitions towards becoming autonomous, self-organised, reflective practitioners and professional enquirers (Maxwell, 2010b; Orr, 2008; Huddleston and Unwin, 2002; Harri-Augstein and Thomas, 1991).

4.9 Trainees' learning journeys and communities of practice

Owing to the diverse workforce and environments that exist within the LLS it is important to recognise that variations in trainees' characteristics as well as the amount, types and levels of social and cultural capital that they bring with them to the award influences the variation of opportunities that some trainees have to participate successfully in learning (Putnam and Borko, 2000). Linking social and cultural capitals together can support the 'challenges encountered by trainees relating to the need for them to make 'rapid transition from novice to full worker status' (Orr and Simmons, 2011, p248).

Orr (2008, p106) brings together concepts of social and cultural capital and the importance for trainees to develop ecologies of practice through participation in daily tasks and, as Hargreaves (1994, p166) suggests, these are developed through the formation of sub-cultures and the way in which trainees engage with colleagues. These concepts can be likened to Lave and Wenger's (2003) views of communities of practice whereby subsets are formed within larger communities of practice, with some trainees on the periphery of participation while others play a central part in the community. Bourdieu and Passeron (1977) suggest power and dominance in relation to amounts, types and levels of social and cultural capital influence a person's position within a community. Power and dominance (or lack of it) could contribute to what Avis, Kendal and Parsons (2003, p187) contend are trainees' feelings of being 'marginalised and disempowered' as well as to communities that can be 'so fragmentary' that trainees can be at a 'loss as to how to participate'; although Bathmaker and Avis (2005, p61) suggest that 'marginalisation' rather than participation could relate to the 'impact of current changes in FE'.

Adding to these views Bathmaker and Avis (2005, p51) contend that 'newcomers' to communities of practice require 'access to a range of on-going activity, to experienced members of the community, and to information, resources and opportunities for participation'. Such access arguably assists the development as well as levels of trust developed between colleagues (and peers) that Coleman (1988) considers maximises a community's potential to achieve its goals (compared with a group without trust).

Additionally, Laureau and Wieninger, (2003); Putman and Borko, (2000); Bourdieu and Wacquant, (1992); Coleman, (1988) and Bourdieu and Passeron, (1977) all suggest that an individual's learning, and position of power (centre or periphery) within a group (community of practice) is influenced by the social and cultural capital that they initially bring with them. For example, Bourdieu and Passeron (1977) contend that the dominant classes (those with the most capital and therefore power) usually take centre place with the lower classes (e.g. non-graduates/craft-based trainees) being generally more accepting of the views of their more powerful socially

and culturally adept peers (e.g. graduates and academics). According to Lave and Wenger (2003) it is the sharing of areas of common interest within a socially situated community of practice together with people's (trainees') position and engagement within it that enables the development of learning to occur and for social and cultural capital to be enhanced (Lave and Wenger, 2003).

However, because communities are generally located within a specific cultural context they may reflect and be shaped by the norm inherent within that culture (Lave and Wenger, 2003; Robson, 1998). Although trainees are from diverse backgrounds they may situate themselves within a sub-set, of a larger community, with which they have some shared norms (Robson, 1998; Hodkinson and Hodkinson, 2004), for example relational to their subject specialism and/or environment in which they work. Therefore, while the value of learning within communities of practice should not be under-estimated or indeed devalued, belonging to these sub-sets could reduce the prospects for wider networking thereby restricting opportunities to raise participants' levels of 'social and cultural capital' (Lave and Wenger, 2003, p97). However, as noted in section 4.9, (p69), varied socio-cultural backgrounds and working environments can influence trainees' levels of participation to communities of practice (Avis, Kendal and Parsons, 2003, p187). These trainees can find it difficult to move beyond 'peripheral participation' and therefore remain on the periphery of the community rather than moving gradually inwards as their knowledge and confidence, in relation to the context and intention, of the group grows (Lave and Wenger, 2003, p14). This is a view similarly shared by Harri-Augstein and Thomas, (1991, p111) although they refer to peripheral participation as the 'outer circle' whereby as learning increases members of the community move towards the 'inner circle'. Lave and Wenger (1991, p53) contend that it is through belonging to different communities of practice that identities are formed and reformed although Wells (2007) argues that the multiple communities in which individuals participate (home, work and leisure) may give rise to tension or conflict because of differences in values, beliefs and attitudes within these different communities of practice. Lave and Wenger (2003, p97) do concede that identities formed within a specific community are not necessarily transferable and that learning

can remain 'situated' within the specific community and/or situation in which it is learned rather than being transferred to differing contexts.

Similarly, Shulman and Shulman (2004, p265) maintain that although participants within a community of practice bring with them some 'experiences and knowledge that they can share' how much of any new learning that occurs within a community of practice is actually transferred to new settings when 'contexts change' is questionable. This therefore raises questions about how pedagogical knowledge learned within a classroom based community of practice can be contextualised by a diverse range of learners with differing subject specialisms and who work in a range of environments (Nasta, 2007). Furthermore, as noted by Anderson, Reder and Simon, (1996) knowledge is more context bound when it is taught in a single context rather than within different contexts (inside/outside the classroom) and within different communities.

Communities of practice provide effective learning environments (Hargreaves and Fullan, 2000) and are valued by participants who note that through these their 'confidence is often raised' (Eraut, 2007, p409). Similarly, Grayling (2009, p7) considers that communities of practice provide a 'non-judgemental learning environment' in which trainees' learning is enhanced and their self-esteem is raised.

Trainees' development of a broader understanding of wider practice through knowledge transfer can occur with communities that are 'formal, explicit and technical' or 'informal, tacit, social, cultural and discursive' (Saunders, 2006, p16). Participating in communities of practice assists trainees in constructing and de-constructing their current understandings (Harri-Augstein and Thomas, 1991) and Brookfield (1995) suggests that communities of practice provide an environment in which trainees can challenge their current assumptions and develop new social and cultural constructs through their reflection with others. However, in order for learning to be transformational conversations should be task-centred and have a purpose, strategy, outcome review approach (Harri-Augstein and Thomas, 1991). Fullan (1993) as well as Huddleston and Unwin (2002) share similar views to those held by

Harri-Augstein and Thomas (1991) and suggest that learning conversations are one of the best ways to create change, i.e. through reflection and discourse on learning experiences, both of which research purports are limited within the LLUK (2007) model (Orr and Simmons, 2011; Maxwell, 2010b; Lucas, Nasta and Rogers, 2009; Nasta, 2007).

4.9.1 Learning to learn

Buie (2009), Coombs (2006), Claxton (2006), Huddleston and Unwin (2002), Hargreaves (2004), and Harri-Augstein and Thomas (1991) all promote the importance of developing the capacity of learning to learn and how this can enable learners (or trainees) to address their learning needs. Claxton (2006, p116) also claims that momentum for 'expanding the capacity to learn' has been gathered due to the Government's interest in economic prosperity. His research relates to the building of learning power and is generally focused towards young school learners. He recognises that concepts about building learners' capacities to learn have 'been about for some time' and that enabling learners to be more efficient in their gathering and use of knowledge is a 'valuable end to education in its own right' (Claxton, 2006, p116). Claxton's views relate to learning being steered away from content and towards the process of learning and the need for learners to be aware of the purpose and intended outcome of a proposed learning event in order to develop an appropriate strategy. In this sense his views are, arguably, transferable to trainees within the LLS. However, although Claxton's views are similar to those held by Harri-Augstein and Thomas (1991) regarding a purpose, strategy, outcome and review approach, his model, designed for young children, is not pre-disposed to the self-organised learning approach recommended by Harri-Augstein and Thomas (1991); this latter approach is arguably better suited for diverse groups of trainees who meet for their classroom-based learning sessions just once a week and need to develop, quite rapidly, demonstrable content pedagogical knowledge.

Drawing on the constructive psychology work of George Kelly and Carl Rogers as well as being supportive of Lave and Wenger's (1991) communities of practice, a

core principle of Harri-Augstein and Thomas' (1991) approach is that learners should take control of their own learning and become self-organised learners. They assert that learning how to learn is not the same as submitting to being taught as it is purposeful and reflective learning which is 'the construction and reconstruction, exchange and negotiation of significant, relevant and viable meanings' (Harri-Augstein and Thomas, 1991, p103). This approach, based on the application of 'three dialogues' (Table 4.3) and a 'purpose, strategy, outcome, review' process can raise awareness of 'deeply personal processes of learning' which enable trainees to become increasingly more autonomous learners and able to 'review and develop the quality of their learning' (Harri-Augstein and Thomas, 1991, pp24, 104).

Table 4.3: Three dialogue process (Harri-Augstein and Thomas, 1991)

Dialogue One	Dialogue Two	Dialogue Three
To raise awareness of what's going on in the trainee's head (personal learning). The more skilled trainees are as learners the more they recognise what they know before looking outwards towards others for support.	A focused and supportive conversation. This is about moving the trainees' thinking forward. Teacher educators (or other experts) assist the trainees' process of learning to learn. This is particularly important when trainees are experimenting or when their habits are challenged.	Trainees' identification of their own standards and benchmarks and of other people's in the same situation.

Marrying together learning conversations (three dialogues) with a purpose, strategy, outcome review approach provides a sustainable model for trainees to learn in a multiplicity of ways, as it is process, rather than content driven. For example trainees might consider:

- What needs to be learned and why (purpose)?
- How can learning be achieved, e.g., do other skills need to be learned first (strategies)?
- What learning emerged (outcome)?
- How effective were strategies and has the purpose been achieved (review)?

According to Harri-Augstein and Thomas (1991) this approach enhances learners' interest in learning and critical thinking dispositions, as well as their willingness to self-correct and to become self-organised; it is by taking control of own learning that

supports the development of a person's mental models that ultimately leads to transformation. They argue that while learners (trainees) should take account of external referents, they should critique their own work and rely more fully on their own internal referents regarding how well they consider they have completed their tasks. This resonates with research by Nasta (2007), Eraut, (2009) and by Huddleston and Unwin (2002, p165); the latter who contend that too much emphasis on demand-led, outcome-given prescriptive criteria has stifled trainees' abilities to be self-iterative and trainees have become too dependent on others' views about their learning progress.

Although the LLUK (2007) standards have some alignment to the conceptual frameworks advocated by Claxton (2006) and Harri-Augstein and Thomas (1991) for developing the capacity to learn, i.e. professional values, attributes and skills, the codifiable and heavily criteria-driven model is an approach that can limit trainees' capacity to learn (Buie, 2009). Questions arise about why the (then) Labour Government thought that this approach was the most appropriate one in which to embed the standards, particularly when they were based on a similar model to their predecessor, the FENTO standards, which were not as successful as the Government had intended them to be (Lucas et al., 2011, p6).

4.10 Summary of the chapter

An appreciation of the meandering and complex LLS landscape was necessary in order to understand why a sector that has been described as 'impoverished' (Lucas, 2004, p38), the 'middle child' (Foster, 2005, p3) and complex (Orr, 2011, 2008) has been tasked with preventing, or at least playing its part in preventing, the economic downfall of the country. More funding has been provided and a greater number of policies implemented in the past decade than ever before (Orr, 2008, p103). A national agenda to provide demand-led programmes that will develop or stabilise a shifting economy, has placed the LLS firmly on the Government's map (Leitch, 2006). Furthermore, the drive to professionalise the sector has brought about, for the first time, a regulatory professional body and a code of professional conduct (IfL,

2006). The Labour Government, through the funding of this professional body and of initial teacher education, clearly acknowledged that it wanted the sector to be professionalised. However, research (UCU, 2008; Orr, 2008; Lingfield, 2012) demonstrates that because of the myriad of cultural divisions that exist within the LLS not all teachers or trainees support the notion of professionalisation and a regulatory requirement to become qualified.

Initial teacher education within the LLS has developed over time and increasingly so during the past decade with both the Labour and the Coalition Governments placing greater responsibility on teachers within the LLS to up-skill the national workforce in order for it to compete within a globalised market. This emphasis has created constant shifts in policy, funding and curricula, which in turn has created shifts in the types and diversity of trainees that are entering into the LLS due to the need for the LLS teaching workforce to be representative of the learners they teach (LLUK, 2009b). This diversity creates different notions of what it means to be professionalised (Orr, 2009). Although the IfL promotes the concept of dual professionalism this is not seemingly recognised by everyone, as is demonstrated by the unwillingness or dilemma faced by some teachers and trainees to shift their identity from occupational specialist to that of an educator (UCU, 2008; Orr, 2008). Additionally, as noted by Orr and Simmons (2010) as well as trainees' own backgrounds and ideologies impacting upon their transitions further tensions emerge due to the lack of support for many of them by their employers and managers.

There are some positive moves to raise the quality of teaching and training within the LLS as the LLUK (2007) model attempts to fuse together professionalism, reflection and a practice based apprenticeship approach to learning. Whether the tensions that research suggest exist are wholly attributable to the provision of this approach is arguably unlikely and it could be that how the standards are interpreted and delivered that are at fault rather than the standards themselves and it could be that more needs to be done in order to enable trainees to build their learning power. However, regardless of where any fault may lie Lucas, Nasta and Rogers (2012) consider it to be somewhat ironical that the new LLUK (2007) standards were

designed around a similar standards-based approach as their predecessor, the FENTO (2001) standards, which themselves fell short of meeting the Government's objectives.

At a macro level the Government wants a trained workforce, at a middle level, organisations have to comply with Government demands and also want trained staff, at the micro level most staff embrace or accept, to differing extents, the training offered or borne upon them. Whatever the intention, initial teacher education concerns people; it is enacted by people on people.

The issues that have been raised within this chapter have supported the understanding and importance of the main, general and specific questions that were asked within this study and are outlined in the following chapter (Table 5.1). Moreover, seeking out literature in relation to the themes that emerged from the findings (e.g. trainees' diversities, identity, learner autonomy, conditions for learning) has added to the robustness and credibility of the research, concepts of which are discussed in the following chapter.

Chapter 5: Methodology

5.1 Outline of the chapter

The chapter begins by re-stating the research questions that were first introduced in chapter 2. It continues by providing details about the methodological, ontological and epistemological standpoint that influenced the choice of methods as well as drawing attention to the importance of considering assumptions and bias that may be present or occur throughout the research.

Further sections of this chapter consider and justify the approaches, tools and instruments used to gather data and includes discussion about the credibility, dependability, transferability and confirmability of these approaches. The constraints, conditions and opportunities that surround the choice and use of these are also considered.

The last two sections consider ethical issues relating to the research and provide an in-depth account of the descriptive and analytical approaches used to interpret and to analyse the data.

5.2 Research questions

This research seeks to look at *what*, *why* and *how* questions (Table 5.1). The research questions are inextricably linked to the research title as well as the aim and objectives of the study. They represent a breakdown of the title, splitting it into questions that provide a framework, focus and boundaries for what can, and needs, to be explored (Bosit, 2010, p48). These questions, which are also informed by existing literature and policy as well as the context in which the study was placed, provide an indication of what research methods will be used and what type of data needs to be collected. The general and specific questions used when gathering data and seeking responses from questionnaires and interviewees emerge from these (Denscombe, 1998) - Table 5.1. The analysis of data refers back to the research questions to 'demonstrate that these questions have been addressed through the research' (Bosit, 2010, p48).

Table 5.1 Research Questions

Research Questions:		
<ol style="list-style-type: none"> 1. What factors influence trainees' learning experiences? 2. What are the tensions and issues associated with these factors? 3. What, if any, are the themes that underpin these tensions and issues? 4. What, if any, intervention is necessary in order to improve and/or enhance trainees' learning experiences? 		
General Questions	Specific questions	Objective
1. How might the trainees' backgrounds have shaped their training experiences?	1.1. What type of trainees enrol onto the award (ages, workplaces, prior learning experiences, qualifications, subject specialisms)?	Objectives 1, 2, 3, 4
2. Why did trainees enrol onto the award?	<ol style="list-style-type: none"> 2.1 Did trainees volunteer or were they told to enrol onto the award (or both)? 2.2. What did they hope to get out of their training/the award? 	Objectives 1, 2, 3, 4
3. How, if at all, did the trainees consider that their practice has improved?	3.1. What skills did they consider had been improved (practical skills, academic skills, professional enquirers)?	Objectives 1, 2, 3, 4
4. How helpful did trainees consider that their mentors had been?	<ol style="list-style-type: none"> 4.1 How often did they see their mentor? 4.2 Do trainees' views about their mentor experience differ according to the environment in which they work? 	Objectives 2, 3
5. What did trainees like or dislike about their training and the award?	<ol style="list-style-type: none"> 5.1. What modules did trainees prefer, and why? 5.2. What teaching, learning and assessment methods did they like/dislike and why? 5.3 What would trainees like to have more/less of, and why? 5.4. Did the trainees' learning environment influence these experiences (college, teacher educators and other trainees)? 5.5. What other factors and tensions might have influenced these experiences? 5.6 How did the need to comply with the LLUK (2007) standards and criteria influence these experiences? 	Objectives 1, 2, 3, 4

The general questions are intentionally broad and were used as an information sheet (Richie and Lewis, 2003, p115) to allow the trainees the time to consider their responses as well as for questions to evolve from the responses. It was the *what*, *why* and *how* details that were required and these details were best provided as naturally as possible with as little influence as possible from me, the researcher.

5.2.1 Context and positionality

My background and philosophical stance were outlined in chapter 1 and these have influenced my epistemological position (section 5.3.1, p83) and underpinned my choices about the methods, models and tools employed within the interpretivist approach taken (Lowe, 2007).

Schön (2002, p42) metaphorically compares education to the 'topology of professional landscapes whereby there is a high ground and a swampy ground', the former is for academics and official researchers who produce pure, conceptual theory and the latter is for practitioners who are interested in their practice and any implications (real, perceived or emergent) for that practice; however both roles require aspects of professional enquiry and reflection. Reflecting upon my professional position, I was, at the beginning of the research, predominantly a practitioner with responsibility for ensuring that the DTLLS award was fit for purpose in equipping trainee teachers with the skills necessary to work within the LLS. I measured trainees' satisfaction of the award by end of module evaluation reports as well as university and Ofsted quality assurance processes. The issue with this was that it did not seek to explore, in any depth, the underlying issues that underpinned trainees' experiences so I was attempting to put things right according to the consequence rather than the cause of the problem. Therefore, within this research, my position shifted towards that of a practitioner researcher making a deliberate attempt to explore trainees' experiences, and to relate these to literature, in order to develop an understanding of the tensions and issues that impact on these experiences. The purpose of this was to be informed and responsive to their needs and the needs of future trainees. If curriculum designers and policymakers can see a demand for credible change they are more likely to supply the means to put changes into place. Moreover, the university sponsored the research because research that is specifically targeted at improving trainees' practice and is also credible and viable could raise its profile, within practice and research (McNiff and Whitehead, 2009, p250).

Lowe (2007, p11) argues that researchers need to consider their own biography,

assumptions and biases. Similarly, Mehra (2002, p17) comments that researchers have 'biases, blind spots, and cognitive limitations', and that new researchers are often 'uncomfortable with the notion that meaningful knowledge can be constructed in a way that provides room for personal and subjective ways of looking at the world'. As a practitioner researcher with an interpretivist stance my view is that different contextualised truths exist which are influenced by differing assumptions, bias, cognitive limitations and experiences some of which I knew about and some which were embedded within my sub-consciousness (section 5.14, p109). My lens sees more clearly in some directions than it does in others, but this is true for everyone. Any deeply-rooted, possibly hegemonic, assumptions and views that I held may have subconsciously influenced my thoughts although knowing this made it more probable that I would become aware of them and avoid them (Lowe, 2007, p13).

According to Yin (1993) having insider knowledge is an advantage of practitioner research as it supports an understanding of the practice context, can aid participants' trust, enables informed decisions to be made about what questions to ask and assists in the sense making of emergent themes from the data. An outsider would not necessarily have the same understanding of the context as the insider and neither would they have the same opportunities for the collection of data and access to participants. Assumptions, bias and power dynamics can exist for both (Lowe, 2009). For example, having an insider position may influence the choice of data to include or exclude as well as any analysis of the findings and outcome of a study (Yin, 1993). It is important to recognise the existence of bias and to distance one's personal self from the research processes and to acknowledge that a totally objective standpoint may be unachievable and that subjectivity is not necessarily negative (Lankshear and Knobel, 2006, p66). Research does not have to be conducted 'independently of formal academic involvement and it is possible to have a dual role of teacher educator and academic researcher' (Lankshear and Knobel, 2006, p8).

Specifically, in order to aid the trustworthiness of the research, the intention was for information to emerge from the trainees' thoughts. However, as the Award Leader

for the DTLLS award I had access to information about the 327 trainees within the study (qualifications, ages, gender, workplaces and grades achieved). This information, whilst useful in providing data about the type of trainees enrolled onto the award could influence my views about them and in order to avoid this possibility the data held by I.S. about the trainees who participated in the interviews was viewed after, rather than prior to, their interviews.

5.3 Rationale for the methodology chosen

By definition, practitioner researchers are expected to research their context and consider the implications for their own practice. Which methods are chosen for any research should be appropriate for the purpose and context of the research and an interpretivist paradigm was the best to serve 'the essence of the enquiry and the nature of the intellectual puzzle to be investigated' (Mason, 2002, p14). Additionally, Cohen, Manion and Morrison, (2001, p88) contend that the method(s) of collection must be credible and confirmable (section 5.4, p86) and that a planned and systematic approach should be used to analyse and interpret the data; all of which culminates in a dependable interpretation of an issue, how an issue is researched is as important as what is being researched.

Any methods used are influenced by the methodology chosen. Within academia, the choice of methodology refers to the 'ontological and epistemological' philosophies that guide research (Cohen, Manion and Morrison, 2001, p3) as well as the constraints, opportunities and conditions surrounding the context (Lowe 2007). Within these parameters Cohen, Manion and Morrison, (2001, p50) comment that the choice of methodologies can be narrowed down to micro levels. However the various perspectives that exist can be polarised into two broad, yet contrasting views, positivist and interpretative. Ostensibly these contrasting approaches are evident in their descriptions, positivist analysis emphasises 'correlation, causal and comparative' objective exactitude (Bloomberg and Volpe, 2008, p13) but, in so doing, limits 'what can be learned about the meanings participants give to events' (Becker, 1996, p61) and which can be richly explored through interpretivist research.

5.3.1 Ontology and epistemology

Ontology refers to how people perceive reality and existence and epistemology refers to the science of knowledge and how this knowledge relates to ontological perceptions (Lowe, 2007). It is necessary for the research to be ontologically and epistemologically robust and for methods chosen to produce the most truthful account of the data findings as possible. It is also important to consider issues of bias as well as conscious and hegemonic assumptions. One way of doing this is through sharing the research with relevant others (Cohen, Manion and Morrison, 2001). Being aware of my philosophical stance and establishing and understanding my ontological and epistemological views of the 'social world' (Bryman, 1988, p94) minimises any perception or misconception that I might have of any 'obvious and universal truths which could be taken for granted' (Mason, 2002, p14).

However, one's position does not necessarily have to be definitive and as Mason (2002, p6) comments:

It is better to learn what we can from debates about these issues than to assume that one argument, be it postmodernist, modernist, realist or humanist for example, has the capacity to demolish the other or to assert its ultimate authority.

My ontological and epistemological positions are subject to change as new knowledge and understandings influences and challenge my thinking. As a practitioner researcher I first want to understand and to problematise any tensions and/or issues that emerge from the data gathered. Although I have some empirical and theoretical understanding of the issues relating to the case study group I need to avoid making any assumptions and attaching any particular theoretical framework to the research prior to the research data being collected and analysed. Therefore an interpretivist approach has been chosen as it considers 'theoretical ideas' that 'develop directly from the data gathered for the research' (Lewins and Silver, 2007, p88).

5.3.2 An interpretivist approach

This study is about exploring the tensions and issues that influence the learning experiences of a case study group of trainees. It is the 'voices' (Bloomberg and Volpe, 2008, p13) of the trainees that are important; even though, as Lowe (2007, p12) notes, these 'voices' may be influenced by 'other factors outside of the immediate situation'. The intention of the study is to apply theory in an ad hoc way as themes emerge from data rather than hypothesising any theoretical outcomes. However, the importance of reviewing and exploring literature prior to this research is recognised and the questions to be asked to the research participants have been informed by prior reading of Government reports and research based literature (section 4.10, p75).

Trainees' experiences, perceptions and views arguably vary according to context and an interpretive methodology aims to provide 'contextual understanding on the basis of rich and detailed data (Mason, 2002, p3). Ritchie and Lewis (2003, p19) consider that:

Respondents' different vantage points will yield different types of understanding. Diverse perspectives do not negate the existence of an external reality which can be captured. Rather, the external reality is itself diverse and multifaceted. The diversity of perspectives adds richness to our understanding of the various ways in which that reality has been experienced.

In defence of the view held by some positivists that diverse perspectives align with ontological assumptions that are subjective rather than objective, Mack (2010, p8) contends that all research is subjective and by choosing what research methods to use and giving consideration to what has influenced these choices is 'subjectively oriented towards one way of doing research'. Mack (2010, p8) argues that researchers cannot 'divorce' themselves from their 'perspective as the researcher' but, that objectivity can be achieved when using and analysing the data by 'bracketing assumptions and looking at the data thoroughly'. Through this approach the data informs the researcher about what is going on in the (trainees') environment rather than being influenced by any preconceptions (as the Award Leader).

Underpinning the exploration of any themes that might emerge from the data gathered is the notion that reality is a social construction (Walsham, 1995). Therefore differences in trainees' backgrounds influence how they construct information and perceive their learning experiences while on the award. Their views will be considered from a position that is emergent rather than stable, interpretivist rather than scientific and one that allows for 'symbolic interactions' to occur (Pring, 2007, p48). Phenomena are 'exploratory and descriptive' Robson (2002, p232).

It is the trainees' cultural and biographical understandings that have shaped their perceptions of truths (Lowe, 2007, p11). The literature that has already informed this study (for example, Noel and Robinson, 2009; Orr, 2008) suggests that trainees' diversities affect how they relate to their training and also add to the complexity of how trainees view themselves as teachers. Gladwell (2009) supports this view and contends that it is only through unravelling participants' backgrounds that themes can emerge that can enlighten any understanding of why certain phenomena occur. Moreover, a significant precept of an interpretive paradigm is that research can never be objectively observed from the outside rather it must be observed from the inside through the direct experience of the people. Therefore, the role of the interpretivist researcher is to, 'understand and demystify social reality through the eyes of different participants' (Cohen, Manion and Morrison, 2001, p19).

Although it is crucial to the purpose of the research to 'authentically depict the voice[s]' of the participants and to frame these within a subjective personal and social paradigm (Bloomberg and Volpe, 2008, p15) this, according to Mack, (2010, p8) abandons the 'scientific procedures of verification' which limits transferability to other situations. In contrast, Lincoln and Guba (1985) argue that if an interpretivist approach is the common choice by other researchers carrying out similar research then data comparison and transferability are possible.

However, even if, and when, similar research using an interpretivist approach has been carried out which therefore makes this approach more credible (e.g. Maxwell,

2010a, 2010b; Noel, 2009; Noel and Robinson, 2009; Orr and Simmons, 2010; Nasta, 2007) caution is still necessary regarding any transferability of any findings (Silverman, 2010, p47). Within the interpretivist paradigm, several methods (section 5.6, p90) have been used within this research in order to gather data which provides opportunities to consider possible causality as well as phenomenology both of which are examined within the 'social world that they exist' (Bryman, 1988, p94) but which enhance the credibility of the research due to the process of triangulation (Lincoln and Guba, 1985).

5.4 Confirmability, credibility, dependability and transferability

Lincoln and Guba (1985, p300) suggest that qualitative approaches to research limit its objectivity, validity, reliability and generalisability, believing that it has different aims to that of quantitative research and therefore needs its own terms, i.e., confirmability, credibility, dependability and transferability. Owing to the interpretivist nature of this study it is these terms that have been adopted throughout this thesis.

5.4.1 Confirmability

Confirmability is the 'qualitative researcher's comparative to the quantitative (or positivist) researcher's notion of objectivity' (Shenton, 2004, p72). However, total confirmability is difficult to determine because truth is subjective in relation to the context in which it is contained and perceived (Lincoln and Guba, 1985). If something is known as a fact then it cannot be false but it could be subjective to context and if removed from context may remain a fact but is not the truth or, is a situated truth based on a person's belief and is, therefore, not a truth that is perceived by everyone (Gettier, 1963). Therefore an important factor for confirmability is for researchers to acknowledge their positionality as well as the reasons behind their choice of research approach as opposed to other approaches (Miles and Huberman, 1994). Adding to this view Cohen, Manion and Morrison, (2001, p108) maintain that 'authenticity' of the approaches used is essential. Within this study authenticity through acknowledgement of researcher position, consideration of the strengths and limitations of the approaches used, as well as

other factors that could have influenced the emergent data are acknowledged and discussed where known.

5.4.2 Credibility

Credibility replaces the quantitative or positivist researchers' notions of validity in order to ensure that any research measures what it is supposed to measure (McNiff and Whitehead, 2009). However, no research is absolutely valid, be it quantitative or qualitative, and therefore researchers should attempt to 'minimise invalidity' and 'maximise validity' (Cohen, Manion and Morrison, 2001, p105). Within this study this has been achieved through the use of an interpretivist, multi-method approach which, according to Patton (1999) and Yin (1993), enhances the credibility of research.

Lincoln and Guba (1985, p290) maintain that ensuring credibility is an important factor in establishing trustworthiness and that processes should be similar, where possible, to those that have been used in other comparable studies. This approach has been used within this research by considering the methods used in other similarly related research. Moreover, all data gathered from the case study were considered in order to seek out any confirming and/or disconfirming information. The research questions and methods were tested by presenting them to other researchers. This develops and confirms the credibility (or truth claim) of the research and also provides a network in which to get the research accepted (McNiff and Whitehead, 2009, p166).

5.4.3 Dependability

According to Cohen, Manion and Morrison, (2001) reliability relates to the notion of the same test being repeated using the same conditions as previous tests. Due to the situatedness of case studies such reliability is difficult to determine and therefore dependability, rather than reliability is employed. Credibility and dependability are closely related because a 'demonstration of the former is sufficient in informing the latter' (Lincoln and Guba, 1995, p316). Gathering credible, yet diverse, perspectives

from the interviewees has been possible by gathering trainees' (and teacher educators') stories within a given time and context. However, the idiosyncratic nature of interviews limits the chances of them being repeatable and dependable (Lincoln and Guba, 1985) and therefore, in order to evidence dependability, the methods used within this study have, as Shenton (2004, p9) suggests, been reported in detail to allow for other researchers doing similar research, using the same methods, to be able to compare the findings between the studies.

5.4.4 Transferability

Transferability relates to the extent to which 'the findings within one study can be applied to other studies' (Shenton, 2004, p7). Within this study individual stories have been heard and whether single or multiple voices, all have been considered. However, all are interpretative and confined within the study which makes it 'problematic to demonstrate whether the findings and conclusions are applicable to other situations and populations' (Denscombe, 1998, p46). Although 'each case is unique, it is also an example within a broader group' (Denscombe, 1998, p46) and this study has been underpinned by other similarly related research (sections 1.5, p23 and 4.1, p44). For example, Orr and Simmons (2010) adopted an interpretivist (interview) approach that allowed respondents to apply their own meanings to the processes they were experiencing in order to create their own rich description and, as within this study, they interviewed trainees, teacher educators and two managers to gain balanced views and had prior access to some data about all of them.

In order to maximise the credibility and transferability of the research within this study, the findings, the research approaches and the questions have been tested through presentation and discussion with other researchers within similar areas of expertise and through triangulation to theoretical frameworks (Denscombe, 1998).

Additionally, Bassey (1999) suggests that if other researchers believe that their area of research is similar to that found within other studies then they can relate the findings to their own positions. However, as noted by Lincoln and Guba (1985) in order for comparisons to be made researchers should provide a contextualised

description of the phenomenon being studied. Moreover, as the researcher is aware only of the how and what information is presented they cannot make assumptions or projections about its transferability to other studies and Lincoln and Guba (1985, p 120) suggest that phenomena gained gradually, through several studies, rather than one study conducted in isolation, could be of most use. Even when different studies provide results that are not entirely consistent with one another it does not necessarily imply that one or more is not trustworthy; rather that multiple realities may exist which, in order to appreciate the reasons for this, could lead to further exploration (Shenton, 2004, p71).

5.5 Research methods

Methods were considered in relation to the methodological stance, the research questions and the conditions and constraints of the research (Lowe, 2007). Within the chosen methodological framework the methods (tools and techniques) need to fit the type of 'inquiry, purpose and questions' and therefore it is imperative to consider what it is that needs to be tested in order for the right methods to be used to enable accurate measurement to occur (Greene, 2008, p13). A case study approach that uses multiple methods to collect data was the most fitting for the purpose of this research as it 'focuses on an instance in order to gain professional insights' (Freebody, 2003, p81) within a 'naturally occurring situation' (Denscombe, 1998, p46).

5.6 Case Study

With similarity to Freebody (2003) and Denscombe (1998), Yin (1993, p23) defines case study research as an 'empirical inquiry that investigates a contemporary phenomenon within its real-life context in which multiple sources of evidence can be widely used'. He contends that case study research is useful in developing 'theoretical awareness and an understanding of a complex issue and can extend experience or add strength to what is already known through previous research' (Yin, 1993, p23).

Case studies can contain rich narrative data so that a full a representation of the participants' experiences as possible is provided. This allows for different interpretations of the same, or similar, events to emerge which add, through the different viewpoints and truths held by the participants, richness to our understanding of the various ways in which that 'reality has been experienced' (Ritchie and Lewis, 2003, p19).

Denscombe (1998) asserts that in order to be credible, case studies should meet certain criteria (Table 5.2). These criteria have been conscientiously considered within this study. Within the boundary of the case study (Table 5.2, criterion 5) there are 327 trainees, all of whom are enrolled onto a regulatory initial teacher education award (LLS) and data about all of the trainees from naturally occurring sources was available (I.S., trainees' grades, teacher educators' comments, journal notes). All 327 trainees were asked to participate in interviews and/or questionnaires although it was anticipated that not all would choose to do so. However, using information from a smaller cluster of trainees within the case study can maximize what can be learned, in the period of time available for the study (Yin, 1993). Collecting data from within a case study can be difficult. Within this study trainees were work-based learners and it is possible that 'uncodified cultural knowledge that is acquired informally through social activities could be 'taken for granted in their practice' (Eraut, 2007, p405); a view which adds emphasis to the importance of trainees' reflecting upon practice (section 4.5, p53).

Table 5.2: Criteria for case study research (Denscombe, 1998, p46).

Criteria	Reference
1. Is the research based on a 'naturally occurring' situation?	Section 1.4, (p17)
2. Have the criteria for selection of the case been described and justified?	Section 1.4, (p17)
3. Have the significant features of the case been described and have they been compared with those to be found elsewhere among the type of thing being studied?	Sections 1.1.3, (p15) and 1.4, (p17)
4. Has the case been identified as a particular instance of a type of social phenomenon?	Sections 1.1.3, (p15), 1.4, (p17) and 5.5, (p89)
5. Have the boundaries to the case been described and their implications considered?	Sections 1.1.3, (p15), 1.4, (p17) and 5.5, (p89)
6. Has careful consideration been given to the issue of transferability stemming from research? For example, do reports based on a case study include sufficient detail about how the case compares with other similarly related research in order for others to make an informed judgement about how far the findings have relevance to other instances?	Section 5.4.4, (p88) and 5.5, (p89)
7. Does the research make suitable use of multiple methods and multiple sources of data?	Section 5.6, (p57)

The case study is 'one of a type of social phenomenon' (Table 5.2, criterion 4). It is, nevertheless, 'distinct from other things of the same kind' and 'distinct from its social context' (Denscombe, 1998, pp50:53), i.e., other trainees and other DTLLS awards. Data relating to the whole cohort captured an overall sense of trainees' diversities and learning trajectories and all data gathered was useful to ascertain similarities or differences between it and other research, although it is the responsibility of other researchers to assess how its findings 'have implications across the board' or how transferable it is for their particular research (Denscombe, 1998, p51).

Various viewpoints exist about the transferability of case study data. One criticism is that the narrowness of the study renders any notion about transferability to be problematic but Yin (1993) contends that providing the boundaries of the study are acknowledged then, regardless of size, it is acceptable. Ritchie and Lewis (2003, p19) argue that 'phenomena need only appear once to become part of an analytical framework as the number of occurrences does not necessarily contribute new evidence'.

With similarity to Lincoln and Guba (1985) transferability (Table 5.2, criterion 6)

according to Denscombe (1998, p308) relates to the 'extent that the findings are likely to be transferred to other instances'. He maintains that in order to do this it is important to provide a detailed account of the research approach and findings in order for other researchers to make a comparison. Mason (2002) is cautious about this and contends that the idiosyncratic and parochial nature of case studies limits the extent to which research findings can be transferable and he argues that comparatives and applications to broader communities are limited. Additionally, Hodkinson (2001, p7) thinks that it is because case studies provide for 'in depth, yet variable' information that is influenced by differing phenomenon, it becomes difficult to analyse or to provide meaningful data. However, Strauss and Corbin (1994, p278) argue that transferability can be claimed if elsewhere 'similar conditions exist, then approximately similar consequences should occur' and if so the findings can be used for illustrative purposes and to contribute to the knowledge base within this arena. Shenton (2004) proposes that collectively case studies provide the multiplicities necessary for transferability to be possible. Although the use of case studies (including this one) is to capture 'rich detailed information' (Denscombe, 1985, p76), the intention is also to locate the data within a 'theoretical context' which can explain or illustrate the *what*, *why* and *how* of the findings. This gives any findings greater transferability and can inform future research by giving consideration to how the data confirms and/or dis-confirms existing theories or other similarly-related research (Denscombe, 1985) (sections 5.6, p90 and 5.15, p113). Moreover, Yin (1993) and Lincoln and Guba (1985) both maintain that (as in this study) collecting and triangulating data from multiple sources (Table 5.2, criterion 7) supports the credibility of any claims made (sections 5.4.2, p87 and 5.13, p108).

5.7 Qualitative and quantitative methods for collecting data

Using an interpretive, multi-method approach, which includes both qualitative and quantitative methods, provides a robust research approach that considers the 'realities of the setting and the people' (Freebody, 2003, p57). Measureable quantitative data, based on rigid and prescriptive guidelines supports the more subjective qualitative data that 'embraces human biases' and allows 'complex social

phenomena to be viewed holistically' (Bloomberg and Volpe, 2008, p13). Using multi-methods to gather data is the most appropriate for the purpose of the study and one that should widen the opportunity to triangulate data therefore providing both flexibility and stability, though the strengths and limitations of each needed to be considered (section 5.12, p103).

The use of quantitative data gathered from the university's I.S. system was suitable for gathering data relating to the trainees' backgrounds (ages, gender, qualifications, ethnicity, disabilities, and grades). However, the logical, systematic approach of quantitative research is, by design, as free as possible from human bias in all its forms (McNiff and Whitehead, 2009, p40) and is not appropriate for collecting the 'essential qualities of human experience' (Winter and Munn-Giddings, 2001, p17) which was a prime purpose within this study. These experiences are collected through 'a set of interpretative, material practices ... which turn the world into a series of representations, which can be gathered and captured through a range of methods using a selection of tools and instruments to do so' (Denzin and Lincoln, 2003, p3).

Five sets of information, discussed more fully in the following sections were gathered from the following sources:

1. Distribution of questionnaires to 327 trainees.
2. Interviews with 12 trainees (from the 327 who agreed to be interviewed).
3. Interviews with 11 teacher educators (from those teaching on the DTLLS award).
4. Data from the university's I.S.
5. Journal notes and naturally occurring evidence.

Consideration was given to collecting data from trainee focus groups and from their mentors in order to capture general discussions about the trainees' experiences which could then be used to identify themes for discussion during one-one interviews so that the trainees who participated might engage not only with the questions but also in synergistic debate with each other, and thus the discourses would become more reflective and more exploratory (Gibbs, 1997).

As noted by Gibbs (1997) focus groups can either be 'intimidating, especially for inarticulate or shy members' or provide an 'outlet for some members to yield political and ego-driven responses'. Harkin (2005, p35) extends this view and considers that focus groups produce less information as individuals are less motivated than if they are interviewed on a one-one basis. Moreover, because focus groups cannot be fully 'confidential or anonymous' (Gibbs, 1997, p6) it was possible that the participants would have been restricted in their responses and that it would have been difficult, during questioning, to penetrate the surface of self and reveal deeper meaning. However, due to the logistical difficulties of arranging meetings for groups of trainees who, for some, were only geographically close to each other during their DTLLS session, this approach was eventually thought impossible to action.

The information from the data sets was scrutinised using systematic, descriptive and analytical coding approaches that included categorising and cross-referencing similarities and comparisons of data and emerging themes which were insightful for the study and offered a focus for future research (Cohen, Manion and Morrison, 2001) (section 5.15, p113).

5.8 Data Set One - Questionnaires

According to Bell (2005, p136), it is 'harder to produce a really good questionnaire than might be imagined'.

5.8.1 Purpose of choosing a questionnaire

The purpose of using questionnaires was to gather mainly 'structured, numerical data about the opinions with services' from a larger number of participants than other methods of data collection could within a given timeframe (Cohen, Manion and Morrison, 2001, p245). Using this method provided a medium for all of the 327 trainees to contribute to the research, some of whom may not have otherwise done so because they did not want to speak to me due to confidentiality (or other reasons unknown to me as the researcher) or maybe because they considered interviews to

be too time consuming.

5.8.2 Questionnaire design

A questionnaire was designed using a software programme (Qualtrics). When designing the questions consideration was given to the clarity of the question (too vague, too precise), bias (was it a leading question), the purpose of the question in relation to the research, and any sensitivity of the question due to it being read in isolation from any contextual conversation (Cohen, Manion and Morrison, 2001). Qualtrics provided a system for closed (multiple choice, continuum rating-scale) and open-ended questions to be inputted, although, because closed questions are quicker to complete than open ended questions it was anticipated that these would have a higher response rate and fewer missing data than the open ended questions (Fowler, 1995, p46). In order to get a response that would be as useful as possible the design of each question was considered in relation to the variety of responses that might be given or that were required.

Closed questions can be analysed and compared more easily than open-ended questions which are designed to add value to other answers from respondents (Cohen, Manion and Morrison, 2001) and within this study the open-ended questions were considered along with the responses from the interviewees.

Using Qualtrics enabled the questionnaires to be distributed by the award administrator to the trainees' email accounts and returned anonymously. This approach was thought to provide the maximum return. Using the tools available with Qualtrics makes it possible to cross-tabulate and to provide permutations of statistical and graphical representation of data as required (section 5.15, p113).

A pilot questionnaire (Appendix D) was designed with 13 questions which either mirrored the questions asked when interviewing trainees or were about the trainees' backgrounds (e.g. age, qualification, place of study) in order to consider these variables in relation to the trainees' responses. This pilot was trialled with trainees who had been enrolled onto the award during the previous year (2008/2009).

Additionally, the teacher educators were emailed and asked to comment on it (Appendix F); following both of these processes the questionnaire was amended in readiness for its distribution to the 327 trainees enrolled onto the DTLLS award during 2009/2010 (section 5.15, p113).

5.8.3 Collection of questionnaire data

The initial intention was to distribute three questionnaires to all 327 trainees via their university emails, at intervals of about twelve weeks, and following the completion of a module as this was the most likely time that trainees would access their university email accounts (to seek their grades). Therefore the response rate was likely to be greater than if postal questionnaires were sent. The initial concept for the distribution of three questionnaires was to see if trainees' responses differed as the year, and their training, progressed. However, upon reflection, and following the distribution of the pilot and first questionnaires, it became evident that this approach was more flawed than it was useful. Due to the anonymity of the questionnaires, it was not possible to know if the same, or different trainees, had completed the questionnaires; thereby jeopardising the credibility of the data. However, as well as the pilot questionnaire sent to the previous group of trainees the first questionnaire that was sent to the case study group of trainees did provide a further opportunity to revise the questionnaire that was eventually used and a further three questions were added (16 in total) – for example, the pilot questionnaire did not contain a question relating to how often trainees saw their mentor and the questionnaire that was eventually used did. The questionnaire used within this study was distributed to the trainees during November, 2009, i.e., several months after the start of the DTLLS award and it remained available for completion until June 2010 thereby giving trainees plenty of time to complete it (Appendices I and J).

The same questionnaire was distributed to the first and second year trainees. However, each year had to access the questionnaire using a different web address. This was done so that the questionnaires responses could be viewed by year as well as collectively in order to see if trainees' views differed due to the duration of time

and progress made.

As it was an entry requirement of the DTLLS award for trainees to be I.T. literate all trainees should have had sufficient skills, with support if necessary, to complete the questionnaire. Moreover, trainees were informed that the questionnaires were anonymous, that participation was voluntary and that they did not have to answer any questions that they did not want to (section 5.14, p109).

None of the questionnaire respondents were followed up with a telephone or face-to-face conversation for further information. (The twelve interviewees submitted their questionnaires separately.) Although doing this may have been useful in eliciting further information some trainees may have been more cautious in their responses owing to concerns about my role as both researcher and the DTLLS Award Leader. However, all trainees were given an opportunity to express their views further by volunteering to be interviewed.

5.8.4 Limitations of questionnaires (data set one)

Campbell and Gilroy (2004, p102) comment that 'one of the biggest problems with questionnaires is the low response rate, sometimes well below 20 per cent'; although Cohen, Manion and Morrison, (2001, p263) suggest that the average response rate is higher than this, i.e. '40 per cent', and could be more if a follow up letter is provided, hence the choice of email as an approach to yield the maximum approach possible (section 5.8.3, p96).

A number of factors provide possible reasons for low response rates from questionnaires including respondents' lack of time, not understanding the questions or lack of motivation to complete it (Cohen, Manion and Morrison, 2001). Although a 'degree of caution' is necessary when considering any 'transferability of the responses' (Piggot, 2008, p8) they can be used to confirm and/or disconfirm data gathered from the interviews as well as that gathered from I.S. and journal entries; thereby aiding the credibility of other data (section 5.9, p98 and 5.12, p103).

5.9 Data Set Two – Interviews with the trainees

Interviews provide a forum for rich data to be gathered and for questions to be asked beyond those originally created, due to themes being developed as the discussions progress (Cohen, Manion and Morrison, 2001). Interviews were focused on the trainees' backgrounds, their reasons for enrolling onto the award and how their perceptions and experiences of their learning journeys whilst undertaking the DTLLS award had shaped their practice.

5.9.1 Purpose of using semi-structured interviews

Interviews generally follow an unstructured or semi-structured approach, the former cover general themes or issues, but the flow of the interview, the questions and the response or follow up may be different; whilst the latter has some defined questions, retains the focus but has some flexibility (Cohen, Manion and Morrison, 2001). The reason for choosing semi-structured interviews as one of the methods of collecting data was because they provided opportunities for conversations to emerge around a loose framework that explored trainees' experiences and enabled rich narrative data to be extrapolated that is often absent from questionnaires (Cohen, Manion and Morrison, 2001).

A semi-structured approach provides scope for interviewees to 'expand and to explain their position' (Sparkes, 1998, p39) thereby maximizing the opportunity for them to supply rich layers of information and to be focused active participants. This approach ensures sufficient consistency across interviews for analysis to occur whilst also allowing for some flexibility within the discussion. Richie and Lewis (2003, p115) suggest that this process aligns with the notion of an information sheet which guides the interview but is not too narrow to limit participants' views to emerge.

5.9.2 Interview design

All 327 trainees were contacted through their university email accounts by the award's administrator and invited to participate in the research. A brief outline of the purpose of the request as well as an estimated time for the length of the interview was provided. My university email and telephone contact details were provided to enable all trainees to contact me for further information and/or to register their interest in being interviewed. This approach was used as an attempt to limit any influence that my role as Award Leader may have had on the trainees' decisions about whether or not to volunteer (section 5.10, p101).

Numerous factors can influence the right number of interviews that should take place within case studies yet Mason (2010, pp3-6) argues that there can be a 'diminishing return to a qualitative sample' and that 'little that is new comes out of transcripts after you have interviewed 20 or so people'. More data does not necessarily lead to more information because 'one occurrence of a piece of data' is all that is required for it to become 'part of the analysis framework' because it is not necessarily the 'frequency that is important' as a single occurrence can aid a researcher's understanding of a topic or situation (Mason, 2010, p4).

5.9.3 Collection of interview data

Twelve trainees agreed to be interviewed and these twelve were from across all of the five colleges and therefore 'site triangulation' and a 'cross checking' (Shenton, 2004) system of the trainees' comments was possible. The interviews took place either at the University or at the colleges where the trainees were studying.

The twelve trainees who volunteered to be interviewed were emailed an information sheet (Appendix A) which gave them some time to consider any responses that they wanted to make as well as time to withdraw from the study if they wanted to do so (Richie and Lewis, 2003, p115). However, additional questions which emerged during the interviews could have impacted upon the detail of the responses provided but would not have rendered them less credible. Permission was sought from all of

the trainees to record the interviews and they were informed that they could request access to the transcripts (Appendix G) that were written up from these recordings.

To enhance the credibility of the interviews all 12 interviewees agreed to give me access to their online questionnaires, thus waiving their anonymity in relation to the questionnaires. Looking at their questionnaires provided an opportunity to confirm or disconfirm situated truths (Gettier, 1963) made during the interviews even though slight variations may have existed due to answering the questions at differing times and under different conditions. Further credibility was added to the research by viewing the grades that the interviewees received for their assignments as these could have influenced the responses that trainees gave during the interviews and when completing the questionnaires.

5.9.4 Limitations of interviews (data set two)

As noted by Shenton (2004) consideration should be given to how the interview questions are presented to the interviewees in order to avoid any nervousness that they might have about the interview and/or their responses to the questions. Within this study this was done by asking the trainees if they had read the information sheet and if they had any questions before the start of the interview. Before any questions were asked trainees were reminded of the purpose for the interview and that anonymity and confidentiality were guaranteed and that they could withdraw from the research at any time.

Another limitation of interviews is that they are time consuming for both the interviewer and the interviewee (Oatey, 1999). This constricts the amount of interviews that the researcher can do within a given timeframe and might also be a reason for only 12 trainees volunteering to be interviewed.

5.10 Data Set Three – Interviews with teacher educators

The reason for collecting data from the teacher educators was based around the notion of credibility which Shenton (2004) suggests can be achieved through

collecting data from a number of sources including both service users and service providers. The advantages and limitations for choosing this method were the same as those for the trainees.

All of the teacher educators that taught on the DTLLS award were emailed and asked if they would participate in the research and 11 of them volunteered to do so. These 11 were representative of all five partnership colleges so site triangulation was possible which aided the credibility of the research (Shenton, 2004). The same process was followed as that used for the trainees' interviews, i.e., the teacher educators were emailed an information sheet and were also asked if the interviews could be recorded and transcribed (Appendix H).

The teacher educators' lenses were differently positioned from those of the trainees and therefore their views of the trainees' learning experiences were useful in providing insight and credibility into possible reasons for trainees' responses.

The interviews with the teacher educators followed a similar semi-structured format to the interviews with the trainees. Discussions focused on the teacher educators' views about the diversity of the trainees, their learning journeys and the curriculum on offer to the trainees.

5.11 Data Set Four – Data from Information Services

The rationale behind the decision to use data that could be accessed from the university's I.S. about the 327 trainees' backgrounds and characteristics (gender, age, ethnicity, grades, graduate/non-graduate, entry qualification, grades, workplace and any declared disability) was based around the possibility of seeking out any connections with these data and any tensions and issues which emerged from the findings from the other data. In this sense it acted as a cross-checking system (Shenton, 2004). Moreover, this data was useful to ascertain how representative any trainees who volunteered to be interviewed, or who responded to the questionnaires, were of the larger group of 327 (section 6.1, p118).

As the Award Leader for the DTLLS award this information was easily accessible to me. Therefore, in order to ensure that boundaries were not crossed in relation to using the information I sought permission from the college principals to use the information (anonymously) for research purposes (Appendix B).

5.11.1 Data Set Five: Naturally occurring evidence

This fifth data set included a journal of naturally occurring evidence, minutes of meetings, annual monitoring reports, visits to colleges and classroom observations (Appendix N). This information served as a further opportunity to provide triangulation of data with the other four sets.

5.11.2 Limitations of data sets four and five

Although the information gathered in data sets four and five was very informative in providing background details of the trainees there were some omissions in the data which became apparent during the analysis of the data, for example the entry qualifications of the trainees were not sufficiently detailed to analyse how they mapped to the trainees' subject specialisms and therefore this information could only be provided by the interviewees and comments by the teacher educators rather than having it available for all 327 trainees.

5.12 Strengths, limitations, conditions and constraints of the methods used to collect data

Acknowledging the strengths, limitations, conditions and constraints of the various approaches to collecting data is part of the crucial process of ensuring credibility and dependability of research (Shenton, 2004).

Credibility and dependability of the research were enhanced by collecting data from different sources from within the case study and by using different thereby making triangulation possible. The interviews allowed for more probing and explanations than did the questionnaires which aided the production of rich data and also helped

to identify bias or assumption held by the trainees. The strengths of the data collection methods included:

- All 327 trainees, from all five partnership colleges, could participate (interviews and/or questionnaires) thereby offering the potential for a rich and a large a response as possible within the constraints of the research.
- Teacher educators from all five partnership colleges participated in the interviews and added to the research narratives and data triangulation.
- Feedback from trainees and teacher educators following the distribution of a pilot questionnaire supported the design of the questionnaires distributed to the case study group of trainees.
- The original intention of distributing three questionnaires, although not used within this study, enabled an analysis of the nature of responses to the questions so that further questions could be added.
- Using five data sets provided a robust framework as well as an opportunity for data and site triangulation to occur thereby aiding the research credibility.
- Data from I.S. was readily available and was useful for providing biographical data and information about how representative the questionnaire respondents and the interviewees were of the 327 trainees.
- Findings from the interpretivist research can be used to inform local intervention and national dialogue as well as being viewed alongside other studies in order to inform discussion and possible change.

However, as Hammersley and Atkinson (1983, p199) caution:

One should not adopt a naively 'optimistic' view that the aggregation of data from different sources will unproblematically add up to produce a more complete picture.

The problems or limitations to the methods used to collect the data included:

- The findings and 'truth claims' within interpretivist, case study research are situated which may make transferability problematic.
- Interviews can be time consuming which may (along with other unknown factors) have prevented some trainees from volunteering to be interviewed.

- Response rates from questionnaires can be low.

Conditions and constraints within the research included the need to maintain a focus on the purpose for collecting the data and whom the data is for, as both of these questions have implications. Moreover, although having insider knowledge is important with case study research (Yin, 1993) a 'constructively self-critical standpoint' should be adopted and the possibility of relational ethical issues should be considered (Wallace and Poulson, 2002, p18) (section 5.14, p109).

Government policy and financial remuneration are the drive behind the university's interest in the accreditation of the DTLLS award which presented possible conflicts between my position as Award Leader (DTLLS) and my purpose for the research. Linking research to organisational and/or political strategies can, as noted by the Department for Children Schools and Families (DCSF, 2007), raise questions about its ability to engage in genuine enquiry. Who owns the research and for whose purpose it is being undertaken can constrain the research and raise ethical considerations (section 5.14, p109). Although the choice of research, methodologies used and questions asked within this study were influenced by my role as the DTLLS Award Leader they were not influenced by any other colleagues within the university; no one gave me a directive for the study or choice of methods to use or data to be gathered. Additionally, although data gathered by Ofsted (2010) have been used to inform this study it is recognised that Ofsted's (2010, p5) purpose for inspecting the university's DTLLS award was to provide an:

... independent external evaluation of its [DTLLS award] effectiveness and a diagnosis of what it should do to improve. It is based on the range of evidence available to inspectors, which they evaluate against a national framework.

Their purpose was similar but not the same as mine. Ofsted was *inspecting* the quality of the award in order to *evaluate* how efficient it was in meeting the required outcomes (trainees' retention and achievement) and it used data to provide an overall graded judgement. As Yin (1993) notes this *evaluative* approach can obscure the type of information sought by *interpretative* researchers and within this study this

relates to the experiences, tensions, issues and emergent themes that influence trainees' learning experiences. This interpretative research, confined within the boundary of a case study group of trainees, includes, like Ofsted's inspection, looking at the quality of the provision being offered to trainees yet also includes consideration of how, what and why these experiences might have occurred. For example, trainees' backgrounds, inter-relationships and political agendas might have impacted upon their experiences.

A comparative approach over several years and several groups of trainees may have yielded different outcomes. However, especially because of the changing nature of initial teacher education, the intention, and therefore a constraint, of the research was to enable any prompt intervention to be made to ensure that trainees' experiences whilst undergoing training were the best possible. A case study approach was chosen because it provided a particular context to explore tensions and issues within an 'instance' (Freebody, 2003, p81), rather than an evaluation of the award over a period of years. Early intervention, if necessary, was particularly important because, as noted in section 3.3, (p34), the Government requires 'uniformly excellent practice with the highest standards of responsiveness effectiveness and efficiency, with decisive action taken for failure' (DfES, 2006, pp18, 55).

Computer software and the use of a digital recorder were easily accessible although I needed to update my rudimentary skills in the use of technology. Moreover, consideration needed to be given to the logistics of distributing questionnaires and arranging interviews with trainees and teacher educators as well as how and when to analyse data and write up the findings. In order to assist with the organisation of this a time schedule was drawn up (Table 5.3).

Table 5.3: Proposed timeline for the research

TIME PLAN	May 2009 - Jun 2009	Sep 2009 - Dec 2009	Dec 2009 - June 2010	June 2010 – Feb 2013	NOTES
Letter sent to college principals seeking permission to use data and to interview staff/trainees.					Example of letter, Appendix B.
Administrator to distribute a 'pilot' questionnaire to previous year's trainees.					Copy of pilot questionnaire Appendix D.
Email the teacher educators the questionnaire and request feedback on layout and questions prior to its distribution to the trainees.					Response from teacher educator, Appendix F.
Administrator to distribute questionnaires trainees' via their university emails.					Questionnaires, Appendices I and J.
Check response rate and ask the administrator to send further email.					
Collect naturally occurring evidence and keep journal notes					Journal notes, Appendix N.
Administrator to send an email to all trainees to ask them if they would participate in the study.					12 trainees responded to request, Appendix C.
Email the teacher educators to ask if they will participate in the research.					11 teacher educators responded to request, Appendix E.
Make arrangements to meet with the trainees who have volunteered to be interviewed.					Meetings arranged, Appendix C.
Interview the trainees.					Example of transcript, Appendix G. Interview schedule Appendix T.
Interview the teacher educators.					Example of transcript, Appendix H.
Transcribe, categorise /code and writing up data findings.					Appendix E.
Finalise analysis, write up themes and conclude study.					

I was based at the university and the DTLLS sessions were delivered within the five partnership colleges (within a 50 mile radius of the university) for four hours a week. Therefore, a constraint when gathering the data related to difficulties in arranging to meet with the trainees, or teacher educators, at times to suit differing schedules and

workloads. This meant that initial considerations about using focus groups and interviewing mentors were quickly dismissed. Although discarding focus groups for gathering data could have limited some trainees' opportunities to participate in the research all trainees were given the chance to respond to the questionnaires and/or to volunteer to participate in interviews. Therefore each trainee had the opportunity to be heard (section 5.8, p95).

The data gathered over the academic year were the data used. The data were not without flaws and if the research was repeated these flaws may not be present but others may occur and moreover the outcome is fluid rather than static because 'any answers already have new questions' (McNiff and Whitehead, 2009, p30).

5.13 Triangulation

Using a multi-method approach aids the credibility, dependability, confirmability and transferability of the research as well as addressing or minimising ethical issues and this approach helps to counterweigh the limitations and benefits of single studies (Lincoln and Guba, 1985).

Gathering data from the five partnership colleges enabled site triangulation which 'reduces or highlights factors that may be specific to one location' which increases the credibility of the research (Shenton, 2004, p67). Similarly, credibility of the research was increased through data triangulation which can overcome partial views and present something like a complete picture (Silverman, 2010, p291). Having a range of supporting documentation about participants (across sites, from trainees, teacher educators) provided an opportunity to cross-examine data, thereby supporting data triangulation, as the views of the respondents were considered from 'more than one standpoint' (Cohen, Manion and Morrison, 2001, p112). However, Hammersley and Atkinson (1983, p199) assert that 'more data does not necessarily capture a complete picture'. As noted by Silverman, (2010, p292) 'it can be tricky to aggregate data in order to arrive at an overall truth'.

Triangulation through the exploration of literature has also been possible and this adds credibility to the research by providing possible reasons for the findings and emergent themes as well as, conversely, the findings supporting or adding new information to the literature available.

5.14 Ethical considerations

Ethical issues were considered and applied in accordance with the research and Doctorate guidelines provided by University of Nottingham which comply with the British Educational Research Association BERA, (2004) guidelines.

Lankshear and Knobel (2006, p85) contend that researchers have an 'ethical and professional responsibility' to research participants to produce 'a study that is worthy of their time, goodwill and inconvenience' which similarly aligns to BERA's which promotes respect for persons, knowledge and democratic values as well as for the quality of educational research (Sharp, 2009).

Furthermore, Forster (2003, p1) maintains the need for 'catalytic authenticity' and recommends using a range of triangulated methods to ensure minimising possible research and ethical pitfalls and she highlights the possibility of black holes that, particularly, interpretive and qualitative research might have. In order to minimise or to eradicate any black holes within this study consideration was given to confirmability, credibility, dependability and transferability (Lincoln and Guba, 1985) as well as following Lankshear and Knobel's (2006, p103) recommendations that good research practice includes 'consent being obtained, deception being avoided, intrusion being minimised, confidentiality ensured and respect demonstrated to those included in the study'. Within this study all consent was obtained by seeking permission from the college principals within the five colleges to interview trainees and teacher educators as well as to be able to use any data held about the trainees (Appendix B). Following permission from the principles being granted the trainees and teacher educators were emailed and asked if they would participate in interviews and/or complete the questionnaires (appendices C, E). The purpose and intentions

for the research were clearly stated as was an assurance to the trainees that no bias would be demonstrated, i.e. no trainee would receive preferential or deferential treatment as a result of participating (or not) in the research (sections 5.8, p95, 5.9, p98 and 5.14, p109).

The Data Protection Act (1998) states that data about research participants should be kept to a minimum and should not be disclosed to anyone without participants' permission because, as Forster (2003, p4) notes, participants 'might be embarrassed by the detail'. All participants within this study were informed that they could request a copy of the research, or at least the part to which they had contributed, at any time which reduced the possibility of a participant claiming that any unethical practice had occurred. Moreover, as well as consent being obtained each trainee who agreed to be interviewed was informed at the beginning and at the end of their interview that that they could withdraw at any time and even after the interview had taken place they could request that their information was not used. Following this process ensured that ethical principles were adhered to and also provided an environment whereby trainees could feel that they could be a truthful as possible (Shenton, 2004).

Lankshear and Knobel (2006) suggest that confidentiality and anonymity can be difficult to put into practice within an institution and, within this study, this was done by masking relationships between specific people and specific details (e.g. age, gender, and place of work) were avoided by changing names of people and colleges.

As well as seeking permission from college principals and participants to gather the research, anonymity and confidentiality transferability was considered in relation to unexpected naturally occurring evidence. For example, data that was gathered during meetings, conferences or general discussions. These data were collected in journal format and where used do not include reference to names, places or any detail that would identify a person or college. The flow and naturalness of the discussion might have differed if I had interrupted these discussions by stating that I would be writing up a journal account of what had been said. To some extent this

became a question of consciousness of what I believed to be right. There were times when, following a comment from someone, I mentioned that, with their permission and without quoting them, I might use their comments in my research. Mostly, however, I believed that the journal entries reflected my observations, interpretations and understanding of a discussion or situation and therefore data gathered in my journal were owned by me (Appendix N).

The research within this study has been constantly considered using a 'systematic, critical and self-critical' approach with each action being subject to ethical consideration (Bassey, 1999, p9). For example, as the Award Leader I have data about the trainees that have been supplied by the five partnership colleges which I use for quality assurance purposes. Therefore it is arguable that I already had reasonable ownership of this data. However, as the data were used for a different purpose permission from college principals was sought and received (Appendix B). As Bassey (1999, p39) states, integrity is open to 'scrutiny and judgment by others' as well as to critical self-reflection.

Critical self-reflection takes account of the presence of factors that cannot be eliminated. This includes any interpretation, by the researcher, of the data given, particularly in relation to data gathered from the uniqueness of an individual's understanding of an event which makes it difficult for the researcher to 'fully grasp the significance of what is said' (Sparkes, 1998, p44). Moreover, the researcher's beliefs and assumptions can infiltrate the interview or the questioning.

An additional factor which required consideration was the impact of any perceived, or real variations in power dynamics and Forster (2003) alludes to the possibility of unavoidably influencing the deconstruction and construction of others' (and own) ideologies. Through researcher and participant discussion new schemas may be built and the learning landscape may shift; although within a loose framework the intention was for topics to emerge from the participants with as minimal questioning as possible from me, as the researcher (section 5.2, p78).

My role as a university Award Leader with a responsibility for quality assuring the award may have had some impact upon the relationship between the interviewees and me and may be a reason why the response for volunteer research participants was not larger. Furthermore, my role may have meant that only trainees who had issues about the course or were doing very well volunteered to participate in the research which would make them less representative of the whole group. However, from the data gathered this does not seem to have happened which might be because I did not tutor any of the participants and neither was I situated within any of the participating colleges. Therefore no tutor/trainee relationships were developed beyond the trainees knowing (of) me as the Award Leader. Anonymity of the questionnaire responses also minimised any concern that trainees may have had about power dynamics.

According to Forster (2003, p5), interpretative research is often based upon opinion which is why the use of other methods to triangulate data is often recommended. Truth, as noted by Gettier (1963), is a perception of given facts on which interpretative and qualitative research is, arguably, based. There are, therefore, possible ethical pitfalls and political perils within the parameters of this research in relation to the contextual translation of information (although every attempt, with each of the participants and at every stage, has been made to ensure transparency, understanding and integrity). I have regularly reflected upon my role as the researcher and reviewed my position, possible bias and assumptions throughout the research process. I have been pro-active in seeking research supervision and have engaged in discussion and presentation of my research, at varying stages, with other researchers and interested parties.

5.15 How the data were analysed

The aim of the research was to explore possible factors that influenced trainees' learning experiences while they were enrolled onto a DTLLS award. Information relating to this aim was gathered from five data sets. This was done in order to develop a robust, systematic analysis of the data, which Basit, (2003, p3), maintains

can be the most difficult, as well as the most fundamental, feature of qualitative research.

A software programme (Qualtrics) was used to analyse the quantitative statistical data gathered from the questionnaires; therefore limiting any possibility of researcher error through inputting data and it is also useful for constructing multiple permutations of data (section 5.8.2, p95 and 6.2, p119). However, the software programme was less useful for analysing qualitative data and therefore this data has been analysed using the same process as that used for the interviews.

The original intention was to use a software programme (Nvivo) to input, sift and categorise the data gathered and transcribed from the interviews and from the open ended responses from the questionnaires. However, following discussions with several researchers as well as considering the views of Basit (2003, p5) a manual approach, alongside the use of spread sheet and word processing software (Excel and Word) was thought to be a better option. This was possible owing to the small sample size of 12 interviews with trainees and eleven interviews with teacher educators. A computerised approach would be better with a larger sample size, although, the researcher, and not the computer, would still need to do the analysis and, where possible, produce 'new theoretical insights' (Basit, 2003, p5).

A systematic hierarchical, descriptive coding process was used to analyse the data. The recordings taken during the interview process were transcribed (appendices G, H). Each of the transcripts were considered 'independently and collectively' (Basit, 2003, p8); with the aim to 'make sense' of what I found once I 'had found it' (Gillham, 2000, p6). Codes are labels (or categories) that are 'attached to words, phrases or sentences' in order to 'trigger the construction of a conceptual scheme that suits the data and which can be compared across differing data sets, (Basit, 2003, pp4-7). Developing descriptive codes by reading and re-reading each word, line, sentence and phrase of the transcripts and highlighting key words and/or phrases was necessary 'because they make some, as yet, inchoate sense' (Sandelowski, 1995, p373). Milles and Huberman (1994) suggest that a useful approach is to draw up an initial list. Within this research a list was drawn up from the five general questions

that the research participants were asked (Table 5.1). Words, sentences and/or phrases from each of these questions that contained the same meaning, although not necessarily the same words were (using Word) copied from individual transcripts and pasted (according to shared meaning/topic) into separate documents (Appendix S) and given a label (category). The process of reading transcripts was repeated to allow further categories and sub-categories to materialise (Basit, 2003, p7).

Following the descriptive coding process was the process of analytical coding which was critical for the detection of themes. A 'constant comparison approach' (Glazer and Strauss, 1967, p101) was used to seek out texts that were similar or dissimilar from each other. With similarity to the descriptive coding process this was done by reading each word, line and sentence of transcripts, individually and collectively and by listening and considering carefully to what the trainees' and teacher educators' 'voices' conveyed (Bloomberg and Volpe, 2008, p13). The text that had been copied from the individual transcripts and pasted into a separate, topic related, document was also read and re-read. This was important in order to seek out and make sense of possible meanings behind multiple and/or single comments as well as looking for any 'contradictions and/or crucial overlaps' (Silverman, 2010, p287). Having an awareness of the criticality of seeking out the seemingly significant and less significant comments was crucial throughout the analytical process because it minimised the possibility of subjectivity and researcher bias during the selection of data thereby increasing the credibility of the approach (Silverman, 2010, p298).

During this analytical process I repeatedly asked myself:

- What is this about?
- How is this similar or different to other information within the transcript and/or with other data?
- Why is this information interesting?

Data within each category were considered in further detail to draw out information and possible similarities with other data in other categories. This approach reduced the possibility of missing or disregarding data through differences in articulation.

Having insider knowledge, which Yin (1993) considers to be invaluable for case study research, was useful because having an appreciation of what trainees and/or the teacher educators were trying to convey helped when extrapolating any nuances within the text.

Throughout this process consideration was also given to how different variables, for example, trainees' characteristics might influence the data and any themes that emerged (Bogdan and Biklen, 1982, p153).

Regularly re-visiting the data meant that my view of how they had been categorised and coded evolved and some categories and codes were merged together while others were renamed, moved, or shared across different categories (Appendix P). All of the data, whether used to illustrate the findings or not heightened my awareness of the trainees' backgrounds as well as factors that influenced their learning experiences and therefore all were important during my interpretation of the data.

However robust these approaches were the possibility of misinterpretation, misrepresentation and/or a lack of ability to draw out the 'voices' (Bloomberg and Volpe, 2008, p13) in a way in which the trainees and teacher educators intended them to be heard still existed. Although as Yin (1993) purports, having insider and prior knowledge was useful, it also presented challenges relating to the existence of (my) pre-dispositions, bias and/or assumptions and these were reduced through my conscious acknowledgment of them, reviewing literature and receiving feedback from other researchers.

5.17 Summary of the chapter

The epistemological position has been taken that knowledge cannot be solely objectified and that an interpretative and qualitative approach was the most appropriate and valid way in which to generate and report data (Mason, 2002). By its very nature, interpretative research seeks contextualised truths as determined by those being researched (Strauss and Corbin, 1998) and this research sought to look at the *what*, *why* and *how* questions. *What* were the experiences of the trainees

whilst undertaking the DTLLS award and *why* might these experiences have occurred and *how* can any recommendations that emerge from the data be implemented in order to improve the experiences of future trainees?

While the research is weighted towards making a contribution to a local response it can also contribute to other research within initial teacher education (LLS). Importantly the picture captured through the research data, whilst situated, can be distributed for discussion, alongside the gallery of other pictures provided by similarly focused researchers. Lincoln and Guba (1985, p124) contend that due to the situatedness of single studies transferability relates to the extent in which the information can be applied to other settings. Within this research the participants were representative of the larger group of trainees to which they belonged. Therefore it may be that their views were similar to those of the larger group of trainees although, alternatively they may not be and therefore even within the confines of case study research, the concept of transferability can be 'problematic' (Lowe, 2007, p10).

The next chapter discusses how the methods and approaches discussed in this chapter were implemented and provides a detailed account and analysis of the findings.

Chapter 6: Reporting the findings and analysing the data

6.1 Outline of the chapter

This chapter begins by restating the research questions (Table 6.1) and then by reviewing the implementation of the approaches used to analyse the data gathered relating to the general questions asked in relation to the research's aim and objectives (section 2.4, p29).

Table 6.1: Research questions

Research Questions:		
<ol style="list-style-type: none"> 1. What factors influence trainees' learning experiences? 2. What are the tensions and issues associated with these factors? 3. What, if any, are the themes that underpin these tensions and issues? 4. What, if any, intervention is necessary in order to improve and/or enhance trainees' learning experiences? 		
General Questions	Specific questions	Objective
1. How might the trainees' backgrounds have shaped their training experiences?	1.1. What type of trainees enrol onto the award (ages, workplaces, prior learning experiences, qualifications, subject specialisms)?	Objectives 1, 2, 3, 4
2. Why did trainees enrol onto the award?	2.1 Did trainees volunteer or were they told to enrol onto the award (or both)? 2.2. What did they hope to get out of their training/the award?	Objectives 1, 2, 3, 4
3. How, if at all, did the trainees consider that their practice has improved?	3.1. What skills did they consider had been improved (practical skills, academic skills, professional enquirers)?	Objectives 1, 2, 3, 4
4. How helpful did trainees consider that their mentors had been?	4.1 How often did they see their mentor? 4.2 Do trainees' views about their mentor experience differ according to the environment in which they work?	Objectives 2, 3
5. What did trainees like or dislike about their training and the award?	5.1. What modules did trainees prefer, and why? 5.2. What teaching, learning and assessment methods did they like/dislike and why? 5.3 What would trainees like to have more/less of, and why? 5.4. Did the trainees' learning environment influence these experiences (college, teacher educators and other trainees)? 5.5. What other factors and tensions might have influenced these experiences? 5.6 How did the need to comply with the LLUK (2007) standards and criteria influence these experiences?	Objectives 1, 2, 3, 4

The general questions were used to structure the headings within this chapter and the data relating to these headings have been analysed and problematised using the approach/s detailed in chapter 5. The final section analyses the key themes that emerged from the findings and how the implications of these may have influenced the trainees' learning experiences.

6.2 Analysing the data

Although insider knowledge can be beneficial within case study research (Yin, 1993), Mack (2010, p8) argues that researchers cannot 'divorce' themselves from their 'perspective as the researcher' and consideration and acknowledgment needs to be given of any pre-disposition of bias and/or assumptions (section 1.2.4, p19 and 5.2.1, p80). The pre-dispositions may have influenced any decisions made about what data to use and/or dismiss as well as what themes (outside of my current understanding) might be present and therefore data triangulation (section 5.14, p109) maximised objectivity and minimised subjectivity, as did discussing the findings with other researchers and viewing the data alongside other literature (Yin, 1993). Analysis of the data gathered is an intricate part of the process for rendering interpretative research as trustworthy (Lincoln and Guba, 1985) and each step of this process has been carefully considered (section 5.4, pp86:88).

Specifically, the data gathered captures in-depth information from 12 (4%) of the 327 trainees who volunteered to be interviewed (Appendix G) and 77 (24%) of the same 327 trainees who responded to distributed questionnaires (appendices I, J).

Although included with the 77, the 12 trainees who were interviewed also submitted their questionnaires directly to me so that their comments within the questionnaire could be considered alongside the comments, i.e. situated truths (Gettier, 1963) that they made during their interviews. Data have also been gathered from 11 teacher educators who taught the 327 trainees as well as from my journal notes and the university's Information Services (Appendices H, N, O).

A software programme (Qualtrics) was used to distribute, gather and to analyse the data from the questionnaire. Using online questionnaires provided a medium for all 327 trainees to participate in the research, and 77 (24%) trainees chose to do so (55 from the first year and 22 from the second year). This response rate is a little higher than Campbell and Gilroy's (2004, p102) suggestion of a '20%' response but is much lower than Cohen, Manion and Morrison's (2001, p263) reporting of a possible '40%' response. Why the response rate was not higher is unknown, although time and perhaps my role as an Award Leader may provide some explanation. A reason why more second year trainees did not respond may relate to them nearing the end of their time on the award and, for some trainees, the time they invested in completing the questionnaire would not warrant a sufficient return in any change to the award for them. Owing to the response rate as well as the mono-syllabic nature of the open-ended responses prudence is necessary when considering any transferability of them (Piggot, 2008, p8). However, the trainees who did respond are broadly representative, in characteristics, qualifications and working backgrounds, of the whole group (section 6.4:6.8, pp126:46). Importantly, their opinions have value and have been explored, analysed and coded alongside other data that has been gathered from interviews, I.S. and journal notes, thereby supporting data triangulation (Cohen, Manion and Morrison, 2001, p112) and presenting a 'complete a picture' (Silverman, 2010, p291) as possible within the constraints and conditions of the research (section 5.8.3, p96 and 5.12, p103).

Using Qualtrics was useful in providing a speedy approach to obtain accurate multiple permutations of statistical data from the multiple choice, closed questions within the questionnaires (Appendix Q). For example, cross tabulation by trainees' work environments and by single or groups of questions was possible (Table 6.1a). This process with the questionnaires continued alongside the analysis of the interview data, I.S. and my journal notes (section 5.15, p113) as different concepts unfolded and further reviews of the data became necessary.

Table 6.1a: Extract from questionnaire analysis

		What area do you work in?			
		FE	Private training organisation	Public organisation	Other, please specify
Are you satisfied with the mentor provision - comments would be appreciated?	Yes	29 56.86%	7 13.73%	3 5.66%	12 23.53%
	No	1 50.00%	1 50.00%	0 0.00%	0 0.00%
	Total	30 56.60%	8 15.09%	3 5.66%	12 22.64%
		Total			
		51 100.00%	2 100.00%	53 100.00%	

The statistical data gathered from I.S. was analysed using the same process as that used for the questionnaires – although the university I.S. software programme (namely, Thesis), which contained the data was used rather than Qualtrics. Each category (age, gender, ethnicity, disability, qualification, grades) was broken down into sub-categories and was viewed continually alongside the analysis of the other data to see if there were any themes that corresponded with particular aspects of the trainees' characteristics and/or backgrounds.

Although the process of 'coding' and 'analysing' data are not synonymous coding is a vital aspect of analysis' (Basil, 2003, p5) and within this study an hierarchical, descriptive coding process followed by an analytical 'constant comparison' approach was used (Glaser and Strauss, 1967, p101) in order to draw out texts that were either similar or dissimilar from each other and to allow themes to emerge (section 5.15, p113).

The descriptive coding process began by using the five general questions that were asked relating to the aim of the research as an initial list (Miles and Huberman, 1994). With these questions in mind, each word, line and sentence of all of the raw data was scrutinised and individual transcripts, and data from the open ended responses within the questionnaires were searched in order to seek out possible relationships (Basil, 2003). This was done firstly to prioritise their significance and secondly to forge connections across the categories in order to identify possible themes (Silverman, 2005, p171-187) (section 5.15, p113). Data that emerged from this process were categorised and given a code (Table 6.1b).

Table 6.1b: Example of descriptive categorisation and coding process

Category: Reasons for enrolling	Category: Improvement to practice	Category: Mentor, Tutor experience	Category: Improvement to award
Code: Mandatory wanted, other	Code: Lesson planning	Code: Bureaucracy	Code: Assessment, modules

The process of reading the data was repeated and categories beyond the five general questions emerged (for example, communities of practice). In order to develop a systematic and manageable approach more codes were used to identify and to locate data in appropriate categories or sub-categories (Bisit, 2003, p7). Words, phrases and sentences that were related to the same topic/s were copied and pasted, using a word processor, into new and separately categorised documents (section 5.15, p113). This process drew out similarities in the trainees' narratives even though the words they used to express them were different and these meanings were given a shared code (Table 6.1c).

Table 6.1c: Example of the coding process that was implemented

Code	Meaning - words found in text
Mandatory, wanted to, other	Pushed, had to, told to, wanted to, career change.
Assessment/modules	Apply, learning in class, if I had known how much theory, too much theory, theorists, literature review, practice, too much criteria, doesn't meet needs.
Lesson planning	Better at planning, preparing, session planning, better prepared.
Bureaucracy	Award, management, burdensome, too much paperwork.

This approach was used to consider all of the data individually and collectively and, during this repeated descriptive coding process, nine broad categories were identified with 19 sub-categories containing 163 codes.

Further processes of reading and cross referencing this data ensued using a pen and ruler approach on an A3 print out of the computerised spread sheet that displayed the data. Arrows were drawn across categories that had the same or similar codes (Appendix P). This process drew out patterns for investigation (Bisit,

2003) which subsequently highlighted data that seemed to be significant, due to their inter-dependency with other data and repetition across categories, as well as data that seemed to be less significant, due to their independency to other data and categories. This supported the credibility of the data and the analysis process used because it minimised the possibility of using selective samples of comments in order to fit any preconceived assumptions held by the researcher and/or to fit with any analytical claim made in the research (Silverman, 2010, p298).

Eventually four broad themes, discussed in detail in section 6.9 (pp183:207) emerged, i.e., diversity, identity, learner autonomy and conditions for learning, (Table 6.1d).

Table 6.1d: Description of the four themes that emerged from the data

Themes that emerged from the analysis of the data			
<u>Diversity</u> Trainees' characteristics and how variations in these can influence trainees' orientations towards learning.	<u>Identity</u> Trainees' perceptions of themselves as trainees, teachers and trainers and how these influence their learning experiences.	<u>Learner Autonomy</u> Influences relating to trainees as self-directed learners.	<u>Conditions for Learning</u> Political and organisational and managerial influences.

Within these four themes, 19 categories and 22 codes were identified. Each of the four themes has their own distinctiveness. However, due to the multiplicity and cross-over of many of the codes and categories these four themes are also inter-connected with each other (Table 6.1e and Appendix E). For example, the code aligned to competence relates to both the *subject specialism* category (which is under the theme of identity) and the *improvement to practice* category (which is under the theme of learner autonomy). This is because the trainees' comments about improvement to practice are linked to their notions of increased competence in skills and/or professional enquiry. This view is relational to trainees' perceptions of themselves as professional enquirers or skilled technicians.

Table 6.1e: Themes, categories and codes following analytical coding process

THEMES	DIVERSITY		IDENTITY					LEARNER AUTONOMY						CONDITIONS FOR LEARNING					
CATEGORIES	General characteristics	Specific characteristics	F.E./ College	Wider LLS	Teacher Trainee Trainer	Dual Professional	Subject Specialism	Improvement to practice	Reflective practice	Skill building	Confidence	Community of practice	Teacher Educators	Pre 2007	Why did trainees enrol	Mentor Tutor experience	Government Management	Theory/Practice	Standards Criteria
CODES																			
Age	✓								✓		✓		✓	✓	✓		✓		
Assessment/modules							✓	✓	✓	✓							✓	✓	✓
Bureaucracy								✓	✓				✓		✓	✓	✓		✓
Competence		✓			✓	✓	✓	✓			✓	✓						✓	✓
Contextualisation			✓	✓	✓	✓	✓	✓		✓		✓				✓	✓	✓	✓
CTLTS/DTLLS			✓	✓	✓	✓	✓	✓					✓	✓	✓		✓		
Declared Support	✓																✓		
Engagement learning			✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓				✓	✓	✓
Ethnicity	✓																✓		
Full teaching role			✓	✓	✓	✓	✓	✓					✓				✓		✓
Gender	✓	✓																	
Grades							✓		✓				✓				✓		✓
Lesson planning							✓	✓		✓	✓							✓	✓
Mandatory/want/other								✓	✓				✓	✓	✓		✓		
Neediness		✓					✓	✓	✓				✓	✓			✓		
Not improved								✓							✓		✓		
Observation							✓	✓					✓			✓	✓		✓
Peers			✓	✓			✓	✓	✓	✓	✓	✓	✓						
Professional Enquiry					✓	✓	✓	✓	✓		✓	✓							✓
Grad/non-grad/Ac/craft		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓			✓	✓	
Satisfied/Not Satisfied																✓	✓		
Year 1/2								✓	✓	✓	✓								

Material from the journal notes kept during the time of the study was analysed using a process of 'memoing' (Silverman, 2010, p288) in order to record my thoughts and ideas (as the researcher) throughout the time of the research. Like the interviews, the journal was read, re-read and words and phrases were highlighted. These data, considered alongside the other data, were used to add qualitative weight to the comments and themes that emerged from the other data gathered.

However rigorous and robust the data analysis has been a misrepresentation and/or a lack of ability to draw out the 'voices' (Bloomberg and Volpe, 2008, p13) of the participants in a way in which they had intended them to be heard was, due to the interpretative nature of the research, a possibility. Limitations (unconsciously) may have existed in relation to my ability to consider and to draw out and to review all possible themes that were present within the data (Glazer and Strauss, 1967). This possibility was minimised due to sharing the findings with other researchers and by

seeking out literature that informed, supported or contrasted with the findings. By its very nature interpretative research seeks contextualised truths as determined by those being researched (Strauss and Corbin, 1998).

Some of the findings relate to a single occurrence while others relate to several occurrences across most, or all, of the questions (section 6.4, p126 and 6.8, p175). All have been considered and as necessary used to illustrate the tensions and issues that underpin the trainees' learning experiences. All have formed 'part of the analysis framework' (Mason, 2010, p4). It is however recognised that the data and any conclusions drawn are not necessarily transferable and any attempt to do so has been considered alongside other research and theoretical frameworks (Denscombe, 1998). Within this cautionary framework and from the data gathered an interpretive narrative has materialised that, together with verbatim extracts, has drawn out themes that can be used to inform strategic planning to improve the curriculum and the experiences of current and future trainees on the award at either, or both, local and national levels (section 6.9, pp183:207).

6.2.1 Research variables and similarities

Some shared and some variable conditions were present for all of the trainees who were enrolled onto the DTLLS award. Trainees' perceptions of these conditions may have varied due to any influence of their prior learning experiences and backgrounds.

Shared conditions:

- Timeframe (2009-2010).
- Adherence to the QA processes of the award.
- Same curriculum and requirement to meet criteria.
- The DTLLS classes were delivered at each of the five partnership colleges for four hours each week.

Variable conditions:

- Different prior academic and/or vocational experience.

- Different ages, gender, ethnicity and personal backgrounds.
- Different achievement grades whilst on the DTLLS award.
- Different work-based learning experience whilst enrolled onto the DTLLS award (different teachers/learning environment/different peers).

These conditions have been considered when discussing the findings and analysing the data gathered (section 6.3:6.9, pp126:186). Situational variation between colleges was minimised due to the collaborative approach and the attendance at quality assurance meetings of all of the teacher educators who taught on the DTLLS award as well as a high level of resource equity across the provision (teacher educators' qualifications, class sizes, and available technology). This was a view held by Ofsted (2010, p16) who reported the quality of the provision across the partnerships to be consistently good. However, variation was still to be expected (Lave and Wenger, 2003; Anderson, Reder and Simon, 1996) and was considered during the interpretation and analysis of the data.

6.3 Discussion of the findings

In order to find some answers and/or explanations to the four main research questions (Table 6.1) five general questions were used as an information sheet (Ritchie and Lewis, 2003) when gathering data from interviewees and questionnaire respondents (section 5.2, p78). Finding out who the trainees were aligns with the LLUK (2009b, p5) report which purports that a 'step change in the professionalism and quality of the sector's workforce can only be achieved by having an appreciation of the 'current and future workforce'. Furthermore, having insight about the trainees was important because their backgrounds do influence their learning experiences (Bathmaker and Avis, 2005) as do their reasons for enrolling (Orr and Simmons, 2010). Similarly, questions about improvement to practice, mentoring experiences and improvement to the award were important in order to establish an understanding of the trainees' views about their learning experiences and what (and why) needed to be improved and/or reviewed.

6.4 Question 1 - Trainees' backgrounds

All of the 327 trainees were in-service trainees, working part or full-time with 20 (6%) of them gaining voluntary teaching hours in order to meet the requirements of the award. This reflects the findings reported by Orr and Simmons (2010) that approximately 90 per cent of teachers within the LLS are initially employed without a teaching qualification and receive their training on a part-time, in-service basis while working full or part-time. Whether Orr and Simmons (2010) data include volunteers is unknown.

Background data, gathered from the university's I.S. (appendix O), about the 327 trainees were categorised, coded and cross referenced (Table 6.2). There were 170 trainees in Year One and 157 trainees in Year Two and across and within each of these it was possible, for example, to know how many male/female trainees there were under the age of 25 who had a degree and worked in a college. Statistical data about the trainees' backgrounds supported the analysis and interpretation of the questionnaire and interview responses because it was possible to identify any tensions and issues that might relate to specific categories within this data.

Table 6.2: Profiles of case study group of trainees

Code	Gender		Age range*	Declared Disability	Ethnicity			Graduate	Non-graduate	FE	Wider LLS	Total no. of trainees
	Male	Female			White	BME	N/D**					
Year One ¹	56 (33%)	114 (67%)	20-60 (100%)	2 (1%)	160 (94%)	8 (5%)	2 (1%)	55 (32%)	115 (68%)	107 (63%)	63 (37%)	170 (52%)
Year Two ¹	53 (34%)	104 (66%)	22-59 (100%)	10 (6%)	151 (96%)	6 (4%)	/	45 (29%)	112 (71%)	102 (65%)	55 (35%)	157 (48%)
Total ¹	109 (33%)	218 (67%)	20-60 (100%)	12 (4%)	311 (94%)	14 (4%)	(1%)	100 (31%)	227 (69%)	209 (64%)	118 (36%)	327 (100%)

* Figure 6.3 and table 6.6 provide detailed breakdown of ages.

** Not declared.

¹ each section is a total of the whole number as indicated by year/s.

6.4.1 Profiles of trainees who responded to the questionnaires

All of the 327 trainees were emailed and asked if they would complete the questionnaires and 77 (24%) chose to do so (Table 6.2a). Although not a high response rate it was broadly representative of the larger group of 327 trainees (Table 6.2). Data from the questionnaires were interpreted using a pre-coded software system (Qualtrics) that enables different permutations of data to be cross referenced as necessary between all of the questions (section 5.15, p113 and 6.1, p118).

Table 6.2a Profiles of trainees who responded to the final questionnaire

Code	Gender		Age range	Specialist support	Ethnicity		Graduate	Non-graduate	FE	Wider LLS	Actual Response Rate	Total Possible Response Rate
	Male	Female			White	BME						
Year One	19 (34%)	36 (66%)	20 – 60 (100%)	17 (31%)	54 (98%)	1 (1%)	19 (34%)	36 (66%)	32 (58%)	23 (42%)	55 (32%)	170 (52%)
Year Two	14 (63%)	8 (37%)	22-59 (100%)	10 (45%)	22 (100%)	0	11 (50%)	11 (50%)	14 (63%)	8 (37%)	22 (14%)	157 (48%)
Total	33 (43%)	44 (67%)	20-60 (100%)	27 (35%)	76 (99%)	1 (1%)	30 (39%)	47 (61%)	46 (60%)	31 (40%)	77 (24%)	327 (100%)

Percentages are provided in relation to the actual number of responses.

6.4.2 Profiles of trainees who participated in the interviews

Twelve (4%) of the 327 trainees volunteered to be interviewed (section 5.9, p98). Seven were from Year One and five were from Year Two (Table 6.3). These trainees were broadly (if sparsely) representative of the profiles of the larger group of 327 trainees (section 6.4, p126, Table 6.1). Data from the interviews were interpreted using a systematic descriptive and analytical approach (section 5.15, p113 and 6.1, p118).

However, this study recognises that the views of the questionnaire respondents and of the twelve trainees were not necessarily the views held by the other trainees within the larger group of 327 who were not interviewed or who did not respond to the questionnaires.

Table 6.3: Profiles of trainees who agreed to be interviewed (names anonymous)

Code	M/F	Age	Part - Full-time	Workplace	Years' teaching	Subject area	Ethnicity	College	Qualification	Grades*	Notes
First year trainees who agreed to being interviewed											
Ann	F	56	f/t	Prison	20	Numeracy	White	Green	NVQ Numeracy Level 3	2	
Bren	F	43	p/t Vol	HE	1	FD	White	Yellow	Degree Social Care	1	
Chris	F	24	p/t Vol	FE	1	ICT	White	Green	ICT Degree	2	
Dora	F	38	f/t	3rd Sector	1	Family learning	White	Red	Dyslexia NVQ Level 3	2	
Ellie	F	22	p/t Vol	FE	2	Beauty	White	Yellow	NVQ Beauty Level 3	3	
Flo	F	50	p/t	Private/ Freelance FE	1	Creative writing	White	Blue	PhD	1	
Greg	M	52	f/t	FE	25	Maths	Black	Blue	Maths Degree (Africa)	4	left after 1 st module
Second year trainees who agreed to being interviewed											
Helen	F	50	f/t	FE	2	ESOL	White	Red	ADTLLS Level 5	2	
Ian	M	52	f/t	FE	2	Logistics	White	Orange	NVQ Business Level 3	1	
Jill	F	45	f/t	Public Service	4	Training personnel	White	Yellow	Degree	2	
Katy	F	27	f/t	FE	1	SEN	White	Blue	FDTA	2	Wheel chair user
Lyn	F	22	p/t	Prison	2	English	White	Green	Degree Psychology	1	

*Grade 1 = 70-100%, Grade 2 = 5-69%, Grade 3 = 40-50%, Grade 4 – 0-39%

Trainees were not asked why they had volunteered to be interviewed; to do so may have raised concerns about any pre-judgement of them, which, potentially, could have restricted or influenced their comments. However, without prompting, four trainees did provide reasons:

I thought that as I come from a different background than others in my class that my story might be useful (Trainee, Bren).

I have a PhD and know how important it is to have people support your research (Trainee, Flo).

My teacher mentioned it to me and I thought I might find it interesting (Trainee, Ellie).

I thought that a discussion would be useful for me (Trainee, Helen).

6.4.3 Ethnicity

Collectively for Year One and Year Two, 14 (4%) of the 327 trainees were from a black minority ethnicity (BME) background (Figure 6.1, Table 6.4) which aligns with findings from other, similar research, e.g. Noel, (2009). According to Ofsted (2010, p12) this figure (4%) was 'higher than the local population' which was 3 per cent (City Council, 2001). Nationally, there were 8 per cent BME teachers employed in the LLS (LLUK, 2010a, p18). However, as this figure relates to all teachers and not just to trainee teachers (LLS) this information is provided only as an illustration of a bigger picture.

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Figure 6.1: Trainees' ethnicities, Year One and Year Two

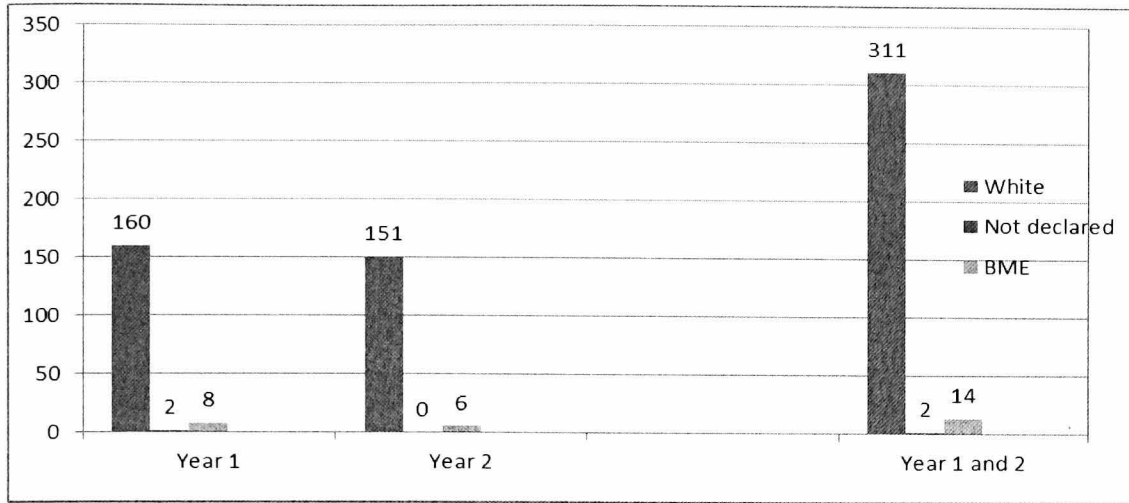


Table 6.4: Trainees' ethnicities, Year One and Year Two

White	Not declared	BME	Total
160 (94.%)	2 (1%)	8 (5%)	170 (52%)
151 (96%)	0	6 (4%)	157 (48%)
311 (95%)	2 (1%)	14 (4%)	327 (100%)

One trainee with a BME background volunteered to be interviewed. This was 7 per cent of the total 14 (100%) of BME trainees that could have volunteered. The trainee (Greg) had taught for twenty years in the UK and in Africa. He withdrew from the award without completing it, saying that '*I don't need it. It was too hard*'. According to his tutor (one of the teacher educators who were interviewed) although Greg had resided in the UK for many years, his use of written English was poor and he was a '*likeable but needy trainee*'. Greg's background and the comments made by him during the interview align with other research carried out by Noel (2009) reporting that BME trainees were:

... highly qualified from their countries of origin in their own subject areas, reported experiencing hurdles and, in some cases, barriers to their pursuit of teacher training.

What these barriers were require further exploration, although, from comments made by the trainees and teacher educators, they may relate to lack of support from management and/or being told to enrol onto the award before other skills that needed to be gained could be developed (for example academic writing skills) (section 3.6, p38). Data from an interview with one trainee (Greg) can only serve to be illustrative rather than transferable but if considered collectively with other data (e.g. Noel, 2009) it could be used to inform future research about why a proportionally large number of BME trainees withdraw early from initial teacher education (LLS) awards.

6.4.4 Declared Specialist Support upon enrolment

At the time of their enrolment 12 (4%) of the 327 trainees declared a disability (Figure 6.2, Table 6.5). According to Ofsted (2010, p12) this 'proportion was well above national statistics' for the teaching workforce in the LLS. Although Ofsted did not provide the national statistic the comment is not necessarily consistent with LLUK (2010a, p19) findings that 3 per cent of teachers within colleges and 4 per cent in the wider LLS have registered a disability.

Figure 6.2: Declared Specialist Support upon enrolment

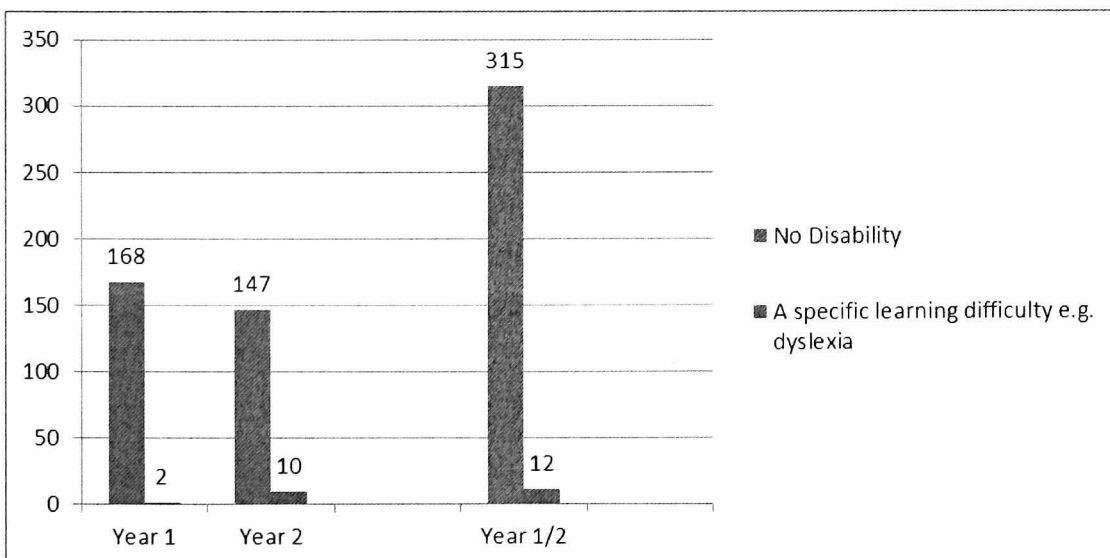


Table 6.5: Declared Specialist Support upon enrolment

	No Disability	A specific learning difficulty, e.g. dyslexia	Total
Year One	168 (99%)	2 (1%)	170 (100%)
Year Two	147 (94%)	10 (6%)	157 (100%)
Years One and Two	315 (96%)	12 (4%)	327 (100%)
	Disability status declared by trainees		Grade achieved*
1	No Support required but declared a disability		1
2	Wheelchair user – no additional support required		2
3	Supported by Tutor/Dyslexic		2
4	Supported by Tutor/Dyslexic		2
5	Supported by Tutor/Dyslexic		2
6	Supported by Tutor/Dyslexic		2
7	Supported by Tutor/Dyslexic		2
8	Supported by Tutor/Dyslexic		2
9	Tutorial support and FOCUS support for literacy, help with planning assignments.		2
10	English as a 2 nd language. Extra tutorials and in class tutor support - used 'advanced notification' of resources so learner could review upcoming terminology.		2
11	Supported by Tutor/Dyslexic		3
12	English as a 2 nd language and a progressive arthritic disorder, extra tutorials and flexible attendance. Offered study support through 'FOCUS' sessions to check work.		3

*Grade 1 = 70-100%, Grade 2 = 5-69%, Grade 3 = 40-50%, Grade 4 = 0-39%

However, LLUK (2010a, p19) reports that '9.6 per cent of teaching staff declined to provide this data'. Once enrolled, sixteen (30%) of first year and 10 (47%) second year, in total 26 (35%) of the 77 questionnaire respondents said that they had received specialist support following enrolment, which although not specified, is likely to mean additional tutorials due to some identified need. As Noel (2009, p3) and the NBSD (2011) purport any reluctance to declare a disability could relate to the tensions that exist relating to trainees' concerns about their employment opportunities being limited if they are labelled as disabled.

Data from the university's I.S. indicated that there was no link between retention and achievement and the grades received between trainees who declared a disability and those who did not.

6.4.5 Ages of the trainees

The ages of the 327 trainees were between 20 and 60 (Figure 6.3, Table 6.6). Collectively (Year One and Year Two) there were 32 (10%) trainees aged under 25 which supports a comment by one of the teacher educators (Green College) as well as Noel and Robinson's (2009, p5) research that trainees were 'getting younger'. However, it is a much higher figure than the national statistic of 2.5% provided by LLUK (2009a) for the same age group of teachers (not just trainees). A reason for this may relate to the 20 (6%) of trainees within this study gaining voluntary teaching hours in order to enrol onto the award. Although data from I.S. does not provide any information about how many of these trainees were graduates but two teacher educators from Green College confirmed that the six volunteers that they had were graduates who had enrolled straight from university because, due to a local decline in the employment market, they had not been able to get employment (section 6.13, p155). How many of these volunteer trainees gain employment following completion of the award is, thus far, unknown.

Figure 6.3: Age of trainees – Year One and Year Two

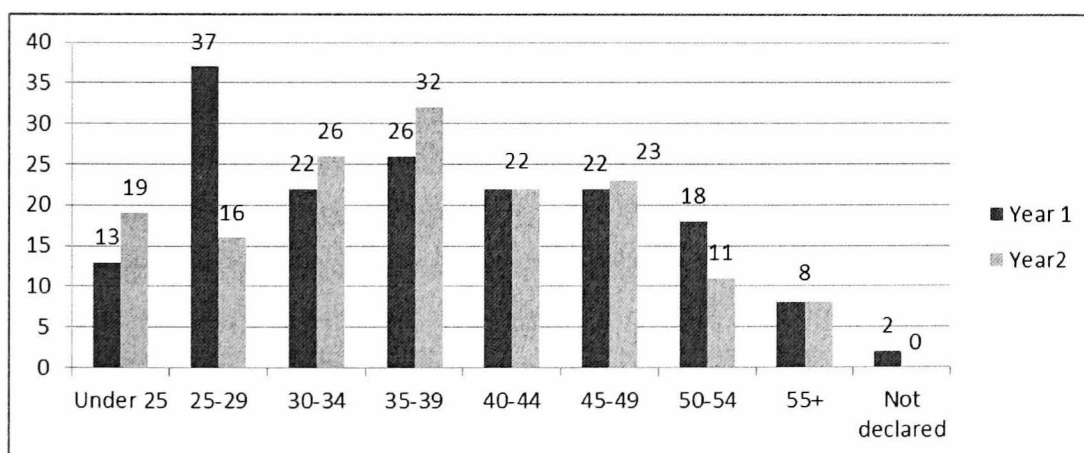


Table 6.6: Age of the trainees – Year One and Year Two

Ages	Under 25	25-29	30-34	35-39	40-44	45-49	50-54	55+	Total
Year One	13 (8%)	37 (22%)	22 (13%)	26 (15%)	22 (13%)	22 (13%)	18 (11%)	8 (5%)	170 (52%)
	Under 25	25-29	30-34	35-39	40-44	45-49	50-54	55+	Total
Year Two	19 (12%)	16 (10%)	26 (17%)	32 (20%)	22 (14%)	23 (15%)	11 (7%)	8 (5%)	157 (48%)
Total Year One and Year Two									
Total 327	32 (10%)	53 (16%)	48 (15%)	58 (18%)	44 (13%)	45 (14%)	29 (9%)	16 (5%)	327 (100%)

Collectively, there were 58 (18%) trainees in the 35-39 age group which was more than in any other group (Figure 6.3, Table 6.6). This aligns with national data provided by the Associated Parliamentary Skills Group (2010) about the average ages of trainees being within this age range.

The LLUK (2010a, pp13-14) comments that over the past five years the number of teachers from FE (not the wider LLS) and over the age of 45 has risen to above 52 per cent. Whereas in this study just 49 (15%) trainees who worked within FE were over 45 and 90 (28%) trainees from FE and the wider LLS were over the age of 45 (Figure 6.3, Table 6.6). The variation between the LLUK figures and those within this study may be due to the redundancies that occurred, during the time of this study, in all five partnership colleges. Some of the older, unqualified teachers, who would have needed to enrol onto the award in order to comply with the regulatory requirements, may have been made redundant.

6.4.6 Gender

Collectively (Years One and Two) there was a 33%/67% split between male and female trainees which was similar to the '40/60' split noted in Noel's (2008, p20) research and which was also similar to national statistics provided by LLUK (2010a) data. This split was similar for both years (Figure 6.4, Table 6.7).

Figure 6.4: Male/Female trainees - Years One and Two

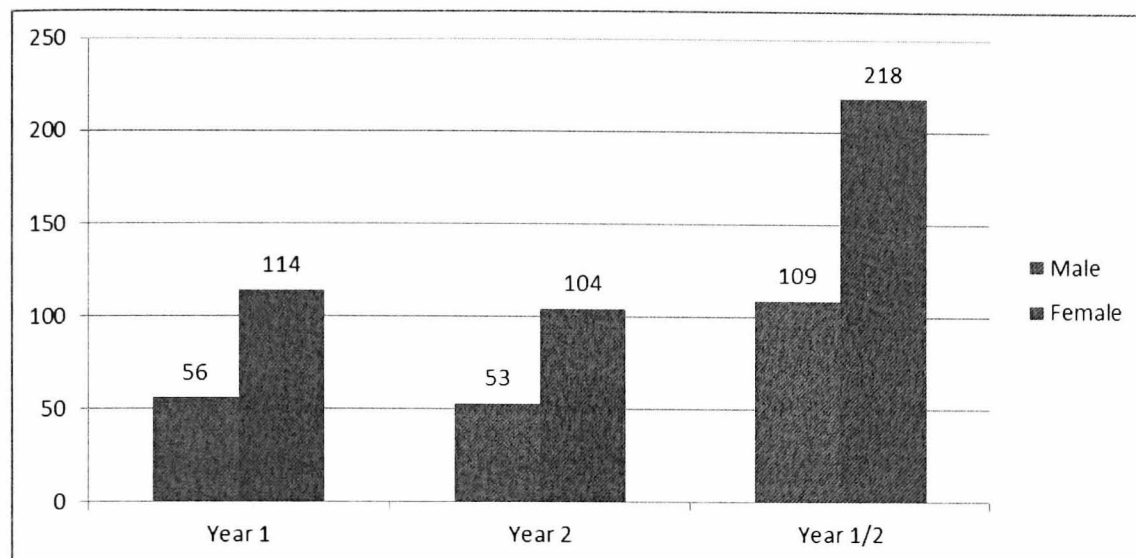


Table 6.7: Male/Female trainees

	Male	Female	Total
Year One	56 (33%)	114 (67%)	170 (52%)
Year Two	53 (34%)	104 (66%)	157 (48%)
Years One and Two	109 (33%)	218 (67%)	327 (100%)

The emphasis on more females than males is possibly reflective of the types of courses on offer with some courses perhaps (still) being more attractive to one gender than another. However, none of the data gathered within this study provided any indication of any differences in trainees' learning experiences or the existence of any tensions or issues due to their gender.

Table 6.8: Male and Female trainees in FE, and Wider LLS

Year One	Male FE	Female FE	Male Wider LLS	Female Wider LLS	Total FE and Wider LLS
	40 (24%)	67 (39%)	16 (9%)	47 (28%)	170 (100%)
Total Year Two	Male FE	Female FE	Male Wider LLS	Female Wider LLS	Total FE and Wider LLS
	36 (23%)	66 (42%)	17 (11%)	38 (24%)	157 (100%)
Total Years One/Two	Male FE	Female FE	Male Wider LLS	Female Wider LLS	Total
	76 (23%)	133 (41%)	33 (10%)	85 (26%)	327 (100%)

6.4.7 Grade profiles of trainees

Trainees' assignments are graded using the university's percentage system and these are then aligned to a four point grading system (Table 6.9) in order to be transferable onto a self-evaluation document for quality assurance (i.e., Ofsted) purposes.

There were no notable differences between any of the 327 trainees' grades in relation to gender, age, disability status or at which of the five partnership colleges they were studying. In order to achieve a grade one (excellent) it was necessary to demonstrate reflection and wider reading (section 6.6.1, p157) and only 25 (8%) trainees achieved this; whereas 227 (70%) received a grade two (good), 51 (16 %) trainees achieved grade three (satisfactory) and 24 (6%) trainees, owing to a variety of reasons, (resubmission/extenuating circumstances) had not submitted their assignments (Figure 6.6, Table 6.9). Ofsted (2010) reported that the range of grades achieved by the trainees placed the award within their 'Good' (Grade Two) classification. However, 'Good' does not reach the 'uniformly excellent' standard that the DfES (2006, p18, p110) considers is necessary to provide a 'world class education system' (section 3.7, p41).

Proportionally, in both years, less grade ones and more grade threes were achieved

by trainees from the wider LLS than they were by trainees in FE (Table 6.9a). This may relate, as Ofsted (2010) notes, to trainees within the wider LLS generally having less support from their mentors (section 6.7, p171) or not being in the full teaching role (section 6.4, p145). Therefore trainees' opportunities to gain appropriate practical experiences, as noted by Ofsted (2010), as well as to engage in communities of practice within their working environment may have been more limited than it was for trainees within an FE environment.

Figure 6.5: Grades for Year One and Year Two trainees

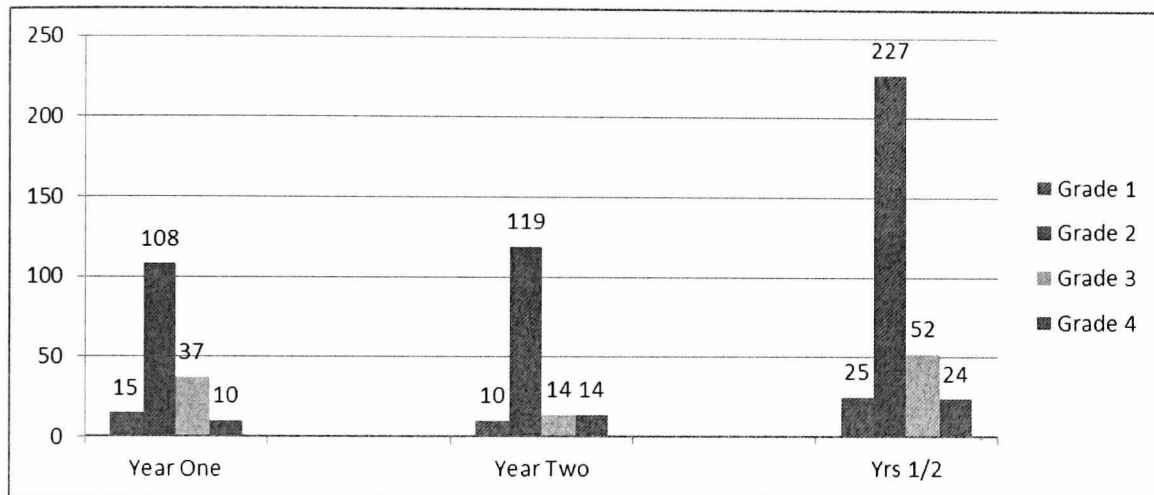


Table 6.9: Grades for Year One and Year Two trainees

Grades	Year One	Year Two	Years One/Two
1 (70-100%)	15 (9%)	10 (6%)	25 (8%)
2 (50-69%)	108 (64%)	119 (76%)	227 (70%)
3 (40-49%)	37 (22%)	14 (9%)	51 (16%)
4 (0-39%)	10 (5%)	14 (9%)	24 (6%)
Totals	170 (100%)	157 (100%)	327 (100%)

Figure 6.6: Grades of trainees in FE and Wider LLS

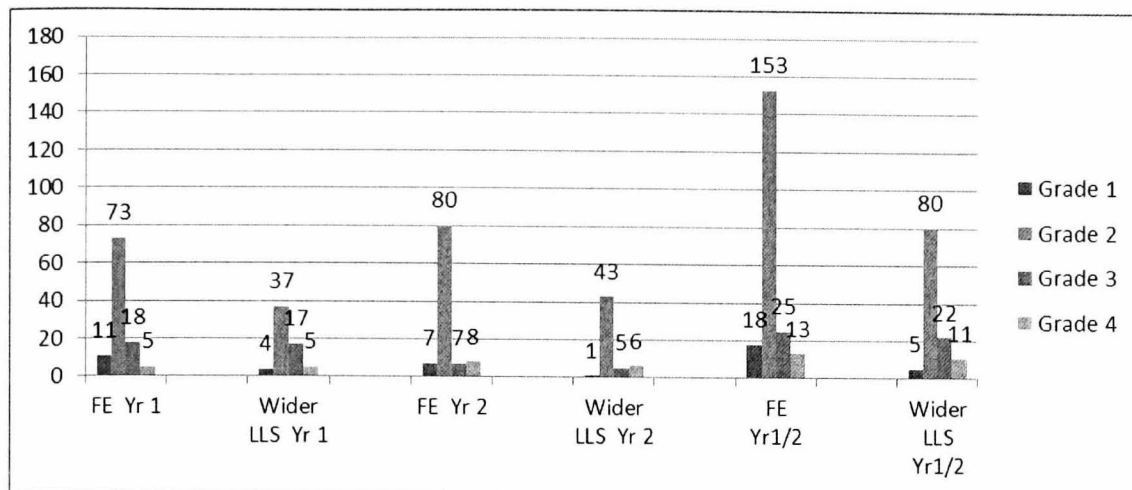
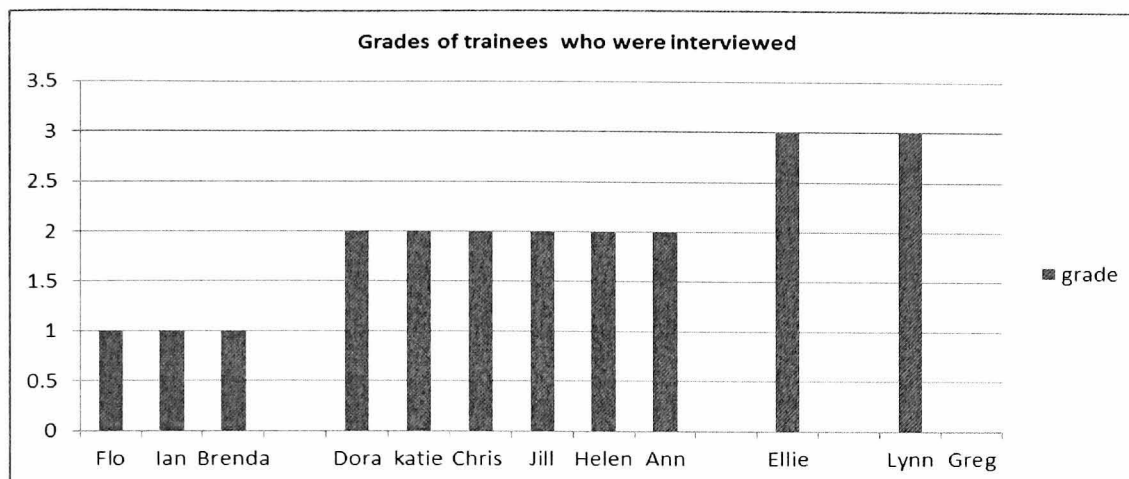


Table 6.9a: Grades for Year One and Year Two trainees in FE and the Wider LLS

	Year One FE	Year One Wider LLS	Year Two FE	Year Two Wider LLS	Year One and Two FE	Year One and Two Wider LLS
Grade 1	11 (10%)	4 (6%)	9 (7%)	1 (2%)	20 (9%)	5 (4%)
Grade 2	73 (68%)	35 (56%)	80 (78%)	39(70%)	153 (73%)	74 (64%)
Grade 3	18 (17%)	19 (30%)	7 (7%)	7 (13%)	25 (12%)	26 (22%)
Grade 4	5 (5%)	5 (8%)	8 (8%)	6 (11%)	13 (6%)	11 (8%)
Total FE/Wider LLS	107 (62%)	63 (38%)	102 (65%)	55 (35%)	211 (64%)	116 (36%)
Total	170 (100%)		157 (100%)		327 (100%)	

The grade profiles of the twelve trainees who were interviewed ranged from fails to grade ones (Figure 6.7). These grades have been viewed alongside their interview transcripts in order to add support, or not, to any comments made by the trainees.

Figure 6.7: Grades of the trainees who were interviewed



Trainees who completed the questionnaires were not asked to provide any grades because, although they could have declined to do so, they may have been concerned about why this information was necessary, i.e. was it for research purposes or for a purpose relating to my position as an Award Leader. This information may have been useful for seeking any trends between trainees' responses and their grades but, owing to the anonymity of the questionnaires, it was not possible to trace the questionnaire respondents (section 5.8, p95).

6.4.8 Trainees' work experiences

Although data from I.S. was not available for the number of trainees from the wider LLS prior to 2007 the teacher educators' comments mirror data found within other studies (Orr, 2009a; Noel and Robinson, 2009; Noel, 2009) about fewer trainees working in colleges since 2007.

We have always had diversity. We used to get the college people, never anyone from a private training organisation, but got people from the services, RAF, they don't come anymore, and maybe they go somewhere else. We used to get a lot of staff from the NHS because we have got the big hospital near us and we don't get them now – they don't do it in house. So we still get a diverse lot but a different diverse lot. People from training organisations... more and more people are outside the Government funding side of it but whose organisation see this as the quality standard that they want. (Teacher Educator, Blue College)

The golden age of trainees being from the college and in full time teaching has gone. There was a time when trainees were channelled from the college itself ... largely 90%. Increasingly, we get lower numbers of people from college; we used to get people who had been teaching in post for some time, not now. (Teacher Educator, Yellow College)

It's no longer college based with a few stragglers. (Teacher Educator, Red College)

Trainees are all over the place, it can take a whole morning or afternoon to observe them by the time you've travelled, you can be in a field, or anywhere. (Teacher Educator, Red College)

Trainees are very widely diverse and now they come from lots of different places. (Teacher Educator, Blue College)

Owing to the Government's fluctuating emphasis on funding different subjects, depending upon social and economic demands, the types of environments where trainees work within the wider LLS reflects the national position of where other trainees, on other awards, work. Within this study 209 (64%) trainees worked in a college and 118 (36%) worked in other LLS environments (Figure 6.8, Table 6.10).

Figure 6.8: Number of trainees who work in FE or Wider LLS

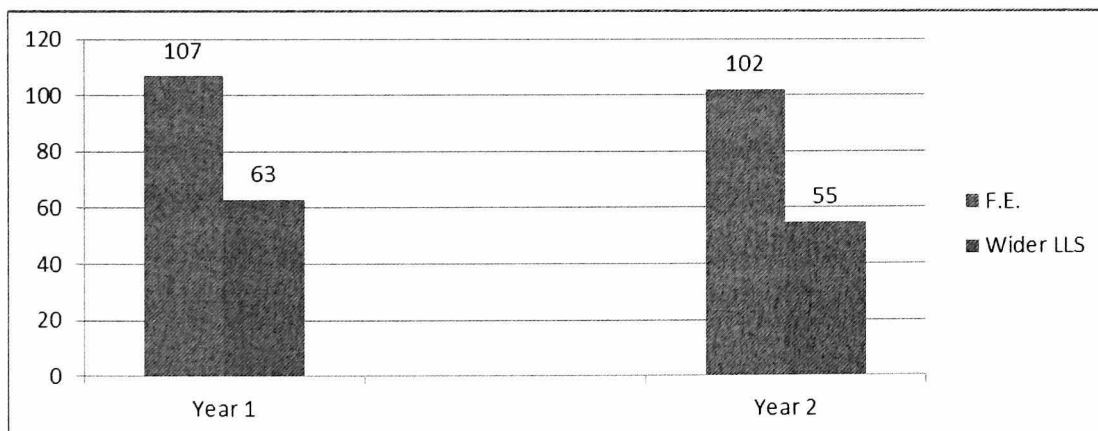


Table 6.10: Trainees' work placements

Work Sector	Year 1	Year 2	Total Year One and Two
FE	107(63%)	102 (65%)	209 (64%)
Private	21 (12%)	28 (18%)	49 (15%)
Public	9 (5%)	6 (4%)	15 (5%)
Prison	15 (9%)	10 (6%)	25 (8%)
Hospital	6 (4%)	8 (5%)	14 (4%)
Police	2 (1%)	0	2 (1%)
Voluntary/third sector	5 (3%)	1 (1%)	6 (3%)
Other/not known	5 (3%)	2 (2%)	7 (2%)
Total	170 (100%)	157 (100%)	327(100%)

Having more trainees from the wider LLS (than in previous years) has also influenced (along with Government changes in the courses they fund) a shift from academic to vocational qualifications owing to the broad range of vocational courses and limited, if non-existent, range of academic courses, that the wider LLS offers. Data from the university's I.S. about the 327 trainees shows that just two (0.6%) of the 327 trainees provided information to say that that they taught *academic related* subjects. Furthermore, my own knowledge of initial teacher education during the past decade tells me that there are fewer trainees, than pre-2007, who teach academic subjects. Likewise, as noted by two teacher educators:

The number of trainees from colleges is going down and the number from training agencies, self-employed teachers, car driving instructors, piano teachers are increasing. (Teacher Educator, Yellow College)

With the previous Cert.Ed trainees were staff at college, one or two weren't. Since then things have changed in terms of the sector ... and in terms of the sort of intake that the award has ... there are more trainees from vocational backgrounds; particularly from equine and agricultural backgrounds ... There is definitely a shift away from trainees that taught academic subjects, in fact there are no trainees who taught 'A' levels/ GCSEs. (Teacher Educator, Green College)

6.4.9 Trainees' qualifications and prior experiences

The LLUK (2009b) Workforce Strategy report suggests that the profiles of the teaching workforce in the LLS should reflect the learners that they teach and

therefore employment can shift accordingly. During the time of this study more vocational and functional skills were being taught than were academic subjects. This resonates with Hunter's (2004, p3) vision of a growth in the numbers of teachers whose previous careers were craft based. As noted by one teacher educator:

More people have their qualifications in vocation or a trade and need now to be academically qualified as teachers, not just as instructors – they realise that they are now in the business of not simply instructing but of teaching, educating and progressing people. The qualification, because of its globalisation, invites different sorts of people from a wider spectrum than would have otherwise been the case. (Teacher Educator, Green College)

Trainees needed to have at least a Level Three (A level equivalent) qualification in the subject that they taught. Although more trainees were enrolling straight from university than in previous years the number of graduates on the award was fewer than the number of non-graduates (Figure 6.9, Table 6.11) which reflects the findings by Noel and Robinson (2009) and Orr (2009a).

Figure 6.9: Graduate and non-graduate status

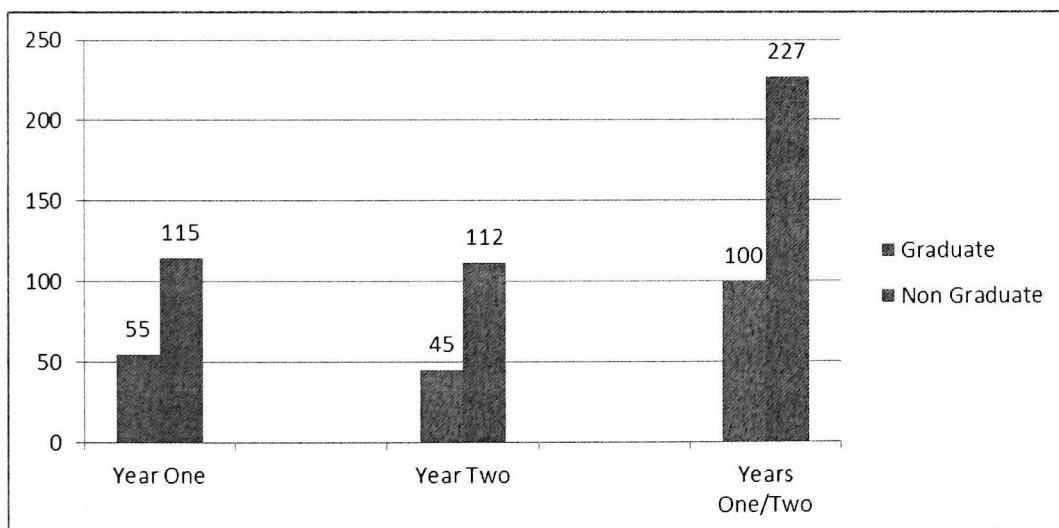


Table 6.11: Graduate and non-graduate status

	Graduates	Non-graduates	Total
Year One	55 (32%)	115 (68%)	170 (100%)
Year Two	45 (29%)	112 (71%)	157 (100%)
Year One and Year Two	100 (31%)	227 (69%)	327 (100%)

Of the 227 trainees who were non-graduates, 80 per cent of them were from the wider LLS.

Comments from teacher educators and researcher field notes identify that any connection between some trainees' qualifications and the subjects that they taught were at best tentative. One trainee (Dora) had a Level Three Dyslexia qualification and taught Family Learning at a charity organisation. As this data relates to a single occurrence future investigation would be useful to see if trainees meet the recommendations made by LLUK (2007) relating to being suitably qualified subject specialists.

Eleven of the twelve interviewees had prior industrial experience. As would be expected, the older the trainee the more years of industrial experience they had. The trainee who had no prior industrial experience (Chris), who was a graduate, had volunteered to teach and was given an I.T. class (unpaid) and was doing well. However, as expressed by one teacher educator, some of the graduates that enrolled onto the award straight from university struggled with the award (section 6.6.5, p168).

The other big change is, we had a number of graduates straight out of uni who wanted to come straight into teaching with very little experience of work, straight to us and straight out of the door, we haven't been particularly successful with this group. (Teacher Educator, Green College)

The data provided by the university I.S. for Green College shows that 25 per cent of their graduates (under 25) received no grades due to withdrawal or intermission from their studies, a figure which was replicated +/- 3 per cent across the other colleges.

6.4.10 Are all trainees in the full teaching role?

Trainees on an LLUK (2007) DTLLS award are required to have a full teaching role whereas trainees undertaking an LLUK (2007) CTLLS award are required to have an associate role (section 1.1.3, p15 and 4.2, p44). However research (BIS, 2012; Lingfield, 2012) shows that some employers knew so little about initial teacher education (LLS) and which award was the most suitable for their trainees that they just put them onto the DTLLS award.

Line managers are not clear about the differing roles and just sign the form for trainees to join the DTLLS award. (Teacher Educator, Orange College)

Furthermore, trainees' reasons for wanting to do the DTLLS award were not necessarily related to their teaching role but to their desire to move to a college-based teaching environment, for example:

Teachers are coming in from outside college and the implication of this is about what their teaching role is, that's a significant difference from before. Trainees see themselves as wanting to move across to college based teaching in the future but whether or not they are doing the range {of teaching}, some should do CTLLS but want to do DTLLS. What trainees think they want and what they can do leads to disappointment. (Teacher Educator, Yellow College)

The number of trainees from training agencies is going up. They see themselves as wanting to move across to college based teaching in the future. (Teacher Educator, Green College)

Two trainees (questionnaire respondents) indicated that they were employed as *trainers* rather than *teachers* and one of them said that their subject specialism was 'ICT' and that they worked for a national mobile phone company. This indicates that they were *training* (not *teaching*) staff to use ICT and therefore not carrying out the full duties of a teacher as defined within the LLUK (2007) guidelines. This endorses concerns expressed by one teacher educator:

We've had trainees who've tried to misguide us on the amount of teaching they have because they are so desperate to get the full DTLLS saying CTLLS is not for me, no I don't want that. I say 'are you marking' oh yes they say. (Teacher Educator, Yellow College)

According to the teacher educators reasons for trainees enrolling onto a DTLLS rather than a CTLLS award include the funding that the Government provided for trainees on a DTLLS award but not for trainees on a CTLLS award as well as a DTLLS qualification providing opportunities for trainees to transfer to the college sector (section 1.1.3, p15).

Trainees want to transfer from the wider LLS to a college environment and see the DTLLS, not CTLLS, as a more appropriate transferable qualification. (Teacher Educator, Yellow College)

Any trainees who were not in a full teaching role would find it difficult to meet the requirements of the award. This raises questions about the university's admissions and application processes as there seems to be a failure by teacher educators, at times, to judge adequately if trainees have the right entrance criteria.

Ofsted (2010) reported that the trainees' 'lack exposure to the full breadth of teaching' reflected their findings when inspecting other initial teacher education awards (LLS). Teacher educators observe the trainees' classroom-based practice (section 6.8.4, p184) which provides an opportunity for them to make a judgement about the trainees' roles (DTLLS or CTLLS) and breadth of teaching. However as trainees are only observed 8 times in two years it is possible for trainees to manipulate the session in order to make sure that it complies with the requirements of the award. As noted in the following comments:

We are a charity with a project funded by the lottery at the moment and with the observations because I know that there are criteria that I need to meet I have put them in to make sure I can meet those criteria. They aren't necessarily meeting the learning outcomes of my learners but I've only done it for the observations in all honesty. (Trainee, Dora, age 38, Level 3 Dyslexia)

I rarely meet trainees more than once as my sessions are normally only 3 hours in length, therefore I had to manipulate my practice to fit the assignment brief. The whole of the DTLLS course is totally geared towards teachers who teach a curriculum with little or no consideration for trainers in the wider sector. (Trainee, Male, questionnaire respondent)

A lack of understanding about the requirements of a full teaching by a trainee who

had to '*manipulate*' his practice was particularly concerning as he was a year two trainee and had almost completed the award. In both of the examples provided above the trainees' responses indicate that either they knew that their role was aligned to that of a trainer rather than a teacher but still wanted to do the DTLLS award, or that they thought that the Government funded, and higher status (than CTLLS), DTLLS award applied to them but was not being delivered in an appropriate way to meet the needs of trainees within the wider LLS. Whatever the reasons, the trainees' comments raise questions about how artificial trainees' teaching observations can be which resonates with findings from Boyd's (2006, p2) research regarding jumping through hoops to meet the requirements of the LLS initial teacher education award.

Conclusions drawn from question one

Trainees are from wider and more diverse backgrounds than they were prior to 2007. This mirrors findings within other research, for example, Orr and Simmons (2011), Orr (2009a, 2008), Noel and Robinson (2009). In this study wider and more diverse describes the fact that:

- trainees have a range of different qualifications (subject and level) and work in an extensive range of differing environments from each other as well as from trainees from previous cohorts (who worked predominantly in colleges).
- There were more trainees who were non-graduates than there were graduates and only two trainees specifically specified that they taught academics subjects.
- There is a slight shift towards younger trainees enrolling; some being straight out of university whereas LLUK (2010a) data show that most teachers are aged over 45 and this was not the case in this study.

Other findings within this section mirrored other studies:

- There were more females than males across all of the age bands (Noel and Robinson, 2009; LLUK, 2010a).
- There was a lower intake of BME trainees than there were white Europeans (Ofsted, 2010).

- The number of trainees enrolling from the wider LLS is increasing (Noel, 2009).

Trainees on initial teacher education awards (LLS) have always been diverse yet teacher educators unanimously commented that the trainees within this study were from wider and more diverse backgrounds than trainees were prior to 2007. A reason for this maybe because prior to 2007 trainees had more of a choice about when and whether to enrol onto an initial teacher education award as well as which award they considered most suitable for them. Moreover, prior to 2007, the majority of trainees worked within colleges and the balance between graduate and non-graduate status was more evenly balanced, as was the range of vocational and academic qualifications that were taught by the trainees.

Trainees' diversities can add richness and depth to the communities of practice that are formed during the duration of the award (section 6.9.1, p187). However within these communities trainees form sub-groups with other group members which, due (often) to shared beliefs and norms can reduce opportunities for the sharing of knowledge and expanding of different beliefs (Robson, 1998). Tensions can emerge relating to trainees' differing concepts about their identities (Lave and Wenger, 1991, p53), i.e. their perceptions as dual professionals (craft/teacher, trainer/teacher and/or teacher/trainee). These tensions maybe particularly pertinent to trainees working within the wider LLS who may want to make the transition from being a trainer to a teacher through gaining qualified status, and/or being able to move to employment within a college environment. However, some trainees in the wider LLS think (or say) that they are working within a full teaching role as defined by the LLUK (2007b) guidance documentation when perhaps they are not and they should be on a CTLLS award. This raises questions about the rigour of the recruitment process as well as how trainees who are not carrying out the duties required within a full teaching role can evidence the practical teaching demands of the award (section 6.8.4, p184).

For the trainees who were non-graduates the DTLLS award would most likely have been their first experience of university and tensions may have existed owing to limited academic skills or lack of confidence that trainees had relating to their

transitions from their previous careers and new identities as dual professionals. This may have impacted upon some trainees' abilities to reflect and to take control of their own pedagogical (teacher/subject) learning (section 6.6.1, p157). From these concepts emerges a question about what consideration (by teacher educators and Government) had been given to how the DTLLS curriculum was taught and if it was 'sufficiently contextualised to accommodate diverse groups of trainees from all sections of the LLS' (Thompson and Robinson, 2009, p166).

6.5 Question 2 - Why did trainees enrol onto the award?

The purpose of this question was to explore the trainees' reasons for enrolling onto the award to see if any relationships existed between these reasons and trainees' motivations and engagement in learning (section 4.6, p55). Having a greater understanding of this would inform future recruitment processes as well as local and national consideration of curriculum design and teaching and learning strategies.

As well as the narratives from the twelve interviewees, 77 (24%) of the 327 responded to this question when completing the questionnaire (section 6.4, p126, Table 6.2a). Of these 77 trainees, 55 (71%) were Year One trainees and 22 (29%) were Year Two trainees. Data relating to this question from the questionnaires' multiple choice questions were categorised and cross referenced using the pre-coded Qualtrics software. Twenty (26%) trainees (of the 77) provided expanded responses and these were categorised and coded in the same systematic way as were the interviewees' transcripts (section 5.15, p113).

6.5.1 Trainees' reasons for enrolling onto the award

Trainees were asked if they had enrolled onto the award for any of the following reasons (Figure 6.10, Table 6.12).

1. Mandatory requirement and told to do so by their employer.
2. Mandatory requirement but wanted to do so anyway.
3. Mandatory requirement, other reason.

Figure 6.10: Trainees' reasons for enrolling

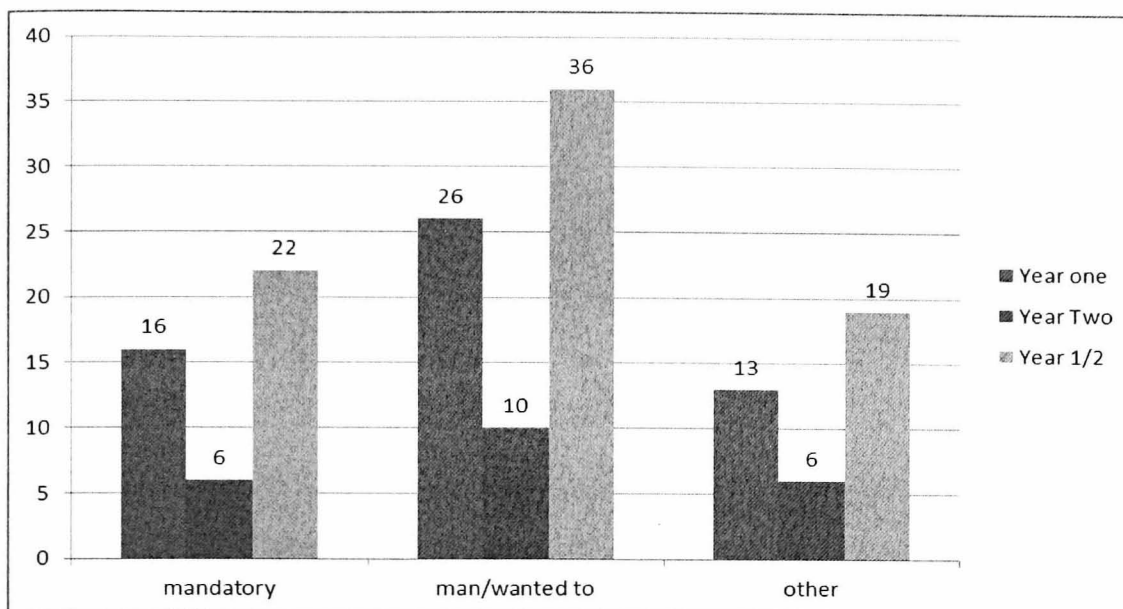


Table 6.12: Trainees reasons for enrolling

	Year One	Year Two	Years One / Two
Mandatory	16 (29%)	6 (27%)	22 (29%)
Mandatory/wanted to	26 (47%)	10 (46%)	36 (46%)
Other	13 (24%)	6 (27%)	19 (25%)
Totals	55 (100%)	22 (100%)	77 (100%)

6.5.2 Mandatory and told to enrol onto the award

Lingfield (2012, p6) contends that in-service teacher education qualifications are the 'root of much alienation' which resonates with comments made by four trainees who were interviewed.

I've been teaching for nearly twenty years ...I've got a 7306 {City and Guilds} basic teaching qualification ... but it's being older, I battled against doing it at first, I was told to do it, I didn't want to do it, didn't see why I should. (Trainee, Ann, age 56, NVQ Level 3 Numeracy, Prison)

I already had an initial teaching qualification so when 10 years later the Government change those standards I sort of resent having to do – it's a good job it's free let's put it that way as I would really have resented having to do it if I had to pay for it. (Trainee, Dora, age 38, NVQ Level 3 Dyslexia, Family Learning, Charity)

It needs to be a management decision whereas they say you need to go on this course and that you need time to do it properly. I was doing 12 or 13 hour days which aren't healthy for anybody. The DTLLS is an imposition, something that you have to do; I didn't have much choice about it. (Trainee, Ian, age 52, NVQ Level 3 Logistics, College)

When they took me on here that was on condition that I did some teacher training but it was too much. I learnt myself without any assistance, without any knowledge throughout the twenty five years. If I were ten years younger. To tell you the truth it doesn't mean anything. (Trainee, Greg, age 52, Degree Maths, College)

These trainees (Ann, Dora, Ian and Greg) were reluctant to enrol onto the award owing to age, workload, prior experience and already having a basic teaching qualification. Nevertheless, later in their interviews Ann, Dora and Ian acknowledged that they had developed further skills and knowledge and were now glad they were on the award - which echoes findings from Orr's (2012) research. However, Greg said that he '*didn't need it*' and shortly after being interviewed he withdrew from the award.

All of the teacher educators provided views about why trainees have enrolled, for example;

Before the LLUK/IfL requirement they were self-selecting with some degree of motivation, who didn't feel that they were being trapped into something that they didn't instinctively want to do. Since then things have changed in terms of the sector ... and in terms of the sort of intake that a college has ... and the qualification because of its globalisation invites different sorts of people on a wider spectrum than would have otherwise been the case, more people have their qualifications in vocation or a trade and ... need now to be academically qualified as teachers, not just as instructors. (Teacher Educator, Green College)

We'll always get people who come because they've got to have the piece of paper, but then there's people who want the piece of paper but want to get better at being a teacher and then there's those who are interested in both. (Teacher Educator, Blue College)

Management just put them on the course. (Teacher Educator, Yellow College)

Some feel trapped into something that they didn't want to do. (Teacher

Educator, Yellow College)

Trainees may have been teaching for a while but had pressure put on them from Senior Management to get their DTLLS qualification. (Teacher Educator, Green College)

Proportionally 52 per cent more males than females said they enrolled because they were told to do so although the data revealed no reasons for this.

6.5.3 Mandatory requirement but wanted to enrol

It is a regulatory requirement for all teachers employed in the LLS since 2001 to become qualified. However, 46 per cent of trainees said that they had wanted to enrol anyway (Figure 6.10, Table 6.12). Three of these trainees (interviewees) said that they had secured voluntary teaching hours in order to be able to enrol onto the award;

Teaching is something that always interested me...my background is in beauty and I saw the trainers and thought fantastic. ...I went to work at an Estate Agent ...funnily enough that's when I decided to take up teaching ... my dad and granddad were lecturers, so it's kind of in the blood. I volunteered. (Trainee, Ellie, age 22, NVQ Level 3 Beauty, Volunteer, College)

I wanted to teach and saw this course, I got some teaching hours on an access course, and they were voluntary hours. (Trainee, Lyn, age 22, Sociology Degree, Volunteer, Prison)

I've been doing volunteer work with an A level group to help me with the wide range of experience (Trainee, Chris, age 22, ICT Degree, Volunteer, College)

All three trainees (Ellie, Lyn and Chris) were under 25 and viewed the award as a pathway to teaching. Although all other trainees were in paid employment, age, it seems, had some influence on trainees' reasons for enrolling onto the award as 25 per cent more trainees under 35 enrolled because they wanted to do so than did trainees over 45.

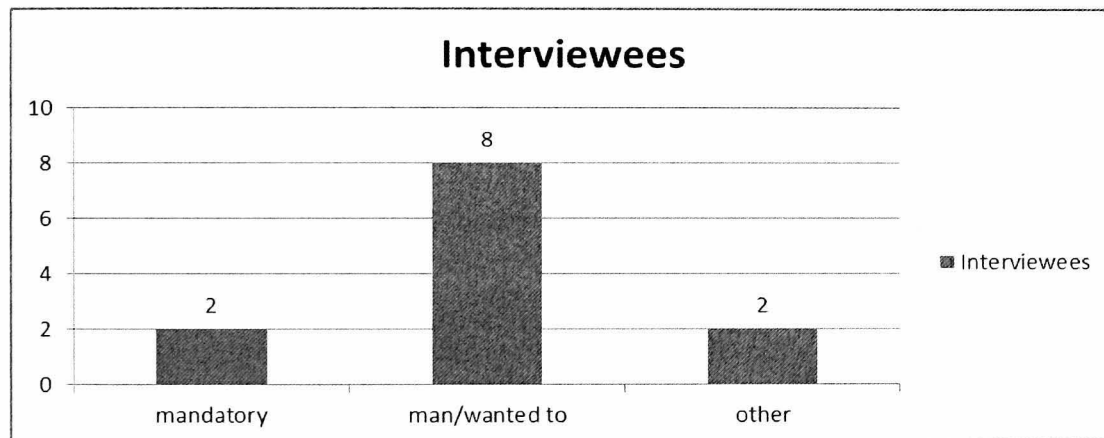
6.5.4 Mandatory, other reasons for enrolling onto the award

Twenty five per cent of trainees said that they had wanted to enrol onto the award – for other reasons. Two of the 12 trainees who were interviewed gave reasons as illustrated (Figure 6.11).

To be called a teacher rather than a trainer. (Trainee, Jill, age 43, Degree Business)

I don't have plans to work in FE. I work in change management. In terms of professional development my role ceases on 31 March 2011 and I looked at the bigger picture to see what I had to offer so that's part of the drive; to give me an opportunity in a different job. (Trainee, Bren, age 43, Degree Social Care)

Figure 6.11: Interviewees' (trainees') reasons for enrolling



Jill wanted the title of teacher because she thought that it gave her more kudos than did the title of trainer which links to Orr's (2008) and Scanlon's (2011) perceptions of dual identities and shifts in identity formation through educational transitions (section 4.4, p50).

Bren recognised the importance of gaining a qualification to improve her future employment opportunities and she was sufficiently motivated to achieve this purpose (section 4.6, p55).

One trainee had been told to do the award but had not anticipated having to do it over two years, having been told by her line manager that she would receive credit for prior learning.

I've been teaching for five years. I fell into teaching accidentally. I was doing the Foundation Degree and was informed that I would only need to do the last year of DTLLS ... but ... I had to go right back to the beginning and do both years, so disappointing. I wanted to achieve this qualification for self-development. (Trainee, Katy, age 27, Foundation Degree, Social Care)

This response reveals tensions about how changes to Government policy impact upon the advice given to trainees during their careers – some having gained qualifications that they thought would be sufficient and/or transferable but owing to policy changes were not.

Twenty trainees gave expanded responses when completing the questionnaires and 13 (65%) of these 20 trainees enrolled because they wanted to do so and the other 7 (35%) because they had been told to do so (Table 6.13).

Table 6.13: Trainees' extended questionnaire responses

Mandatory	Mandatory, but wanted to	Mandatory/other reason
Had to Being pushed to Told to Made to Put on course Line manager Told me to	I wanted a general teaching qualification to give me more choice in my future career Decided to, to further my career and job prospects Necessary if need new/additional employer Pay Incentive	To improve my teaching I wanted to become a teacher, enrolled onto the course and got a teaching job Pleasure and flexibility for the future job market Wanted to become a teacher To further develop my teaching skills Wanted to improve my practice Professional development Personal development Wanted a change in career

Conclusions drawn from question two

The data gathered from the twelve trainees as well as from the 77 questionnaire respondents (Figure 6.10, Table 6.12) and the teacher educators illustrate mixed reasons for trainees enrolling onto the award, i.e., some trainees '*had to*', others '*wanted to*' and some said that they *wanted to for other reasons*. According to the teacher educators most trainees, prior to 2007, had enrolled because they wanted to and they were more motivated than current trainees. Having to enrol onto the award raises issues about trainees' levels of 'engagement' or 'estrangement' (Orr, 2012,

p61) and also about the conditions and constraints that can be associated with an imposed need to become qualified.

Nearly half (46%) of the trainees who wanted to enrol were from the wider LLS which reflects Noel and Robinson's (2009) findings as well as the findings from question one (this study) regarding trainers from the wider sector being desperate to enrol in order to move from trainer to teacher status or from a private organisation to college based education.

The teacher educators expressed concern about management telling trainees to enrol onto the award, and not always the right award, whether trainees were ready to do so or not. Enrolling due to regulatory or managerial compliance resonates with findings in Lucas, Nasta and Rogers, (2009) and Nasta's (2007) research. However, although tensions relating to compliance existed all but one of the interviewees said that that they were eventually pleased that they had enrolled; a view which aligns with findings from Orr and Simmons (2010) research.

The presence of any tensions relating to compliance does not eliminate other tensions that may exist for trainees who volunteered to be on the award because whether any act of 'voluntarism' brings about 'enthusiasm and commitment for professionalism is a matter for judgement' (Lingfield, 2012, p22).

6.6 Question 3 – How, if at all, did trainees consider that their practice has improved?

The purpose of this question was to develop an understanding of how the trainees thought that their practice had improved. Raising the quality of teaching through training is at the very core of the DTLLS award's purpose as outlined in various Government reports (e.g. LLUK, 2009b; DfES, 2006; Foster, 2005 and DfES, 2004).

While Ofsted's findings have been used within this study it is recognised that their purpose was to evaluate the award which, as Yin (1993) maintains, is an approach that can obscure interpretative research (section 5.15, p113). This study was concerned with the *how*, *what* and *why* of the trainees' experiences. For example,

how, what and why trainees' backgrounds, inter-relationships and political agendas influenced their experiences.

All but five (section 6.6.4, p166) trainees who were interviewed or responded to the questionnaire considered that their practice had improved. Broadly, trainees' comments about their development related to reflective practice, skill building, improved confidence and development of practice through working with peers.

6.6.1 Reflective practice and skill building

To meet the LLUK (2007) standards and criteria, trainees needed to evidence their ability to reflect upon their practice and to demonstrate their competence within the classroom and as professional enquirers. Ofsted (2010, p12) reported that evidence of the trainees' abilities to reflect was limited (though sufficient to pass assignments) and was generally applied to practical competence. This provides a reason as to why just 25 (8%) trainees received grades one's (section 6.4.7, p137, Table 6.9) for which the application of critical reflection to practice and development as an educational enquirer is required.

Literature (Eraut, 2007; Nasta, 2007; Harri-Augstein and Thomas, 1991) suggests that the emphasis on external assessments (e.g. LLUK) impedes trainees' abilities to self-assess and to reflect critically on their practice (section 4.7, p62 and 4.9, p69). This view was supported by one teacher educator:

This year, when observing, I haven't given them a grade, they don't like this at first, they want to be told what grade they are. I ask them to grade themselves, think about what their, student, line managers and Ofsted might give them. (Teacher Educator, Orange College)

Regardless of whether trainees were in Year One or Year Two they gave a similar range of examples relating to reflection, with some in-depth (Ian and Flo) and some superficial (Ellie and Ann) responses being provided.

I was really shocked with this last DTTLs assignment because it really answers your question on whether I've changed my ideology as I thought I was acting and teaching in a constructivist way, I'd read all Petty's work

about how I needed to involve the learners, engage them and use constructivist exercises and actually designed exercises based on online teaching and classes with that in mind, but when I actually looked at observer reports and think about how I'm communicating, by focusing on the theories of communication the whole paradigm of the way I'm teaching was I'm here with the knowledge, this is what you have to know....even though intellectually I was aware of the logic of constructivist interactive exercises to get the learners to make decisions. As long as I was teaching on one side of the desk and I'd prepared all this knowledge I had a barrier to teaching as I was scared I might not have all the knowledge prepared, they might ask me something I don't know, I might lose credibility in their eyes and therefore they would feel I was wasting their time. This linking between profession and identity and perhaps it's frightening for trainee teachers as you're standing on a bridge between professions trying to gain the confidence to say 'yes' I am a teacher now. (Trainee, Flo, First Year trainee, age 50, PhD)

Flo, for all her intellectual knowledge, or maybe because of it, felt inadequate which resonates with Brookfield's (1995, p229) 'imposter syndrome'. Flo's opinions throughout the interview were underpinned by the values and beliefs associated with pedagogical focus which may explain her recognition and dilemma about how difficult it could be to become a dual professional (craft and teacher). Moreover, research (Orr, 2012) suggests that any lack of confidence that some trainees may have about their ability to teach maybe one reason why they continue to identify themselves to their previous career due to them (presumably) being good at it and therefore being confident in it (section 4.6, p55).

Ian, through his commentary, demonstrated some ability to reflect on his practical and professional development and realised that although he had '*always considered himself as professional*' since enrolling onto the DTLLS award his '*view of what being professional meant had changed*':

I was quite descriptive in what I was doing, Jack and Jill went up the hill to fetch a pail of water, and then I began to analyse why Jack and Jill were going up the hill together. I started to look at text very differently. Originally what was written was in tablets of stone but I began asking questions about why, acknowledging the differences in people's writing. Before I would look at the standards and say that's what I'm delivering but now I say yes that's what I've got to deliver but why are they asking us to deliver it like that. I'm questioning my own practice. Within any organisation there are 'givens' you've got to do this or you've got to do

that. I haven't got a problem with that but as with this course I am questioning what input I think I need to put into the course having questioned my own interpretation of what I am reading rather than reading it as definite. I'm looking at the periphery and thinking well I have to do that but I could do that as well, so I'm questioning my own assumptions. If I go back to my old background it was a sausage machine, put the ball in at one end and it came out the other having done the same thing and reached the same levels. But with DTLLS differentiation was raised and I realised that I was having a one standard approach and using the same approach and materials for everything and everyone. So using a differentiated approach in my lessons now I have resources that are visual, kinaesthetic, and auditory. An example is a cross word, say with some learners I will give them a cross word with no tips or possible answers. Whereas with other ones I will have a list of the answers underneath but not necessarily in the right order. So it is the same thing but the higher order learners are being stretched a little further but the lower order learners can still manage to pass the exam. I have always considered myself as professional; of doing a good job, this course has made me more professional as it has made me aware of my knowledge and own limitations. (Trainee, Ian, Second Year trainee, age 50, NVQ Level Three, Logistics)

Ian's views illustrated some tensions relating to an interpretation of being professional and professionalised (Fullan, 2001), i.e., being proficient and/or belonging to a body that enforces standards and regulatory control such as the IfL.

However, Ellie and Ann's narratives provided limited evidence of their ability to reflect.

Better at motivating ... learners are motivated with games and quizzes would you believe. They don't see the point of having to study theory when they are coming to be a beauty therapist. (Trainee Ellie, age 22, First Year Trainee, NVQ Level 3 Beauty)

I work with learners where you've got entry one to entry three in one class and I'm much better at planning so all of those learners are always contributing rather than being bored at one point of the lesson. (Trainee Katy, age 27, Second Year Trainee, FD Level 4 Teaching Assistant)

Whether Ellie's and/or Katy's comments were more limited than those provided by Flo's and Ian's were due to any difference in their ability to reflect or to articulate (during their interviews) is unknown. However, their views express little notion of pedagogy and seem to relate to how much their learners liked their lessons. Ellie

may have been more confident in delivering practical sessions through games and quizzes rather than theory, hence a reason for her view that this is what her learners enjoyed. It could be that for these trainees, as well as others, that the competence LLUK (2007) based criteria was 'restrictive' (Orr and Simmons, 2011, p248) thereby limiting trainees' abilities to be autonomous and reflective as well as shaping, or limiting, their 'notions of professionalism'. Moreover, trainees' abilities to reflect can be dependent on the nature of support that they have from others (teachers, mentors and peers). Furthermore, as noted by Steffy et al., (1999) professional enquiry often comes post training.

The ages, years of experience and, to a lesser extent, qualifications of the trainees who were interviewed (section 6.4.2, p128, Table 6.3) seemingly had some bearing on their abilities to reflect about any improvement to their practice. As before, Flo and Ellie provide examples of this:

I spent hours preparing, put all the theory into it, that it had to be constructivist, the learners had to be engaged and involved and doing something, but I'm not actually involved with the learners, but now DTLLS really has changed the way I give feedback, even from the first module, I really did make mistakes in how I gave feedback and I think that's why I've lost learners in the past ... my fault because I didn't pitch the feedback correctly and I didn't balance it with positives and negatives, I went too in-depth thinking I was helping, I should've picked out three points for improvement for next time rather than telling them everything that was wrong, I thought I was being very good but I can see now that was a really de-motivating thing to do so I've learned that now. (Trainee, Flo, age 50, PhD)

Looking back now I think I could have said this, I could have said that, I could have included this' I could have got them together as a group instead of doing pair work. (Trainee, Ellie, age 22, NVQ Level 3 Beauty)

Similarly, differences in trainees' ages, experiences and perhaps confidence made a difference to the types of comments that trainees made:

Reflecting over the lessons, the four lenses, I really like Brookfield, an easy mental picture, what do they think of it, what do I think of it, you know so that's definitely helped me to look back on my lessons and kinda formalise my reflection in a way. I always reflect anyway, you do, you go over it in your mind, you mull over it, but actually formalising it a bit. What was good ok and actually use that to inform the other lesson plans... and to actually try some other things. I teach a few groups who are on the same level but different groups so basically I'll make a lesson plan and I'll use the same lesson plan, they're one after the other, but the second group I'll adapt it already because I've seen what worked and it's very interesting because you can't always predict, because where one group finds a certain task very easy so it's never that you learnt the magic thing because the next group it doesn't work or it works better so you can never quite predict so that really helps. I don't know how you measure it, but the feedback from learners, they are now saying why they are enjoying the classes. (Trainee, Helen, age 50, NVQ Level 5 ESOL)

Managing behaviour, that's had a real impact, it's sort of strengthened how I am with them and I've actually started asking them questions and I actually got told I'm a bit soft, so I've taken their viewpoints into consideration, I keep coming up with little ideas, when it comes to the way I actually interact with my learners and the way I teach them or behave with them or whatever. Like when I want to address the whole class actually stand back and project my voice, whereas I was just maybe slightly raising my voice but not standing back so they weren't actually aware that I wanted to speak to them as a whole group, and it does help, little things like that. When you've been teaching that long you think you know everything and it's nice to come across some different ideas. (Trainee, Ann, age 56, NVQ Level 3 Numeracy)

The younger trainees gave short, superficial responses when asked about improvement to their practice. One trainee (Lyn) talked about her practice but even when encouraged to flesh out her responses a little more was unable (or unwilling) to do so:

I always reflect I would say that I had improved quite a lot really because now I am aware of my shortcomings which I had but wasn't aware that I had. (Trainee, Lyn, age 22, Degree Psychology)

Chris was aware that she was now giving more attention to how learning occurred, although when asked was unable to add any particular examples in relation to this.

Planning for learners, because with the teaching I just went in and I taught, I didn't think about how different people learnt. (Trainee, Chris, age 24, Degree ICT)

Dora, with more experience in training (if not in teaching) was able to comment about a particular skill that had improved and was the only trainee that transferred this increased knowledge and awareness beyond the confines of their working environment:

I think that I am giving better feedback with the formative assessment I am beginning to break things down further and make smaller steps than I perhaps was previously. As a by-product to the assessment module, my son's just started high school and DTLLS has made me look at the work he's doing in an entirely different light. There's a parent's evening next month and I'm going to say to the teacher 'Look, where's his feedback; how he can improve in his maths?' There's no point assessing for assessing sake. It's got to be that I give some feedback to a learner saying this is where you are at, this is where we are going and this is how we are going to get there. I wouldn't have thought of it like this before. From a parent's point of view it's fantastic although I can apply it to where I work. (Dora, age 38, NVQ Level 3 Dyslexia)

Lack of any comments from other trainees about using the skills that had been developed while on the award to other situations outside of their role as teachers may relate to a lack of ability to reflect but, as this question was not directly asked, trainees may not have considered it or have thought it relevant to comment.

Questionnaires do not provide a platform for probing questions to be asked (Cohen, Manion and Morrison, 2001) and only one trainee (superficially) mentioned reflection:

I have become more of a reflective teacher. (Trainee, Questionnaire respondent, age 35-39)

Notions of reflective practice can be initially misunderstood as trainees are limited by their past experience of it (Schön, 2002). It could be that when trainees first start their training that they are in survival mode and think about the practical skills relating to teaching (Orr, 2012). Trainees are learning to cope with the demands of work as well as the regulatory requirements to become accredited as qualified teachers. These differing tensions need not be opposing, as once trainees become more experienced at coping and more familiar with the requirements of the award

they become better at reflection (Orr, 2012). Developing the ability to reflect can become part of the complex journey that trainees go through.

For others, possibly the older trainees, the ability to apply reflection to practice is something that they may have engaged in at a work level before, perhaps during appraisals or CPD. These trainees will be able to build, and/or adapt these skills to meet the requirements of their new careers in teaching (section 4.5, p53).

6.6.2 Confidence

Trainees are employed as teachers rather than trainee teachers. However they may not feel like teachers because of their lack of experience and/or qualifications. It is well documented that trainees identify themselves with their former professions and perceive that this is how others see them (e.g. Orr, 2012, 2008; Robson, 1998). Getting the badge of a teacher maybe an important part of the shift in identity and trainees' increased confidence, for example:

When I look back I didn't really understand what I was doing or why I was doing it. I was so nervous when teaching. Now I have got another job in a prison teaching a range of subjects and I feel much more confident and able to teach. I feel that my confidence has grown, I now feel like a teacher. (Trainee, Lyn, age 22, Degree Psychology)

I never saw the day when I would do a university course so for me achieving this goal has been fantastic. I always wanted to be a nail technician and that was my dream job and then went into industry and wanted to become a trainer and it went on from there. The first lesson was so daunting, so scary. My confidence has grown and the learners now see me as a teacher. When I did my micro teach I was nervous, so yes definitely my confidence has grown massively. (Trainee, Ellie, age 22, NVQ Level Three Beauty)

Today, I've stood up and given a presentation I've prepared and I don't think that confidence would've come back and the ability for example to differentiate, I don't think I would've had as much of a grasp on that, nowhere near enough if I hadn't undertaken DTLLS. (Trainee, Bren, age 43, Degree Social Care)

Three other trainees linked their increased confidence to working with their peers. This resonates with the emphasis that Lave and Wenger (1991, 2003) and Harri-

Augstein and Thomas (1991) give to the importance of communities of practice and learning conversations (section 4.8, p65). No trainees commented that they had less confidence as a result of undertaking the award; although one did say that the award was a '*distraction*' (section 6.6.4, p164).

Shifts in identity (teacher, trainee, teacher, craft) and/or improvement to confidence do not necessarily transmit to an improvement to practice, rather, trainees may become more competent at coping, i.e., become more familiar with what were initially 'unpredictable' situations (Orr, 2012, p59) and with this familiarity their confidence increased owing to an ability to cope and a feeling of belonging:

*I'm better at it, not sure if it's because I have been doing it a bit longer.
(Trainee, Questionnaire respondent)*

Problematising trainees' experiences raises questions about what they were more confident about, e.g. coping or better at teaching (Orr, 2012). Moreover, '*feeling like a teacher*' illustrates an improvement in confidence due to the trainee's perception of improved credibility as well as their development towards that of a dual professional (teacher/subject specialism); although this does not necessarily equate with being a good teacher (Orr, 2012, p59).

6.6.3 Improvement to practice through learning and working with others

Research (Maxwell, 2010b; Orr and Simmons, 2010; Orr, 2008; Coombs, 2006; Lave and Wenger, 2003; Schön, 2002; Harri-Augstein and Thomas, 1991) purports that focused professional and practitioner learning communities enhance social and cultural capital thereby aiding the process of transformation (section 4.9, p69). Within this study trainees and Ofsted (2010) considered peer learning and support to be a significant strength of the award. However, owing to trainees' diverse teaching environments some of them only had the opportunity to engage with their peers during the weekly DTLLS class sessions.

Eleven of the twelve trainees who were interviewed (one made no comment)

emphasised the value placed on peer learning and support, for example:

A lot of group work which I like, there are eighteen of us and we're all on first name terms and I like that support network of eighteen of us rallying around one person, it's a nice group, it couldn't have been any better because no one ever feels that they can't stand up and talk about what they've experienced. (Trainee, Chris, age 24, Degree ICT)

Contact with peers and hearing their experiences and how they handle things and resolve problems and whether that's applicable and could be translated to your own field is so valuable to me....because every anecdote that somebody shares you can summarise into a framework in your mind and then evaluate would this fit in my field - could I use this to teach in my field, most often there is. Maybe there is some adaptation needed, one lady did a homework for me on how she designed an exercise for cutting hair and apparently they have to teach about the angle they cut the hair at, it was really clever and a way that really made the learners remember it and they all enjoyed it as well, it was fun, and just the way she designed it, developed it and she wrote about it. It's so different to what I teach but her experience and ideas had value for me.... it was incredible I almost threw away everything I've done so far because it's like somebody has opened a door, although I knew the theory and could argue the case for the theory and why it should be applied to teaching. Because of a failing in my own communication skills I wasn't actually applying this constructivist guideline to the way I'm teaching which really excites me right now because I can't wait to start again ... because you get a feeling that there is not one right way of doing it, and now I'm working with Sarah [a peer on the award] who teaches on the access programme and observing her has opened my eyes because I would've looked originally at her particular style of teaching ... translating it back into your field. (Trainee, Flo, age 50, PhD)

It would have been useful if we had all sat around and discussed amongst us what we had learned what we had done. (Trainee, Helen, age 56, NVQ level 5 ESOL)

I'd had some bad learning experiences and I'd gone through an horrendous divorce so my confidence, wasn't rock bottom but it wasn't great. With PTLLS I had a little core of friends {within the course} which helped me when I started the DTLLS and I had to submit course work because I felt that I had people to talk to if I was really struggling. (Trainee, Dora, age 38, NVQ Level Three Dyslexia)

I felt that I had people to talk to if I was really struggling. I'm also getting feedback as well because we have started to observe each other. (Trainee, Ann, age 50, NVQ Level Three, Numeracy)

The class discussions we have encountered [about practice] help more than any learning theory. (Trainee, Questionnaire respondent)

However, working within groups can create issues relating to power dynamics, which was a concern expressed by one interviewee:

We've got a nice comfortable group but somebody else could come in tomorrow and totally change it. (Trainee, Chris, age 24, Degree ICT)

As Robson (1998) comments the development of sub-cultures within groups can create tensions if others want to join the group. This was noted by two teacher educators who commented that trainees who joined the award 'late' had struggled to belong and to enter into group discussions, which as Lave and Wenger (2003) contend can be one of the disadvantages of forming communities of practice.

One trainee (Ian) recognised that his teaching practice had taken account of the relevance of communities of practice and peer learning but had not connected the theory related to this with his practice until doing the DTLLS award.

I used to bounce ideas off people {in my department}, and what I was actually doing was communities of practice without realising that I was doing it. But we {in his department} just take this as a matter of course now, people just come in and say 'do you mind if I sit in for half an hour' and I think that's quite developmental because we move the threat and that's quite a mind-set change for people in the department. (Trainee, Ian, age 52, NVQ Logistics)

Teacher educators also considered that communities of practice were useful and that further development of them would be beneficial:

What you want is a dialogue between trainees not several enclaves doing their own thing, what you want is for trainees to exchange their experiences and views and particularly their knowledge so that they're learning in different ways with people who are learning in different ways and this exchange is most valuable. It is where they will experience the actualities of classroom discourse and teacher discourse, which enables people to exchange views, which is quite rich, both inside the DTLLS classroom and out of it...ways people are talking to each other and which practices are being shared and explored and you can do something with it, you can reference to it, make links between people, get people together, which allows messages to reiterate in ways which people are

learning with each other, that community is then a community of working practitioners and that to me is when the course has more value. (Teacher Educator, Green College)

Trainees' views about working with their peers and belonging to a group raises questions about how their diversities can be utilised to provide a supportive network of practitioners within and beyond the confines of the classroom based sessions and how experiences can be shared in order to assist trainees' understandings (if not the practice) of the breadth of experience that Ofsted (2010) says is lacking.

6.6.4 Trainees who thought that their practice had not improved

Five trainees (one interviewee and four Year One questionnaire respondents) said that their practice had not improved.

The interviewee (Greg) said that he was '*self-taught and already knew how to teach*'. However, he had received additional support from his tutor and needed to repeat his first assignment three times before achieving a pass and he later withdrew from the award. During the interview he also commented:

I was told I wasn't doing this and I wasn't doing that. It's easy to pick on somebody, there's so much, you can't employ them all in one place, it's easily said and done for them in theory, but not in practice. (Trainee, Greg, age 52, Degree Maths)

Another trainee, who completed the questionnaire, said that his practice had not improved but his comment made little sense:

Because I did not teach before starting the course. (Trainee, Questionnaire respondent, male, age 46-55, Level 3, College)

Maybe this trainee was comparing himself with others in his class who had been teaching for a number of years; whatever the reason it illustrates a possible lack of this trainee's ability to reflect. Other comments made by trainees were:

Does not help me in the classroom. (Trainee, Questionnaire respondent, female, Level 3, age 26-33, College)

It distracts from teaching rather than supports it. The college is great, the

observation feedback is really useful but the written assignments are tedious and unhelpful. (Trainee, Questionnaire respondent, male, age 46-55, Level 3, College)

I am spending time doing paperwork for this course rather than preparing teaching materials. (Trainee, Questionnaire respondent, male, age 46-55, Degree, College)

There are several possible reasons underpinning these responses. These five trainees were in their first year of training and it may have been that they were still learning to cope, survive and develop their confidence in their teaching classes (Orr, 2012; Steffy et al., 1999) and therefore the DTLLS class was an additional pressure. The issue regarding 'paperwork' resonates with Orr and Simmons (2011, p253) findings about the 'prescriptive and bureaucratic nature' of the LLUK (2007) standards creating a 'restrictive learning environment' particularly as trainees (many working full time) have to manage their workload alongside their study and completing assignments that are heavily laden with criteria. Trainees' expectations of the award may have differed to their actual experiences of the award, particularly if any theory was not delivered in a timely manner to meet their practice-based needs (Steffy et al., 1999). Another reason could be that these five trainees did not consider themselves as work-based trainees and therefore viewed the DTLLS award as being separate from their practice (Lucas and Unwin, 2009). Some trainees who are experts within their own subject specialism do not identify themselves with their professional role as a teacher and therefore are unable to 'perceive the benefit in any kind of conceptualisation of learning' (Orr, 2012, p57).

All five trainees worked in college environments. Therefore they possibly had exposure to a wider range of practice opportunities than did trainees who worked within the wider LLS which gave them a different expectation of what their experience as a trainee ought to be (Orr, 2009a). However, it maybe because a greater number of responses were received from trainees working within colleges than there were from other organisations representing the wider LLS that more comments were provided.

6.6.5 Study skills

All eleven teacher educators made comments about the neediness of the trainees and in order not to pathologise the trainees (Robinson and Rennie, 2012, p17) it is important to consider the reasons for their views, (section 6.9.1, p187). These include recognition of the conditions and constraints that exist in relation to the imposed requirement to undertake the DTLLS award and the learning experiences encountered by the trainees while they are enrolled onto the award. It is a requirement for trainees to have a minimum of a level three qualification subject specialism qualification and a minimum of a level two qualification (or equivalent) in English. The award is accredited at levels four and five which, as noted by Harkin (2008, p10), 'may be too high for some entrants, particularly those in craft vocational areas' as they would possibly not have studied at these levels before. Furthermore, 'around two thirds of trainees have no prior experience of academic study' (Ofsted, 2010, p11). Two teacher educators commented that:

Some trainees don't know how to read, certainly not for academic purposes. (Teacher Educator, Orange College)

Trainees want the whole thing immediately... the least successful are from non-academic subjects and I mean that kindly. (Teacher Educator, Green College)

Two other teacher educators said that much more detailed interviews and diagnostic tests were required at the beginning of the course:

For some trainees there's very much a protracted interview/induction process and I don't mean just two weeks at the start of the course, those initial contacts need to be very detailed. There needs to be lots of support to be provided. (Teacher Educator, Green College)

Definitely more needy trainees than in previous years, although diagnostic tests are carried out to ascertain Level Two literacy some trainees find it difficult to write sentences and to be coherent in grammar. (Teacher Educator, Green College)

Although the teacher educators' comments focused more on the non-graduates' abilities one teacher educator referred directly to the abilities of graduates and

suggested that:

They [graduates] struggled with the work ethic of doing the course, having to learn and to put that into practice – they're used to being learners and couldn't adjust to the practice part of what's expected of the course. They left the course because they couldn't cope with the pressure. (Teacher Educator, Yellow College)

Sixteen (30/%) Year One and 10 (47%) Year Two questionnaire respondents (section 6.4.4, p132) said that they had received some form of specialist support. Unfortunately none of them said what type of support they received. It could be argued that Year Two trainees should require less support as they were further along their learning journey. However, the level of learning required in Year Two is higher than in Year One (level 5 rather than level 4).

The views of the teacher educators about levels of support echo other research (Orr, 2012; Orr and Simmons, 2010; Noel and Robinson, 2009; Noel, 2009). A further illustration of some trainees' literacy skills is seen within this study by the grammatical and spelling errors made by them when completing the questionnaires, although some errors would arguably be because of the lack of value placed on the need to be grammatically accurate.

Support needs to be of the right kind as too much support can limit trainees' abilities to become autonomous (Orr, 2009a; Harri-Augstein and Thomas, 1991). As illustrated by one teacher educator:

Some learners pass the course because of the level of support (tutorials, draft feedback etc.) rather than their ability to perform at the required levels – they don't often recognise this. (Teacher Educator, Red College)

This is a worrying statement from a teacher educator and raises questions about why (or how) these trainees are achieving the award and/or how teacher educators are delivering the award. Some trainees would arguably benefit from a period of study skills prior or during the DTLLS award but as noted by one teacher educator:

Trainees say they don't have the time alongside working full time and doing the course. (Teacher Educator, Green College)

This comment reflects others made by the teacher educators about employers putting trainees onto the award at the same time as starting their new job:

Many trainees struggle to cope with juggling the course with a new job, particularly when they haven't done any study for years if at all. Not all trainees are ready for the rigour of level four/five and would benefit from a period of study skills. Management just put them on the course (Teacher Educator, Red College)

Moreover, some trainees may place more emphasis on their practical skills, remaining focused on what they know best (their craft) rather than their development as professional enquirers (section 4.6, p55). They do pass the DTLLS assignments but with low grades.

Conclusions drawn from question three

Any variation in responses about improvement to practice may stem from differences in trainees' backgrounds, their attitudes towards learning and of being a learner as well as the conditions in which their learning occurred. Comments predominantly related to practical skill development and increased confidence which concurs with other research (e.g., Orr, 2012; Maxwell, 2010b; IfL, 2009b). However, whether any increase in confidence relates to improvement as a teacher or to survival in the classroom is an issue (Orr, 2012) (section 6.6.2, p162).

All of the teacher educators made comments about how many trainees found it difficult to write academic assignments. As could arguably have been expected, due to differences in power dynamics between the trainees and me as the researcher and Award Leader (section 5.14, p109) none of the trainees expressed any concerns (if indeed they had any) regarding their ability to write assignments. Some trainees did raise issues about *'time, support, over-burdensome criteria, being pushed and battling against'* doing the award. Therefore, it could be the conditions, rather than the trainees' abilities, that provide some reasons for the teacher educators' views (section 6.9, pp187:203).

These findings raise questions about how suitable the current LLUK (2007) initial teacher education model is at providing 'opportunities to foster expansive learning' (Orr and Simmons, 2011, p244). Due to their beliefs and assumptions some trainees might, as Knowles, Holtson and Swanson, (2005, p65) suggest can happen, 'resent and resist situations in which they feel others are imposing their wills on them'.

However, learning includes 'challenging ideology' and engagement in reflective enquiry (Brookfield, 2005, p8). Evidence of critical reflection was only provided by 8% of trainees although all trainees who passed their assignments needed to demonstrate some level of ability to reflect (section 6.6.1, p157). Furthermore, the findings could be due to a necessity for trainees to learn about the job at the same time as doing it as this focuses trainees' priorities on developing practical skills first and reflection and enquiry later (Steffy et al., 1999; Orr, 2012). This might be particularly relevant to the 227(69%) trainees who were non-graduates as their subject specialist, competence-based, qualifications would have required them to demonstrate practical rather than reflective skills. Therefore, by continuing to focus on practical skills they initially remain with their comfort zone (Orr, 2012).

6.7 Question 4 – How helpful did trainees consider that their mentors had been?

A requirement of the LLUK (2007) standards (Domain C) is for trainees to demonstrate their subject pedagogical competence. Within this case study all trainees needed to have a subject specialist mentor to support them and to observe them in their practice. Due to lack of funding mentors are usually volunteers, or are 'coerced' to become a mentor and therefore trainees do not always receive 'regular and/or effective mentoring' and as a consequence not all trainees 'achieve their full potential' (Eliahoo, 2009, p4). Within this study, Ofsted (2010, p10) recommended that 'greater consistency in the quality of mentoring' was necessary, in particular for those 'trainees who were employed in the wider sector', so that all 'trainees could benefit from expert guidance on teaching their specialist subjects'.

Figure 6.12: How satisfied are trainees with their mentoring experiences?

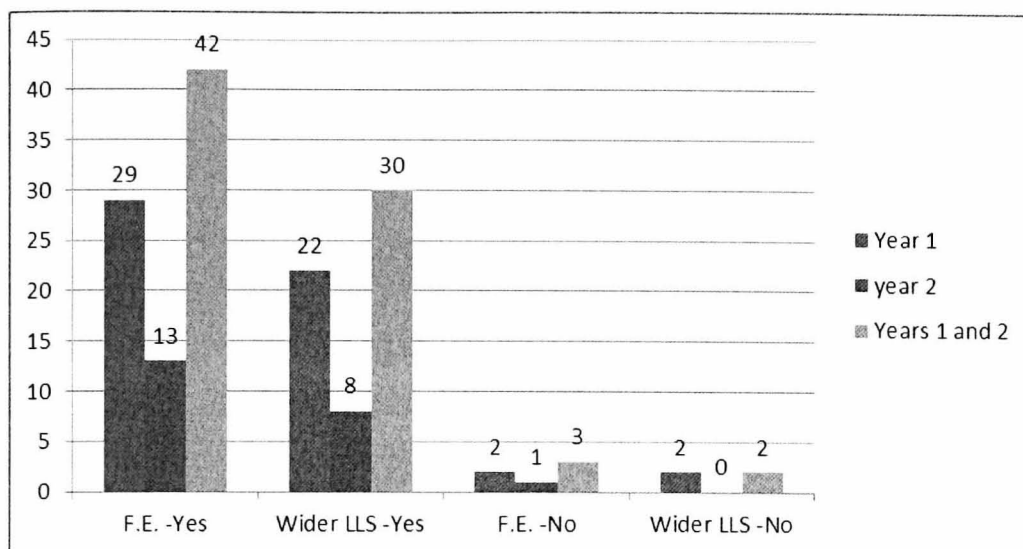


Table 6.14 How satisfied are trainees with their mentoring experiences?

	FE -Yes	Wider LLS -Yes	FE -No	Wider LLS -No	Total
Year 1	29 (53%)	22 (40%)	2 (4%)*	2 (4%)*	55 (100%)
Year 2	13 (59%)	8 (36%)	1 (5%)	0	22 (100%)
Years 1 and 2 FE and Wider LLS	42 (55%)	30 (39%)	3 (4%)	2 (1%)	77 (100%)
Total	72 (94%)		5 (6%)		77 (100%)

*rounded up

Similarly, the teacher educators considered that there was some evidence of good mentoring within the colleges although they thought that management needed to do more, or invest more, to improve this:

Experienced mentors within private training organisations are less available. (Teacher Educator, Yellow College)

The mentor thing, a nightmare, it's been a priority for two years and it's gone nowhere, it gets pushed down and down, so I'm going to push that, mentors, sort it out, because apparently now Ofsted have picked up that the idea of a subject specialist isn't happening, so what they want is subject specialist training for mentors but our mentors aren't even trained as mentors.....they're always doing a CPD on different learning difficulties rather than let's learn a bit more about catering, even our college is a superficial on paper approach.... I feel sorry for some trainees, one started on PTTLs, doing physics, but there's no other physics teacher.

Organisations are complicit in this, because I send out a piece of paper , and I get them to sign, that they will provide a mentor and that the mentor will do one observation here and that they will provide feedback and give a minimum of sixteen hours one to one support and they sign that piece of paper, they don't care then whether it happens or not, and so they're complicit as they want their staff on that course so they'll sign anything, I've tried open evenings and no one turned up, you get them to sign to come to one meeting a year, put one on in the evening, one in the morning and no one comes. What they need is to chuck one of their members off the course and say you've signed for this, you're not meeting it and it was a requirement so you're now off the course, can you imagine the hoo ha that would cause. (Teacher Educator, Blue College)

This teacher educator's concern about the quality of management support provides additional confirmation that mentors often lacked training because other commitments prevented them from attending any organised training event. A training manual was provided (electronically and hard copy) but whether this was read and understood by all mentors was questionable because as noted by one teacher educator:

Some mentors are unsure of how to complete the observation forms and merely tick the boxes which is unhelpful to the trainees as it does not aid their development. (Teacher Educator, Orange College)

In contrast to the views of Ofsted (2010) and the teacher educators, 72 (94%) of questionnaire respondents and all of the trainees who were interviewed said that they were satisfied with their mentoring provision, with only a 3 per cent difference between FE and the wider LLS (Figure 6.12, Table 6.14). Why these views are different is unknown. However, Lawry and Tedder (2009, p3) posit that there exists 'lack of clarity about the developmental or judgemental role' of mentors. Mentors observe and assess trainees' practice and therefore some trainees may see this as their mentor's main role. Therefore providing that they are passing their observations consider their mentoring experiences satisfactory. Furthermore, if trainees see their mentor's role to be that of an assessor then they may be reticent about relationship building and/or asking for support outside of this observation process (Lawry and Tedder, 2009, p5). Moreover, possibly, because the trainees knew that their mentors were volunteers they may have valued any level of support that they did receive.

The voluntary nature of mentoring as well as the comments of the teacher educators and Ofsted (2010, 2008, 2003) highlight tensions that exist between the need to comply with regulations and the actual level of support that Government and/or organisations are able, or want, to provide to trainees. Owing to the lower number of employees within private organisations compared to colleges fewer mentors are available and those who are maybe less experienced and/or qualified and as noted by Eliahoo (2009, p3), mentoring does not 'work well in the context of small providers'; which is a view that is also recognised by Ofsted (2010). It is also possible that management agreed to provide their trainee/s with a mentor but factors like time, illness, motivation, redundancies impact on any initial arrangement (Eliahoo, 2009, p4). This was noted by two of the five (6%) trainees who claimed that they were not satisfied with their mentoring experiences, for example:

My workplace mentor is not really fulfilling the role as some role conflict and work pressures prevent this. (Trainee, Questionnaire respondent, male, 26-35, Private Training, NVQ Level Three qualification)

Extremely poor, I had to find my own mentor, who let me down. (Trainee, Questionnaire respondent, male, age under 25, Degree, workplace not provided)

Two other trainees who worked in private training organisations commented that they 'never saw my mentor', which resonates with findings from research carried out by Eliahoo (2009). It also raises questions about what levels of support these trainees did receive and who observed them; notably it raises issues about the quality assurance processes for the DTLLS award.

One trainee thought that their mentor had been 'more useful than going to class' and two of the twelve trainees who were interviewed illustrated that some support had been provided in relation to their development of pedagogical content knowledge (Shulman, 1987):

With working with my mentor I know more of why we teach like that and it has made a difference especially with planning, just having someone feeding back to you is useful. (Trainee, Chris, age 24, Degree ICT)

There's insufficient specialist focus, you would be wise in choosing your mentor to be a subject specialist in the area which you're teaching and to facilitate that guidance from them to make sure the relationships working, the mechanism of it is working adequately well to ensure that you're receiving the support that you need in terms of expectations of the mentor which would support that subject knowledge element of it, that may help ... also if my mentor thinks I haven't explained something in the way she thinks the students will understand or she's assessing and she says, you know, I don't think they've got this one she'll asked me to explain in a different way. So that's hugely beneficial for me, absolutely fabulous and for the students as well. (Trainee, Bren, age 43, Degree Social Care)

No other trainee made any specific link between any support that they had received from their mentor and the development of pedagogical subject knowledge. Two trainees (Ian and Flo) commented on their increased understanding of developing strategies to present subject knowledge to their learners but neither of them, even when asked to expand, related this understanding to any support that they had received from their mentor, although both claimed that their mentoring experience had been satisfactory.

Conclusions drawn from question four

There are contrasting views between those held by the teacher educators and Ofsted (2010) and those held by the trainees. These differences may relate to differing perceptions about the role of a mentor or possibly it was because of the voluntary nature of mentoring that 72 (94%) trainees thought it was satisfactory.

6.8 Question 5 – What did trainees like or dislike about their training and the award?

This question related to 'understanding the needs of the workforce to inform curriculum development and to target suitable actions' (LLUK, 2009b, p5) so that trainees could get the best educational experience as possible.

As this question was focused on the award rather than the trainees it gave them an opportunity to raise other issues or to deflect any concerns that they had away from themselves and onto the award.

Due to rigorous quality assurance processes the five partnership colleges had very similar learning environments. However, due to their situatedness these environments would have had variations and distinctiveness (Lave and Wenger, 2003; Anderson, Reder and Simon, 1996). As Orr (2012) claims differing levels of teacher educators' expertise and personalities impact upon how they impart knowledge and often they deliver sessions in the same way in which they would like to be taught. Therefore how the trainees were taught would have had some influence on their experiences and their levels of engagement in learning as well as their opportunities and engagement in communities of practice (section 4.9, p69).

Ofsted (2010, p11) found that a 'high proportion' (+90%) of trainees (within this study) had met the LLUK (2007) standards. This, however, meant that 10 per cent of trainees had not yet passed the award and of this 90 per cent just 8 per cent received grade ones.

Five trainees who responded to the questionnaire commented that they could not think of anything that required improvement.

I truly cannot think of how to improve the course. (Trainee, Questionnaire respondent, male, 36-45, Degree, workplace not provided)

Can't be improved. (Trainee, Questionnaire respondent, female, 26-35, Degree, worked in a college)

Very good as it is. (Trainee, Questionnaire respondent, female, 36-45, Degree, worked in public services)

Can't think of anything that needs improving. (Trainee, Questionnaire respondent, male, 46-55, Level Three, private training)

Doesn't need improving. (Trainee, Questionnaire respondent, female, 26-35, Level Three, worked in a college)

A common factor between these five trainees was that they had wanted to enrol onto the award therefore; arguably, they would have had good levels of motivation and a positive approach to the award.

Tensions surround the trainees' diversity owing to their different levels of

development. Two trainees separated their practice from the theoretical input and thought that their practice '*had worsened*' owing to the '*time doing paperwork for the course*' and that the assignments distracted them '*from teaching*' which highlights, again, the trainee/teacher dilemma and that some trainees did not consider themselves as work-based learners as well as the restrictive nature of the award (Orr and Simmons, 2011).

Other comments related to more emphasis on practice, less emphasis on theory, curriculum design, delivery and assessment and observation of practice.

6.8.1 More emphasis on a more practice based model

Echoing the findings within other studies, e.g. Maxwell (2010b), Orr and Simmons (2011), and Nasta (2007) all of the interviewees and teacher educators, as well as eight of the questionnaire respondents commented that they wanted more emphasis to be given to the practice elements of the award, for example:

It should be a more hands on. I thought that it was going to be much more practical. Since this is a course that you do whilst you are working it seems that it should be a little more connected to your real life. If the whole idea of the DTLLS is to improve our practice then it should be a bit more practical. (Trainee, Helen, age 50, NVQ Level 5 ESOL)

More observations rather than written assignments would give a clearer picture of action in practice; do rather than say you do. (Trainee, Dora, age 38, NVQ 3, Dyslexia)

There is more emphasis needed on practice. (Teacher Educator, Red College)

More on practice. (Teacher Educator, Green College)

The tensions that emerge from these findings surround the trainees' notions of teaching as a craft that demands practice more so than a profession that demands reflection and pedagogical development. Furthermore, no trainee (or teacher educator) said that they wanted less emphasis to be on practice. Emphasis on practice – or perhaps from theory, may relate to trainees' levels of development and their initial need to cope and to survive in the classroom before engaging more fully

in pedagogy (Orr, 2012; Steffy et al., 1999). Until trainees have learned to cope in their practical teaching sessions they may want to remain in their practical comfort zone (Orr, 2012) and not be ready to accommodate new mental models (Moon, 2006; Huddleston and Unwin, 2002; Schön, 2002; Harri-Augstein and Thomas, 1991). As two trainees commented:

The literacy reviews do not impact on the teaching, knowing a quote doesn't improve teaching, answering questions with other's words doesn't improve my teaching. (Trainee, Questionnaire respondent, age 36-45, male, level 3 qualification, wider LLS)

Variation in assessment methods - not all vocationally qualified teachers have done or will ever need to write continuous prose like this. Please give all us a chance. (Questionnaire respondent, age 36-45, female, worked in a college)

The comments made by these trainees illustrate an alignment to teaching as a skill (a craft) rather than a profession that requires professional enquiry which has alignment to Gove's (2010) concept of teaching being a craft that can be picked up.

6.8.2 Less emphasis on theory

The value of contextualising theory is supported by Orr and Simmons (2010, p9) who contend that 'learning involves the construction of identities' and as noted by the teacher educator's theory supports the development of new constructs:

The classic example is a girl doing beauty, can't write a piece of work to save her life, but you observe her and you can actually pick out the lessons where she's picked up what she's seen and heard in the classroom and she's doing them, because she was a blank canvas, she wasn't teaching before and she comes to the classes, she listens, she picks out the things, runs down the corridor and incorporates it into her next lesson and it's fascinating. (Teacher Educator, Blue College)

According to one teacher educator not all trainees apply their formal classroom-based learning to their practice:

You get the ones because they're competent in the classroom and the assignments, their biggest need is to kick them up the ... and tell them to get on with it, so they're all different aren't they, the ones that are the most

frustrating are the ones who can do it and are competent and - like why should I try and learn? They're the frustrating ones. (Teacher Educator, Blue College)

No trainees said that more theory was necessary but four trainees considered that there was too much theory.

The DTLLS course was very teacher centred. We just sat there and it's a lot of theory and maybe some people have a background of theory but for me it was new. I don't mind it but it seemed to be very theoretically based and if this is a general standard for people in FE should it be a little more hands on. (Trainee, Ann, age 56, NVQ Level 3 Numeracy)

If I had known how much theory there was going to be I'd have been maybe less enthusiastic. (Trainee, Helen, age, 50 NVQ Level 5 ESOL)

There's an element of having done it before, like Maslow's hierarchy of needs. I think that I must have done that half a dozen times on different courses. I think, oh no not again. (Trainee, Dora, age 38, NVQ 3 Dyslexia)

It distracts from teaching rather than supports it. The college is great, the observation feedback is really useful but the written assignments are tedious and unhelpful. (Questionnaire respondent)

These views may relate to pedagogy and a transmission approach to delivery of theory, perhaps more so than the theory itself, i.e. how and when it was delivered (Eraut, 2007; Anderson, Reder and Simon, 1996).

This view is supported by the comments made by three trainees who considered that the theory was delivered too late for them to contextualise it and to put it into practice in their classroom:

I didn't know how to tackle such a wide range of learners all in one room at once ... by the time I came to do the managing behaviour all my classes were finished so that came at the wrong point for me and it took me a long time to realise that it wasn't about bad behaviour it was about people ... who'd never been in education before and keeping them motivated. (Trainee, Chris, age 24, Degree ICT)

A lot of it was common sense because I was already applying it but I did learn a lot about the theory, in the forces you don't do theory you just do practice. I thought that the DTLLS course provided me with the arrows of what theory I should be considering whereas before you don't know what you don't know. So I was doing the best I could but I could have done it

better had I known about the theory about whatever it was I was doing. (Trainee, Ian, age 52, NVQ Level 3 Business)

So I've spent hours preparing, but thinking it all through this time for my assignment, it was incredible I almost threw away everything I've done so far because I can see suddenly, it's like somebody has opened a door, just because of a failing in my own communication skills I wasn't actually applying this constructivist guideline to the way I'm teaching which really excites me right now because I can't wait to start again. (Trainee, Flo, age 50, PhD)

Two trainees, below the age of 25, acknowledged that theory (without wanting more of it) had been useful. One of these (Ellie) was eager to embrace the university experience and to be 'called a teacher' and her enthusiasm for this 'experience' may have related to her motivation for 'studying the theories'.

I've learned a lot of things from studying the theories as well as doing the practical side. The theories have been the guide as to what could be implemented in the lesson and then actually going and putting the strategies into play has been quite interesting. (Trainee, Ellie, age 22, NVQ Level Three, Beauty)

The other trainee who thought that the 'theories had been good' had covered some of them before in previous studies and recognised that this had been beneficial in consolidating that prior knowledge.

All of the theories have been good but maybe because I did a sociology degree and some of the theories overlapped I was able to understand them and actually felt that I was enjoying learning about them. (Trainee, Lyn, age 22 Degree, Sociology)

Both of these trainees had volunteered to be on the award and their background information and comments made during their interviews suggests that they may not have had the other commitments (family, full time work, organisational) that some other trainees had which could arguably have influenced their levels of engagement.

6.8.3 Curriculum design, delivery and assessment

Orr (2012) comments that teacher educators have little control over what it is they teach as the content is driven by LLUK (2007) criteria. However, they do have some

control over the teaching, learning and assessment strategies that they apply although they too can become compliant (Orr, 2012) and constrained by the conditions surrounding their delivery of the award which according to Lingfield (2012) is too onerous which might provide a reason for the following three comments provided by teacher educators:

We tell them what they should or might be looking for. (Teacher Educator, Orange College)

The LLUK standards restrict the flexibility of the course. We have to fit in all the criteria. (Teacher Educator, Green College)

We're running to catch up all the time. (Teacher Educator, Blue College)

Similarly, some of the trainees' comments illustrated some difficulties involved in managing the award alongside other duties:

In terms of returning to academic writing, the majority of the others, like me, are running houses and full time jobs (Trainee, Bren, age 43, Degree Social Care)

I don't mind the work and I enjoy learning but some of the assignments had ridiculous amounts of criteria and I was forever trying to tick boxes. (Trainee, Lyn, age 22, Degree Psychology)

Other remarks were made about the over-burdensome assessment requirements:

The assessment criteria are so difficult to absorb and feel sure about that I think something should be done to alleviate anxiety or possibility of failing to meet them or meeting them poorly. (Trainee, Questionnaire respondent)

For a practical profession the assessment methods are archaic. (Trainee, Questionnaire respondent)

I have found it extremely hard to do a quality review of the literature within the word limit of the assignment. There were too many mini-criteria to cover within the word limit. (Trainee, Questionnaire respondent)

Trainees' preferences of assessment methods mirrored their views about less emphasis on assignment writing (Table 6.15).

Table 6.15: Questionnaire: what methods of assessment would you prefer?

Answer	Year One (55 trainees)	Year Two (22 trainees)	Years One / Two (77 trainees)
small group presentations	36 (65%)	21 (95%)	57 (74%)
professional discussion	35 (63%)	21 (95%)	56 (73%)
observation of practice	35 (63%)	22 (100%)	57 (74%)
written assignment	33 (60%)	22 (100%)	53 (69%)
blogs or other forms of ICT	11 (20%)	0	11 (14%)
other please specify	0	1 (5%)	1 (1%)

Some trainees responded more than once to these questions.

Seven of the 12 trainees who were interviewed and 6 trainees who expanded their responses to this question when completing the questionnaires commented that the module that they had most preferred was Managing Behaviour in the Classroom (Appendix K). This may have been because of trainees' current levels of development in relation to their professional practice and the time that they had already spent on the course. Ofsted (2008, p11) expressed concern about trainees not always being 'prepared at a sufficiently early stage in their training to manage challenging behaviour of a minority of students'. Trainees' preferences for this module may relate to their ability to survive in the classroom (Orr, 2012) and/or because it involved more group work and peer discussion than did the other modules which was a mode of learning that many trainees valued (section 6.6.3, p164).

The Action Research module was the second most popular module (Appendix L). Three trainees who were interviewed and five questionnaire respondents commented that this module was very useful. This module engages trainees in professional enquiry relating to their practice and provides opportunities for them to apply the theories discussed in the DTLLS classes and the ideas drawn from discussion with their peers.

These two modules are distinctly different in the possible impact that they could have

on trainees (development of practical skill/ pedagogical professional enquiry). However, both have fewer criteria than the other modules and it maybe that the depth of learning rather than the breadth of learning affected trainees' experiences. These modules are the final modules for Year One (Managing Behaviour) and for Year Two (Action Research) therefore it maybe that previous learning that occurred during other modules influenced trainees' views about these two modules.

Journal evidence (Appendix N) suggests that these modules are also favourites of the teacher educators and therefore they may deliver these topics more effectively, or with more motivation, than others. These modules may have been their favourites because the trainees were interested in these topics; although one trainee thought that the Managing Behaviour module had been delivered '*too late to make a difference*' (section 6.8.2, p178).

The module that both the trainees and the teacher educators most criticised was the Wider Professional Practice module. Comments about this module related to insufficient word allowance, poor guidance and insufficient time to complete it (Appendix M). As noted by a teacher educator:

The other thing we would change, which we can't because it's in the LLUK framework, wider professional practice, rubbish, it just doesn't make sense, then to give them so much wider professional practice, it's nice but won't give you much help in the day job when Ofsted come in. (Teacher Educator, Blue College)

This module related to policy and regulatory issues within the LLS and was the most complex module within the award which perhaps relates to some trainees' academic ability to do it as well as the complexities surrounding studying and working.

6.8.4 Observation of practice

LLUK (2007) guidance stipulates that trainees should have a minimum of eight observations and, within this case study, six of these are by the teacher educators and two of these are by the trainees' mentors (section 6.8.4, p184).

All of the teacher educators considered that observations were crucial to the development of trainees' learning and practice which resonates with the Government's view that improvement to trainees' practice is developed through a process of training and observation of practice (Ollin, 2009). As noted by one teacher educator:

You see the observations changing, you see the response to actions points, as you have to be looking for those, and you can measure and identify these. (Teacher Educator, Blue College)

Trainees thought that their practice had improved because of advice and development from observations as well as increased levels of confidence and skills relating to planning and delivering teaching sessions, for example:

I'm not actually involved with the learners, I'm just pushing.... but with the combination of the observed sessions, the fact that I'm actually doing it observed, evaluating and actually reflecting on how well I communicate in teaching and thought. I don't know if that works' but it really works. (Trainee, Flo, age 50, PhD)

Observation provides a different perspective on your teaching and facilitated study helps you to reflect. Advice from observations is very useful. (Trainee, Questionnaire respondent)

However observations can become problematic if guidelines about what trainees need to prepare and to expect from them are not clarified:

I failed an observation and then I was very surprised and everybody, my co teachers were surprised. Basically I failed it; in my opinion because I didn't know what they wanted as far as paperwork and my paperwork, it was the lesson. I had done a lot of planning (emphasis) and I was really quite offended when she said 'you didn't do planning'. I spent ages planning this and I'd done a whole scheme of work and everything but I hadn't done it on the right kind of ... I did my own lesson plan but then it wasn't good enough so I had to redo the lesson so this time I did the whole paperwork but I felt that it wasn't really fair, that it wasn't spelt out. (Trainee, Helen, age 50, NVQ Level 5 ESOL)

The lack of an explanation relating to the observation process was singular to this trainee's experience and their comments maybe subjective because of their initial failure of an observation or they could be indicative of wider experiences. More

likely, however, as this was the only negative comment made about the observation process, it was owing to the long term absence of this trainee's teacher educator and an emergent issue in relation to communication between trainee and the teacher who was covering the teaching sessions at this time (Appendix N).

While guidelines are necessary prior to an observation they can provide the detail necessary for trainees to '*manipulate*' their practice, which two trainees within this study noted that they had done, possibly because they were not in a full teaching role and were trainers rather than teachers (section 6.4.10, p145). These maybe isolated incidences but Ofsted (2008, p17) contends that many trainees' experiences within the wider LLS are 'too narrow' and Orr and Simmons (2010, p82) suggest that teaching observations can be 'artificial experiences in terms of how they would normally be delivered'. Moreover, these two trainees seemingly viewed their observations as a managerial tool for auditing purposes (Hardman, 2007) rather than being developmental (section 4.3, p46).

Conclusions drawn from question five

Question 5 illustrates that trainees value many things about the award (support from teachers and peers, observations), yet also think that some areas could be improved, for example more emphasis on practice. In line with other studies (Maxwell, 2010b, Orr, 2008) dilemmas exist about trainees' perceptions of themselves as work-based learners (trainee/teacher, dual professionals) as do tensions about balancing workloads as well as training to become qualified teachers. These perceptions may influence trainees' levels of confidence, motivation and engagement in learning (Orr, 2012; Orr and Simmons, 2011; Maxwell, 2010a, 2010b; Nasta, 2007).

The role of the teacher educators (or mentors) should not be under-estimated and questions arise regarding their skills, expertise and abilities in accommodating the learning needs of the trainees, particularly owing to the growth in the number of trainees from the wider LLS. As suggested by Ofsted (2008) some teacher educators, in relation to their language and understanding, have remained situated

within colleges rather than wider LLS.

These tensions contribute to the need to consider how suitable the current design and delivery of the DTLLS curriculum is for a diverse range of trainees as well as how trainees manage their 'dual identities' - their requirement to manage and perform as a teacher in their classroom and as a trainee on the DTLLS award (Orr and Simmons, 2010, p85).

6.9 Themes underpinning the tensions and issues that emerged from the data

The aim of the study was to explore, identify and to gain an increased understanding of the factors that influenced the learning experiences of a group of trainee teachers working in the LLS.

This aim together with the associated objectives and research questions (section 2.4, p29) was borne in mind throughout the descriptive and analytical coding process. The findings from the descriptive process and the themes that have emerged from these findings are resultant from a further process of categorisation and asking *why* and *what* questions in order to extrapolate 'texts that were either similar or different from each other' (Glazer and Strauss, 1967, p101) (section 5.15, p113 and 6.2, p119). Some of the data, although interesting, were not significant to the research questions and have therefore been put aside for further study (section 7.9, p229). The data that were the most important in revealing these themes came from the trainees' transcripts, although other data, particularly that from the questionnaires and the teacher educators' transcripts, were pivotal to the credibility and dependability of the research and were used to confirm or disconfirm the information provided by the trainees. Emergent from the data were four themes:

- Diversity: Trainees' *characteristics* and how *variations* in these can influence trainees' orientations towards learning.
- Identity: Trainees' *perceptions* of themselves as trainees, teachers and trainers and how these influence their learning experiences.

- Learner autonomy: Influences relating to trainees as *self-directed learners*.
- Conditions for learning: *Political, organisational and managerial* influences.

Each of the four themes contain their own distinctiveness, yet, none are mutually exclusive (section 6.2, p119, Table 6.1e). Many of the categories (and the codes within the categories) are in some way inter-related to one or more of the other themes (sections 5.15, p113 and 6.9.1, pp187:203). It is the inter-relationships between these themes that have added to, and forged, new insight, through interpretation and illustration, to the current literature that is available.

6.9.1 Diversity

The first research question relates to exploring the factors that influenced trainees' learning experiences. The objective for this question was to 'understand the nature of the workforce' [trainees] in order to provide them with the skills necessary to deliver world class education (DfES, 2004). Gathering data about trainees' characteristics was crucial to this process.

Diversity, within this study, has been defined by two categories relating to trainees' general and specific characteristics (Table 6.16). These characteristics influence trainees' epistemological positions, biases and assumptions and a myriad of diversities can exist amongst groups of trainees in relation to these. These diversities 'inevitably produce different knowledge and different orientations towards learning' (Bartlett, Burton and Peim, 2002, p78). Moreover, taking account of the diversity and variation in characteristics that exist within groups of trainees is important because these are interwoven with trainees' perceptions of social and cultural identity (Bartlett, Burton and Peim, 2002) and these can influence the types of communities that emerge as well as the learning journeys that trainees' experience (Maxwell, 2010b; Orr, 2009a) (section 4.8, p65).

For these reasons *diversity* (Table 6.16) has been identified as a distinctive theme in its own right. Its first category contains four codes relating to general characteristics, i.e., age, gender, declared support and ethnicity. The second category contains three

codes that relate to specific characteristics that trainees have upon entry, i.e., competence, qualifications and neediness - discussed later in this section as well as in section 6.6.5, (p168) and 6.9 (pp193:207). All of these connect in some way to the type of learning experiences encountered by the trainees or, as in the case of gender and ethnicity, have been commented on at a descriptive level in relation to the first research question about who the trainees were that enrolled onto the DTLLS award.

Table 6.16: Diversity, categories and codes

THEME		DIVERSITY	
CATEGORIES	General characteristics	Specific characteristics	Explanation of codes
CODES			
Age	√		Trainees getting younger, ability to reflect, reasons for enrolling/engagement in learning
Competence		√	Prior learning influences what/how engaged in learning
Declared Support	√		Possible reluctance to request support on entry
Ethnicity	√		Not diverse in ethnicity.
Gender	√		More females than males
Neediness		√	What trainees brought with them; qualifications, range of specialisms across FE and wider LLS. More needy than pre 2007
Grad/non-grad/Ac/craft		√	More non-graduates than pre 2007, prior training routes and emphasis on practise

Although *Diversity* is specifically related to the first research question it is also associated with the other three questions and objectives (section 2.4, p29) relating to conditions, constraints, tensions and issues that influence the trainees' learning experiences. The seven codes that are situated within its two categories can be cross referenced to some of the categories within each of the other three themes. To use the code of 'Age' as an example; this falls within the category of trainees' general characteristics (under the theme of *Diversity*). *Age* is connected to trainees' ability to engage in reflective practice as trainees who are in the over 45 age group were more able and/or willing to provide examples of their application of reflection to practice. The code relating to 'Age' therefore aligns with *Diversity* as it is a characteristic that adds to the description about the variations amongst the trainees.

However, it transcends several categories and some of these categories transcend different themes (Table 6.16a).

Table 6.16a: Relationship between Diversity, Identity, Learner Autonomy and Conditions for learning

THEME	DIVERSITY -RELATIONSHIP WITH OTHER THEMES																
	<u>Diversity</u>		<u>Identity</u>					<u>Conditions for learning</u>				<u>Learner autonomy</u>					
CATEGORIES	General characteristics	Specific characteristics	F.E./ College	Wider LLS	Teacher Trainee Trainer	Dual Professional	Subject Specialism	Why enrol	Government Management	Theory/Practice	Standards Criteria	Improvement to practice	Reflective practice	Skill building	Confidence	Community of practice	Teacher Educators
CODES																	
Age	√							√	√				√		√		√
Competence		√			√	√	√			√	√	√			√	√	
Declared Support	√								√								
Ethnicity	√								√								
Gender	√																
Neediness		√					√		√	√	√	√	√				√
Grad/non-grad/Ac/craft		√	√	√	√	√	√		√	√		√	√	√	√	√	√

Reasons for the eclectic mix of trainees on the DTLLS award are due to shifts in Government policy which have had an impact on the types of courses on offer and, as noted by LLUK (2009b), the need for teachers (trainees) to be representative of the learners that they teach. Trainees within this study, as with other studies, for example, Orr and Simmons (2010), Tummons (2009), Orr (2009a, 2008), Noel (2009), Noel and Robinson (2009) are from a different and/or wider range of environments than they were prior to 2007 (section 4.8, p65 and 6.4, p126).

Shifts in the type of courses, as well as where they are offered, have, as noted by the teacher educators, been instrumental in an increase in the number (69%) of trainees who were non-graduates (section 6.4, pp140:143). The DTLLS award offers these trainees their first experience of being a university student, albeit an off campus experience. Changes in the courses on offer have also been instrumental in a decrease in the number of trainees who are graduates (31%) on the award as fewer academic subjects are offered. This position reinforces the LLS' historical

identity of being situated with craft and its current training model being incompatible with 'socio-cultural theories of professional knowledge' (Maxwell, 2010a, p335) as well as why some trainees '*couldn't adjust to the professionalism of what's expected of the course*' (teacher educator, Yellow College). Variations in the type of trainees as well as the subjects that they teach provides some explanation about why the Government seems to regularly debate what training is actually needed by those entering into teaching in the LLS (Lingfield, 2012).

Although, variations in trainees' characteristics and backgrounds exist there are some similarities and, as Robson (1998) asserts, within larger groups, sub-groups emerge. For example, 227 (69%) are non-graduates with subject specialist qualifications relating to a craft which would have been acquired through an apprenticeship, in-service training route and 100 (31%) trainees are graduates with subject specialist qualifications relating to an academic discipline which would have been acquired by attending a university (part time or full time). Owing to similarities in prior learning and training trajectories trainees within each of these groups may share similar views about what the process of learning should be like. For example, one of the non-graduates commented about '*more emphasis on practice*' and another said '*does not help me with my job*'. Both of these comments reflect an occupational NVQ competence based view of training; possibly due to their prior experience of this approach. In contrast a comment made by a graduate about '*shifts in ideology ... linking between profession and identity*' reflects a view of a professional practitioner who is committed to 'professional ideals' (IfL, 2007, p18). The different views that trainees bring to the award with them link to dilemmas that are often encountered by the trainees during their training. This is because although similar learning trajectories within sub-groups exist the variation in the levels and types of subjects that trainees taught (e.g. motor mechanics, beauty therapists, equestrian) as well as the different environments where these subjects were taught influence trainees' perceptions of themselves as trainer/teacher, trainee/teacher, teacher/craft, dual professionals (Orr, 2009a) (section 4.6, p55 and 6.4, p126).

Furthermore, trainees' backgrounds and prior learning experiences can affect their

'orientations towards learning' (Bartlett, Burton and Peim, 2002, p78). Within this study a view shared by all teacher educators was that many trainees were needy. However, due to no data being available from I.S., the number of trainees who required additional support other than the 26 (35%) of the 77 questionnaire respondents who provided a positive response to this question is unknown. Although the teacher educators' views could suggest that they 'pathologised' the trainees more as a 'professional client or learner than as a professional practitioner' (Robinson and Rennie, 2012, p17) their comments have been interpreted as being related to, as well as created by, the conditions and constraints that exist and that have influenced trainees' learning experiences during their time on the award; for example, being told to do the award, being put onto the wrong award, piecemeal mentoring, limited support from management, a pre-requisite of a level two in English when the award is delivered at levels 4 and 5, a criterion-driven generic award for a diverse group of trainees and the teacher educators' contextualisation of the award.

Within the theme of *Diversity* the concept of neediness is situated within the category relating to *specific characteristics* because a condition of entry to the award was for the trainees to have a minimum of a level two English qualification and, as contended by Harkin (2008, p10), trainees who enter with the minimum qualification might struggle with the requirements of a new subject (teacher education) at levels four and five (section 6.6.5, p168). As noted by two teacher educators the '*least successful trainees were from non-academic backgrounds*' and some trainees did not know '*how to read for academic purposes*' (section 6.4.7, p137). However, some teacher educators also thought that some graduates were needy, in the sense that they had '*very little experience of work*' and could therefore not cope with the combined pressure of study and work.

Variability was evidenced between the graduates and non-graduates who were interviewed regarding their ability, or demonstration, of reflection. Flo (PhD) was very articulate and confident during her interview and demonstrated her ability to apply reflection to practice as well as to make links with theoretical concepts, whereas, Ellie, (Level 3, Hair and Beauty) was less articulate and when asked about

reflecting on practice simply said '*I always reflect*' (section 6.6.1, p157). Differences between these two trainees was further borne out by the grades that they received, i.e. Flo received distinctions (for which evidence of critical reflection is required) and Ellie received low passes (for which some evidence of an ability to reflect is required) and questions arise about how teaching and learning strategies can be sufficiently differentiated in order to accommodate the needs of such diverse groups of trainees.

Trainees' diversities, particularly their working environments, raises questions from Ofsted (2003, 2008, 2010) about the variation of support provided by mentors to trainees. Specifically, Ofsted draws attention to the poorer mentoring experiences that trainees from the wider LLS can have compared to trainees working in college based environments. Ofsted's view was shared by the teacher educators within this study with one stating that '*the mentor thing ... a nightmare*' (Blue College). However, these views were not shared by 72 (94%) of the questionnaire respondents who thought that their mentoring experiences were satisfactory; although no conclusive evidence existed as to why these differing opinions existed (section 6.7, p171).

While perhaps less well documented, than are the tensions relating to the provision of mentors for a diverse range of trainees, are tensions relating to the teacher educators' approaches to delivering the award as well as their abilities to teach trainees who are from a broader spectrum of environments than they were before 2007.

40 per cent of trainees are not in FE. (Teacher Educator, Red College)

Increasingly lower numbers are from college ... they come from lots of different places.

The implication is about what their [trainees] teaching role is.

With variation in trainees' characteristics, backgrounds, prior and current working environments, questions arise about the credibility of teacher educators having sufficient knowledge to contextualise knowledge for diverse groups of trainees (Lucas, Nasta and Rogers, 2009). Any variation, strengths or limitations in the teacher educators' abilities to provide an environment that supports and strengthens

trainees' learning capacities 'affects their learning experiences' (Claxton, 2006, p1). Such variation and limitations include the approaches used by the teacher educators to deliver the award (Lingfield, 2012), pressure due to their increased workloads (Harkin, 2008, p10) and a 'managerial and performative environment' (Bathmaker and Avis, 2005, p48). Moreover, any beliefs and assumptions held by the teacher educators could provide further reasons for their views about trainees' neediness and in order for teacher educators to improve, where necessary, any provision and/or delivery of initial teacher education it is important that they (like the trainees) engage in critical reflection and the identification and challenging of their own assumptions (Brookfield, 2005).

Tensions arise about the challenges of any single model of initial teacher education in meeting the needs of a diverse range of trainees (Lingfield, 2012) and comments from one trainee that the award was '*distractive*', and from another trainee about how '*burdensome*' academic assignments were lends some support to this view (section 6.6.4, p164). However, as asserted by Avis and Bathmaker (2006), it is the diversity of the LLS sector that makes it interesting but at the same time presents challenges relating to the establishment of a clearly defined professional status.

6.9.2 Identity

The theme of *identity* provides a response to the study's research question regarding factors, tensions and issues that influenced trainees' learning experiences. Identity is strongly tied to *Diversity* because trainees' characteristics, social and cultural backgrounds (relationships within different groups, norms beliefs) influence their views about themselves and 'inevitably produce different knowledge and different orientations towards learning' (Bartlett, Burton and Peim, 2002, p78) (section 6.9, p187). However, the theme of identity focuses on trainees' views of themselves as teachers, trainees and/or trainers and the five categories (and eleven codes) that sit beneath the theme of identity are pertinent to some of the reasons for the trainees' self-attributions (Table 6.17). Whether intrinsically borne or extrinsically created these affect trainees' transitions from their previous careers and their perceptions of

themselves as trainees, teachers and trainers (Lucas, Nasta and Rogers, 2012) (section 4.4, p50 and 4.9, p49).

Table 6.17 Identity, categories and codes

THEME		IDENTITY				
CATEGORIES	F.E./ College	Wider LLS	Teacher Trainee Trainer	Dual Professiona l	Subject Specialism	Explanation of codes
CODES						
Competence			√	√	√	Focus craft/subject perception as teacher/trainer/trainee
Context	√	√	√	√	√	Role of teacher /trainer Subject/generic transition
CTLLS/DTLLS	√	√	√	√	√	Are all trainees on right award
Engagement learning	√	√	√	√	√	Influenced by workplace/subject/perception
Full teaching role	√	√	√	√	√	Role teachers/trainee/trainer
Lesson planning					√	Skill building linking to subject or pedagogy/what's important
Neediness					√	Workplace, subject, perception of self, skill development
Observation	√	√			√	Difficulties linking mentor obs to subjects specialisms, manipulate practise
Peers	√	√			√	Engagement, communities of practice
Professional Enquiry			√	√	√	Perception links to ability to make transition and engagement in learning
Grad/non-grad/Ac/craft	√	√	√	√	√	Shifts in transition from craft to dual professional

The IfL (2009b) reports a reluctance by, or inability of, some trainees to shift any allegiance of identity from craft to professional practitioner owing to having learned their craft (subject specialism) through an apprenticeship route. Robson (1998, p597) maintains that trainees who continue to attribute their identity with that of technicians more so than teachers remain within 'their comfort zone of occupationally competent' rather than developing as professional enquirers (section 4.6, p55). Several illustrations of this exist within this study, not least the overwhelming emphasis on practice rather than theory (section 6.8.1, p174). For example, one interviewee (Helen) said that she '*thought it would be more hands on*'. Moreover, when trainees who were non-graduates were asked about their improvement to practice their comments related to improved '*confidence*', '*competence in managing classroom behaviour*' or to '*better planning*', e.g. they focused on operational, competence based skills rather than being a better teacher. Other reasons could exist for these comments, for example, the need to survive and to cope in the classroom (Orr, 2012) and relationships with prior experiences should not be dismissed, (section 6.6.2, p162).

The expertise that trainees bring with them from their previous careers and the expertise they gain from their career as teachers create the identity of a dual professional (Robson, 1998, p596). Although as Orr (2008, p57) contends some trainees are not able to conceptualise their practice and they remain skilled practitioners rather than making any transition to becoming professional enquirers. Furthermore, some trainees may find it difficult to make the transition due to what Brookfield (1995, p91) terms the 'imposter' syndrome. This perception was not confined to trainees who were non-graduates and Flo (PhD) related her concern about:

Losing credibility due to being a useless teacher if I didn't know it all ... linking between profession and identity ... it's quite frightening for trainees as you're standing on a bridge between professions trying to gain the confidence to say, yes, I am a teacher now.

As noted by Jackson and Carter (2007, p176), one's occupational identity is psychologically 'second only to the primary identifier of their name'. Trainees' perceptions of themselves may have been hindered by the award's in-service, apprenticeship route, and the need to constantly shift identities between that of a trainee (when attending DTLLS classroom based sessions) and that of a teacher (when employed as a teacher and in class with their learners). Furthermore, the constantly shifting from trainee to teacher usually occurs at the beginning of a trainee's career when they are also trying to comprehend any shift in identity from their previous career (craft/academic) to their new career as a teacher and of themselves as dual professionals (Orr, 2009a).

Table 6.17a: Relationship between Identity, Diversity, Learner Autonomy and Conditions for learning

THEME			IDENTITY - RELATIONSHIP WITH OTHER THEMES																
	Diversity		Identity					Conditions for learning					Learner autonomy						
CATEGORIES	General characteristics	Specific characteristics	F.E./ College	Wider LLS	Teacher Trainee Trainer	Dual Professional	Subject Specialism	Why did trainees enrol	Mentor Tutor experience	Government Management	Theory Practice	Standards Criteria	Improvement to practice	Reflective practice	Skill building	Confidence	Community of practice	Teacher Educators	Pre 2007
CODES																			
Competence	✓				✓	✓	✓				✓	✓	✓			✓	✓		
Context			✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓		✓		
CTLTS/DTLLS			✓	✓	✓	✓	✓	✓		✓			✓					✓	✓
Engagement learning			✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓	
Full teaching role			✓	✓	✓	✓	✓			✓		✓	✓					✓	
Lesson planning							✓				✓	✓	✓		✓	✓			
Neediness		✓					✓			✓			✓	✓				✓	✓
Observation							✓		✓	✓		✓	✓					✓	
Peers			✓	✓			✓						✓	✓	✓	✓	✓	✓	
Professional Enquiry					✓	✓	✓					✓	✓	✓		✓	✓		
Grad/non-grad/Ac/craft		✓	✓	✓	✓	✓	✓			✓	✓		✓	✓	✓	✓	✓	✓	✓

Moreover, buttressed against the perceptions that trainees have of themselves are the views held by management. Any immediacy for trainees' transitions to occur is made more difficult by differences of opinions held by management about whether trainees/teachers are technicians or professionals (Osborn, 2008). Some managers, who knew little about the different routes into initial teacher education in the LLS, '*just put them [trainees] on the course*', which was evidenced by two trainees who identified themselves as *trainers* (rather than *teachers*) and with at least one trainee who viewed themselves as a teacher but who was not engaged in a full teaching role (section 6.4.10, p145).

Adding to the trainer/teacher debate Lucas and Unwin (2009, p428) comment that trainees do not 'benefit from the protected status of dual identity' due to the pressures of their teaching loads and work commitments; a view which was also later provided by Lingfield (2012). These pressures add to the restrictive nature of trainees' learning environments and Ofsted (2010) commented, following its inspection of the award, that some trainees' lacked breadth of experience. A restrictive environment (Nasta, 2007), with its associated conditions, provides a further possible explanation for the reasons that some trainees might be perceived,

by the teacher educators, to be needy (section 6.6.5, p168) as it provides a climate for resistance towards learning (Knowles, Holtson and Swanson, 2005) and for superficial rather than deep learning to occur (BIS, 2012; Orr and Simmons, 2011; Lucas and Unwin, 2009; Hounsell, Entwistle and Marton, 1997). A restrictive environment, as comments from two trainees who were interviewed in this study suggested, can cause some trainees to '*resist*' or to '*battle against*' participating in the award due to, as suggested by (Knowles, Holtson and Swanson, 2005, p65), it 'being imposed upon them'.

Superficiality of learning can subsequently impede trainees' transitions towards dual professionalism owing to levels of limited reflection and 'cognitive transitions' which both Orr (2009a, p66) and Scanlon (2011) consider are necessary in order for any transformation in identity to occur. Similarly, Harri-Augstein and Thomas (1991, p6) and Huddleston and Unwin (2002, p165) expand upon this view and suggest that for transitions in identity to occur it is necessary for trainees to review and to reflect on their current abilities and situations and evidence of this, as noted by the grades (section 6.4.7, p137) of the trainees as well as by Ofsted's (2010) findings, was limited.

Trainees' views of themselves as trainees, teachers and/or trainers as well as their backgrounds affect their perceptions of what it means to be a professional and professionalised (Coffield, 2008a) and it is these views that shape trainees' contributions to communities of practice (Lave and Wenger, 2003) as well as their levels of engagement and development as autonomous learners (Harri-Augstein and Thomas, 1991) (section 4.8, p65 and 6.8, p175).

6.9.3 Learner autonomy

The third and fourth research questions enquire about the tensions and issues that influence trainees' learning experiences and how these could be improved. Enabling trainees to be more autonomous is a factor to consider in response to these questions.

Learner autonomy relates to trainees' taking responsibility and ownership of their learning, (Buie, 2009; Claxton, 2006; Harri-Augstein and Thomas, 1991). This responsibility does not negate the support of teachers and others but does mean that trainees take more responsibility for the direction of their own learning as well as the level and type of support needed in order for them to achieve any learning targets that have been set (section 4.9.1, p73).

The seven categories and eighteen codes that are located within this theme (Table 6.18) emphasise the dichotomy of factors that affect trainees' levels and variations in ability to be autonomous. For example, reliance on external referents to assess their level of attainment and understanding can result in trainees ceasing to make, or to know how to make, judgements about their own learning or even to take account of what it is they need to learn (Buie, 2009; Harri-Augstein and Thomas, 1991). This may mean that they remain 'inured to performativity and compliance' (Orr, 2012, p61).

Table 6.18: Learner autonomy, categories and codes

THEME	LEARNER AUTONOMY							
CATEGORIES	Improvement to practice	Reflective practice	Skill building	Confidence	Community of practice	Teacher Educators	Pre 2007	Explanation of code
CODES								
Age		√		√		√	√	Trainees getting younger, ability to reflect
Assessment/modules	√	√	√					Too many criteria, reflective practice
Bureaucracy	√	√				√		Tick box criteria, burdensome
Competence	√			√	√			Skill based craft, teaching
Context	√		√		√			What and how trainees thought practice had improved
CTLTS/DTLLS	√					√	√	Which award to enrol on
Engagement learning	√	√	√	√	√	√		Craft, teaching what/why improved
Full teaching role	√					√		Manipulate practice not in full role
Grades		√				√		Self assessment, levels of reflection
Lesson planning	√		√	√				Skill based craft, teaching
Mandatory/want/other	√	√				√	√	Levels of engagement
Neediness	√	√				√	√	Support, levels of reflection
Not improved	√							Support, considered award a distraction
Observation	√					√		Development, manipulation
Peers	√	√	√	√	√	√		Learning from and with others
Professional Enquiry	√	√		√	√			Levels and focus on engagement of learning
Grad/non-grad/Ac/craft	√	√	√	√	√	√	√	Levels and focus on engagement of learning
Year 1/2	√	√	√	√				Does year of training make a difference to focus on skills

Compliance and 'jumping through hoops' (Boyd, 2006) is evidenced in some of the remarks made by the trainees about:

Criteria, not necessarily meeting the learning outcomes of the learner, I've only done it for the observations in all honesty. (Questionnaire respondent)

Forever trying to tick boxes. (Questionnaire respondent)

The ability and motivation to be autonomous learners and professional enquirers is affected by the trainees' social and cultural backgrounds (Bartlett, Burton and Peim, 2002) as well as their reasons, and motivations, for enrolling, specifically when they are 'told to' enrol – and for this reason, amongst others, the theme of learner autonomy transcends the other three themes (Table 6.18a).

Table 6.18a: Relationship between Learner autonomy, Diversity, Identity and Conditions for Learning

THEMES	LEARNER AUTONOMY																	
	Diversity		Identity				Conditions for learning						Learner autonomy					
CATEGORIES	General characteristics	Specific characteristics	F.E./ College	Wider LLS	Teacher Trainee trainer	Dual Professional	Subject Specialism	Why did trainees enrol	Mentor Tutor experience	Government Management	Theory Practice	Standards Criteria	Improvement to practice	Reflective practice	Skill building	Confidence	Community of practice	Teacher Educators
CODES																		
Age	✓							✓		✓				✓		✓		✓
Assessment/modules							✓			✓	✓	✓	✓	✓	✓			
Bureaucracy								✓	✓	✓		✓	✓	✓				✓
Competence		✓			✓	✓	✓				✓	✓	✓			✓	✓	
Context			✓	✓	✓	✓	✓		✓	✓	✓	✓	✓		✓		✓	
CTL/SL/DTLLS			✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓				✓
Engagement learning			✓	✓	✓	✓	✓			✓	✓	✓	✓	✓	✓	✓	✓	✓
Full teaching role			✓	✓	✓	✓	✓			✓		✓	✓					✓
Grades							✓			✓		✓		✓				✓
Lesson planning							✓				✓	✓	✓		✓	✓		
Mandatory/want/other								✓		✓			✓	✓				✓
Neediness		✓					✓			✓			✓	✓				✓
Not improved								✓		✓			✓					
Observation							✓		✓	✓		✓	✓					✓
Peers			✓	✓			✓						✓	✓	✓	✓	✓	✓
Professional Enquiry					✓	✓	✓					✓	✓	✓			✓	
Grad/non-grad/Ac/craft		✓	✓	✓	✓	✓	✓			✓	✓		✓	✓	✓	✓	✓	✓
Year 1/2													✓	✓	✓	✓		

Orr and Simmons (2011), Maxwell (2010a) and Nasta (2007) all purport that a model that requires regulatory compliance does not lend itself to getting the best results out of those who have to do it. This is particularly concerning because motivation is an important factor in the effort that learners (trainees) put into their learning (Knowles, 1975).

Regulatory compliance and/or managerial insistence for trainees to be on the award provide some explanation for three trainees 'manipulating' their practice in order to

evidence the prescribed LLUK (2007) criteria. Although, even when trainees volunteer to be on the award tensions can exist in relation to their commitment to becoming professionalised (Lingfield, 2012, p22) and, as noted by a teacher educator in this study, some of those that volunteer just '*want a piece of paper*'. The 'exchange value of learning' - which refers to 'that which needs to be demonstrated in order to obtain a certificate' and 'its use value' affects trainees' 'engagement or estrangement' in learning, estranged because it is that which is done for others to use for their own purposes' (Lave and Wenger, 1991, p112).

Evidence of this engagement or estrangement is seen in some of the comments made by trainees about improvement to their practice. The findings within this study illuminated a possible difference between graduates and non-graduates in relation to what it was trainees thought was important to learn, the way in which they engaged in their learning and the outcomes of that learning. Although any commentary relating to reflection and development or professional enquiry was limited it was the graduates who, through ability or willingness, provided this and as one trainee who was interviewed commented:

Previously, I might have initiated a discussion, but I certainly wouldn't have used envelopes and given them a written format for what they were asked to do and split them into teams, and set some timing within the lesson plan for them to feedback to the whole group, that wouldn't have entered my head (Trainee, Bren, Yellow College)

Trainees who were non-graduates focused more specifically on the development of operational skills and classroom management rather than improvement as professional practitioners and they related their increase in confidence to the development of these skills. Increased confidence does not necessarily mean improved or good teaching and a perception of learning that emphasises growing confidence can obscure the limitations of that learning' (Orr, 2012, p59). However, initial operational skills are important for trainees to 'survive' and to 'cope' as well as to provide 'markers of knowledge' however spurious (Orr, 2012, p59).

The relevance of 'markers of knowledge' resonates with one teacher educator's comment that '*trainees want to be told what grade they are*'. Although these can assist trainees during any process of self-assessment reliance on external referents

can result in trainees ceasing to make, or to know how to make, judgements about their own learning or even to take account of what it is they need to learn' (Harri-Augstein and Thomas, 1991) (section 4.9.3, p73). Judging performance, mostly through the use of external referents, places limitations on trainees' learning and abilities to become autonomous. Trainees maybe '*forever trying to tick boxes*' and therefore become 'inured to performativity and compliance' (Orr, 2012, p61) which, Buie (2009) contends may mean that they could lose, or not develop, the skills of knowing how to learn, a process which is according to Harri-Augstein and Thomas (1991, p100) crucial in order for trainees to:

... achieve awareness of their learning processes and to become 'truly free to learn from experience and to use themselves as a test-bed for validating these experiences, to negotiate their needs, purposes and strategies successfully, so that satisfying outcomes are achieved and they can carry this over to subsequent learning events.

Harri-Augstein and Thomas, (1991) argue that awareness of learning processes can be achieved through the use of learning conversations with self as a reflective practitioner as well as with others through communities of practice. They contend that learning conversations go beyond that of casual conversation with '*no direction*' and should be around a specific activity or area of knowledge, a view supported by Lave and Wenger (1991). A framework, or community of learning, that incorporates a 'purpose, strategy, outcome and review' approach enables pre-existing identities to be modified and for adapted new identities to emerge (Harri-Augstein and Thomas, 1991, p100). The opportunity to be asked and to have to consider issues about their own learning is, as noted by one trainee (Helen) '*really useful*'.

6.9.4 Conditions for learning

This study set out to explore the factors that influenced trainees' learning experiences so that, if necessary, strategies could be developed to improve these experiences (research question four, objectives one and four). From this exploration a theme emerged relating to the *Conditions for learning* that were in some way instrumental to the type/s of learning experiences encountered by the trainees. This theme revolves around Government intervention, institutional and managerial support and a prescriptive and standards based curriculum. Its five categories and

19 codes (Table 6.19) provide explanations as to why data in this study, in line with other studies, (Orr, 2012, 2009a; Orr and Simmons, 2011; Maxwell, 2010a, 2010b; Thompson and Robinson, 2009; Lucas, Nasta and Rogers, 2009; Nasta, 2007) illustrates that the criteria-driven, prescriptive LLUK (2007) initial teacher education model can restrict, rather than enhance learning.

Table 6.19: Conditions for learning, categories and codes

THEME	Conditions for learning					
CATEGORIES	Why did trainees enrol	Mentor Tutor experience	Government Management	Theory Practice	Standards Criteria	Explanation of codes
CODES						
Age	√		√			Feeling too old but told to do the award
Assessment/modules			√	√	√	Too generic, prescriptive
Bureaucracy	√	√	√		√	Burdensome, distraction, difficult
Competence				√	√	Tick box criteria, skill building
Context		√	√	√	√	Too generic, prescriptive transition
CTL/SL/DTLLS	√		√			Which award
Declared Support			√			Concerns about declaring a disability
Engagement learning			√	√	√	Too many criteria, levels of learning
Ethnicity			√			Low level numbers of BME trainees
Full teaching role			√		√	Ability to do the full role
Grades			√		√	Time to do award, too many criteria, superficiality
Lesson planning				√	√	Standards link to L/p more emphasis on practice
Mandatory/want/other	√		√			Reasons for enrolling, engagement in learning
Neediness			√			Regulatory requirement
Not improved	√		√			Reasons for enrolling
Observation		√	√		√	Regulatory requirement
Professional Enquiry					√	Criteria
Grad/non-grad/Ac/craft			√	√		Increase in non-graduates
Satisfied/Not Satisfied		√	√			Mentoring experience

The (then) Labour Government invested heavily in time and finance in order to raise the profile and quality of the lifelong learning sector. Many reports (e.g. DfES, 2006, 2005, 2004, 2002) laid the foundations for a new model of initial teacher education (LLS) that would eradicate the LLS' image of being an 'impoverished' (Lucas, 2004, p35) and Cinderella sector (Randle and Brady, 1997, p121) to one that was heralded as a sector that could transform the UK's social and economic climate (section 3.2:3.7, pp32-41, 4.2, p44 and 4.7, p62).

These successive reports outlined strategies to improve initial teacher education (LLS) with the introduction of the LLUK (2007) standards and the implementation of

a three tier award system (PTLLS, CTLLS, DTLLS) (section 1.1.3, p15). However, just five years after their implementation a review by Lingfield (2012, p21) records that the standards were 'cobbled together' and that insufficient account, by teacher educators, had been given to the differing environments in which the trainees worked. This review also reports that some employers and managers were unsure about which award was the most appropriate for their staff; which aligns with a view previously taken by Nasta (2007) as well as by some of the responses made by the teacher educators within this study (section 6.5.2, p151):

Line managers aren't clear about the differing roles and just sign the form for trainees to join the DTLLS award. (Teacher Educator, Orange College)

At least two trainees within this study were probably on the wrong award. Their comments indicated that they were trainers rather than teachers and were not undertaking a full teaching role. These trainees would find it difficult to meet the requirements of the award as laid down by the LLUK (2007) criteria and both trainees had to '*manipulate*' their practice when being observed (section 6.4.10, p145). Whether they were on the wrong award because management had told them to do the DTLLS or whether they wanted to do the DTLLS instead of the CTLLS and had therefore asked their manager to sign them up for the award is unknown.

Furthermore, 22 (29%), of the 77 trainees, said that they had enrolled onto the award because they '*had to*' or had been '*pushed to*' and one trainee commented that they '*battled, at first, against doing the award*' (section 6.5.2, p151). Being a conscript rather than a volunteer may have impacted on some trainees' levels of motivation and engagement in learning. Having to enrol when told to do so provides one explanation as to why the teacher educators thought that the trainees, within this study, were more '*needy*' than trainees had been prior to 2007 when trainees '*were self-selecting with some degree of motivation*', i.e., before the regulatory requirement to become qualified was introduced. All of the teacher educators made some comment about the time spent supporting the trainees and/or that many trainees would have benefitted from a period of academic study support, prior to, or during, their time on the DTLLS award. Moreover, Ofsted (2010) reported that employers did not always provide the levels of support necessary for optimal learning and some

trainees lacked opportunities to gain a breadth of experience. Therefore, as Knowles, Holtson and Swanson, (2005, p68) maintain, it could be the effect that extrinsic factors can have on adults' (trainees') concepts of learning that influenced some trainees' levels of engagement rather than (or, for some trainees, perhaps, as well as) any necessity to develop their study skills (section 6.9.1, p187).

Table 6.19a: Relationship between Conditions for learning, Diversity, Identity and Learner autonomy

THEMES		CONDITIONS FOR LEARNING																	
		Diversity		Identity					Conditions for learning					Learner autonomy					
CATEGORIES	General characteristics	Specific characteristics	F.E./ College	Wider LLS	Teacher Trainee Trainer	Dual Professional	Subject Specialism	Why did trainees enrol	Mentor Tutor experience	Government Management	Theory Practice	Standards Criteria	Improvement to practice	Reflective practice	Skill building	Confidence	Community of practice	Teacher Educators	Pre 2007
CODES																			
Age	√							√		√				√		√		√	√
Assessment/modules							√			√	√	√	√	√	√				
Bureaucracy								√	√	√		√	√	√				√	
Competence					√	√	√				√	√	√			√	√		
Context			√	√	√	√	√		√	√	√	√	√		√		√		
CTLTS/DTLLS			√	√	√	√	√	√		√	√	√	√					√	√
Declared Support	√									√									
Engagement learning			√	√	√	√	√			√	√	√	√	√	√	√	√	√	
Ethnicity	√									√									
Full teaching role			√	√	√	√	√			√		√	√					√	
Grades							√			√		√		√				√	
Lesson planning							√					√	√		√	√			
Mandatory/want/other								√		√	√		√	√				√	√
Neediness		√					√			√			√	√				√	√
Not improved								√		√			√						
Observation							√		√	√		√	√					√	
Professional Enquiry					√	√	√					√	√	√		√	√		
Grad/non-grad/Ac/craft		√	√	√	√	√	√			√	√		√	√	√	√	√	√	√
Satisfied/Not Satisfied									√	√									

Trainees' grades confirm that 303 (94%) trainees were sufficiently competent to pass their assignments and that 25 (8%) of these trainees received grade ones, for which there was a requirement to apply critical reflection to practice and 226 received grade twos. Furthermore, 52 (16%) trainees received grades threes which required evidence of understanding basic concepts and 24 (6%) trainees failed assignments or (for various reasons) had yet to submit them (section 6.4.7, p137).

Demonstration of a higher level of learning is necessary to meet the vision laid out in various reports (LLUK, 2009b; DfES, 2007, 2006, 2005, 2004) relating to an excellent and highly qualified workforce. Trainees' grades are also indicative of their levels of learning; although as Laurillard (1984) and Nasta (2007) maintain, trainees, as learners adopt and adapt their learning approaches in accordance with the

requirements of the task and the learning environment to which they belong; therefore some trainees may not have worked to reach their full potential. A model of learning that is heavily laden with prescriptive criteria can, as noted by Orr (2012, p61), lead trainees to be compliant and estranged from any real depth or sense of learning, i.e. they learn to 'cope' and to focus only on what is required for assessment purposes and superficiality, rather than deep learning may exist. Maxwell, (2010a, 2010b) maintains that copious, codifiable and prescriptive, criteria restrict trainees' opportunities to engage and develop their skills as *critically* reflective practitioners. Both Orr's and Maxwell's views are supported within this study by comments made by several trainees about the '*over-burdensome criteria*' and '*those credits ... rubbish*' as well as '*extremely hard to do a quality review with so many mini criteria*' (section 6.6, pp164:166 and 6.8.3, p181).

Adding to the existence of any tensions relating to '*burdensome criteria*' were two comments made by trainees that indicated a lack of direction by the teacher educators during the DTLLS sessions:

We had no direction {during class discussions}, no starting point to the topic. We didn't know if what we were discussing was correct, we didn't really know what we were supposed to be doing. (Trainee, Helen)

My mentor knows more than her {the teacher educator}. (Questionnaire respondent, Yellow College)

Although, comments made by other trainees were more favourable and noted the support given to them by the teacher educators, the comments by these two trainees do have some resonance with Lingfield's (2012, p21) findings that a 'narrowness of focus' by some teacher educators delivering the LLUK (2007) DTLLS award existed which has impacted negatively upon trainees' learning experiences.

Although teacher educators have little control over curriculum content they do have control over how it is delivered (Orr, 2009b). However, with so much variation in trainees' characteristics and backgrounds and current working environments questions arise about the abilities of the teacher educators having sufficient knowledge to contextualise pedagogy in order for learning to be suitably accommodated in order for change and transformation to occur (Orr, 2012;

Thompson and Robinson, 2009).

Furthermore, other conditions may limit or influence the teacher educators' choices of teaching and learning strategies. When some trainees *'haven't had to write academic essays – and can't make the transition'* it is perhaps unsurprising that, or provides an explanation about why, teacher educators may need to focus on raising trainees' writing skills, or *'telling them what to read'*, rather than engaging in pedagogical development beyond that which is necessary to pass the codifiable criteria. However, this can restrict trainees' development of what Shulman and Shulman (2004) terms pedagogical content knowledge which adds to the tensions that are well documented regarding poor and inequitable mentoring and limited and varied opportunities for trainees to explore and to develop subject pedagogy (Lingfield, 2012; BIS, 2012; Orr and Simmons, 2011; Ofsted, 2010, 2008; Eliahoo, 2009; Orr, 2008; Lucas, Nasta and Rogers, 2009; Nasta, 2007) (section 4.7, p62).

Tensions, as noted by Ofsted (2003), regarding trainees' pedagogic content knowledge were present prior to the implementation of the 2007 standards and therefore questions arise as to why the same or similar issues still exist. Limited experiences for trainees to test out, reflect and to share newly formed ideas can be restricted and limited and their thinking may *'remain within the boundaries of their upbringing and industrial experiences'* (Lave and Wenger, 1991, p98). The conditions in place within the DTLLS sessions for communities of practice to develop were notably appreciated by the trainees within the study – although starting the course late or having newcomers was a possible issue for some trainees (section 6.6.3, p164). Three trainees (Ian, Flo, Bren) thought that sharing ideas within a community of practice (within the DTLLS sessions) improved their understanding of other environments and gave them an opportunity to develop their pedagogical knowledge by *'trying out others' ideas'* within their own subject areas and more opportunity to do this would be welcomed – which aligns with findings in other research (IfL, 2012; Orr, 2009a). Sharing ideas with peers provides some opportunity for trainees' knowledge and understanding to be extended in relation to their own, and others' subject areas and environments.

Five trainees said that that could not '*think of anything that needed improving*' and a few trainees commented that their teachers were '*excellent*' and that they '*enjoyed working with peers*'. While these comments were in the minority they do demonstrate that some of the conditions, at a local level, for at least some of the trainees, were positive ones.

However, many of the tensions and issues that have emerged from the findings within this study have raised questions about how fit for purpose the LLUK (2007) standards are (in implementation and/or execution) to equip trainees with the skills, values and attributes that are required by teachers working within the LLS so that they 'deliver excellent learning provision' (LLUK, 2009b, p2). Arguably, many of the issues relating to the initial teacher education model could have been foreseen as it is based upon a similar generic standards model to that of its predecessor (FENTO) which, as noted by Lucas, Nasta and Rogers (2012), was not without similar issues to those found in the current LLUK model (section 4.6, p55).

According to the Skills Commission (2009, p 16), unlike the employer-led FENTO, the LLUK (2007) is aligned to its position as an 'engine' that leads rather than trails behind industry and it also advocates the concept of professionalism and the requirement to belong to a professionalised body (the IfL). The standards, implemented by LLUK, are modelled around a three tier (PTLLS, CTLLS, DTLLS) system that acknowledges the differing roles and responsibilities that associate teachers, and those in a full teaching role, have. The 114 standards relate to practice, reflection and professionalism; and learning outcomes in relation to these are embedded within codifiable criteria (section 4.4:4.6, pp50:55).

A standards-based approach was aimed at 'raising the standards over the whole sector' in order to gain 'greater public esteem that would make teaching in the learning and skills sector a career of choice' (DfES, 2004, p5). Although inherent within this approach is an 'assumption that it is possible to capture complex professional knowledge and skills' (Maxwell, 2010b, p335), this objectivist view runs

counter to 'socio-cultural positions of professional knowledge' (Maxwell, 2010b, p335) (section 4.3, p46). A model of initial teacher education that is, as found within this study, increasingly reported to be more 'restrictive than enhancing' (Nasta, 2007, p148) and maintains an 'accepted, rather than challenged' concept of it being a second career, non-graduate, in-service award (Thompson and Robinson, 2008, p162) is unlikely to deliver the 'greater public esteem' suggested by the DfES, (2004, p5). Furthermore, in this study the number of non-graduates has significantly outweighed the 'high-flying' graduates that another DfES (2006, p58) report suggested would be more attracted to the sector due to post-2007 regulatory requirements to become qualified.

The Government gave much consideration, and produced a series of reports (section 3.2, p32, Table 3.1) over several years, about a model of initial teacher education that was suitable to replace FENTO's initial attempt to regulate the LLS workforce. However, in the end the rolling out of the LLUK (2007) standards was so rushed that they were 'cobbled together by teacher educators working in isolation from each other ... and doubts exist about the consistency of delivery' (Lingfield, 2012, p21). In line with Lucas' (2004) earlier response about the FENTO standards, Nasta (2007, p15) expressed a similar concern that the LLUK standards were open to 'interpretation and re-interpretation' differently from what their authors intended them to be and Maxwell (2010b, p336) contends that they do not 'take account of the diverse work contexts in the sector'. Variation in the interpretation includes how the standards were mapped to different initial teacher education awards which often ignored trainees' engagement in workplace learning (Maxwell, 2010b).

Tensions regarding variation in interpretation of the standards based initial teacher education model also includes concern about the extent that such a model 'marginalises the importance of knowledge' (Lucas, 2007, p93) as well as how instrumental the standards have been in creating effective teachers (BIS, 2012). Trainees need to become qualified within five years of their employment (section 1.3, p15). This, as Thompson and Robinson (2008, p166) note, is rather longer than would be expected from a reform agenda based around the right of learners to

receive excellent teaching. Moreover, the initial 6 credit PTTLs award which (as in this study) is often embedded in the DTLLS award as its first module can take some trainees up to a year to achieve (Thompson and Robinson, 2008, p8). An in-service approach to teaching that allows trainees to teach while gaining these crucial skills can, arguably, render both the trainees and their learners vulnerable within their teaching and learning environments. This may provide one reason as to why Lingfield (2012, p5) suggests:

... that in order for a qualification to be credible a licence to practise, properly speaking, should be earned before starting work, as it would be in other professions.

This study, together with others, for example, Nasta (2009), Maxwell (2010b) and Lucas, Nasta and Rogers, (2012, 2009) raises issues about how the criterion-driven, codifiable standards are able to contribute to improvement in trainees' experiences (section 4.3, p46). Furthermore, Lingfield (2012, p 5) reported that the LLUK in-service DTLLS award is 'over complicated' and that:

... effort has been made in the wrong place, towards standards, regulation and compulsion, rather than towards fostering a deep and shared commitment to real bottom up professionalism among employers and staff.

Lingfield's views take account of those presented by Lucas and Unwin (2009, p428) of a surface approach to learning with 'no time to dig deep into theory'. As with the FENTO standards this transactional, rather than transformational, approach limits trainees' abilities to engage in reflective enquiry (Lucas, Nasta and Rogers, 2012; Nasta, 2007; Mujis, 2006).

Although local conditions, as well as those imposed by government, may influence the effectiveness of the standards, five years after their inception the Lingfield Review, (2012, p21) suggests that the LLUK model is not fit for purpose and primarily focuses on 'classroom teaching' which provides a 'narrowness of focus'. However, a review by the IfL (2011a) does highlight the importance its members place on training and their development as dual professionals. Although the LLUK

standards are complex, they have, as Thompson and Robinson, (2008) suggest, attempted to address the perceived inadequacies of earlier approaches to initial teacher education (LLS) by placing specific emphasis on professionalising the status of the workforce.

As the four themes that have emerged from this study illustrate, the existence of other issues, other than the standards, have influenced the type of learning experiences encountered by the trainees: for example, an increasingly top down managerial and performative environment (Avis, 2009; Bathmaker and Avis, 2005). Within this study, trainees have valued working and sharing ideas with their peers which supports the views of Maxwell (2010b, p336) of using self and others as 'knowledge resources'. However, due to the environments and conditions in which trainees worked limitations existed for the expansion of social learning activities through peer learning and, for some, through the development of relationships with mentors (section 6.7, p171), thereby limiting some trainees' access to their mentor as a 'knowledge resource' (Maxwell, 2010b, p336) in order to support their development of subject knowledge into forms that are 'pedagogically powerful' (Shulman, 1987, p15).

Extrinsic factors, for example, the complexity of the sector and the criterion-laden LLUK standards model, affect trainees' 'concepts of, and, engagement in, learning' (Knowles, Holtson and Swanson, 2005, p68) and, as Edward et al. (2007, p156) notes, teachers adjust their own practice to accommodate the impact of policy and 'compliance' is not 'commitment'. The implications of this are discussed more fully in the next chapter.

6.10 Conclusion

Through the provision of detailed narratives, interpretation and alignment with literature this chapter has highlighted and problematised some of the tensions and issues that existed and influenced the trainees' learning experiences. The in-service nature of the award and the demands placed on trainees, by management to enrol has created tensions relating to the conditions in which training occurs. While

trainees' diversities add richness to the communities of practice to which they belong they also create issues relating to the training and pedagogical development within a 'one size fits all' (Noel, 2009, p3) model. Although the data indicates that the award meets the regulatory demands of Ofsted, LLUK and the Government, there is room for improvement as not all trainees pass the award, and very few of them excel.

The next chapter draws conclusions from the data and emergent themes and makes recommendations about how trainees can improve and take control over their learning regardless of what model of learning any policy dictates should be applied. It also revisits the premise of the research approach chosen and highlights some of the strengths and limitations of this approach as well as considering the contributions that the findings within this research make to teacher education and to the learning experiences of future cohorts of trainees.

Chapter 7: Conclusion

7.1 Outline of the chapter

This chapter begins by providing a summary of the rationale and context for the study and by revisiting the study's aims, objectives and research questions. Further sections of this chapter summarise and consider the implications to practice of the findings and the themes that resulted from the study and that support as well as contribute to the knowledge that is currently available in relation to trainees' learning experiences and initial teacher education (LLS). Within these sections consideration is also given to the limitations of any claims made in relation to, for example, trustworthiness and transferability of the research findings.

The final sections of this chapter review the approaches used to gather and analyse the data and how, and with whom, the research findings will be disseminated and used to inform future research.

7.2 Rational and context of the study

The genesis of this study came about as a result of my new role as an Award Leader for an LLUK (2007) DTLLS award. This role gave me a vested interest in the need to make sense of the learning experiences of the trainees who were enrolled onto the award. Data (grades and feedback) that were available about trainees who were enrolled onto the award the previous year suggested that although their learning experiences were mostly good they were not 'uniformly excellent' (DfES, 2006, p18) and that there was room for improvement.

7.3 Research questions, aim and objectives

The aim of the study was to explore, identify and to gain an increased understanding of the factors that influenced the learning experiences of a group of 327 trainee teachers who were enrolled onto a DTLLS award between September 2009 and June 2010. The award, as noted in chapter 1, was accredited by a university located in the Midlands (UK) and it was delivered within five of the university's partnership

colleges. All of the colleges were located within a fifty mile radius of the university and were a mix of small, medium, large, urban or semi-rural colleges.

Aligned to this aim were five objectives:

1. To 'understand the nature of the workforce' in order to be able to provide them with the skills necessary to deliver world class education (DfES 2004).
2. To explore, identify and analyse the conditions and constraints in which the case study group were placed and how these influenced their learning experiences.
3. To identify issues and tensions that emerged from the study, as well as the themes that underpinned these.
4. To share the findings with others at local, regional and national initial teacher education (LLS) events in order to inform and target action to improve future trainees' learning experiences.
5. To provide a background to the current policy regarding initial teacher education (LLS).

Linked to the aim and five objectives were four main research questions:

1. What factors influence trainees' learning experiences?
2. What are the tensions and issues associated with these factors?
3. What, if any, are the themes that underpin these tensions and issues?
4. What, if any, intervention is necessary in order to improve and/or enhance trainees' learning experiences?

Five general questions and twelve specific questions emerged from these research questions (section 5.3, p82, Table 5.1). These were used to gather data from 12 trainees and 11 teacher educators. Other data were gathered from 77 questionnaire respondents, journal notes and data about all 327 trainees in relation to their characteristics and backgrounds from the university's I.S. (section 6.4:6.8, pp126:140). The data were analysed to provide some answers or explanations surrounding the research questions posed (Basit, 2010) (section 5.15, p113 and 6.2, p119).

7.4 Contribution to knowledge

Any answers and explanations to the questions asked within this study are made with caution in relation to their 'situatedness' and 'typicality' (Denscombe, 1998, pp49-50). That said, this study and the themes that have emerged from the interpretation of the data provided, are especially important because, due to post-research legislative developments and imminent changes to initial teacher education (LLS), it is situated within one of a limited kind (Coffield, 2008).

The impetus for the LLUK (2007) standards was to 'ensure the delivery of excellent learning provision' (LLUK, 2009b, p2). Yet, just a few years after their inception they are to be replaced because 'amendments' to them could not 'adequately deal with their shortcomings' (Lingfield, 2012, p24). Therefore, drawing on the knowledge provided by the limited studies, including this one, that are available regarding trainees' learning experiences and the implementation and execution of the LLUK (2007) standards initial teacher education model, is imperative as it is only by 'raising our consciousness about the totality of educational change that we can do something about it' (Fullan, 1993, p7). Some reasons for the model's demise are captured within the analysis of the data within this (situated) study and these can be used, together with findings from other studies, to 'support intervention and future strategic planning ... as circumstances change' (LLUK, 2009b, p5) regarding future models of initial teacher education (LLS) and the type of learning experiences that trainees encounter.

7.4.1 Outline of the study's contribution to knowledge

This study suggests that initial teacher education (LLS) should be modelled around a conceptual framework that encourages trainees' professional enquiry and building of own contextualised content. Additionally, (further) acknowledgement of trainees' strong sense of different identities and diversities is required as is an increased focus on processes that support the development of trainees' learning capacities. This thesis contends that doing this would support trainees' growth in becoming more self-organised, autonomous and reflective practitioners – able to take control of their own learning within *whatever* initial teacher education model is in current existence.

These suggestions are based upon the four broad themes that have emerged from this study, i.e., diversity, identity, learner autonomy and conditions for learning.

Diversity, within this study, has been defined by two categories relating to trainees' general and specific characteristics and how these and variations between these produce 'different knowledge and different orientations towards learning' (Bartlett, Burton and Peim, 2002, p78) as well as influencing the types of learning communities to which trainees belong (Maxwell, 2010b; Orr, 2009a; Bartlett, Burton and Peim, 2009; Lave and Wenger 2003).

The findings within this study align with those found within similar studies, e.g. Orr and Simmons (2010), Tummons (2009), Orr (2009a, 2008), Noel and Robinson (2009) and Noel (2009) that trainees, working within the LLS, are from wider and more diverse backgrounds than trainees were prior to implementation of the LLUK (2007) initial teacher education model. This shift is due to the regulatory requirement to become qualified as well as a shift in the type of programmes that are funded by the Government. Since 2007 more trainees are enrolling onto the award from the wider LLS and the majority of trainees are now non-graduates.

Moreover, in agreement with other studies, for example, Noel and Robinson (2009, p5), trainees were 'getting younger' with some of these, as noted within this study, coming straight from university. According to the teacher educators many of these trainees struggle to cope with the demands of the course and leave during the early part of the award (section 6.4.5, p134 and 6.9, p143). Moreover, this study illustrates that trainees' ages, as well as their entry qualifications, make a difference to their abilities to reflect; although neither seemingly make any difference to trainees' initial levels of confidence (section 6.6, p146).

In similarity to other studies (Orr, 2008; Lucas, Nasta and Rogers, 2009; Ofsted, 2008, 2010; Lingfield, 2012) trainees' abilities to reflect may also have been impeded by the limited amount, as well as the type, of support that they received from management and through mentoring. These factors, together with the managerial and performative environment (Maxwell, 2010b; Avis, 2009; Jackson and Carter, 2007; Bathmaker and Avis, 2005) that exist within the LLS can, as noted by

Hounsell, Entwistle and Marton, (1997), support an environment for surface rather than deep learning to occur: the former relating to memorisation and the latter about understanding. As Knowles, (1975, p15) maintains a surface approach to learning restricts aptitude or motivation for self-directed learning. Together, these factors raise questions about how a 'largely unsupported' (Orr, 2008, p106) prescriptive and criteria laden award can be suitably delivered and contextualised to meet the needs of trainees when so many variations in their levels of abilities and working environments exist.

Identity relates to trainees' perceptions of themselves as trainees, teachers and/or trainers and as noted by Jackson and Carter (2007, p176) one's occupational identity is psychologically 'second only to the primary identifier of their name'. As with other studies (Orr, 2008; Lucas, Nasta and Rogers, 2009; Coffield, 2008a; Bathmaker and Avis, 2005, Robson, Bailey and Larkin, 2004; Hargreaves, 1994) dilemmas within this study existed about how (as trainee, teacher, trainer) and with what (e.g. previous/current career) trainees identify themselves as this situates them within, or differentiates them from, various groups through self-attribution (Bartlett, Burton and Peim, 2002). One reason for this dilemma lies with the award's in-service, apprenticeship route, and the need to constantly shift identities (and perceptions of how trainees see themselves and consider that they are seen by others) between that of a trainee (when attending DTLLS classroom based sessions) and that of a teacher (when employed as a teacher and in class with their learners). Moreover, this shifting most often occurs at the beginning of a trainee's career when they are also trying to comprehend any shift in identity from their previous career (craft/academic) to their new career as a teacher and of themselves as dual professionals. The immediacy for these transitions to occur is made more difficult by differences of opinions held by management about whether trainees/teachers are technicians or professionals (Osborn, 2008). Furthermore, tensions about trainees' identities and transitions are not new which raises questions about why they were not, at least in part, addressed when the LLUK (2007) initial teacher education model was implemented (Lucas, Nasta and Rogers, 2012).

Learner autonomy relates to trainees taking responsibility and ownership of their learning (Buie, 2009; Claxton, 2006; Harri-Augstein and Thomas, 1991). This study shows that only eight per cent of trainees evidenced sufficient skills in critical reflection to achieve high grades. Moreover, according to the teacher educators, some trainees relied on grades and assessors' comments, i.e. 'markers of knowledge' (Orr, 2012, p59) rather than using self-assessment. Reliance on external referents can result in trainees ceasing to make, or to know how to make, judgements about their own learning or even to take account of what it is they need to learn (Buie, 2009; Harri-Augstein and Thomas, 1991) and they can remain 'inured to performativity and compliance' (Orr, 2012, p61). Subsequently, conditions that restrict trainees' development as autonomous learners and/or could enhance their dependency on the teacher educators can exist, for example, as evidenced within this study, teacher educators providing trainees with too much or mis-directed support (section 6.6.5, p168 and 6.9.1, p187).

Conditions for learning relate to the *political, organisational and managerial* conditions that influence trainees' learning experiences. This study echoes the findings of other studies (Orr, 2012; Orr and Simmons, 2011; Maxwell, 2010b; Thompson and Robinson, 2009; Lucas, Nasta and Rogers, 2009; Nasta, 2007) that *political, organisational and managerial* conditions influence trainees' learning experiences. The criteria-driven, prescriptive LLUK (2007) initial teacher education model was, in this study as within other studies, seen by the trainees to be 'more restrictive than enhancing' (Nasta, 2007, p146). These restrictions, along with limited opportunities for some trainees to gain a breadth of experience (Ofsted, 2010) provide the ingredients for a restrictive learning environment.

With similarity to the findings by Lingfield (2012) and Nasta (2009, 2007) this study highlighted that as well as political forces behind the initial teacher education model affecting trainees' learning experiences employers and managers also had a pivotal, and sometimes negative influence on trainees' experiences.

This study emphasises that while each theme, as described above, is distinctive and singularly provides reasons for the factors that influence trainees' learning

experiences it is the plurality, complexity and connectivity of relationships and tensions that exist *within* and *across* these themes that has contributed, and forged new insight, through interpretation and illumination, to the current literature available.

Together, these themes provide some explanations for the types and variations of learning experiences that the trainees within this study encountered as well as why it is necessary to harness and/or reduce the tensions that exist so that trainees' experiences in the future might be enhanced. This way this study adds to, as well as supports, findings from other studies that have been carried out in relation to teacher education since 2007 (e.g. Orr, 2012, 2009a, 2008; Orr and Simmons, 2011, 2010; Lucas, Nasta and Rogers, 2012, 2009; Maxwell, 2010a, 2010b; Nasta, 2009, 2007; Noel, 2009; Noel and Robinson, 2009).

7.4.2 Contribution to knowledge – why are the tensions present?

From humble beginnings following the Butler Act (1944), the importance of training teachers within post-compulsory education gathered momentum and a series of reports emerged, all of which took the view that teachers working in the LLS should undergo a period of relevant training. By the late 1990s the concept of a fully-qualified workforce became central to the, then, Labour Government's mission to improve the nation's economic and social wellbeing (Fisher and Webb, 2006). The quality of teaching within the LLS was pivotal to meeting this mission and it became a regulatory requirement for all teachers working within the LLS, since 2001, to become qualified, with a recommendation that those employed prior to this also gained qualified status (LLUK, 2007). Alongside this regulatory requirement the FENTO standards, which Ofsted (2003, p3) reported lacked 'an ethos of professional development', were replaced with the LLUK (2007) standards. These standards were based around a similar generic approach to that of their predecessor, (FENTO), and have been subject to constant criticism (Lucas, Nasta and Rogers, 2012, Lingfield, 2012) (section 3.6, p38). Issues surrounding the standards relate to their over-burdensome, codifiable, criterion-driven approach (Maxwell, 2010a) as well as the vast variation in which they are delivered across providers and within, as noted by Avis (2009) and Bathmaker and Avis (2005), seemingly increasing

managerial and performative conditions.

While praise in relation to the standards does exist it seems, from the research within this study, that this is confined to those that arguably have a vested interest, i.e. the IfL and the LLUK. The IfL (2007, p16) report that the standards have been a 'crucial element in the process of re-professionalism although, while still advocating the need for a regulatory model of teacher education, they concede, as Noel and Robinson (2009) had already done, that one model does not suit everyone (IfL, 2011a).

Owing to the Labour Government's drive for a more diverse range of learners in the LLS, a more diverse range of teachers/trainees are required (LLUK, 2009b). In line with other studies (LLUK, 2010a; Ofsted, 2010; Noel and Robinson, 2009; Orr, 2008) data from I.S. and the teacher educators confirmed that trainees, within this study, were from a much wider range of environments than they had been before 2007 and that fewer trainees worked in colleges and more worked in the wider LLS, (section 6.4.8, p140). This shift, owing to the types of courses on offer also impacted on the number of non-graduates (69%) and the number of graduates (31%) on the award. Specifically only two trainees were noted as teaching academic subjects. Having more non-graduates than graduates runs contrary to the DfES (2006, p58) view that the LLUK (2007) teacher education provision should attract 'high flying graduates' to 'make a career in the sector'. It also raises issues about what type and what levels of support are necessary for trainees as well as how teacher educators can deliver a programme of study that is at a higher attainment level (levels 4 and 5) than the level three subject specialist and level two literacy qualifications held by many of the trainees enrolled onto the initial teacher award (section 6.4.9, p140).

Adding to the tensions surrounding the trainees' learning experiences is the variation in their mentoring experiences. Although 72 (94%) of trainees said that they were satisfied with their mentoring experiences Ofsted (2010) thought that the mentoring provision was inconsistent; with trainees working in the wider LLS often receiving a poorer experience than those working within colleges due to parity of provision. According to Ofsted (2010), trainees who worked within any of the five colleges had more opportunity to engage with mentors and other practitioners than did trainees

working within the wider LLS, and often smaller or different working environments, whereby they may be the only teacher employed. Seeking solutions to the issues relating to the disparity amongst trainees regarding their chances to engage within communities of practices with peers and mentors outside, as well as inside, their formal-based DTLLS sessions raises awareness of the issues that can exist for trainees who are, or feel, excluded from participation or are on the periphery of communities of practice (Volman and Dam, 2007, Lave and Wenger, 2003) as this may restrict rather than enhance some trainees' engagement with their learning.

Although diverse there were some shared similarities amongst the trainees. Trainees who were non-graduates (69%) had probably gained their subject specialisms through an apprenticeship training route whereas trainees who were graduates (39%) had probably acquired their subject specialisms through an academic university route (section 6.4, pp140:143). Trainees within each of these distinct groups would arguably have some similar norms, beliefs and attitudes about what the process of learning should be like; although these views would also be influenced by other factors relating, as Bourdieu and Wacquant (1992) assert, to habitus and field (section 4.8, p65).

Some trainees' lack of exposure to a breadth of teaching experiences beyond the confines of their own, often narrow, teaching environment can limit their opportunities to engage with others and to build new constructs and to develop pedagogical content knowledge (Ofsted, 2010, 2008) (section 6.8.4, p184). However, approaches to learning that incorporate more emphasis on theory than they do on practice, especially if theory is not suitably timed to accommodate trainees' classroom encounters, do not necessarily equip trainees with the skills that they initially find useful (for example, planning, behaviour management) (section 6.8, p175). Pedagogical development is not necessarily a priority for trainees and learning to cope and survive in the classroom can initially take precedence over professional development (IfL, 2012; Orr, 2012; Thompson and Robinson, 2009; Steffy et al., 1999). No trainees expressed a preference for more theory although the graduates that were interviewed, more so than the non-graduates, had some recognition of the value of theory. This may have been due to the graduates' prior

university learning experiences and subsequent levels of confidence at writing assignments or it may have been due to their levels of engagement and motivation (section 6.8, pp177:178).

As well as any impact that the imposition of the regulatory standards and the approaches used to deliver them has had on the trainees other factors relating to their diversities and perceptions of identity will have also influenced their learning experiences. Many trainees can find it difficult to make a transition from their previous career to that of a teacher which, in part, can be hindered by the in-service nature of training (BIS, 2012; Orr, 2009a). The need to constantly shift identities between that of a trainee (when attending DTLLS classroom based sessions) and that of a teacher (when employed as a teacher and in class, or other learning environment, with their learners) adds to the dilemmas that exist in relation to trainees as teachers, trainees and/or as trainers. The immediacy for these transitions to occur at the beginning of their in-service training can place further pressure on the trainees and four interviewees made comments about their '*credibility*' in the classroom and feeling an '*imposter*'. Adding to this complexity is the '*pressure*' that some trainees who '*may have been teaching for a while*' had received from management to '*get their DTLLS qualification*'. In such circumstances not only can trainees struggle with the concept of becoming a trainee teacher (having been employed as a teacher for many years) but can find it particularly difficult if they struggle with any elements of the award which one interviewee (Greg) did, and (after teaching for more than 25 years) he withdraw from the award following the failure of his first module.

An imposed contractual demand to enrol onto an award that is driven by regulatory standards and codifiable criteria can lead to an outcome driven (Maxwell, 2010a) superficiality of learning (Orr, 2012) as well as trainees' abilities to make transitions from their previous practice to that of a teacher (Kember, Harrison and Mackay, 2000). Furthermore, trainees' levels of learning might be hindered by too much support from the teacher educators, e.g., '*telling trainees what to read*' (section 6.6.5, p168 and 6.9.3, p197). While important, if support is not appropriately structured to develop trainees' engagement in their learning and self-assessment it

can subsequently restrict their capacities to develop as reflective practitioners (Lingfield, 2012; Thompson and Robinson, 2008). Developing reflective skills is important in order for trainees to 'explore their own learning abilities' as the more skilled they become at critiquing their own needs the less dependent they are on others for support and advice (Moon, 2006; Harri-Augstein and Thomas, 1991).

Additionally, the amount, type and levels of social and cultural capital that trainees bring with them when enrolling onto the award also affects their levels of engagement in learning as well as their participation in socially situated learning activities (section 4.9, p69 and 6.9.1, p187). In line with other studies, (e.g., IfL, 2012; Orr, 2009a; Lave and Wenger, 2003, 1991; Harri-Augstein and Thomas, 1991) trainees, in this study, valued a chance to share ideas with others in communities of practice. Two trainees gave examples of how ideas taken from communities of practice, developed during the DTLLS sessions, had been contextualised and applied, with some adaptation, to their own subject areas (section 6.6.3, p164). Variations in trainees' backgrounds would have influenced the types, amounts and levels of social and cultural capital present in the communities of practice to which they belonged (Bourdieu and Passeron, 1977). Whether teacher educators gave any consideration to how trainees' diversities could enhance (award related) communities of practice is unknown. Communities of practice that harness trainees' diversities (variations in social and cultural capital, gender, ethnicity, ages) are likely to be more dynamic, less homogenous and more challenging of others' opinions, assumptions and norms; all of which provide the richness that Putman and Borko, (2000, p19) suggest can exist within communities of practice – dynamic and varied groups will arguably create an environment for dynamic and varied thinking to occur.

Task-focused socially situated learning conversations aid the development of mental models (Harri-Augstein and Thomas, 1991, p23) which (particularly where assumptions are being challenged) enable skill development in relation to how a person thinks; this can lead to a shift in identity as well as a shift in position within the community (Lave and Wenger, 2003).

Trainees' levels of engagement with their learning influences their ability, or motivation, to reflect (Moon, 2006; Harri-Augstein and Thomas, 1991). Ofsted (2010, p12) during their inspection of the award reported that, across both years, there was only 'piecemeal' evidence of reflection by the trainees. Lack of reflection can restrict trainees' transitions from their craft to that of a teacher as they remain focused on what they know best, i.e., their craft, rather than recognising or developing the skills necessary to become a professional (Hall and Marsh, 2000). For some trainees, their understanding and development of pedagogical skills are likely to remain within a competence-based framework, e.g. lesson planning, and classroom management (Huddleston and Unwin, 2002) which understandably are initially important for survival and development (Orr, 2012) – but can mean that trainees may identify teaching as a skill that can be picked up rather than a profession to be developed (Davies, 2010) (section 4.4, p50 and 6.6, p156).

Taking account of the issues outlined within the four themes that emerged from this study it is possible to see the tensions that influence trainees' learning experiences and why, as noted by Lingfield (2012), the LLUK (2007) model has not been fit for its intended purpose and why the qualified status of the LLS workforce has been slower than the (then) Labour Government anticipated. Initial teacher education (LLS) is challenged with the task to respond to the needs of trainees and, at the same time, to respond to the demands of an ever-changing and politically driven sector.

7.5 Implications and recommendations

Any burst of energy and financial input for initial teacher education (LLS) by the Government due to their instrumentalist belief that the LLS was pivotal to economic and social prosperity has petered out and the LLUK has had a short lifespan. From 31 March 2011, the LLUK and the SVUK ceased to operate as neither was 'compatible with the projected level of resources' (UKCES, 2011, p1). These services are currently provided by LSIS, IfL and BIS; although both LSIS and the IfL will cease to offer the same (or any) level of service after the middle of 2013.

Orr's (2008, p106) comment that the LLUK (2007) model was 'doomed to fail' is seemingly well founded as it is currently subject to de-regulation and/or remodelling, (Lingfield, 2012). Regulated or not initial teacher education (LLS) will continue to be scrutinised by various Governments and organisational bodies (e.g. Ofsted, Quality Assurance Agency) and it does not, and will not, have a free hand and will continue to need to be compliant with Government and organisational policy.

If (or when) initial teacher education (LLS) is again transformed account should be taken of the findings within this and other studies (e.g., Orr, 2012; Lucas, Nasta and Rogers, 2012; Orr and Simmons, 2011; Maxwell, 2010b; Thompson and Robinson, 2009; Nasta, 2007) about whether a single objectivist standards-based model can offer a curriculum that can accommodate the learning needs of diverse groups of trainees who work within ever changing and diverse working environments.

The prescriptive, codifiable LLUK (2007) initial teacher education model 'marginalises the importance of knowledge' (Lucas, 2007, p93) and is delivered within an increasingly managerial and performative environment (Avis, 2009). Furthermore, the standards are often mapped, by teacher educators, onto initial teacher education models without due consideration to trainees' workplace learning which, together with an often disparate mentoring provision, subsequently restricts trainees' depth of provision for reflection and professional enquiry (Lucas, Nasta and Rogers, 2012; Maxwell, 2010a, 2010b; Lucas 2007). Lucas and Unwin (2009, p246) assert that the LLUK model does not take:

... sufficient account of the fragmented nature of professional identity and culture in FE, the changing curricula, the non-graduate profile of many FE teachers or of the diversity of trainees' learning contexts.

Furthermore, Lingfield, (2012, p5) maintained that variations in how the award is delivered by different providers exist and that the emphasis on standards and regulation was in the 'wrong place' and should be shifted towards the creation of a 'deep and shared commitment to real bottom up professionalism among employers and staff'. These issues lead to an 'estrangement' rather than 'engagement' in

learning (Orr, 2012, p59) which can subsequently affect trainees' abilities and/or motivations to engage in deep learning and to develop as autonomous and reflective practitioners (Knowles, Holtson and Swanson, 2005; Hounsell, Entwistle and Marton, 1997).

Based on the analysis of the data findings within this study regarding factors that influence trainees' learning experiences, (noted within the four themes of Diversity, Identity, Learner autonomy and Conditions for learning), this thesis highlights the importance of a conceptual framework that is underpinned with a 'body of professional knowledge rather than the long list of statutory professional standards that shapes current provision' (Orr, 2012, p59) and that also takes account of trainees' workplace experiences and engagement in 'intentional, structured participatory activity, i.e., a 'pedagogy of the workplace' (Lucas, 2007, p93). This proposed conceptual framework recommends:

- The development of professional knowledge shaped within a work-based model that enhances trainees' opportunities for building their capacities to learn as well as their abilities to know what it is they need to learn.
- Approaches to learning that support trainees in their development of their own contextualised content and enhancement of both pedagogical and subject knowledge in order to enhance their abilities to be reflective, autonomous professional practitioners.
- Communities of practice that celebrate utilise and harness trainees' diversities.
- On-going consideration and implementation of strategies that support and enhance management and mentoring support for trainees.

Integral to this conceptual framework and recommended approaches are teaching and learning strategies that take account of a 'range of ways' in which trainees can 'learn in the workplace' (Eraut, 2007, p420). Taking account of the analysis of the findings there should be included within this 'range of ways' purposeful, task-centred communities of practice which support trainees' development of their mental models (Lave and Wenger, 2003, 1991; Harri-Augstein and Thomas, 1991). In turn, these

aid, through the building of new constructs, trainees' transitions from their first career to that of a teacher and dual professional. Trainees, within this study, valued sharing and trying out others' ideas, and belonging to communities of practice provides an environment where knowledge is 'constructed through social participation' (Maxwell, 2010, p187). This, as noted by Shulman and Shulman (2004), is central to the development of critical reflection and pedagogical development. However, those engaged within communities of practice need to recognise the 'varied beliefs and assumptions' of those within the group (Maxwell, 2010b, p87) as well as bring together trainees with different types and different levels of social and cultural capital. Differences in trainees' habitus and individual capital mean that they enter the field (community of practice) with different assumptions and levels of power (Bourdieu and Passeron, 1977). Arguably, the more diverse a community is the less likely its members' (the trainees') assumptions and bias will go unchallenged and the more likely it is that trainees' capital will be enhanced. As argued by Maxwell (2010a) by using themselves and others as a knowledge resource trainees are less constrained by an initial teacher education model that has failed to provide a useful portrayal of the complexity of trainees' different environments and roles. As noted in this and other studies (Maxwell, 2010b; Nasta, 2007) learning environments that enhance opportunities for interaction with peers, teacher educators and mentors are crucial in order for trainees to contextualise generic knowledge as well as to reconstruct prior learning and subject knowledge into pedagogic knowledge. All of which (as noted within this study) can assist trainees in improving their practice and making transitions from their previous careers to that of a teacher.

Teacher educators and, as appropriate, trainees' mentors, need to provide appropriate leadership and to 'co-ordinate' communities of practice in which 'learning can flourish' (Harri-Augstein and Thomas, 1991, p218). During the initial formation of communities of practice, as well as at other applicable times, teacher educators and/or mentors need to create task-focused activities and adopt the roles of the 'task supervisor' and subject expert (Harri-Augstein and Thomas, 1991, p218) in order to enable and/or enhance opportunities for links between theory and practice to be forged. Lucas (2007, p98), while acknowledging the importance of learning through

social participation, emphasises the 'individualised' nature of learning and contends that the learning gained through social participation is constructed by trainees in different ways depending upon their prior learning and current contexts. He stresses a requirement for trainees to have 'multiple opportunities' to engage in discussion with 'many mentors and experts' in order to 'build up specific acts of teaching' (Lucas, 2007, p99).

However, this study, as with others (Lingfield, 2012; Eliahoo, 2009; Colley, 2003; Ofsted, 2010, 2008, 2003), acknowledges that the provision of mentoring is fragmentary and that management is often not as supportive of trainees' requirements as it could be. Moreover, not all mentors are subject experts (Eliahoo, 2009) and, as shown in this study, not all access training that is offered to them and these factors could influence the quality of their feedback and conversations with trainees. Managing and creating the conditions necessary for an expansive workplace environment is, according to Maxwell, (2010b, p185), the responsibility of management and she contends that:

... learning is a relatively interdependent process between the opportunities that workbases afford for activities and interactions and how individuals [on initial teacher education programmes] engage with these.

Although, within this study, parity of provision across the five partnership colleges was a strength (Ofsted, 2010) it is still acknowledged that, due to the situatedness of provision, variation in what each college provided existed (section 6.2.1, p125).

In an attempt to address issues regarding 'different affordances' (Maxwell, 2010b, p188) employers, where appropriate, need to increase their own awareness of what initial teacher education is available for their staff and ensure that trainees are placed on the right award for them (the trainee) and that trainees also have access to any necessary support to equip them with the skills required to work at the levels required of them within the context of initial teacher education. Moreover, recognition needs to be given (in order to support trainees' transitions) of trainees' different identities and roles of teacher, trainee and subject specialist. Although

beyond the scope of this study it is also suggested that a review of the support and training provided for teacher educators and mentors is undertaken at organisational and national levels as well as research about traditional and e-learning approaches that might improve trainees' current learning environments.

Limited reflection and a superficiality of learning was illustrated within the findings of this study and therefore this thesis highlights the importance of including teaching and learning strategies within the conceptual work-based learning framework that enables trainees to engage in processes that increase their learning capacity, i.e. knowing what they need to learn and how to learn it (Buie, 2009; Coombs 2006; Claxton, 2006; Huddleston and Unwin, 2002; Harri-Augstein and Thomas, 1991) and which includes the development of knowledge and skills in order for trainees to become (more) reflective, autonomous, professional enquirers (section 4.7:4.8, pp62:65 and 6.6.1, p151).

The work of Harri-Augstein and Thomas (1991) is reflected in the work of Buie (2009), Coombs (2006), Claxton (2006), Hargreaves, (2004) and Huddleston and Unwin (2002) who all support the notion of learning to learn. Harri-Augstein and Thomas' (1991) concepts regarding learning conversations, reflection and the constructing of new mental models that can enhance and support the development of learners' (trainees') abilities to develop their learning capacities are also supported by Lave and Wenger (1992, 2003) and Moon (2006).

Harri-Augstein and Thomas (1991, p7) contend that learning how to learn is not the same as submitting to being taught, rather it is purposive learning and that the purpose of learning conversations is to enhance a person's capacity to learn. They maintain, and similarly, so does Claxton, (2006), that learning conversations require structure and a task-focused purpose and that by using a 'purpose, strategy, outcome, review approach trainees' abilities to engage and to take control of their own learning can be enhanced. Moreover, they assert that this process structured round a three dialogue approach enables the development of mental models and transformation through the development of new constructs to occur (section 4.9.1, p73).

The first of the three dialogues (section 4.9, p69) follows a process of self-reflection and self-assessment; whereby trainees consider their 'current reality' or situation and what it is they want, or need, to achieve and for what purpose (Harri-Augstein and Thomas, 1991, p208). Once these have been identified trainees consider the strategies that could be implemented in order for them to achieve their intended outcome i.e.

- What needs to be learned and why (purpose)?
- How can learning be achieved, e.g., do other skills need to be learned first (strategies)?
- What learning emerged (outcome)?
- How effective were strategies used and has the purpose been achieved (review)?

Moon (2006, p84) contends that 'self-assessment is much broader than taking stock of 'prior experiences' as capacities for learning are enhanced when learners (trainees) are supported in developing skills to reflect about their 'own learning abilities' in order to 'deploy their learning and study skills effectively' (Moon, 2006, p108). Furthermore, Huddleston and Unwin (2002, p165) maintain that using a structured, self-evaluative framework enables trainees to identify their own areas for learning and development and the more skilled they become at critiquing their own needs the less dependent they are on others for support and advice. While support and advice from others is important to aid the learning process too much dependence on external motivators and judgements can be problematic as trainees can learn to rely too much on these and their ability to reflect can be diminished as they become estranged from their own learning (Buie, 2009; Eraut, 2007; Nasta, 2007; Harri-Augstein and Thomas, 1991) (section 4.9, p69).

The second dialogue has resonance with Lave and Wenger's (1991, 2003) concepts about communities of practice and participants' central and peripheral involvement. Trainees engage in structured, preferably pre-focused and task-centred, conversations with others in order to move their thinking and skill development forward. Within the communities of practice there will be subject experts, who may

initially be a teacher educator, mentor or more experienced peer (Harri-Augstein and Thomas, 1991). Depending upon the trainees' current understanding of the topic being discussed some trainees will take a more central role whereas others will initially be on the peripheral, or outer circle, of the community and engagement in learning conversations. As trainees' knowledge and/or skills improve they become the 'experts' and move to the centre, or inner circle, of that particular community. Involvement with communities of practice is particularly important when trainees are experimenting with new ideas or when making transitions from craft to teacher (Lave and Wenger (1991, 2003). Effective learning conversations enhance trainees' capacities for learning not only in relation to the topic being discussed but also to trainees' heightened capacity to reflect on learning processes (Harri-Augstein and Thomas, 1991, p147) (section 4.9, p69).

Harri-Augstein and Thomas' (1991) third dialogue relates to trainees' evaluating their own performance using external referents for what Orr (2012, p 59) terms 'markers of knowledge' to gauge their success (e.g., LLUK standards, Ofsted, peers, mentors, teacher educators). However, the tick box, standards based, LLUK model 'marginalises the importance of knowledge' (Lucas, 2007, p95) and lacks commonality in interpretation (Nasta, 2007). As Lucas (2007, p95) asserts there are no 'standards for measuring standards'. Harri-Augstein and Thomas, (1991) stress that external referents do not take precedence of learners' own evaluations of practice; rather they provide a further source of information to be considered during the evaluation process. Evaluating their own judgement about their practice can aid trainees' motivation and transformations as they have more control, engagement and understanding of their own learning within whatever learning situation they may find themselves in. Without engagement and the use of three dialogues personal myths and assumptions not only become self-validating but also remain almost totally beyond awareness and therefore unavailable for review (Harri-Augstein and Thomas, 1991, p7).

Ollin (2009) suggests that improvement to trainees' practice is developed through a process of training and observation of practice. Within this study 74% of the 77 questionnaire respondents wanted more assessment through observation of practice

and 73% said that they wanted more assessment through professional discussion. Both of these approaches provide trainees with on-going feedback and dialogue from others about their workplace practice and Ollin (2009, p2) contends that 'outstanding trainees demonstrate an ability to listen and learn from their tutor'. However, while this study recommends a process of continual assessment, through engagement in professional discussions (learning conversations) that require trainees to demonstrate their ability to reflect on practice prior to and following observations, there are questions to be asked about the quality assurance of this process. As noted earlier in this chapter, further research about the process and parity of support for trainees from their employers and mentors is required.

Overall, Claxton (2006) asserts that pedagogical approaches should be aimed at developing learners' capacities to learn, rather than simply supporting their abilities to attain. Internalising, within the work-based learning conceptual framework suggested in this thesis, the three dialogues, using a purpose, strategy, outcome, review approach could enhance trainees' abilities to build on their capacity to learn and for them to develop skills and to construct new knowledge that enables them to make necessary transitions in order to become more self-organised, reflective professional enquirers (section 4.9, p69). Moreover, processes of continual self-assessment and assessment through professional discussion and observations of practice will, this thesis argues, support trainees' development of constructs between theory and practice. Knowles, Holtson and Swanson (2005) maintain that control by others can negatively influence learners' levels of motivation. By reflecting on and identifying their own needs, trainees can have more control over how and what they learn and, in this sense, are in more control of their own learning and less compliant with any initial teacher education model that is imposed upon them.

7.6 Limitations to the claims made

Although limitations to the research have been reduced as much as possible some undoubtedly exist. For instance the 'typicality' of the case study (Denscombe, 1998, p49) and for this reason although the findings can be used individually or collectively

with other studies to inform debate and action any like for like, absolute comparison needs to be avoided.

Another limitation relates to how, and if, I asked the questions during the interviews in a manner that encouraged responses to be drawn out rather than directed. Moreover, trainees may have had perceived notions about differences in power dynamics between them and me, due to my role as Award Leader, and if so, this may have influenced their responses. The discourse during the interviews may, in some instances, have been rhetoric; the trainees simply telling me what they thought I wanted to hear (section 5.8:5.9, pp98:100).

While valuing the information gleaned from the trainees a limiting factor lies with what is not necessarily known. For example, how willing were the participants to divulge potentially personal and/or professional information to me (as researcher and/or Award Leader). Although all trainees were qualified to at least a level three it does not necessarily follow that they had the emotional intelligence, self-awareness or willingness to classify and fully articulate their experiences. Thus, key to moving beyond the superficial was the development of an interviewer-interviewee rapport that elicited deep, meaningful and revealing insights into their learning experiences – something achieved, inevitably, to varying degrees of success across the interviews (section 5.9:5.10, pp98:101).

In this respect qualitative research does not necessarily present ‘truth’ rather it provides the cumulative views of the trainees (and teacher educators) and my interpretation of these views as a version of truth as it is felt and experienced within the context of the case study (Strauss and Corbin, 1994).

Due to how widely dispersed trainees were as well as the logistics in arranging interviews (section 5.9.2: 5.9.4, pp99:100), the sample size of the interviewees and the questionnaire respondents was limited given the overall size of the cohort of 327 trainees; although as Hamersley and Atkinson (1983, p199) note ‘more data does not necessarily capture a more complete picture’.

7.7 Methodology and methods

The study has provided some explanations to the research questions asked. Therefore the methods used have suited the purpose of the research. However, the analysis and interpretation of data gathered must be methodologically appropriate for the context being considered and the method(s) of collection confirmable, credible, dependable and transferable (Lincoln and Guba, 1995). The credibility of any value judgements made and the dependability of any solutions offered as a result of research greatly depend on the provenance of the data collected (section 5.4, p86).

An interpretative methodology was instrumental in choosing the approach taken. This approach provided an opportunity to triangulate five sets of data gathered from a case study group of 327 trainees enrolled onto a DTLLS award between September 2009 and June 2010. This data, together with the application of theoretical frameworks as well as the consideration of assumptions and bias, reduced the likelihood of invalid interpretations being made and supported the credibility, dependability, confirmability and transferability of the research (Lincoln and Guba, 1985) (section 5.4, p86).

Care was taken to authentically capture the trainees' voices when interpreting the data. As well as following a rigorous process of categorising and coding (section 5.15, p113 and 6.2, p119) the opinions of critical friends and other researchers proved invaluable as their views served to challenge my own and to make me more focused in relation to the *why* of my interpretations (McNiff and Whitehead, 2010). Their comments stretched and shaped my thinking and challenged my assumptions and philosophical stance – in essence my own identity of *self* became at times in a state of flux with periods of both slow and rapid transformation occurring at irregular intervals - being able and willing to share this new learning and representation of meanings in the future is, as Lowe (2009) posits, a crucial element of research.

However, as Lowe (2007) cautions, it is possible for researchers to unconsciously skew interpretations made from the data gathered and throughout this study the

conclusions drawn and the language used when presenting the findings has been carefully considered. For example terms like 'illustrated' 'illuminate' and 'indicated' have been used to acknowledge the interpretative and situated nature of the research rather than maintaining any notion of absolute and perhaps more scientifically-produced data. This study also acknowledges that it was not always possible to assess the impact of the research conditions and unknown external factors may have influenced the trainees' responses.

Interviews with the trainees offered the most appropriate method of educational enquiry and provided an invaluable lens which captured a richly-detailed picture of the trainees' backgrounds which served as primary, evidence-based commentary throughout the data analysis. The opportunity, through interviews, to pose and probe questions so as to gather rich narrative data from the trainees, has informed the interpretative sense making process of this study (section 5.9, p98).

An aside, in the sense that I had not thought about it, was the benefit to the trainees, through interview, to 'look at their own situation in a different light' (Oliver, 2003, p148) and as noted by one trainee who was interviewed,

This is really useful as these are questions that the rest of the class don't get the opportunity to be asked. (Trainee, Helen, Red College).

Engagement in the interviews provided a platform for trainees to reflect and to engage in discourse about topics that were relational to 'self' thereby allowing meanings from 'self' to emerge - which subsequently provided theory to emerge from trainees' responses (Oliver, 2003, p148).

Additionally, the questionnaires provided an opportunity for all 327 trainees to participate, although only 77 (24%) chose to do so (section 6.4, p128). A reason for the limited expanded responses might have been because of any concerns that trainees had about anonymity, even though this was guaranteed. Although limitations of the data gathered from the questionnaires have been acknowledged the value and importance of the views of the trainees who did respond to the questionnaires has been recognised (section 5.8, p95).

Other data gathered from the teacher educators, I.S. and journal entries provided breadth; depth and richness to the study from which trainees' responses could be aligned and further analysed. Literature from other researchers and Government reports provided a wider picture which enabled comparisons and similarities to this research to be made.

If I were to repeat the study I would still use an interpretative methodology and multi-method approach but I would be less nervous (or perhaps more confident) about sharing my initial processes and findings much earlier than I did. This, I believe would have enabled an earlier focus on the range of literature to read, the type of questions to ask and more guidance on how to word the questions within the interviews and questionnaires.

7.8 Dissemination

The exchange value of undertaking doctoral research is both intrinsic and extrinsic. Within this study much has been written about the transformation and transitions of trainees and similarly it is important to recognise the transformation and transition that has occurred in me, the researcher. My increased knowledge of initial teacher education (LLS) and the issues surrounding trainees' learning experiences, as well as my improved knowledge of research methodologies and application of research methods, has shifted me from the peripheries of research communities of practice (relating to education, policy and practice) within my workplace to a more central position, where, as well as still asking (perhaps more) questions, I am able to provide more (or better) answers to colleagues and learners who are just starting their research journeys.

This transition has, and will, enabled me to engage in debate with colleagues, peers and policy makers at regional and national events about the present and future of initial teacher education. The applicability and relevance of the findings within this study to other models of initial teacher education and trainees' learning experiences

will be disseminated during the next academic year at workshops and symposiums within the university where the study was held, and in which I work. My intention is to disseminate and discuss the findings at the five partnership colleges and at local, regional and national initial teacher education conferences and/or workshops, for example the Teacher Education Lifelong Learning (TELL) research forums and/or at one of the quarterly UCET meetings that are held about initial teacher education regarding the LLS and/or the school and international sectors.

The findings add new insight and perspective to similar studies; (e.g., Orr, 2012, 2009a, 2008; Orr and Simmons, 2011, 2010; Lucas, Nasta and Rogers, 2012, 2009; Maxwell, 2010a, 2010b; Nasta, 2009, 2007; Noel, 2009, Noel and Robinson, 2009, Lucas 2007). Through their interpretation the findings and emergent themes illuminate and add to the knowledge base and understanding of the issues surrounding initial teacher education within the LLS and about what is necessary, and somewhat urgent, change.

7.9 Future research

The findings and the four themes noted within this thesis have raised my interest towards other research, for example;

- Exploring conceptual framework/s that could be used to implement a sustainable, self-organised learning approach for trainee teachers across differing educational platforms.
- Examining how management in the LLS are responding and adjusting to the proposed changes relating to initial teacher education, in terms of their sense of support (including that of mentoring) for the professional development of their trainees.
- Exploring the reasons behind the approaches used by teacher educators to deliver and contextualise initial teacher education.
- Exploring how work-based learning contexts and a reflective learning process might be enhanced through the use of e-technology.

As McNiff and Whitehead (2010) contend, with answers more questions often emerge.

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Glossary of Terms

ACL	Adult Community Learning
APL	Accredited Prior Learning
ATLS	Associate Teacher Lecturing Skills
BIS	Business Innovation and Skills
BME	Black Minority Ethnicity
CPD	Continuing Professional Development
CPPD	Continuing Professional and Personal Development
CTLLS	Certificate in Teaching in the Lifelong Learning Sector
DES	Department of Education and Science
DfES	Department for Education and Skills
DIUS	Department for Industry, University and Skills
DCSF	Department for Children, Schools and Families
DTLLS	Diploma in Teaching in the Lifelong Learning Sector
FE	Further Education
FEDA	Further Education Development Agency
FENTO	Further Education National Training Organisation
HE	Higher Education
HEI	Higher Education Institute
ICT	Information Communication Technology
I.S.	Information Services
ITE	Initial Teacher Education
ITT	Initial Teacher Training
IfL	Institute for Learning
LLS	Lifelong Learning Sector
LLUK	Lifelong Learning UK
LSIS	Learning Skills Improvement Services
NVQ	National Vocational Qualifications
Ofsted	Office for Standards in Education
PTLLS	Preparing to Teach in the Lifelong Learning Sector
PGCE	Post Graduate Certificate in Education
QCF	Qualification Credit Framework
QTLS	Qualified Teaching Learning and Skills
SOL	Self-organised Learning
SSC	Sector Skills Council
SFA	Skills Funding Agency
SMT	Senior Management Team
SVUK	Standards Verification UK
UCU	Universities and College Union
WBL	Work-based Learning

List of Appendices

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- K. Trainees' comments relating to Managing Behaviour module
- L. Trainees' comments relating to Action Research module
- M. Trainees' comments relating to Widening Professional Practice
- N. Sample of extracts from journal notes.
- O. Sample of data from I.S. Year One trainees
- P. Example of descriptive coding sheet
- Q. Example of cross referencing questionnaire data
- R. Print screen coding, categories and digital recordings
- S. Print screen of saved documents relating to themes, categories
- T. Interview schedule

Appendix A

Information sheet for Research Participants relating to:

Trainees' learning experiences (DTLLS Award)

The aims of the project.

- To engage in action research into a user needs informed curriculum and its assessment for the Diploma in Teaching in the Lifelong Learning sector.
- Upon completion of the action research to make recommendations of any possible intervention strategies.
- To contribute to knowledge of interested stakeholders, (trainees, teacher educators, educators, policy makers and management working within the Lifelong Learning Sector).

What is required of the participants?

If you are a student on an Initial Teacher training programme I will be asking you to participate in either one or more of the following:

- A short interview – approximately 20 minutes.
- A series of short interviews (probably 3) – each lasting about 20 minutes
- Contribution to a focus group (online and/or in person) – approximately 3 meetings each lasting about 30 minutes.

If you are a teacher on the ITT programme or an Advanced Practitioner/Experienced Teacher or Trainer I will be asking you* to contribute to:

discussion relating to your experiences relating to the appropriateness (for students) of the current curriculum design and assessment processes. You will also have an opportunity to make suggestions for change. You may be asked for interview on more than one occasion.

Anonymity and security of information.

No disclosure of personal details will be provided to any person in any form whatsoever. Moreover no institution, other than that of the University where I am undertaking my Ed.D (Nottingham University) and where I work (Staffordshire University) will be mentioned by name. Information provided will be used to inform Initial Teacher trainers, researchers and others involved in the suitability and possible areas for change within curriculum design. It is envisaged that much of the information provided will be collated together rather than individual information being used. The exception to this may be specific information that might be directly quoted (as anonymous).

The research relates to curriculum design and assessment. You will not be asked to disclose any information that is unrelated to this research area.

Voluntary participation

Participation in this research is completely voluntary. All participants are at liberty to withdraw at any time without prejudice or negative consequences. Non participation will not affect any individual's rights/access to other services.

Potential risks, harms and benefits to participants

I envisage no potential risks to people participating within this research. If changes, as a result of findings from this research are made to the design and delivery of the curriculum and to assessment strategies then students should benefit from this.

Contact details

My contact details are:

[redacted] Machin – Ed.D research student Nottingham University and also Award Leader, Initial Teacher Training (LLS) **[redacted]**

[redacted] machin**[redacted]**
[redacted]notts.ac.uk
Tel: **[redacted]**

My Supervisor's (Nottingham University) name is Dr Gordon Joyes, his email address is:

gordon.joyes@googlemail.com

The contact details of the Research Ethics Coordinator should any participant wish to make a complaint on ethical grounds are:

Professor John Holford
T: +44 (0)115 951 4486

Dr Alison Kington
T: +44 (0)115 951 4420

Please delete YES/NO as appropriate and sign the form below Thank you

I have been informed of and understand the purposes of the study. YES/NO

I have been given an opportunity to ask questions. YES/NO

I understand I can withdraw at any time without prejudice. YES/NO

I understand that any information which might potentially identify me will not be used in published material. YES/NO

I agree to participate in the study as outlined to me. YES/NO

Name of participant,..... signature.....

Date.....

Appendix B – Letter to College Principles seeking permission to use data and to interview staff and trainees

FAO The Principal,

14 September 2009

Dear

Authorisation request to carry out research relating to: Trainees' learning experiences (DTLLS Award)

As part of my Education Doctorate I wish to carry out research in relation to the above title. I am currently the Award Leader for DTLLS programme at [REDACTED]. Although within this role I have access to statistical data (e.g. retention and achievement) I am seeking permission to use this data and to collect further data for research purposes.

As well as using statistical data the research will involve speaking with experienced teachers, teacher trainers and also with groups of trainee teachers who are undertaking a DTLLS qualification within your college. Participation will be completely voluntary, anonymous and confidential. All participants will be provided with an information and consent form. .

There will be no need for the research to identify individuals or the college and all questions will relate to the DTLLS programme and how it meets the training needs of ever changing cohorts of trainees.

The overall aim of the research is to make a contribution to knowledge in relation to the DTLLS programme and, if necessary, to make recommendations for change to enable the DTLLS programme to the best that it can be.

Upon completion the research findings will be available to the college. The college could, of course, withdraw from the research at any time. All five colleges that deliver the University DTLLS programme are being contacted.

If you want any further information my contact details are below. Could you please complete the tear off slip below and return to me before 30 September. Thank you.

Yours sincerely

[REDACTED] Machin
Award Leader (Teacher Training LLS)
Research Student Ed.D.
Tel [REDACTED], email [REDACTED]machin@[REDACTED]

.....
I do/do not* give permission for [REDACTED] Machin to carry out research with trainee teachers and teacher trainers.

'How can a medium sized Higher Education Institute (HEI) ensure that its Diploma in Teaching in the Lifelong Learning Sector programme(DTLLS) reflects a user needs informed curriculum?'

Signed..... Date.....

*Delete as appropriate

Appendix C

Hello [REDACTED],

Tuesday 20th is fine and there's a café in the main entrance area where we can meet, but if we need somewhere more private, I could enquire whether there's a room we could use. Would you prefer to meet at 12.30 or 5.30pm?

Kind Regards,

From: MACHIN [REDACTED] [mailto:L.B.Machin@skynet.be]

Sent: 14 April 2010 10:51

To:

Subject: RE: Research Volunteer Needed - DTLLS Programme

, thank you for volunteering to participate within this research. I could meet you at the college next Tuesday (20 April) if this is suitable for you. Let me know what time would be best for you. Is there a convenient place to meet within the college? If this date is not suitable please let me know when would be.

Once again thank you.

[REDACTED] Machin Award Leader (ITE, LLS)

From: @skynet.be]

Sent: Wed 14/04/2010 10:04

To: MACHIN [REDACTED]

Subject: FW: Research Volunteer Needed - DTLLS Programme

Hello,

I'm always happy to support research. I attend on Tuesdays, so I could fit an interview in before or after the session, which runs from 1.30pm until 5.30pm.

Kind Regards,

From:]

Sent: 14 April 2010 09:57

To: skynet.be

Subject: FW: Research Volunteer Needed - DTLLS Programme

From: Unriversity Administrat

Sent: 14 April 2010 09:57:13

To: 32X101F3-LEVEL-2; 32X100F1-LEVEL-2; 32X101F5-LEVEL-2; 32X101F6-LEVEL-2;
32X101F2-LEVEL-2; 32X101F4-LEVEL-2; 25X200F3-LEVEL-M2; 25X200F1-LEVEL-M2;
25X200F5-LEVEL-M2; 25X200F6-LEVEL-M2; 25X200F2-LEVEL-M2; PGCE W&NS;
32X100F1-LEVEL-1; 32X101F7-LEVEL-1; 32X101F5-LEVEL-1; 32X101F6-LEVEL-1;
DTLLS T&L; 32X101F4-LEVEL-1

Cc: MACHIN [REDACTED]

Subject: Research Volunteer Needed - DTLLS Programme

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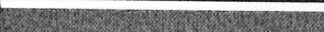


Hello everyone,

As part of my research relating to DTLLS and the learner experience I am seeking volunteer students to spend approximately 20-30 minutes of their time with me to discuss the following:

Appendix D - QUESTIONNAIRE PILOT

Initial Report



1. Are you based in a

#	Answer		Response	%
1	college		8	73%
2	private training centre		0	0%
3	public services		2	18%
4	other - please specify		1	9%
	Total		11	100%

other - please specify

Statistic	Value
Min Value	1
Max Value	4
Mean	1.64
Variance	1.25
Standard Deviation	1.12
Total Responses	11

2. Is your highest level of qualification a

#	Answer		Response	%
1	degree in subject discipline		4	36%
2	certificate in education		7	64%
3	level 3 subject specialism		0	0%
	Total		11	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.64
Variance	0.25
Standard Deviation	0.50
Total Responses	11

3. Were you able to relate the topics discussed in the class to your working environment?

#	Answer	Response	%
1	Yes	10	91%
2	No	1	9%
	Total	11	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.09
Variance	0.09
Standard Deviation	0.30
Total Responses	11




4. Would you have liked any of the following to be used as a method of assessment (you can tick more than one)?

#	Answer	Response	%
1	presentations	5	45%
2	blogs	2	18%
3	Professional discussion	4	36%
4	other please specify	0	0%
	Total	11	100%

other please specify

Statistic	Value
Min Value	1
Max Value	3
Mean	1.91
Variance	0.89
Standard Deviation	0.94
Total Responses	11

5. Would you have liked any of the following to be used as teaching and learning strategies (you can tick more than one)?

#	Answer		Response	%
1	role play		0	0%
2	peer observations		3	30%
3	virtual/distance/blended learning		3	30%
4	presentations		4	40%
	Total		10	100%



Statistic	Value
Min Value	2
Max Value	4
Mean	3.10
Variance	0.77
Standard Deviation	0.88
Total Responses	10

6. Can you suggest any other teaching and learning that you would like to have seen incorporated into the course?

Text Response
no
No not really - but I detest role play



Statistic	Value
Total Responses	2

7. Did you have a mentor?

#	Answer		Response	%
1	Yes		6	55%
2	No		5	45%
	Total		11	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.45
Variance	0.27
Standard Deviation	0.52
Total Responses	11

8. If so did you find the mentoring experience beneficial?

#	Answer		Response	%
1	yes		4	50%
2	No		4	50%
	Total		8	100%

Statistic	Value
Min Value	1
Max Value	2
Mean	1.50
Variance	0.29
Standard Deviation	0.53
Total Responses	8

9. If not, how could it be improved?

Text Response

didnt meet them

Make sure the mentor is willing and able (time) to do the job. Evaluate mentor/mentee relationship during and after the program (QA). Give mentors remuneration and remission.

the mentoring process could be introduced with a formal introduction and then review dates set as and when suitable with the mentor and mentee.

Statistic	Value
Total Responses	3

10. Any other comments about how the course and/or assessment of your learning could have been improved?





Text Response

some of the organisational aspects were poor, for instance i didnt ever see proper feedback from my first assignment

Assessments need to be focused and direct, much of the time the scope for discussion is far to wide and then when writing you lose sight of the overall assessment question. The criteria is incredibly long, understandably there are lluk standards tp both meet and address, but it is difficult to depict exactly what should be included in assessments. I think more time should be allocated for the mentor/tutor to work individually alongside students on their assignment or collectively as a group, to ensure students are aware of exactly what is required of them. Masters meetings were useful, but i feel i could have benefited from more than three sessions, as they provided me with an insight into the work. Perhaps consider modelling different essays so students are completely aware of what would be considered a pass or a fail.

Statistic	Value
Total Responses	2



11. Which College did you attend

#	Answer		Response	%
1	Newcastle		1	10%
2	Stoke		6	60%
3	Stafford		1	10%
4	Cannock		2	20%
5	Tamworth		0	0%
6	Other please specify		0	0%
	Total		10	100%

Other please specify

Statistic	Value
Min Value	1
Max Value	4
Mean	2.40
Variance	0.93
Standard Deviation	0.97
Total Responses	10

12. Overall would you say that you enjoyed your time on the course?

#	Answer		Response	%
1	yes		9	90%
2	No please comment if possible		1	10%
	Total		10	100%

No please comment if possible

Had a teacher who didnt know what they were talking about and disorganised and got sacked half way through the course.

Statistic	Value
Min Value	1
Max Value	2
Mean	1.10
Variance	0.10
Standard Deviation	0.32
Total Responses	10

13. Thank you for completing this questionnaire, your views are valued. If you want to add any other information please do so in the box below. Thank you

Text Response

Educators should have had previous experience in industry before delivering educational courses.

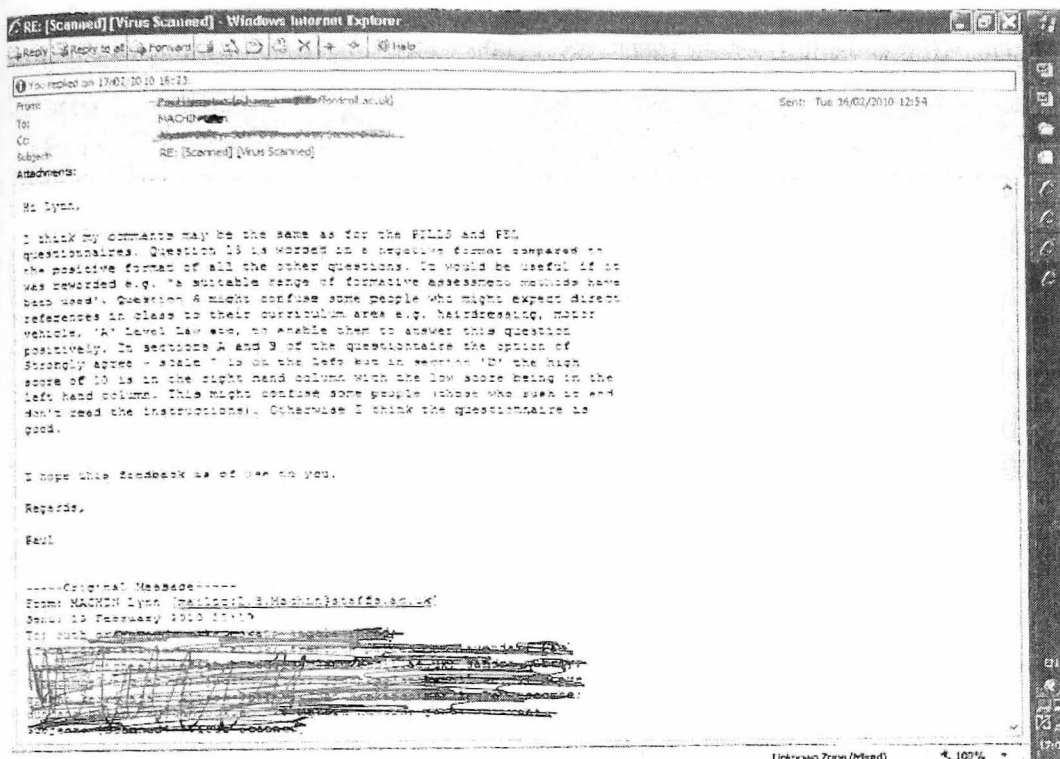
I would have liked more structured lessons at the beginning of a new topic to gain a good understanding, and then plenty of directed study lessons to give me the time to research and complete my assignments.

Ensure that there is a clear consistency and structure in place between both the college tutor and the university.

Statistic	Value
Total Responses	3

<u>THEMES</u>	<u>DIVERSITY</u>		<u>IDENTITY</u>					<u>LEARNER AUTONOMY</u>							<u>CONDITIONS FOR LEARNING</u>				
CATEGORIES	General characteristics	Specific characteristics	F.E./ College	Wider LLS	Teacher Trainee Trainer	Dual Professional	Subject Specialism	Improvement to practice	Reflective practice	Skill building	Confidence	Community of practice	Teacher Educators	Pre 2007	Why did trainees enrol	Mentor Tutor experience	Government Management	Theory/Practice	Standards Criteria
CODES																			
Age	√								√		√		√	√	√		√		
Assessment/modules							√	√	√	√							√	√	√
Bureaucracy								√	√				√		√	√	√		√
Competence		√			√	√	√	√			√	√						√	√
Contextualisation			√	√	√	√	√	√		√		√				√	√	√	√
CTLLS/DTLLS			√	√	√	√	√	√					√	√	√		√		
Declared Support	√																√		
Engagement learning			√	√	√	√	√	√	√	√	√	√	√				√	√	√
Ethnicity	√																√		
Full teaching role			√	√	√	√	√	√					√				√		√
Gender	√	√																	
Grades							√		√				√				√		√
Lesson planning							√	√		√	√							√	√
Mandatory/want/other								√	√				√	√	√		√		
Neediness		√					√	√	√				√	√			√		
Not improved								√							√		√		
Observation							√	√					√			√	√		√
Peers			√	√			√	√	√	√	√	√	√						
Professional Enquiry					√	√	√	√	√		√	√							√
Grad/non-grad/Ac/craft		√	√	√	√	√	√	√	√	√	√	√	√	√			√	√	
Satisfied/Not Satisfied																√	√		
Year 1/2								√	√	√	√								

Appendix F. comments from Teacher Educators



Appendix G – Example of trainee/interviewee's transcript

Interview transcript – (Flo)

I'm in year one, yes....well it is fascinating for me as I have learned enormously since I started the course which has been a real eye opener for me...I suppose I'm unusual in that I studied my masters and my doctorate from 1998 to 2006 mainly remotely and the teaching that I have done since 2004 has mostly been remote so my incentive to change slightly what I do, I spent 20 years writing and editing as a freelancer and over the past few years since about 2004 I've been doing more teaching, and enjoyed that part of it and seen that as a progression as I have the skills I have the experience of all the writing and editing, and I wanted to pass that onto other people and I got great satisfaction out of that in practice but I recognised that in face to face situation I wasn't very good at that and I needed to train, so that was one part...then I had the fortune to gain the opportunity to do some face to face teaching and then with this course... I teach writing, in three environments actually, further education, higher education and professional people practising in work, so for example, through the institute of scientific and technical communicators I teach people who are in work, or they may be technical writers or programmers doing user documentation or something like that so it's very varied and very level, so there might be a corporate communications manager from a multinational who wants to improve their writing skills or it might be a secretary or wants to move into a different field and again in further education sort of teaching I'm doing here on the access programme for people who want to go to university and on the higher education it's postgraduate students training in professional communications by distance it's very varied, different levels so that's very interesting and I've learnt a lot about how to handle that in this course...regarding ideologies, it's very interesting actually I've looked into epistemological stances of course when I started my own doctorate and I decided that I'm middle of the road, originally I had a science degree, then I did my MA in technical communications and I started to move from a sort of positivist stance to a more interpretivist stance, and so for my own doctorate I did a sociolinguistic analysis on email communications between writers working in virtual teams, it really was interesting and I really wanted to have data, I really did believe at the beginning of my research that if I didn't have figures it wouldn't be credible, because I had such a scientific positivist stance but then of course as it began to progress and I looked at the relation issues and relationships between the people communicating represented in emails and the way they wrote to each other and the way they adapted their writing to each other and it actually affected the success of what they were doing, building up the relationships in their little communities and performing better as a result so I became more interested in looking at the linguistics and the relationships which was of course a more interpretive stance, looking at socio linguistics but I still used data, so once I recognised something such as first person pronouns such as I and we representing involvement in the relationship or in the task and this is already written about and researched well in literature and of course I wanted to interpret that but I wanted to interpret it through numbers still and in the end I did analyse...and eventually I did quantitative analysis of the occurrences of different signifiers in the language in the emails but I also combined that with an interpretive analysis of why one team seemed to be more successful than another team so I still have this middle of the road balance, whereas in the beginning I was very much a positivist and I could only do it with numbers I moved towards the middle and I was very proud that I'd taken on a more constructivist stance, so I was really shocked with this last assignment that I did with the DTLS because it really answers your question on whether I've changed my ideology as I thought I was acting and teaching in a constructivist way, I'd read all Petti's

work about how I needed to involve the students, engage them and use constructivist exercises and actually designed exercises based on online teaching and classes here with that in mind, but when I actually looked at observer reports and think about how I'm communicating, by focusing on the theories of communication the whole paradigm of the way I'm teaching was I'm here with the knowledge, this is what you have to know....even though intellectually I was aware of the logic of constructivist interactive exercises to get the students to make decisions, for example to...even a little argumentation exercise I did...I gave them articles, some articles were true some were false and they were all online articles, funny articles, they were all funny articles to try and be entertaining, this was a critical thinking exercise and they had to decide which were true and which were false and the purpose was to show them that they shouldn't be daunted by critical thinking, they're using...they're evaluating texts every day of their lives and now all they have to do is apply it to academic writing and decide which is good research and which is bad research or does this fit in with what I already know so I actually made them look at them in groups, read them, evaluate them and make their own minds up and I thought that was quite a constructivist exercise but still in the end what I don't pull together is the interaction, I don't really get any feedback from my students so I can do a full exercise with them and it can work for four tables and not for another but I haven't picked up on that and until the very end and they fill in the feedback questionnaire for me and I haven't realised that one table didn't understand anything and have been completely lost from the very beginning so it's a bit of a one way thing, so I've spent hours preparing I've put all the theory into it, that it has to be constructivist, the students have to be engaged and involved and doing something, but I'm not actually involved with the students, I'm just pushing....exactly, but now with the combination of the observed sessions, the fact that I'm actually doing it observed, evaluated and the reflection, actually reflecting on well how do I communicate in class? How do I communicate with my peers, the people I do all my stuff with, but thinking it all through this time for my assignment, it was incredible I almost throw away everything I've done so far because I can see suddenly, it's like somebody has opened a door, although I knew the theory and I could even argue the case for the theory and why it should be applied to teaching, just because of a failing in my own communication skills I wasn't actually applying this constructivist guideline to the way I'm teaching which really excites me right now because I can't wait to start again! So I've just finished this assignment and I think that the key to that as well was observing other teachers because they all teach in very different ways and I think that that's excellent because you get a feel that there is not one right way of doing it, and now I'm working with Sarah on the access programme and observing her has opened my eyes because I would've looked originally at her particular style of teaching and thought 'ooh I don't know if that works' but it really works, she has twenty-four out of twenty seven students already on degree programmes, with places, and the other three have interviews in the next few weeks so you know from the measurement that she's excellent at what she does, and observing her I've seen that she is so interactive with her students because she's differentiating, she's meeting all their different needs and for example this morning one of the students was upset about something she'd left in another room and first of she said you don't need it, we'll find you whatever you need, the student was still not concentrating it was obvious that the student was still distressed and not concentrating she let the student go and retrieve whatever it was that she needed and that was the only way she would've got that student's attention in that class so it was a solution to things like that, and the way she interacts with them, she's reading them, reading their feedback and she's adapting what she does and that's what I really need to hone in on now, interpreting the feedback from the students in real time from the students and adapting my

communication to meet their needs and spending more time and consistently, the two critiques I got in my observation being that I put too much content in my classes and that I'm not taking enough time for assessment and both of them, when I'm now analysed for this assignment, both of them relate to the fact that I don't allow for time them, I'm not allowing time for the students to give me feedback for me to assimilate it, and reflect on it and change my behaviour but also because I'm not actually allowing time for the students to reflect which is so stupid because I understand all the theory about it and everything, but not letting them have time to reflect in class so they can't go through the process themselves of learning and because I'm not allowing time for that I'm just throwing content at them, or they go home with the handouts or they've done the exercises but not really had time to think about them and understand it, it's not achieving the learning so I'm really excited right now to change how I communicate with the students, making sure it's mire back to me, not just me towards them and allowing time for that, so in that sense yes, I think the course so far has really changed the way I will be practicing in the future....yes it would be true to say the way I'm being taught now is very different to other experiences of learning yes, in a lecture hall where it was all one way or online where I've had to go away and do all the study myself, we're expected to go away and do a lot of reading and studying ourselves, but...basically for me we got to class and the value is making the links between theory and practice because we're discussing this and the exercises will all revolve around making these links but also contact with peers as well and hearing their experiences and how they handle things and resolve problems and whether that's applicable and could also be translated to your own field is so valuable to me....because every anecdote that somebody shares you can summarise into a framework in your mind and then evaluate would this fit in my field, is their anyway I could use this to teach in my field, most often there is, maybe there is some adaptation needed, one lady did a homework for me on how she designed an exercise for cutting hair and apparently they have to teach about the angle they cut the hair at, it was really clever and a way that really made the students remember it and they all enjoyed it as well, it was fun, and just the way she designed it, developed it and she wrote about it and of course it's so different to what I teach but her experience had value for me and her ideas had value for me and I find that with all the subjects to be honest, that there's always something, teachers of people with learning difficulties have the most difficult problems to deal with so if they find a solution that's great because it's going to be easier in your field anyway but they've found a way of handling someone which you can translate back into your field on a smaller scale but everything's valuable to me, and perhaps I'm biased because I enjoy the face to face aspect of the course as I've spent years studying remotely, so that's of great value to me, it's helped me to develop assertiveness skills a little, as that's one of my weaknesses which will rear its ugly head if I have to deal with a difficult class, but I've been luck so far, and also articulating verbally, even handling telephone calls for business I get very nervous and one of the things I've started to do is to look at new technologies and see how I'd use these in my teaching, and of course one of the disadvantages of online teaching is that all the body language is cut out, it's only by text and I rarely even see a photograph of the student, we do it on a blackboard, so it can be very flat in a sense, very dull for the students and also I have to be very careful in how I word feedback because I can take theory on board, you know, medal and mission but at the end of the day basically with writing you write a review which unfortunately is very often a list of how people can improve their work so I have to try and find some good points to make sure that it's balanced. One of the things I've looked at recently as a result of this course is the technologies that I could use and there is an application called 'Jing' which you can use for viewing a document and recording the audio part so for some essay I've just marked I did this

135 and the students loved it, I quite enjoyed it and it was very good practice for me as I was in a
136 situation where I only had five minutes and I had to explain to the students how I could've given
137 them a better mark whilst also sounding positive which is much easier verbally than on paper it
138 became a bit more genuine with the intonation and everything and they loved it, four or five
139 students responded voluntarily on blackboard saying that they loved the Jing feedback and I found
140 you could actually explain examples to do with revising and writing much more easily verbally than a
141 paragraph of written text which is a bit dull and dry for students to read, saying something like 'oh
142 this is the kind of language we'd use in academic writing so try and avoid that, some tutors may
143 accept it but on the whole perhaps it's better...' something like that, say it kindly like that and
144 quickly and easily, I think it has more value to the students so that's something as well, and I'm
145 coming along with different technologies and I want to try and develop a way of teaching writing in
146 an IT room with computers in a way that we actually write, in a workshop scenario, a paragraph and
147 look at each other's paragraphs and compare them and work out who's written something that can
148 be understood, or that can't be understood and why and do it in a much more interactive way like
149 that, and all these ideas are coming to me now after the assignments and after having the time to
150 think things like 'what have I done? What is the theory? How can I improve it? what are the
151 possibilities?' and how to bring it all together really...I think that you're probably right actually, the
152 combination of the two has linked practice and theory in a very concrete way because it's coming
153 from many different angles, you can read an article from different angles, literary, research hear
154 different kinds of strategies in class, hear anecdotal experiences and evidence of peers and then
155 with your own experience and your own observations and the reports that we're getting and seeing
156 how other teachers handle things, it allows you to make things....again something new that seems to
157 come to me with the fourth module I've come to the conclusion that all the different variety that I'm
158 learning from is different sources, there's no right or wrong way, obviously we have to try and
159 optimise for our particular subject expertise but I think that the most important thing that I'm
160 beginning to find out is how to optimise for our own comfort, what works for one teacher might just
161 not work for me and I found in the last module that I struggled with assertiveness, I had an IT
162 workshop where I had to teach about social bookmarking and I couldn't reengage the attention of
163 the class after we had watched a video and this has happened to me a couple of times and I'm aware
164 that the assertiveness...I need to develop techniques so I researched this and I was looking at how to
165 do this and there's one technique where you actually walk up to the person causing the problem and
166 if they're still talking over you, stop talking and ask them a question, putting them on the spot and I
167 was and I was reflecting on this and talking to my husband about it and he said 'yes, but I don't think
168 it'll work for you' and I thought about it in preparation for a second session and as I was teaching the
169 same thing I thought it might happen again and it's not a classroom scenario, more of workshop and
170 the environment's different, the context and I thought about it again and thought 'he's absolutely
171 right' because I'm so nervous in the context and computing and IT is not my forte so I feel out of my
172 comfort zone, I thought I can't play act this I can only be myself, I have to find a way that suits me,
173 and I haven't found that yet but I will, I'll keep searching and practising until I find a way that works
174 for me....the other thing is I'm gaining value not only in the skills and expertise of teaching but also in
175 other areas of life because I mentioned the 'Jing', as if you imagine me as an online teacher if I'm
176 nervous or something happens, you can go away for an hour and think about it, read a relevant
177 article which I can use to substantiate my response or whatever, but there's no immediate, 'I've got
178 to handle this right now' there's no immediacy to it, whereas in the face to face classes, I was very
179 nervous about this changing from online teaching to handling this, particularly knowing I had no

assertiveness skills, but doing the 'Jing' thing I found that it was a compromise between online and face to face because if I make a mistake I can start the five minute recording again but it was forcing me in five minutes to articulate my review of the document in a friendly way, an articulate way and it was very good practice, at the end of the first week of creating these screen casts for my students I had to make a business call as I still do freelance editing and I was amazed at the difference as I'd been practising with the 'Jing' recordings I could suddenly handle a telephone call better so it had improved another area of my life as well....well the example with 'Jing' I was suddenly able to convey a positive through the audio recording and they gave me a positive response to that....one thing that's surprised me actually is that the second session I gave on social bookmarking I was observed and one thing that was rather nice about that was that when I had...when I realised that the way I was teaching was very one was probably between the two workshops, as workshops are a different kind of teaching to me and I was outside my comfort zone as I was not only teaching academic writing but trying to make sure everyone was logged on, etc...as long as I was teaching on one side of the desk and I'd prepared all this knowledge I had a barrier to teaching as I was scared I might not have all the knowledge prepared, they might ask me something I don't know, I might lose credibility in their eyes and therefore they would feel I was wasting their time, but I thought this might be a barrier between me being an effective teacher, but I'd asked during the coffee break before the session if anyone was good with computers as I thought I might not be able to handle this, I'd prepared as much as I could but with me and computers something can always go wrong! So we got to a point in class where something had gone wrong and I was lost and this guy solved the problem and I asked him if he wanted to come up and show the class, and it was one of those occasions where by chance I did interact with a student and afterwards as I was reflecting it wasn't a disaster as the aim was to learn about social bookmarking which we did, so when the second session came I felt a lot calmer as I didn't have to have all the knowledge, even if I didn't have it I could go away later and find it and impart to them, but I'd overcome this barrier of thinking I'd be a useless teacher if I didn't know it all, so rather than thinking as a teaching I had to know it all I began to realise I needed to be the facilitator, to be an effective teacher not an expert in something that you teach, so even if I don't know it all I can still help students I can facilitate them and help them to go away and where to find the knowledge or encourage them or motivate them....I enjoyed designing how to help them....I thought that I wouldn't be professional if I didn't stand up there at the front with a power point....I thought that I wouldn't be professional if I didn't stand up there at the front with a power point....it is really interesting area, I would love to research more into identity, one of the things that I have concluded on over the years, this linking between profession and identity and perhaps it's quite frightening for trainee teachers as you're standing on a bridge between professions trying to gain the confidence to say 'yes I am a teacher now'.....one of the things today when we were talking about behaviour and I couldn't help myself, I categorised it into student to student relationship, student to teacher relationship and group dynamics and the way different behaviours would impact the learning environment and it's something I missed during the online teaching, you can learn a little about them in the beginning, but then you get wrapped up in the analysing academic articles and teaching and there's thirty different names on the blackboard, it's very different to....I very much look forward to having full time work, working face to face with students and I just have to feel that I've spent all these years editing but I really want to help other people and I'm lucky enough that the topic I'm teaching can help anyone at any level in their careers, but the difficulty I'm having in finding full time work is locality as I was offered a position in Coventry but it was just too far. I'm just hoping an opportunity will arise over the next year a bit

225 closer to home....yes I think so because I've come to a point where I've had enough experience in
226 teaching to know I enjoyed it and wanted to move onwards....it was easy to transfer online, she sent
227 us away to learn about different theories of learning and it was our role to come back and teach the
228 class and I had six to eight articles that I needed to teach so I split it up into a jigsaw and gave an
229 article to each two students and they went away and I gave them a criteria and I wanted a summary
230 and it went really successfully, but every day and every class we get different ideas to apply, it's
231 great.....certainly different contexts I do with the further education I do, the higher education and
232 the practising professionals I do, I also have to be careful regarding marking, if I'm marking a post
233 graduate essay one week and marking an assignment in ICT teaching I do, it's a course they took
234 over from City and Guilds so the standards vary, and I have to be careful not to demotivate in my
235 reviews by demanding too much, I have to take differing students and what their differing
236 motivations are and I think that has changed my practise, it really has changed the way I give
237 feedback, even from the first module, I really did have mistakes in how I gave feedback and I think
238 that's why I've lost only students in the past, the teaching I give on the ITC course is very much
239 personal tutor to student relationship on the whole course just two of us, they study, do their
240 assignments, I support them and evaluate their assignments, and the only feedback they get is from
241 me until they sit their exam and I have twelve students and there are about six only who are really
242 persevering with it, but I had two to three students who only did their first assignment and then
243 stopped and looking back I can see that's my fault because I didn't pitch the feedback correctly and I
244 didn't balance it with positives and negatives, and I went too in-depth thinking I was helping, I
245 should've picked out three points for improvement for next time rather than telling them everything
246 that was wrong, of course I thought I was being very good but I can see now that was a really
247 demotivating thing to do so I've learned that now.....with the twelve ICT students I had a new
248 student and I was determined not to lose him and the feedback I've been giving him is very different
249 to the feedback I was giving to early students and he's now working at a rate that is just phenomenal
250 he's working so much faster than students usually do, he's done really well, so far I'm feeling that's a
251 success story and I believe part of that is to do with the feedback I'm giving which is a direct
252 response from this course, I suppose as an editor I reviewed documents and had to pick up on every
253 fault and I used that kind of professionalism to look through students work and obviously there are
254 similarities but there's a different kind of objective in the case of student development and there's a
255 relationship to be developed and maintained.....for me personally I've just put a request in that we
256 do some role plays for behaviour management as in the classroom you don't get two shots at it, so
257 role-plays to help assertiveness and a more natural flow, sort of this has happened, we'll deal with it
258 this way, so I think role-play would help me with that, but I'm just so thrilled with the course....the
259 criteria...there are one or two things with the assignments I do find difficult as there is a lot of
260 information from different sources such as the assignment handbook and the course spec, criteria
261 and there wasn't in any place a list of do these and you'll be ok which I found quite hard, even with
262 Blooms taxonomy now I have to keep trying to develop some questions now because I'm trying to
263 develop Socrates questioning now for my online teaching so I'm reacting to students comments on
264 the blackboard, I'm really trying to think now how can I question in a way that is really going to
265 encourage the discussion and so I still find that quite hard because you have to go really deep into
266 the article you're discussing and make sure you know it inside out to be able to formulate a
267 meaningful question and in the right way to encourage them to discuss it as there's so many aspects
268 to it, that's a skill that comes with experience, the same kind of wording analyse, synthesise and I
269 have to highlight it and try and pinpoint it to one word that I can then think through my assignment

270 rather than the whole question as I think they're rather long questions, the other thing is the criteria
271 as everyone is tired after doing their assignments and I find that the assignments take a lot longer
272 than expected which I suppose can be said about all study, before I started in my mind I had Tuesday
273 as my teacher training day with the morning for study and the afternoon for teaching practice but
274 actually it's a lot more time than that so upfront I really didn't have a realistic view of timing....so the
275 time and wording sometimes, but that seems to have improved as the years gone on so maybe
276 familiarity has helped with that and I understand what's expected of me, maybe a template for
277 assignments might be rather nice too, at the end everything has to be page numbered and were
278 encouraged to signpost, but if everything can be in an electronic document or a templates provided
279 for the assignment I think it would help students as it's a very time consuming administrative task to
280 put together everything.....I did a session on beginning a literature review and when I started it for
281 my doctorate I was terrified that I wouldn't be able to get all the information and I read a book by
282 and it said 'don't worry you're never going to read everything you need to read about your field' so I
283 heaved a sigh of relief and it was with this in mind I said to students there's no set rights or wrongs,
284 if you include five that's good, ten is better and more is brilliant as people who haven't done any
285 academic writing have no idea, so anything like that we can give people concrete instruction to give
286 some scope as well.....

Appendix H – Example of Teacher Educator's transcript

Who are they? When we started doing the {old} Cert.Ed. here mainly, people were staff at the college, one or two weren't, but this was part of a CPD operation This was before LLUK/IFL requirement so they were self selecting, people with some degree of motivation, who didn't feel that they were being trapped into something that they didn't instinctively want to do. Since then things have changed in terms of the sector ... and in terms of the sort of intake that a college has ... and the qualification because of its globalisation invites different sorts of people on a wider spectrum than would have otherwise been the case, more people have their qualifications in vocation or a trade and ... need now to be academically qualified as teachers, not just as instructors – they realise that they are now in the business of not simply instructing but of teaching, educating and progressing people.

Not simply instructing them in a particular trade, or vocation, or craft.

They come to see that distinction very quickly, not just in their practice which has other kinds of pressures on it to become something other than a straightforward instructor, but the course in its newer form with the university version form of it which is used, see now more readily and with some surprise in some cases that there is a teaching element which is very different to simply an instruction, which has to do with understanding of the nature of the learning not simply being proficient in mastery in a particular set of skills or in transmitting those skills to another person. It is more to do with the context of learning that the context of instruction. They learn that very quickly, not only as PTTLs and its equivalents put that context rapidly in their hands and demand things of it, but also because the environment for their teaching has changed in such a way that they understand what that course is doing as soon as they encounter it...As soon as it demands things such as thinking about the learners experience or journey, quality or diversity or...differentiated activity, these are things they have not considered before, it opens up a discourse for them which is fresh and new, and is quite often interesting and exciting and provides new perspectives and gives them new experiences of their profession....so they see their profession changing as they progress and their profession changing beneath their feet as they work...the old notion has given way to new, and those new notions are ones which are quite clearly paramount, they clearly have the importance that the course says they have. So they're changing in a number of ways, and most people are ready for the new discourse, but some aren't. Some find it difficult; especially in practice...yes you can talk about differentiation in...your DTTLS course, yes you can talk about it in theory and even provide models, but when it comes down to it back to the workshop or construction shed my priority is still to tell them how it's done, to instruct...what this is, rather than what it means and how this is done rather than how you would do this. So that perspective for some people is still one that needs the vigilance of the tutor and the opportunity to get behind that and to encourage thinking in new ways about the teaching and learning environment...so that still happens but it's getting less because of the pressure on the lecturer and the assumptions about the learning are more pervasive....the discourse is a more ubiquitous one and also the discourse is one which they have to participate in, not just in terms of making a scheme of work for example or a lesson plan but elsewhere as well such as in CPD which they have to participate in. It becomes a kind of imperative rather than simply a choice, and that imperative is important as you are able to bring that person back into the classroom and say...I admire what you're doing in terms of your instruction, but I notice that there are difficulties with that group of people, or difficulties with that strategy it isn't working, so let's have a look and see what might work, or how the discourse might change....and that's very much the value of those opening scenes of the course and as that develops it's very interesting because of course as they take on that discourse and begin to struggle with it and begin to interrogate it and begin to perhaps challenge that discourse and that is where the real fun begins, it's good.

(As they are learning their practice changes) what is documented is fairly hopeful that as people, instructors and educators, experience the course as a way of realigning and reconstituting their versions of the classroom and their role. So versions of their role which were once fairly one dimensional are now multi dimensional and that means that yes, education if you like in a broad sense can mean something, else it would have meant in practice. So you see yourself thinking about the way in which somebody is doing something not just the fact that they are doing it. That growth in terms of practice does happen, in my experience and is documented in the assignments and the way in which people talk and exchange ideas within the classroom and question each other in the latter part of the course what one finds that trainee teachers are trying to find out what others are doing and are questioning and they're asking questions like, how do you manage this or....how do you manage the functional skills in their engineering or your bricklaying and how do you do it then....and how do you bring maths into your music? That kind of questioning means quite simply that those thoughts are going on, that kind of questioning is going on, as a pretty direct result of the course....in almost all cases there are one or two people every year who seem to be impervious to improvement, or impervious to interrogation and that's always a little disappointing, but frankly you're always going to get that, and you've sort of got to tackle it some way, other than simply by virtue of that particular kind of qualifications. There are limitations the qualification in terms of how it is...progressing the discourse of change in practice and theory, but there are not many shortcomings, but by and large I would say it

is the right kind of opportunity for people, as what it does without too great an importunate pressure on people to get people asking and discussing and questioning things, and it's very much up to us as deliverers of that course to enable that to happen and to encourage that to happen, as you're missing a major dimension if you don't. If you simply accept the orthodox's of these changes or of the givens about what people are doing in the classroom you're doing your trainee teachers a disservice as they may well be disposed, being newcomers to the profession, to simply take on trust what is said, or agreed, or theorised in some way or simply a received opinion, and that has its dangers and we've seen people barking up the wrong tree or simply stick at a principle which ought suffer further enquiry and be questioned in several ways. A good learner at that stage will want to do that, and will find that the most exciting aspect of the course, that and one's sense of one's own greater competency and proficiency and professionalism and that's an excitement which does actually come through once people have sort of persevered, that sense of being in possession of a new capability to take things a bit further, and not to take things on trust simply because of what someone has said something or written something is really good, as teaching is about experience and about coming to common understandings with people about what things mean and where they are going with those meanings. If you don't enable that to happen you're missing a major dimension about the value of education or classroom work to put it at its mildest. Because that's really what matters that building of common understandings and there's a lot behind that, you don't just build common understanding simply by telling someone what to do. So where the received opinions are telling you this is how you do it they can just as often be wrong as they are right, and our business is to say well let's try to find out ways in which to discover whether they're right or wrong...that does actually work that introducing people to their own potential for discovering ways of creating common understanding and how that is to be driven in terms of your classroom exchange is a wonderful opportunity that the course does actually offer....the LLUK standards may instil a kind of false sense of security, as much as to say I can now add on diversity and questioning skills so I can now do that, and these add ons are not in themselves a drive for something different they are simply additional skills which you may add onto your corpus of competencies, and as such they may make you more proficient but not necessarily a better educator....people think that merely by the addition of extra range in their competencies or skills as such, that that in itself constitutes a growth, but it doesn't....underneath that there is an abiding sense in a lot of trainees of uncertainty as to why they are doing what they're doing or what they are doing, which is unsurprising as you're trying lots of new things and are a bit baffled to what's going on, as things often come up strangely or come up wrong, so underneath that one must also build a sense of purpose and identity and value with trainees which provides for them points of departure, not to do with instruction or learner journeys, but to do with why they are doing it, do you really believe this is going to make a difference to them, or to you or to the world in general, are you doing this because you're going to pick up 24k or are you doing it because you have a real sense of the power of lifelong learning, to change people's lives and do you really have that belief and if you have where does it come from and what does that mean? In terms of what you actually do how does that translate into how you see things, or the way you speak, or the way you act in the classroom, or the way you respond to people or interact with them, because those are really important things and sometimes they under value themselves...that trainees...they tend to think of themselves as potential failures rather than potential contributors of a positive kind, and that needs to be a part of your contribution as a tutor to say let's have a look at your own sense of purpose, your own values, what do you really think is going on, are you happy with that, do you want to be here, do you really love what you're doing, does it mean anything to you...and if it does then it means something important because it's to do with your sense of reconstruction or contribution or your sense of compassion and love, and whatever it is it's going to make a major contribution when it comes to your lifelong service. Somehow you have to survive the vicissitudes and turmoil's and turbulences of teaching as they're all there and you won't survive by strategy alone...well there, this is very important because this is part of the function of the course to progress people as practitioners and that's done in a number of ways, but also to progress them academically, to give them the sense that they are able to see things, articulate things and to understand them, make links better than they had before and I find that is the case more often than not successful graduates are able to say I know a lot more about, or I'm able now to do this or that in terms of strategy or official requirements whereas I couldn't do that before and that's important, to make people confident in their ability to think and work and perceive academically, they're in a learning organisation and they should see themselves growing in that and as part of that because the whole point is a more successful learning society that we're in at the moment, and that's a given, it's objective for it. A better skilled and more effectively thinking practitioner and society in general.....I would say that it wasn't, I would say they had an imperfect sense of what the organisation is about and why they should participate in the discourse of learning in a classroom.....that's fair enough because the constitutionally has expanded anyway and it's a more diverse group in terms of what they're teaching and because of the nature of things changing, it goes from what used to be quite a homogenous entity to something much more than that, such as I'm dealing with the liaison between, or not just with French but communication, so as the environment and context has diversified so much so has the group for the course and that's a source of both interest and intelligence for the trainees. They can inquire after it and that has an additional value, it's an

environment which itself requires their contribution to it, so that's valuable in itself. The complex picture that emerges from the learning organisation and classroom emerges because the course must ask questions about the diverse nature of the course and that also has contribution to make in the ways that trainees mature.....sometimes they're very widely diverse, as now they come from lots of different places, this diversity is another aspect of the changes occurring in the past few years and from that trainees take a few ideas with them, they get to know things that are happening so there's a community of knowledge and captured enquiry, and if we can capture and encourage them in the right way then they're going to derive quite a lot from it.....the other thing you mentioned was subject specialism, subject specialism suffers a little in the course due to its generic nature and you could not possibly cope with the range of subject specialist that you could get in your average DTLS class, I'm not sure that you would want to because what you want is a dialogue between them not several enclaves doing their own thing, what you want is a week session or tutorial, in which they exchange their experiences and views and particularly their knowledge so that they're learning in different ways with people who are learning in different ways and this exchange is most valuable and additionally constructed by the contribution made by mentors who don't talk to each other except perhaps once when they meet but who do talk to their mentees and that is one of several different dimensions that the course has, the other one is the way in which trainees talk about the course with people who've done it, people who are in specialist departments and other and they can say to each other what are the angles on this, or how do you manage all that? And they can get that kind of community of learning and take part of it and create their own with their own connections, it's very important that dimension is brought into the classroom as it is the real one, it is where they will experience the actualities of classroom discourse and teacher discourse, which enables people to exchange views, which is quite rich, both inside the DTLS classroom and out of it, and if you yourself as a tutor are you're tuned to that as a feeling in which ways people are talking to each other and which practices are being shared and explored and you can do something with it, you can reference to it, make links between people, get people together, which allows messages to reiterate in ways which people are learning with each other, that community is then a community of working practitioners and that to me is when the course has more value for me, I see more value in a community of practitioners than a community of scholars.....it's a way of saying that you have a responsibility as a tutor beyond the mentorship of a subject specialist to introduce your trainees to the potential of that message system that can happen from the point of view of a safe discourse, one that is not charged by any kind of problematic perspective such as one that challenges them, or punishes them, or keeps them in some kind of thrall, that's why junction box is very important it's not just one message that goes through it, lots of messages have got to go on.....well it is difficulties because it's difficult to keep tabs on and the trainee has the privilege of choosing their own mentor, but then they may not know them from Adam because they're out somewhere in the community or in the college. I've found it's not only important to establish who that person is, but what their formal relationship is, but also what they can do for each other and whether or not they are happy to participate in a mentoring and observation process and what kind of contribution that will be, it's important to have an ongoing discussion regarding how they're getting on and if it's making a contribution. however some people we know exist essentially mentor less throughout the course, either because people are too busy or they can get on, as experienced people, but for the most part the mentor work is valuable and does make a contribution, it is an important aspect of alternative discourse and it is also a safety... people can talk in a different ways to someone who's not a tutor or not a head of department and these things arrive at times that are problematic and a mentor, a good mentor, can sort it out...there's a question mark over the mentor system, over the maintenance of the system and payment over the extra work involved so there are problems attached to that, but it is taken seriously in my experience, and by taken seriously I mean that there is an approach which takes seriously the responsibility for keeping an eye on people or bringing them on or talking to you about them and it only takes five minutes to have a conversation with someone you do find as one of your students, and that five minutes, I always think it's a very valuable five minutes, and again and again and again, what you say is useful, what you learn is even more useful and what you exchange is useful and what you set up, in terms of 'well what would you like to do about it?' or 'would you like me to have a word with someone?' is actually very important, it's a dimension which the trainee understands and as such it is almost always helpful, progressive as in a college like this where people are inter supportive in a very highly developed way it just helps, but my experience is the contribution of the mentor is vital and extremely positive, it's quite elaborate and it's an ongoing dialogue and it doesn't end even when the course is over and the qualification is gained it goes on after that, I still get students coming in from two or three years ago who've qualified who say 'can we talk about this?' or 'I'm still having difficulties' which shows how powerful it is, and as a mentor you're part of a very active process and a very active kind of triangle it's very important for the mentor to be able to connect with the tutor because that means you have a growing collective understanding about what's happening and it involves three people at least, and that has a very generative power, and that's how I've experienced it, it'd be nice if it were more resourced and perhaps in future it might be important to do that but at the moment, nine times out of ten it's making a positive contribution.....there's no easy answer and while some people may not need a tooth fairy everyone should have one, because there comes a time when even if you're very

good there comes a time when something comes that needs a mention or another view and it's very important that it should be there.....I also find that mentors that I speak to either systematically or on passing value having some of their experiences confirmed by you, what they value is that this person is making progress or that this person has weaknesses here and there, that some of their feelings that they're less certain about are being confirmed, there's feedback on them by the tutor and I think that they think very highly of that, that's my experience, therefore it's very good to be in a position to say that, for example to say that the last few lessons I've observed by the trainee are greatly improved, don't you? And where they've had uncertainty has now been underlined and confirmed and that adds confidence to the process and the journey and the trainee especially if that dialogue is progressive and positive....you never quite know whether it is being effective because it's extremely difficult to monitor it, however good willed one is being about it, you therefore never quite know you can try and get some sort of angle on it but it may not be so reliable in terms of feedback and that is a problem....increasingly we're dealing with more sorts of clientele, more sorts of learners, fourteen years old, fifteen, sixteen, seventeen years old, and increasingly trainees are asked to put in a position and learn all sorts of things they had no idea they had to learn, changes in the general value system too, there is a kind of value for money ethic which has introduced itself now and that can be difficult, there is also out there, in the community some very pressing problems, social economic problems, mental health problems, health problems, stress and no class is immune to these problems and they're not trained....the research shows that mental health in young people has become an issue in young people like never before, ill health due to stress has increased and that we are the unhappiest nation among developed nations for young people, all this has a kind of environment in which one is doing ones job as an educator, it's increasingly difficult, becoming more particularised and being more demanding on the educator to know more and be more well tuned and well informed about things ranging from autism through to teenage pregnancy, you need to know more....the course doesn't...the course can comprehend those changes it doesn't directly address them, such as the multiplicity of learning difficulties or difficulties of a teenager, it doesn't help, I think that's a problem that is national, a problem of which structures have taken over provisions for dealing with them, it's a problem that's come about because of pressures in the cultural socioeconomic environment in which lifelong learning takes place and the....inability of the system to...hesitancy in the system to...it'll be the same with the raising of the participation age if that persists, we don't know what's going to be pertained and what isn't and it seems to me a constant state of affairs, we don't know what will persist as policy and condition in which we're training people to work, if we know the next five year intake is going to include an increasing number of fourteen years old then we'd better get people used to it and an important conversation has to be had about how different it will be and you haven't met them before, what's going to be your experience of that and can we say anything useful about that? And that is a problem the course has not been able to manage due to the nature of the way in which it has been constructed and the nature of the assumptions of what kind of course this is that are persisting, we've had conversations about assessment and there's a shortcoming there, there's a problem with varieties of discourse and the varieties of practice, there's a bit of a problem with subject specialism as we can't do as much as we should in terms of reconditioning position, the course has some way to go, but I think it's doing such a valuable job in terms of getting people re-orientated in terms of fast and vastly changing learning environment that we build on it rather than get rid of it, that we improve it as a course rather than try something very different.....I think that there ought to be a module which specifically investigates and explores the negligence's of a new student body, that is not just based on a case study but is based on an enquiry into those people, because you ask the trainees what a fifteen or sixteen year old is like and frankly they come up with some weird suggestions, and that there is no sense in which an investigation say about the psychology of the lessons is relevant to the course but it is so I think we need some kind of vehicle to understand the differences for someone of fourteen years old, someone nineteen plus and someone sixty....not just situated learning but theoretical work, as a lot has been done but we're not able to convey that, we need to catch up with all the work done in cognition as I think some of the views and practices that we're embracing are getting ossified and we need to take another look at what is happening in the literature of experimentation psychology and neuroscience and some of the theories that we cherish are somewhat peculiar and they're getting out of date quickly, we perhaps ought to learn more than we know about that....there is research now on the basis of FMRI cognitive clinical experiments which is say about process of language, that it's not what we thought it was, that it doesn't happen in B and W areas of the brain, it's happening in all sorts of ways which should prompt us to say it's not just about learning these words, visually or in a context of walking about saying them and that's the optimum tradition, that's what the signs are saying what it's not saying is that we should use a dictionary, in our thinking we need to be helping each other, come to newer versions and sharing our knowledge, you folk at the university are in the middle of all that you're working on all that, with staff in different departments but at least you're working on it and we should have every opportunity frankly to soak ourselves in what you're coming up with and we don't and that's a problem...the other thing about that which is very interesting is that the opportunities inside the literature of the course or the assessment assumptions of the course are less obviously open to that than they ought to be, some of the literatures mentioned need to be renewed....I think that we shouldn't neglect that, we shouldn't

rest on what is reasonable, our trainees should be not just up to date but in front of us....they should be bringing to us but they don't at the moment, we're still bringing to them.....I agree and there are of course the modules and we still have to exercise our judgement, but at least to be able to talk to each other about these things, because it's not standing still, none of it.....well you see it's so difficult to set these things up I think and to ensure that they have influence and value and attendance, it's awfully difficult...pressure on the system is enormous, there are ways which we might like to think about this, perhaps just one, one day in the Whitsun holiday or in half term or on a Saturday and have a look at who would come, it's perhaps really a question of trying to find out what is possible....I think that alone is fairly...people generally agree with that, what would be useful would be in our development meetings to invite so and so from such and such to discuss something, or tell us about the experience of fourteen and fifteen year olds so we can begin to learn something and all kinds of people will be there, like we have once or twice, very successful and you can exchange those views so we can disseminate it to some extent but you've got to start somewhere and where a course is not sufficiently challenging is in its assumptions about things until year two when assumptions get challenging, of course you've got to start somewhere.....it's a long and arduous journey make no mistake about it that assignment regime is very, very demanding, it requires a lot of self discipline, self sacrifice, commitment and sheer stamina and anyone who can get through that will make a colleague worth their salt just by getting through it because it's very demanding and exacting and so it should be....well, I think the one thing we haven't mentioned is how the course helps people personally, how it frees them up to some extent to explore options they've not explored before, it liberates them from an impending sense of doom and failure and provides for them an alternative to being not very good at this and that, as they are good at it, it provides them with a better sense of self esteem, they are able to cope with those observations and write things and get good grades, they are good teachers and they're confident, it's the whole of that which is undervalued, not in the course as that 's celebrated in the CPD but it undervalues it implicitly, it doesn't have a kind of 'we're doing fine, we're doing wonderful things together' message underpinning it, rather than the message 'you are doing well' you are doing something that will make you stronger and happier in what you're doing, if it says to you this isn't going to work, or I'm not happy doing this, then a couple of students don't do it, go and do something else or another version of the course, because you must find out now, this course, yes it implicitly helps in this respect, but not explicitly, it's not a programme that creates a structure for accommodating and articulating personal development....maybe it doesn't quite talk about those things anyway, not how I fell, not soon enough, so that's an interesting dynamic and my experience is by far the great majority of students gain personally enormously in terms of their self confidence, their ability to make the best of a situation, their strength in the classroom, their various strategies, all those are personal improvements, it's a dimension that is richer for them, more fulfilling and a potential for better outcomes, it helps people mature, that's very interesting, you're no longer alone....

1.07.22

Appendix I: 1st Year Questionnaire

My Report

1. At which college have you, or are you studying?

#	Answer		Response	%
1	[REDACTED]	[REDACTED]	12	21%
2	[REDACTED]	[REDACTED]	6	11%
3	[REDACTED]	[REDACTED]	2	4%
4	[REDACTED]	[REDACTED]	25	44%
5	[REDACTED]	[REDACTED]	11	20%
Total			55	100%

2. Please click in the dots to indicate your response to the questions below. (10 being the highest score)

#	Question	1	2	3	4	5	6	7	8	9	10	Total Responses
1	5 . Overall I am satisfied with the quality of this module	3	0	0	1	8	5	11	12	13	2	55
2	6 . The module is helping me to improve my practice	4	0	0	2	2	3	13	10	20	1	55
3	7. I feel part of a group committed to learning	2	2	2	2	3	5	8	8	17	6	55
4	8 . It is made clear what is expected of me	1	1	0	5	7	2	11	7	14	7	55
5	9.I receive adequate formative feedback from module staff	1	3	1	2	5	7	5	13	8	10	55
6	10. I was motivated to learn on this module	1	4	1	2	6	5	6	16	8	6	55
7	11. The assessments allowed me to demonstrate what I understand	2	0	2	2	5	5	11	14	12	2	55
8	12. This module helps develop my thinking (problem solving,	1	1	1	1	7	3	6	21	11	3	55

10	analysis etc) 13 . A suitable range of formative assessment methods have been used..	2	1	2	3	6	10	4	11	10	6	55
11	14.. I am satisfied with the Course Information provided (module handbook, assessment details etc)	2	0	0	3	0	7	8	17	9	9	55

3. Please click in the dots to indicate your response to the questions below. (10 being the highest score)

#	Question	1	2	3	4	5	6	7	8	9	10	Total Responses
1	15. There has been a sufficient degree of staff student contact to enable me to understand the requirements of the module	1	0	1	2	7	4	7	12	13	9	55
2	16. I am learning a great deal from working with my fellow students	2	2	2	1	4	8	3	15	12	6	55
3	17. The assigned work (tasks) set up stimulated my interest in the module	2	2	1	2	6	5	11	9	11	6	55
4	18. The feedback on my work includes suggestions for further improvement	2	3	2	0	2	4	4	12	14	12	55
5	19. The teaching of the module is well organised	1	2	1	3	4	4	5	12	16	7	55
6	20. Objectives of the sessions are made clear	0	1	0	2	3	2	5	13	19	10	55
7	21. The class discussions are valuable to my	0	1	1	1	7	3	9	11	15	7	55

8	understanding of module content 22. The tasks undertaken can be completed in the allocated time	0	3	2	1	2	5	11	14	12	5	55
9	23. I was aware of my ongoing progress in the module through feedback from the tutor/s	2	5	2	4	3	4	5	12	11	7	55
10	24. I was able to effectively organise my study time for the module	1	3	1	2	6	13	9	10	6	4	55
11	25. Overall the tasks set were of a challenging nature	0	1	0	2	2	1	9	13	17	10	55

4. Please use the sliding scale to indicate your preference of summative assessment methods. (10 being the highest score)

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	written assignment	2.00	10.00	7.25	2.04	52
2	small group presentations	0.00	10.00	5.47	2.39	55
3	professional discussion	1.00	10.00	6.70	2.45	53
4	observation of practice	2.00	10.00	7.26	2.03	54
5	role play	0.00	10.00	4.59	3.12	46
6	other please specify	0.00	0.00	0.00	0.00	1
7	Blogs or other forms of ICT, please specify	1.00	8.00	5.88	2.80	8

other please specify

Blogs or other forms of ICT, please specify

5. Would you like just one tutor to take the teaching sessions or several tutors over the duration of the course?

#	Answer	Response	%
1	one tutor	31	56%
2	several tutors over the course	19	35%
3	Do you have any comment to make?	5	9%
	Total	55	100%

Do you have any comment to make?

I prefer continuity and the feeling that my tutor knows me well in order to give detailed feedback, I think that this would be diluted with multiple tutors



some tutors would benefit from teaching the students age range that we do. maybe they could do a weeks teaching as part of their CDP within our teaching area and allow us gain pointers from them as to how to conduct a group

Its easier to built a rapport with one class tutor and one observing tutor. It makes learning easier and more soocial than several tutors

The tutors are dedicated and committed to students

some aspects of the course have been confusing and the tutor does not appear to know the answer to many questions relating to the requirments of assessments

6. Are you satisfied with the mentor provision - comments would be appreciated?








#	Answer		Response	%
1	Yes		52	95%
2	No		3	5%
	Total		55	100%

No

I know more than her!!

no written feedback of observation yet. assignment has been in for over a month!!!!

7. How often do you have meetings with your mentor?

#	Answer		Response	%
1	Never		1	2%
2	Less than Once a Month		10	18%
3	Once a Month		11	20%
4	2-3 Times a Month		10	18%
5	Once a Week		12	21%
6	2-3 Times a Week		4	7%
7	other, please comment		7	14%
	Total		55	100%

other, please comment

in person or contact via email, which I have found sufficient to date

Whenever I request them

whenever required

when I feel I need them

whenever I want to see her or vice versa

as required

Whenever I need contact

8. Does your mentor provide support and/or advice on any of the following (10 being the highest score)

#	Answer	Min Value	Max Value	Average Value	Standard Deviation	Responses
1	Teacher and Learning strategies	1.00	10.00	7.29	2.19	55
2	Subject specific information/resources	2.00	10.00	7.19	2.11	53
3	Assessment	1.00	10.00	6.56	2.52	54
4	Planning	1.00	10.00	7.06	2.44	54
5	Managing learners' behaviours	1.00	10.00	7.15	2.41	48

9. How could the module be improved - taking into consideration the mandatory requirement of the LLUK?

Text Response

I truly cannot think of how to improve the course

Teaching was disorganised; objectives and requirements could be more specific, rather than each learner receiving different answers to the same questions.

Can't be improved

Better teacher

On this module we were put together with another class quite often. I found this to be too big and I lost focus during these sessions

It would help for there to be time for the tutor to have one to one sessions as I do not have much time to be emailing work and then waiting an indefinite amount of time for a response. Time for a tutorial would provide better guidance, also at least one observation by my own tutor would be nice as I am more used to her comments and feedback.

Very short planning and implementation, barely 4 weeks from submission of PEL until submission of ELA. Also did not have feedback on PEL before submission of ELA

More information on assignments early during the module

10. Has any identified provision for specialist support been satisfactory?

#	Answer		Response	%
1	Yes		15	27%
2	no		2	4%
3	not applicable		38	69%
	Total		55	100%

no

11. Do you think that your teaching practice has improved since you began your teacher training course?

#	Answer		Response	%
1	yes - how?		52	95%
2	no - why not?		3	5%
	Total		55	100%

yes - how?	no - why not?
<p>I have more of awareness of which inquired of me</p> <p>I plan more thoroughly and spend time with colleagues evaluating my work more than previous</p> <p>I have enjoyed adapting my teaching methods according to the information I have found from my independent research</p> <p>I feel more confident and in the feedback that I receive from my learners</p> <p>I'm designing for student-centred learning now.</p> <p>More aware</p> <p>I have become more structured using new techniques</p> <p>Improved methods of assessment and objective setting</p> <p>Using a wider range of formative assessment techniques</p> <p>differentiation and assessment</p> <p>putting into practice what I have learnt, trying new strategies, developing own practice, analysing what I am doing</p> <p>But I'm not sure if that's just because I have been doing it a bit longer.</p> <p>Better planning</p> <p>much more aware of students needs</p> <p>Awareness of assessment methods and planning learning more effectively</p> <p>Greater understanding of methods</p> <p>knowing what I need to do to enable learning to take place</p> <p>I am more aware of inclusion and plan better</p> <p>greater awareness of learning styles</p> <p>it has enabled me to meet their needs more effectively</p> <p>using different techniques in the classroom to engage all learners</p> <p>I am looking at new concepts and ideas that I would otherwise be unaware of</p> <p>observation provides a different perspective on your teaching and facilitated study helps you to reflect</p>	<p>does not help me in the class room</p> <p>Because I did not teach before I started the course</p>

Better at planning and covering content making lessons more interactive

use more varied approaches

made me more aware of the importance of planning and developing differing strategies

I am far more conscious of the methods I use and what it is I want to achieve

In every way relevant

I have changed my way of teaching which has now improved the assessment activities I complete in class and my students have improved their learning

Gaining more knowledge

The class discussions we have encountered help more than any learning theory

I am more aware of my teaching style

Much more confident, more organised, better planning

Formative assessment is more specific to individual learners

More aware of how to teach and ways to improve

Whilst attending the course and guidance of both tutor and mentor





More reflection and improved confidence

Preparation of preparation is better

able to put theory into practice and discuss any problems

I have undertaken private study the course has not been helpful

12. What area do you work in?

#	Answer		Response	%
1	FE		31	57%
2	Private training organisation		8	15%
3	Public organisation		3	6%
4	Other, please specify		12	22%
	Total		54	100%

Other, please specify

charity (voluntary and community sector)

Higher Education

Prison

Council work-based learning provider also providing 2 Diploma in Hospitality courses.

training provider/diploma delivery

special educational needs

HE FE & Private

offender learning



Charity

Offender learning






HMP services

hmp services




13. Are you?

#	Answer		Response	%
1	Male		19	35%
2	Female		36	65%
	Total		55	100%




14. What age range are you?

#	Answer		Response	%
1	under 25		1	2%
2	26 - 35		18	32%
3	36 - 45		18	32%
4	46 - 55		15	27%
5	over 55		3	7%
	Total		55	100%

15. What is your highest qualification?

#	Answer		Response	%
1	level three subject specialism		35	64%
2	degree		15	27%
3	higher than a degree		5	9%
	Total		55	100%

16. Finally, why did you enrol onto the teacher training programme

#	Answer		Response	%
1	mandatory requirement and told to do so		12	22%
2	mandatory requirement but wanted to anyway		27	49%
3	other, please specify		16	29%
	Total		55	100%

other, please specify

I wanted a general teaching qualification to give me more choice in my future career

Wanted to improve my practice

I wanted to improve my teaching.

wanted to

I wanted to become a teacher, enroled on the course and then found a teaching job.

Professional development

I wanted to teach

to support my other role as a care manager with 24h teaching provision

to further develop my teaching skills

Wanted to undertake this course to improve my teaching

Wanted to become a teacher

Pay incentive

Choice

personal developement

career change

17. Thank you for completing this questionnaire

#	Answer		Response	%
	Total		0	0%

Appendix J - 2nd Year questionnaire

Initial Report

Last Modified: 05/28/2010

Names of colleges have been changed

1. At which college have you, or are you studying?

#	Answer	Response	%
1	Red	1	4%
2	Orange	9	39%
3	Yellow	3	13%
4	Green	5	22%
5	Blue	5	22%
	Total	23	100%

Statistic	Value
Mean	3.17
Variance	1.70
Standard Deviation	1.30
Total Responses	23

2. Please click on the dots to respond to the following questions (1 being the lowest score and 10 being the highest score)

#	Question	1	2	3	4	5	6	7	8	9	10	Responses	Mean
1	5. Overall I am satisfied with the quality of this module	1	0	1	1	2	1	5	7	3	2	23	7.04
2	6. The module is helping me to improve my practice	1	0	2	0	2	2	4	5	3	4	23	7.13
3	7. I feel part of a group committed to learning	0	1	1	0	2	4	3	1	5	6	23	7.52
4	8. It is made clear what is expected of me	0	1	0	0	0	6	2	4	6	4	23	7.74
5	9. I receive adequate formative feedback from module staff	0	2	0	0	1	2	4	0	4	10	23	8.04
6	10. I was motivated to learn on this module	2	2	1	1	1	0	4	5	2	5	23	6.70
7	11. The assessments allowed me to demonstrate what I understand	0	1	4	0	1	1	2	8	4	2	23	6.91
8	12. This module helps develop my	1	2	2	0	2	1	2	5	6	2	23	6.74

	thinking (problem solving, analysis etc)													
10	13 . A suitable range of formative assessment methods have been used..	2	2	0	1	3	2	4	2	6	1	23	6.30	
11	14.. I am satisfied with the Course Information provided (module handbook, assessment details etc)	0	0	0	2	2	1	4	5	2	7	23	7.83	

Statistic	5 . Overall I am satisfied with the quality of this module	6 . The module is helping me to improve my practice	7. I feel part of a group committed to learning	8 . It is made clear what is expected of me	9.I receive adequate formative feedback from module staff	10. I was motivated to learn on this module	11. The assessments allowed me to demonstrate what I understand	12. This module helps develop my thinking (problem solving, analysis etc)	13. This module has helped me to develop my skills (problem solving, analysis etc)
Mean	7.04	7.13	7.52	7.74	8.04	6.70	6.91	6.74	6.74
Variance	4.86	5.94	5.53	3.75	6.23	9.40	6.17	7.84	7.84
Standard Deviation	2.20	2.44	2.35	1.94	2.50	3.07	2.48	2.80	2.80
Total Responses	23	23	23	23	23	23	23	23	23

3. Please click on the dots to respond to the following questions (1 being the lowest score and 10 being the highest score)

#	Question	1	2	3	4	5	6	7	8	9	10	Responses	Mean
1	15 There has been a sufficient degree of staff student contact to enable me to understand the requirements of the module	0	0	2	0	0	0	6	6	5	4	23	7.87
2	16 . I am learning a great deal from working with my fellow students	2	1	1	0	1	4	1	5	6	2	23	6.83
3	17. The assigned work (tasks) set up stimulated my interest in the module	3	1	1	0	3	2	6	2	3	2	23	6.09
4	18. The feedback on my work includes suggestions for further improvement	1	1	1	1	0	1	4	2	4	8	23	7.65
5	19. The teaching of the module is	1	0	2	0	2	0	1	5	5	7	23	7.78

	well organised													
6	20. Objectives of the sessions are made clear	1	0	0	1	1	0	1	4	5	9	22	8.36	
7	21. The class discussions are valuable to my understanding of module content	0	0	1	2	1	1	3	7	4	4	23	7.61	
8	22. The tasks undertaken can be completed in the allocated time	1	0	1	0	3	3	3	5	3	4	23	7.17	
9	23. I was aware of my ongoing progress in the module through feedback from the tutor/s	1	0	2	1	1	1	2	2	6	7	23	7.65	
10	24. I was able to effectively organise my study time for the module	3	1	3	0	4	2	1	4	3	2	23	5.74	
11	25. Overall the tasks set were of a challenging nature	0	0	2	0	1	0	3	2	7	8	23	8.30	

Statistic	15. There has been a sufficient degree of staff student contact to enable me to understand the requirements of the module	16. I am learning a great deal from working with my fellow students	17. The assigned work (tasks) set up stimulated my interest in the module	18. The feedback on my work includes suggestions for further improvement	19. The teaching of the module is well organised	20. Objectives of the sessions are made clear	21. The class discussions are valuable to my understanding of module content	22. The tutor understands my needs and can allocate time to my needs
Mean	7.87	6.83	6.09	7.65	7.78	8.36	7.61	7.61
Variance	3.48	7.60	7.99	7.60	6.81	5.39	4.07	5.39
Standard Deviation	1.87	2.76	2.83	2.76	2.61	2.32	2.02	2.32
Total Responses	23	23	23	23	23	22	23	23

4. Please use the sliding scale to indicate your preference of summative assessment methods. (10 being the highest score)

Total	22	100%
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Yes	No
But it's a null issue. its very useful I was were i sued to work not so much now	Extremely poor. I had to find my own mentor, who let me down. This aspect was not helpful.

Statistic	Value
Mean	1.05
Variance	0.05
Standard Deviation	0.21
Total Responses	22

7. How often do you have meetings with your mentor?

#	Answer	Response	%
1	Never	1	4%
2	Less than Once a Month	6	26%
3	Once a Month	4	17%
4	2-3 Times a Month	4	17%
5	Once a Week	3	13%
6	2-3 Times a Week	0	0%
7	other, please comment	5	22%
	Total	23	100%

other, please comment
or just as and when we can Whenever i request it! WORKPLACE MENTOR not relly fulfilling the role, some role conflict and work pressures prevent this. I do feel very well supported by my college tutor. Does anyone? when required

Statistic	Value
Mean	3.96

Variance	3.86
Standard Deviation	1.97
Total Responses	23

8. Does your mentor provide support and/or advice on any of the topics below? (use the sliding scale to indicate the most appropriate score (10 being the highest score)

#	Answer	Average Value	Standard Deviation	Responses
1	Teaching and learning strategies	5.95	3.05	20
2	Subject specialist resources	5.40	2.58	20
3	Assessment	4.80	3.32	20
4	Lesson planning	5.12	3.08	17
5	Managing learners' behaviours	5.00	3.25	18

9. How could the module be improved - taking into consideration the mandatory requirement of the LLUK?

Text Response

Use of observations & REFLECT, and less theory work.

Longer time span for hand in

very good as it is.

Re-write the qualification. This second year for DTLLS is a waste of time. It is the same old assignment recycled. I feel my teaching practice has worsened this year as I am spending time doing paperwork for this course rather than preparing teaching materials. Cannot wait for it to be over.

The expectations for the assignment were not clear- we all seemed to be going along the wrong way at one point!

The assessment criteria are so difficult to absorb and feel sure about that I think something should be done to alleviate anxiety or possibility of failing to meet them or meeting them poorly. Simplify or repeatedly go over or really reassure.

its a bit repetitive,

slower delivery

i wish that sometimes there were alternative assessment methods available like professional discussion elements of the course-as the assignments although useful can become quite tedious and stressful especially in the second year.

Variation in assessment methods - not all vocationally qualified teachers have done or will ever need to do written continuous prose essays like this. Please introduce reports, presentations, and other assessment methods to give all us a chance.

As a trainer I found the module exceptionally difficult to relate to my practice. I rarely meet learners more than once as my sessions are normally only 3 hours in length, therefore I had to

manipulate my practice to fit the assignment brief. The whole of the DTLLS course is totally geared towards lecturers who teach a curriculum with little or no consideration for trainers in the FE sector.

Statistic	Value
Total Responses	11

10. Has any identified provision for specialist support been satisfactory?

#	Answer	Response	%
1	Yes	8	36%
2	no	2	9%
3	not applicable	12	55%
	Total	22	100%

no

Statistic	Value
Mean	2.18
Variance	0.92
Standard Deviation	0.96
Total Responses	22

11. Do you think that your teaching practice has improved since your began your teacher training course?

#	Answer	Response	%
1	yes - how?	20	95%
2	no - why not?	1	5%
	Total	21	100%

yes - how?	no - why not?
Confidence and knowledge	See above, it distracts from teaching rather than supports it. The college is great, the observation feedback is really useful but the written assignments are tedious and unhelpful.
More aware of theories and their	

potential application within a classroom context.

better understanding of teaching requirements

skills awareness and confidence.

Synthesis and analysis, reflection in and on actions.

More confident, more willing to try new ideas

More assured, clearer way to develop with confidence, soundness and focus.

i use more diversity

I was new to teaching , all information that I have been given has been of great help

Advice from observations is very useful.

From talking to peers I've picked up some good ideas that I'm starting to implement, such as methods of feedback.

more aware of the underlying issues




I have become more fo a reflective teacher

confidence in observations, management strategies and behaviour management

Growth in confidence, planning, evaluating, excellent course with wonderful tutors. They have given me so much.

Statistic	Value
Mean	1.05
Variance	0.05
Standard Deviation	0.22
Total Responses	21

12. What area do you work in?

#	Answer		Response	%
1	FE		14	64%
2	Private training organisation		4	18%
3	Public organisation		2	9%

4	Other, please specify		2	9%
	Total		22	100%

Other, please specify
ISP
school

Statistic	Value
Mean	1.64
Variance	1.00
Standard Deviation	1.00
Total Responses	22

13. Are you?

#	Answer	Response	%
1	Male	8	38%
2	Female	13	62%
	Total	21	100%

Statistic	Value
Mean	1.62
Variance	0.25
Standard Deviation	0.50
Total Responses	21

14. What age range are you?

#	Answer	Response	%
1	under 25	1	5%
2	25 - 35	6	27%
3	36 - 45	5	23%
4	45 - 55	9	41%
5	over 55	1	5%
	Total	22	100%

Statistic	Value
Mean	3.14
Variance	1.08
Standard Deviation	1.04
Total Responses	22

15. What is your highest qualification?

#	Answer	Response	%
1	level three subject specialism	11	50%
2	degree	8	36%
3	higher than a degree	3	14%
	Total	22	100%

Statistic	Value
Mean	1.64
Variance	0.53
Standard Deviation	0.73
Total Responses	22

16. Finally, why did you enrol onto the teacher training programme

#	Answer	Response	%
1	mandatory and told to do so	6	26%
2	mandatory and wanted to anyway	10	43%
3	other, please specify	7	30%
	Total	23	100%

other, please specify
pleasure and flexibility for the future job market.
Necessary if need new/additional employer.
wanted to to achieve this qualification for self development
decided to, to further my career and job prospects
to become a teacher after the course,
I wanted to

Statistic	Value
-----------	-------

Appendix K

Extracts from trainees' interviews relating to managing behaviour

Brenda

It's very difficult to maintain (the learners') motivation. My DTLLS teacher came up with a suggestion when we were doing behaviour and talking about cognitive behaviour'.

It took me a long time (during the Management Behaviour module) to realise that it wasn't about bad behaviour it was about people who had never been in education and keeping them motivated.

Chris

By the time I came to do the managing behaviour unfortunately all my classes are finished as they're A level classes, so that came at the wrong point for me and it took me a long time to realise that it wasn't about bad behaviour. It was about people like foundation degree people who'd never been in education before and keeping them motivated,

Helen

Behaviour management, we can all quote Maslow, this and that, but the practical hands on managing, to pass the assignment we really needed theory so we did a lot of theory. I thought that when I started this course it would be a lot more hands on. With behaviour management we would sit around and discuss a problem, pull out the theory and come up with solutions.

Flo

I've just put a request in that we do some role plays for behaviour management as in the classroom you don't get two shots at it, so role-plays to help assertiveness and a more natural flow, sort of this has happened, we'll deal with it this way, so I think role-play would help me with that.

Extracts from first and second year questionnaires

1. Behaviour seemed to be the most relevant
2. I enjoyed all the modules but found that managing behaviour enabled me to use information from all the other modules to study behaviour.
3. Managing Behaviour - The module was linked well to the classroom environment and has helped me to adjust and improve my practice.
4. Managing Behaviour - I am interested in behaviour and theory.
5. Managing Behaviour because i enjoyed the action research and finding ways to solve problems in the classroom.
6. Behaviour seemed to be the most relevant. Also the early modules as they introduced the topic effectively
7. I enjoyed all the modules but found that MARBLE enabled me to use information from all the other modules to study behaviour.
8. module 9 cppd i like to reflect and the information was easy to use
9. MARBLE- The module was linked well to the classroom environment and has helped me to adjust and improve my practice.
10. MARBLE- I am interested in behaviour and theory.
11. Challenginh behaviour because i enjoyed the action research and finding ways to solve problems in the classroom.
12. Behaviour management and eventually action research modules, gave me other ideas to use to make my teaching and learning more varied and also investigating and trying new things with my learners.
13. The module on as managing behaviour. Usefull practicall information gained.
14. TPPEL and Managing behaviour because I have studied counselling and worked in behaviour change and therefore found the content more interesting.

Appendix L

Table 6 – Examples of trainees' comments about their preference of modules

1. Action Research most useful and enjoyable as I could relate them to my practice the most. They have sparked other interests and I am continuing further with them,
2. Research module were informative and allowed me to improve my teaching practice
3. Action Research, being able to make a difference in the setting and showing how to implement change in the future.
4. Action research as there was less input from the tutors.
5. I enjoyed all modules as they were challenging and diverse in nature and required me to learn quickly new ways and methods of accessing knowledge and writing them in a different format.
6. research, counselling, some more than others actually.
7. The research ones and the CPD as these allowed me to experiment and demonstrate my development.

Appendix M: Comments about WPP module

The assignment brief word count could possibly be improved upon as I feel too many criteria were expected to be covered in too few words and I felt I was unable to demonstrate fully the knowledge and understanding I had gained.

More in depth details of how to produce and write literature reviews

On the first day of a new module it would help if the new assignment brief was looked at straight away and everything taught from then on was referred back to the assignment so the relevance can be seen.

Timings!! Very difficult when you work full-time and are trying to study for this qualification and have a family life. Slow start and then seem to have been rushed draw breath!

Criteria needs to be adapted to the word count allowance.

Teacher Educator (Blue College) WPP, too messy, too many criteria

Example of Summary

at the post tutorial discussion he studied was completely aware of the discussion that had with AR.

3/11

WPP messy - too prescriptive
A research model - helps to develop pedagogy (subspace)
Managing behaviour could be seen for a order to deliver earlier - good response from students about this helps them.

More on AR is the future - could students send quickly across colleges to these books in use? V Useful BM

Meeting with

11/2/00

Wide range of needs students. More than in

previous years

Difficult to have sufficient one-one because of ability needs

Enjoyed delivering

Heavy

Failed ds for no L/P

Difference in interpretation of signs

Appendix O

DTLLS 2010-2011 COHORT 3 YEAR ONE

St u d e n t R e f	A w a r d C o d e	Study Site	Surname/Forenames	Highest Qualification	Disability	Grade	Ethnic Origin Desc	Gender	Stude nts Age	Subject Specialism
09	32X100F1			Graduate of UK institution eg BA, BSc, BEd	No known disability	2	White	Female	27	Employability
09	32X100F1			'A' level equivalent qualification not elsewhere	No known disability	2	White	Female	38	Dyslexia
09	32X100F1			ONC or OND (including BTEC & SQA equivalent)	No known disability	2	White	Male	55	Art
08	32X100F1			HNC or HND (including BTEC & SQA equivalent)	No known disability	N/A	White	Male	59	none - PTL:LS only
94	32X100F1			HNC or HND (including BTEC & SQA equivalent)	No known disability	2	White	Female	46	Patchworking
09	32X100F1			Student has no formal qualification	No known disability	N/A	White	Male	47	Motor Vehicle
09	32X100F1			Higher Degree of UK Institution eg MA or PhD	No known disability	N/A	White	Male	26	Foundation Studies / E
08	32X100F1			Other HE qualification of less than degree	No known disability	N/A	White	Female	31	Employability
09	32X100F1			Graduate of UK institution eg BA, BSc, BEd	No known disability	2	White	Female	34	Arts and Crafts
95	32X100F1			Graduate of UK institution eg BA, BSc, BEd	No known disability	2	White	Female	47	Computing
09	32X100F1			ONC or OND (including BTEC & SQA equivalent)	No known disability	2	White	Male	50	Professional Development
09	32X100F1			Combinations of GCE 'A'/SQA 'Higher'/SQA 'Advanced Higher' & other	No known disability	N/A	White	Male	45	construction
09	32X100F1			ONC or OND (including BTEC & SQA equivalent)	No known disability	2	White	Female	40	Foundation Studies
09	32X100F1			Combinations of GCE 'A'/SQA 'Higher'/SQA 'Advanced Higher' & other	No known disability	1	White	Female	31	Horse management
07	32X100F1			Other non-advanced qualification	No known disability	N/A	White	Female	42	Hairdressing
09	32X100F1			Other non-advanced qualification	No known disability	2	White	Male	52	Drug / Alcohol Awareness
07	32X100F1			Graduate of UK institution eg BA, BSc, BEd	No known disability	N/A	White	Female	35	Foundation Studies
09	32X100F1			ONC or OND (including BTEC & SQA equivalent)	No known disability	2	White	Female	39	Sport
09	32X101F2			NVQ/SVQ level 4	No known disability	2	White	Female	43	Activ8
04	32X101F2			Graduate of UK institution eg BA, BSc, BEd	No known disability	2	White	Female	57	teaching Assistants/Ch
09	32X101F2			Certificate or diploma of education (i.e. non-graduate initial teacher training)	No known disability	2	White	Female	43	Activ8
08	32X101F2			Graduate of UK institution eg BA, BSc, BEd	No known disability	N/A	White	Female	37	Engineering
09	32X101F2			Graduate of UK institution eg BA, BSc, BEd	No known disability	2	White	Female	31	Equal Opps
09	32X101F2			Certificate or diploma of education (i.e. non-graduate initial teacher training)	No known disability	2	White	Female	40	Beauty
03	32X101F2			Certificate or diploma of education (i.e. non-graduate initial teacher training)	No known disability	1	White	Female	43	Teaching Assistants
09	32X101F2			ONC or OND (including BTEC & SQA equivalent)	No known disability	N/A	White	Female	43	Holistic Therapy
09	32X101F2			'A' level equivalent qualification not elsewhere	No known disability	3	White	Male	42	Construction
09	32X101F2			Certificate or diploma of education (i.e. non-graduate initial teacher training)	No known disability	N/A	White	Female	51	Beauty
09	32X101F2			Graduate of UK institution eg BA, BSc, BEd	No known disability	2	White	Female	41	Diabetes Nursing
09	32X101F2			'A' level equivalent qualification not elsewhere	No known disability	2	White	Male	45	Mandatory training - N
09	32X101F2			'A' level equivalent qualification not elsewhere	No known disability	2	White	Female	19	Adults with learning diff

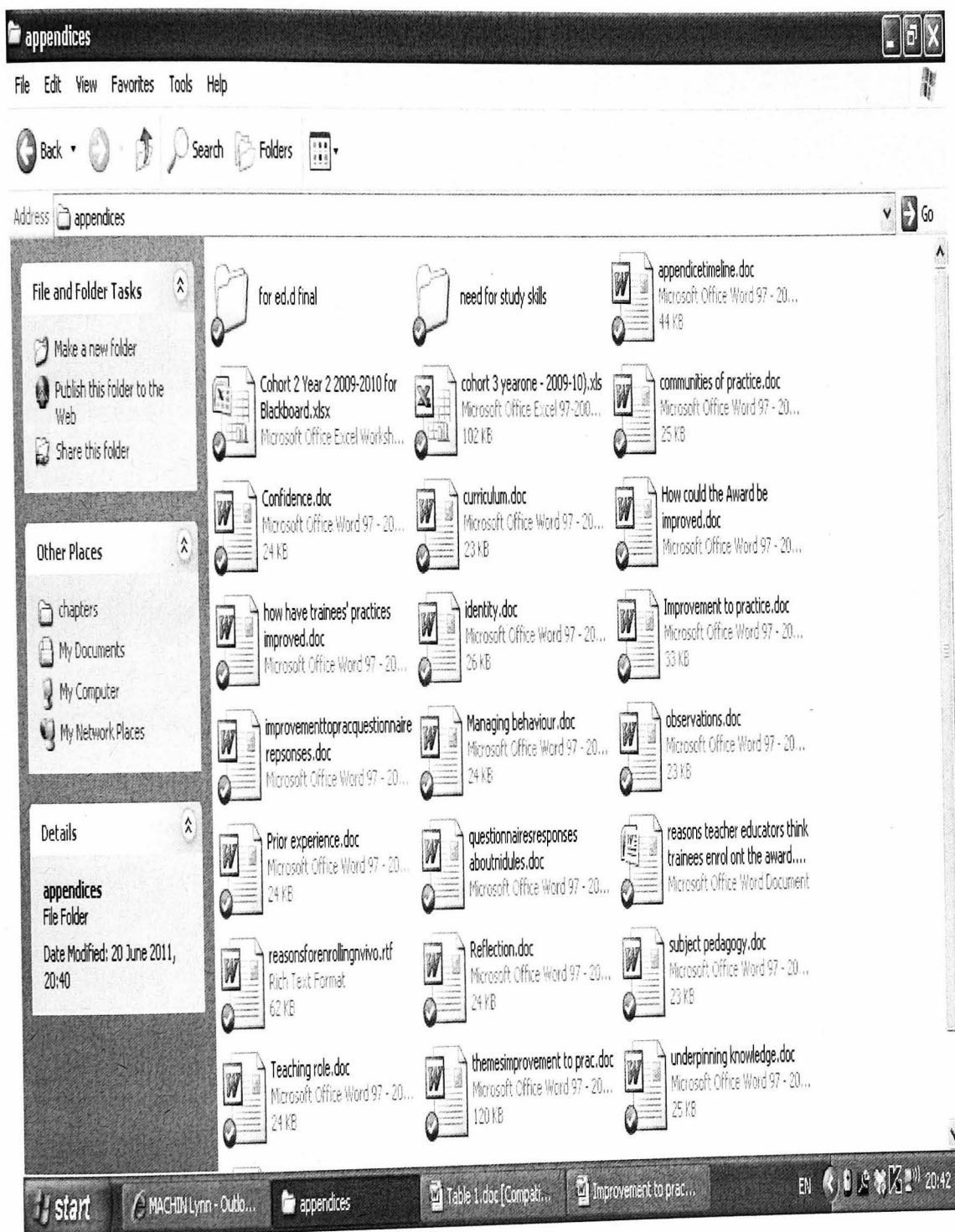
		At which college have you, or are you studying?					Total
		Newcastle	Stafford	South Staffordshire	Stoke on Trent	Welford and North Shropshire	
Has any identified provision for specialist support been satisfactory?	Yes	2 14.29% 20.00%	1 7.14% 16.67%	0 0.00% 0.00%	9 54.29% 33.33%	2 14.29% 20.00%	14 100.00% 25.93%
	no	0 0.00% 0.00%	0 0.00% 0.00%	0 0.00% 0.00%	5 50.00% 3.00%	1 50.00% 10.00%	6 100.00% 3.70%
	not applicable	6 21.05% 80.00%	5 15.16% 83.33%	1 2.53% 100.00%	17 44.74% 62.56%	7 18.42% 70.00%	30 100.00% 70.37%
	Total	10 16.67% 100.00%	6 13.11% 100.00%	1 1.85% 100.00%	27 50.00% 100.00%	10 18.52% 100.00%	54 100.00% 100.00%

Finally, why did you end up on the teacher training programme	Where did you work in?					Are you?			What age range are you?					What is your highest qualification?					
	FE	Private training organisation	Public organisation	Other, please specify	Total	Male	Female	Total	under 25	26 - 35	36 - 45	46 - 55	over 55	Total	level three subject specialist	degree	higher than a degree	Total	
	mandatory requirement and told to do so	10	0	1	0	11	6	3	12	0	2	5	4	1	12	8	3	1	12
		20.2%	0.0%	2.05%	0.0%	100.00%	76.92%	26.30%	100.00%	0.00%	16.67%	41.67%	33.33%	6.33%	100.00%	66.67%	25.00%	8.33%	100.00%
	mandatory requirement but wanted to anyway	14	5	0	7	26	8	18	26	1	11	8	4	3	27	19	0	0	27
		53.85%	19.23%	0.0%	26.82%	100.00%	30.77%	64.23%	100.00%	3.75%	40.74%	29.57%	14.81%	11.11%	100.00%	70.37%	0.00%	0.00%	100.00%
	other, please specify	7	2	2	5	16	1	15	16	0	5	5	6	0	16	4	4	4	16
		43.75%	12.50%	12.55%	31.25%	100.00%	6.25%	93.75%	100.00%	0.00%	31.25%	31.25%	37.50%	0.00%	100.00%	25.00%	25.00%	25.00%	100.00%
	Total	31	7	3	12	53	16	36	54	1	18	18	14	4	55	34	7	5	54
		58.49%	13.2%	5.66%	22.64%	100.00%	33.33%	66.67%	100.00%	1.82%	32.73%	32.73%	25.45%	7.27%	100.00%	62.96%	12.78%	9.26%	100.00%

		At which college (are you, or are you studying)?												Please tick on the circle to report to the following questions (1 being the least and 5 the most) - 9: The module is helping me to improve my practice												Please tick on the circle to report to the following questions (1 being the least and 5 the most) - 10: To a module helps strongly my thinking (reasoning, analysis etc)												Please tick on the circle to report to the following questions (1 being the least and 5 the most) - 11: Overall the likes and some of the following topics												Gymnastics that you find enjoyable like your gym or 12: Overall the likes and some of the following topics				What kind of things do you think that your teacher talking to you about are the most helpful to you?																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
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Appendix R – Print screen of coding: categories, digital recordings

Print Screen –Categories



Appendix S Thomas, Catherine's

appendices

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- chapters
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- copyextractof cohort 3trainees.xls
- curriculum.doc
- disability).xlsx
- draft of examples ofNOT YOURSother research of similar nature.doc
- DTLLS for Lynn MAY 2010.xls
- expanded reasons for improvement to prac2s.doc
- expanded reasons for improvement to pracs.doc
- From Theories Principles of Practice in Teaching and Learning.doc
- grades.xls
- how could the award be improved2.doc
- How could the Award be improved.doc
- identity.doc
- Improvement to practice.doc
- improvementtopracquestionnaire reponses.doc
- key characteristics of a community of prac.doc
- Key to Colleges.doc
- malefemalefe nonfe.xlsx
- Managing behaviour.doc
- mentoring provisionxls.xls
- mentoring.doc
- Number of trainees who work in fe or wider lls.xlsx
- nvivo.doc
- observations.doc
- practice improvementInitial_Report[1].docx
- Print Screedigitalrecordingsn.doc
- Prior experience.doc
- questionnairesresponses aboutnridules.do
- reasonsforenrollingnvivo.doc
- Reflection.doc
- subject pedagogy.doc
- teacher educatorfindings.doc
- Teaching role.doc
- themesimprovement to prac.doc
- Timeline of Research.doc
- traineedtlisprofiles.doc
- underpinning knowledge.doc
- what do trainees who have completed their
- Where do trainees.doc
- why enrol excel.xls

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Appendix T

Interview schedule

Greet trainees and thank them for their participation.

Explain the aim objectives of the research.

Inform trainees that they can withdraw from the interview at any time and that they can have a copy of the interview, once transcribed, if they wished to do so.

Inform trainees that, if requested, they can have access and/or a copy of the thesis in relation to their input and comments.

Ask each trainee if the interview can be recorded.

Questions

- What is your background?
- What are your reasons for doing the course?
- What views do you have about the course?
- What are your perceptions about your developing practice, what has changed and why?
- How do you know that your practice has changed?
- What do you perceive your needs to be in relation to course completion and/or further learning opportunities?

APPENDIX P - WORKING COPY OF CODING

	A	B	C	D	E	F	G
1	THEME: Diversity (Who are the trainees)	THEME: Identity	THEME: Work placement	THEME: Qualification	THEME: Full teaching role	THEME: Reasons for enrolling	THEME: Improvement to practice
2	Category: Background year 1	Category: Work placement	Category: F.E.	Category: Graduate	Category: Appropriateness to be on the Award	Category: Mandatory, told to	Category: Reflection
3	Codes: Statistical data (SD) relating to gender, age, ethnicity, disability, specialist support	Codes: Cross ref diversity, backgrounds, FE, Wider LLS, graduate, non-graduate, age, gender	Codes: Cross ref diversity, backgrounds, full teaching role	Codes: Cross ref diversity, backgrounds, Year 1, year 2	Codes: CTLLS, DTLLS, senior management, trainers, subject specialisms	Codes: Cross ref diversity, backgrounds, Year 1, year 2, year 1/2, already holds teaching qual, workload, age, pushed,	Codes: Cross ref identity, backgrounds and diversity, ability, confidence, language/articulation, professional, craft, relating to specific topic
4	Category: Background year 2	Category: Dual Professionalism	Category: Wider LLS	Category: Non-Graduate		Category: Mandatory but wanted to	Category: Skill development
5	Codes: statistical data (SD) relating to gender, age, ethnicity, disability, specialist support	Codes: Craft, teacher, trainee, trainer	Codes: Cross ref diversity, backgrounds, full teaching role	Codes: Cross ref diversity, backgrounds, Year 1, year 2		Codes: Cross ref diversity, backgrounds, Year 1, year 2, year 1/2, voluntary teaching hours, workload, F.E. Wider LLS, age, credibility, confidence, career, development pay,	Codes: soft skills, professional profile
6	Category: Background Interviewees	Category: Ethnicity		Category: Grades		Category: Mandatory, other reason	
7	Codes: statistical data (SD) relating to gender, age, ethnicity, disability, specialist support	Code: Cross ref diversity, backgrounds, White, BME, not declared, year 1, year 2		Codes: Cross ref diversity, backgrounds, Year 1, year 2, F.E., interviewees		Codes: year 1, year 2, year 1/2, workload, F.E. Wider LLS, age, practice, career, development	Communities of Practice
8	Codes: Grades	Codes: Grades	Duplicate	see Diversity Identity		Category: Management	Codes: cross ref backgrounds, identity diversity, grades, experience, reflection, support peers, confidence
9	Codes: CTLLS, Trainee/Trainer	Category: Appropriateness to Award Cat E				Codes: Senior management, DTLLS, CTLLS, time	Category: Not improved
10	Engagement	CTLLS DTLLS					Codes: cross ref backgrounds, identity diversity, grades, experience, confidence
11	Pro Learning	Gradual					
12							

Learner Autonomy

13

Reasons for enrolling
See Theme F
Confidence

Criteria for categories
See separate list

① 11 themes (A-K)
20 categories
163 codes

② 4 themes

14 categ
54 codes (within categories)
38 total (if overlap)