A Comparative Study into Student Teachers and Teacher Educators Perceptions of the Effectiveness of the Secondary Graduate Teacher Programme and the Secondary Post Graduate Certificate in Education Courses in a University in Wales.

EES 6002U

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Declaration

I declare that this dissertation has not already been accepted in substance, or in part, for any degree and is not concurrently submitted in candidature for any degree.

I further affirm that the substance of this work is entirely the result of my own independent research, except where otherwise stated.

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Abbreviations

ITT: Initial Teacher Training

TE: Teacher Educator

ST: Student Teacher

PGCE: Post Graduate Certificate in Education

GTP: Graduate Teacher Programme

DfE: Department for Education

QTS: Qualified Teacher Status

HE: Higher Education

UCET: Universities Council for the Education of Teachers

BERA: British Educational Research Association

RSA: Royal Society for the encouragement of Arts, Manufactures and Commerce

SCITT: School-Centred Initial Teacher Training

DfEE: Department for Education and Employment

TTA: Teacher Training Agency

OFSTED: Office for Standards in Education

SEWCETET: South East Wales Centre for Teacher Education and Training
Abstract

The focus of this undergraduate research was to access the personal opinions and supporting experiences of TEs and STs in order to gauge the effectiveness of the PGCE and GTP courses in one Welsh university. The reviewed academic literature highlighted major criticisms of both courses stemming from the quality of mentoring and the relationships that ST and university TE had with school mentors. This offers justification for this research as school mentors are those leading the majority of teacher training for STs. Therefore it can be argued that the quality of the mentoring is reflected in the final teaching quality of the students that become qualified. This, alongside the completion of Masters’ level work and perceptions of the advantages and disadvantages of each course, identified the criticisms that informed the structure of the data collection, but also the thematic analysis evidenced in Chapter 4. The data collection used semi-structured interviews with six participants to gain the qualitative, experience-rich data sought by the author. The participants included: two female TE, chosen due to their affiliation with both courses in the institution; two male GTP students, as they are the only two students enrolled on this particular institutions GTP programme; and one male and one female PGCE student randomly selected from a register. The results of this qualitative study both support and critique the academic literature, leading the author to offer various recommendations for future research for those interested in investigating this area of ITT further.
Chapter 1

1. Introduction

Her Majesty's Chief Inspector of Education, Children's Services and Skills, Sir Michael Wilshaw describes the daunting figures suggesting that over twenty percent of new teachers leave the profession within their first five years (The Guardian, 2014). With the addition of recruits describing themselves as 'inadequately prepared' (The Guardian, 2014, p.1), the question is posed: how effective is Initial Teacher Training?

This dissertation aimed to compare the effectiveness of the GTP and the PGCE in a metropolitan university in Wales. Through the exploration of ST and TE perceptions, this research investigated the perceived effectiveness of the PGCE and GTP courses in two areas. These included preparing students for work and the quality of the mentoring received on the course. Comparisons were made between the data collected and reviewed academic literature in order to offer conclusions of the overall effectiveness of the courses and to inform recommendations for future research. The theme of mentoring quality transpired from the identification of key issues linked to both courses in the reviewed literature.

The feasibility of this study arose from the DfE statement that 'Raising the quality of teaching is essential to improve standards in schools' (2013, p.1). In raising quality, the need to deliver thorough examinations of all aspects of ITT is essential, one particular aspect being the experiences and views of the students undertaking, and the educators
affiliated with the courses. They are considered experts in the field as they are the ones experiencing it first-hand (Hampton and Wadud, 2013).

The selection of the GTP course within this study comes from unrest following criticisms of the course in England, which resulted in its replacement in favour of the Schools Direct course (Teaching Agency, 2012). However, the Welsh Government has since increased the funding made available to the employment-based routes that encompass the GTP (Welsh Assembly Government, 2004) and more recently have created financial incentives across the board in an attempt to coax top university graduates into teacher training places (Welsh Assembly, 2014). The inclusion of the PGCE course was derived from the historical background associated with the course. However, this traditional route into teaching is also in discontent, as evidenced in Bath University's 'proposed withdrawal' of its PGCE programme in favour of the Schools Direct course (Waterman, 2013, p.6). This questions the traditional standing of the PGCE tradition and its present effectiveness in comparison to employment-based routes into teaching. Through the notion of policy borrowing (Phillips and Schweisfurth, 2006, cited in Chung et al., 2012) it is likely that Wales could follow a similar route to the English upheaval of ITT. The Tabberer Review (Welsh Government, 2013) and the BERA-RSA Inquiry (Beauchamp et al., 2013) support further the necessity of this qualitative study in complementing the wide-scale review of Welsh ITT.

In accordance with typical qualitative methodology, the research employed semi-structured interviews to understand the processes that led to the construction of participant’s views around this topic. The information was thematically analysed and draws specifically upon the raw data collected.
Chapter 2

2. Literature Review

This chapter provides background and contextual information that led to the modern day policies surrounding the PGCE and GTP courses. The review explores both important seminal texts alongside contemporary debates surrounding the courses. The chapter primarily highlights the history of the PGCE with reference to the prominent policies that informed its' development. The chapter progresses to discuss the GTP and the policies surrounding its introduction. The chapter ultimately highlights critical arguments surrounding the PGCE and GTP, which were found to collectively share academically recognised criticisms.

2.1 The PGCE

The term ITT encompasses under-graduate and post-graduate programmes whereby learners gain QTS (Furlong et al., 2006). ITT in Wales effectively began in the early nineteenth century (Tempest, 1960). However, it wasn’t until 1964 that the PGCE became a compulsory route for graduates intending to teach in state schools (Hoyle and John, 1998). This was a result of various government reports, namely the 1944 McNair Report and the 1963 Robbins Report. Collectively, these documents saw the establishment of Schools of Education in universities which held responsibility for teacher training (Gillard, 1998). Combined with the 1960 Anderson Report which initiated an expansion of HE, this achieved the desired all-graduate PGCE course available to those who had the ability and wish to pursue HE (Pratt, 1992; Hoyle and
John, 1998; Hopkins and Reid, 2012). The structure of the PGCE course at this time contained many subjects that were argued to increase ‘academic respectability’ and prepare trainees for the range of experiences they would encounter in schools (Hopkins and Reid, 2012, p.18). However, this early version of the PGCE was largely criticised for its ‘overcrowding of subjects’ (Hopkins and Reid, 2012, p.18) that were ‘unrelated to practice’ (Patrick, 1986, p.254). The 1979 UCET report concluded that the course should take the necessary elements of theoretical and practical training and ‘build these together in the tightest possible relationship’ (UCET, 1979, p.9, cited in Patrick, 1986, p.254). Subsequent to this, the course was revised and specialised modules were made available, with students able to choose between various topics (Hopkins and Reid, 2012). Although Hopkins and Reid (2012) state that this resulted in a more tailored experience, the quality of this tailored experience could be questioned on the grounds that trainee teachers may not have the experience needed to choose the theory most needed in practice. This is supported in recent evidence that suggests that the main criticisms of all ITT courses reside in the theoretical elements of the course failing to translate into practice applicable to the classroom (Tabberer, 2013). This could hesitantly confirm that to this day, the course revision does not meet UCETs recommendations or overcome Patrick’s (1986) view of the PGCEs impractical content.

The professionalism and the autonomy of teachers, i.e. their ability to choose the topics that their students were taught and assessed in, was also scrutinised as a more centralised approach to education was sought (Furlong, 2005). Teacher professionalism remains under pressure in recent reviews (BERA, 2014). However, it was originally challenged in the 1976 ‘great debate’ on education and throughout the Conservative
parties’ period in office (1979-1997) as ITT seen as key to achieving a centralised education system (Furlong, 2005, p.120). Through OFSTED and the TTA, SCITT schemes were promoted to increase ‘market competition’ and decrease the involvement of HE institutions in teacher education (Furlong 2005, p.121). With an economic boom and the implementation of the 1988 Education Act, meaning ITT was increasingly controlled by central government (John, 1990), HE institutions found it progressively difficult to fill course places (Hagger and McIntyre, 2000). Through their ‘Modes of Teacher Education’ studies, Hagger and McIntyre (2000) deduced that this prompted the governments support and the increasing policy initiatives explicit to implementing new routes to QTS to ultimately improve recruitment into ITT (Hagger and McIntyre, 2000; TTA, 2010). Under the collection of ‘Employment-Based Routes into Teaching’, the precursors to SCITT schemes, the GTP was introduced in 1998 as one of these new routes (Brookes, 2005; Foster, 2000; Mead, 2007; Smith and Hodson, 2010). At the end of the Conservative parties’ time in office in the mid-1990s there remained a highly centralised system that was increasingly ‘responsive to government policy initiatives’ (Furlong, 2005, p.121). The next section of this chapter highlights the aims behind the introduction of the GTP. It will also address the views of the GTP and PGCE courses as voiced in academic literature, with reference to the significant critical arguments surrounding both courses.

2.2 The GTP

The GTP ‘replaced the Licenced Teacher and Articled Teacher schemes’ (Foster, 2000, p.298). The DfEE first proposed it in 1996 as:
'...a high-quality and cost-effective route into the teaching profession for suitable graduates who do not want to follow a traditional...Postgraduate Certificate of Education (PGCE), but would prefer a tailor-made training route coupled with employment as a teacher. It is also seen as meeting the needs of schools who wish to be directly involved in the training of their own teachers...'

(DfEE, 1996, p.1 cited in Foster, 2000, p.297)

The GTP is aimed at mature postgraduate students whose degrees and educational work experiences relate to teaching in their choice subject (Foster, 2000; Smith and Hodson, 2010). GTP students have a secure placement in a school willing to provide training, with one year to complete the course (Foster, 2000). In England, the GTP accounted for the training of 10% of NQTs (Brookes, 2005), rising to 13% of ITE provision in 2009 (Smith and Hodson, 2010). Smith and Hodson support this rise in finding that students chose to qualify through the GTP 'in preference' to the PGCE (2010, p.260). Research on teacher education is described to be vast and complex (Roness and Smith, 2009), however, little research has been undertaken to answer key questions surrounding the GTP and its effectiveness (Brookes, 2006; Foster 2000). The key questions include:

"What are the significant differences between the GTP and the Postgraduate Certificate of Education (PGCE) routes?" (Brookes, 2005, p.44)

"Is the GTP route appropriate for those who have had no prior experience of teaching?" (Brookes, 2005, p.44)

"As in America, is the debate about certification versus qualification? Is it about adequacy versus accomplishment?" (Brookes, 2005, p.44)

"How do schools view the GTP?" (Foster, 2000, p.300)

These questions were posed in order to gauge the effectiveness of the GTP in comparison to the PGCE (Brookes, 2005). Ultimately, these sources are dated;
however they still offer simple, yet vital questions lacking identifiable, direct answers within the literature. With this in mind, gaining personal insights from staff and students associated with the courses enables a small-scale response to the questions identified by Brookes (2005) and Foster (2000). Furthermore, insights to Brookes’ first and final questions may arise as the PGCE and GTP courses main structural differences come from the PGCE requirements to complete Masters’ level work alongside placements, whereas GTP students are not required to do this. In the recent BERA-RSA Inquiry (2013), it was noted that Welsh ITT has adapted to view research as a key underpinning of effective teaching and training. Therefore it is important for this to be included as a theme in the research as it is likely that the information will provide a link to this query and provide grounds for further questioning.

The Minister for Education in England, Michael Gove, stated that although the GTP has delivered quality training and qualified teachers, it harboured flaws throughout (DfE, 2012). One flaw highlighted was the difficulty in access and application to the course with recruitment not always aimed at ‘high-flyers’ (DfE, 2012, p.1). This is mirrored in the recent review on Welsh ITT which states that the marketing of such courses should be strengthened in order to entice more high-achieving students (Tabberer Review, 2013). Schools also expressed frustration at salary and training issues (DfE, 2012). The latter can be attributed to the expectation of trainees to remain supernumerary as is normal for the course (TTA, 2010) and important to guarantee high-quality training (Mead, 2007). However, in reality trainees were, on occasion, regarded as additional staff members and used to fill ‘vacant posts in understaffed departments’ (Brookes, 2005, p.45).
Another criticism emphasised was the quality of the GTP mentors in the schools. Christie et al. (2004) stated that ITT in England and Wales is dependent upon contractual partnerships between HE institutions and schools. Despite these being ‘desirable’, there remains a lack of consensus on the type of partnership that should exist (Gardner, 1993, cited in Christie et al., 2004). In addition to Hagger and McIntyre’s (2000) conclusions, it is suggested that the shift towards school-based ITT was partially due to an introduction of formal obligations that governed partnerships (Christie et al., 2004). This saw the emergence of mentors, accompanied by a range of literature guiding their role (Christie et al., 2004). Mentoring is defined as teacher involvement in linking the theory and practice of ITT programmes, ‘where teachers themselves have an active role in the training process’ (Maynard and Furlong, 1993, p.71, cited in Christie et al., 2004, p.112) and act as TEs in their own right (Christie et al., 2004). There is little research suggesting positive interaction and efficiency from mentors on a wider scale. This overwhelming criticism of the GTP is reflected in more recent reports from Ofsted, the TTA and Estyn (TTA, 2003; Ofsted; 2008; Estyn, 2010; TTA, 2010):

“...not all the teacher mentors had the understanding or skills to fulfil their role to a high standard; others lacked the time they needed to carry out their role effectively. This meant that some trainees did not reach the levels of competence of which they were capable. University staff helped to compensate for any emerging weaknesses in subject training...”


Although Ofsted is explicit to England and evidence suggests that this notion cannot be generalised (Foster, 2000; Estyn, 2012), Estyn detailed the widespread quality of the mentoring as only adequate. This is seen specifically as a result of poor preparation rendering mentors unable to give trainees good, impacting feedback even though
weekly written and oral feedback is set out in the 2012-2013 GTP minimum trainee entitlement (Estyn, 2010; SEWCTET, 2013). Estyn (2010) continues, stating that mentors did not link the university areas of the course to the school-based areas of the course well enough; providing a direct link back to UCETs’ recommendations to ‘build’ these two areas together (UCET, 1979, p.9, cited in Patrick, 1986, p.254). Mentoring is evidenced by the literature as a consistent flaw in the GTP as well as the PGCE courses. The importance of the link between Patrick (1986) and Estyns (2010) recent findings is that it suggests a problem identified in previous decades is yet to be overcome. However, it can be highlighted that if school mentors lack the time to give feedback to STs, they would not have the time to investigate the information given each week by the university to the STs and then insert this into a lesson. The information given by the university one week may not correlate with pupils’ progress through the curriculum or even relate to the pupils taught by the STs. This is similar to the conclusions of Brookes (2005) and Christie et al.’s (2004) findings that only 44% of the participants (staff and students) agreed that the PGCE is designed in a way that makes a link between theory and practical possible. This contradicts Molseed’s (2009) argument that graduate programmes should foster continuity in students’ development.

The TTA recorded critical results from more experienced mentors in 2003 that are mirrored in their 2010 report and reflected in the above quote from Ofsted, namely the repeated expression that teachers lacked the time to train and carry out their role as mentor (TTA, 2010). It was found in a wide-scale study that feedback, observation and assessment were themed as major concerns from students (Christie et al., 2004). These concerns stemmed from mentors giving on-going feedback and lesson plan
support at best, to giving ‘no support whatsoever’ at worst (Christie et al., 2004, p.115). Students reported that they were required to be highly pro-active in obtaining their feedback and frustrated at receiving informal and misleading feedback due to it being given in ‘snatched moments’ (Christie et al., 2004, p.115). This led Christie et al. (2004) to conclude that a ‘relative lack of importance’ is placed on the role of the school staff, contradicting the ‘official’ stance of the PGCE course. The above literature leads to the conclusion that a different approach to overcoming this long standing issue is necessary. It is interesting to note that Christie et al. (2004, p.119) found that student and teacher expectations of student experience of the PGCE varied greatly, with students stating that they felt some schools had ‘unrealistic expectations’ of them. Although they do not offer any suggestions for future research, through the students and staff that participated in their study, Christie et al. (2004) identified a need for universities to clearly state their expectations in order to standardise placement experiences for students. Christie et al. (2004) highlight themes ultimately suggesting a negative relationship between STs and school teachers involved in their training. However, this view is outdated by the wide-scale findings of the Tabberer Review which acknowledged the ‘strong relationship’ established by schools with most STs (2013, p.15). Furthermore, in researching the view of the partnership between the university and the training school, staff on both sides evaluated it positively, where students were not directly questioned (Christie et al., 2004). This can be identified as a major flaw in Christie et al.’s (2004) research as mentors may be reluctant to evaluate their own performance as inadequate, with the only reliable view of their effectiveness available through questioning current or previous students.
Since the 2012 DfE policy ‘Improving Teaching and Leadership’ announced the replacement of the GTP in England it has been expected for Wales to follow suit in the future. This phenomenon termed policy borrowing encompasses one country’s ‘emulating’ of successful practices manifested in another country (Phillips and Schweisfurth, 2006, p.17, cited in Chung et al., 2012, p.260). It is from this that the need to investigate the effectiveness and subsequently the future of the PGCE and GTP courses materialises.

This chapter has aimed to give a historical background to both courses with guidance from the policies informing their introduction and transformation. Critiques embedded within relevant academic literature were discussed. The prominent theme highlighted in the literature is namely the quality of mentoring. This concerns the relationships between university staff, STs and school mentors; the feedback given to students by mentors and the barriers to school mentors fulfilling their role to above an adequate level. This critique was identified for both courses. Another investigative cause raised by Brookes (2005) and Foster (2000) was the questions they propose remain unanswered.

The identified themes, alongside the authors aim to collect qualitative data will inform the research tools that will be employed in order to gain the TE and ST perceptions of the effectiveness of the PGCE and GTP courses within the specific institution as will be outlined and justified in the subsequent chapter.
Chapter 3

3. Methodology

3.1 Aims

The researchers aim was to compare ST and TE perceptions of the effectiveness of the PGCE and GTP courses at a Welsh University. Research objectives were formed to structure the study. These were

- To investigate TE perceptions of the effectiveness of the PGCE and GTP courses in preparing STs for work;
- To investigate ST perceptions of the effectiveness of the PGCE and GTP courses in preparing them for work;
- To investigate TE and ST perceptions of the quality of the mentoring on the PGCE and GTP courses;
- To identify comparisons between participants and the literature to offer conclusions and recommendations for future research.

The objectives were derived as topics to explore through identifying various aspects to discuss in order to gauge the courses effectiveness.

This chapter outlines the methodology of this study, encompassing sample selection and the method behind this, the process of employing the correct research tools, the data collection procedure, and the ethical considerations and implications of this study.
3.2 Methodology

Creswell (1994, p.7) defines methodology as the ‘entire process of a study’, which justifies the employment of methods as ‘tools’ suited to the study’s requirements (Clough and Nutbrown, 2007, p.29). Justifying method choice is essential to stress the limitations and strengths in its use (Kaplan, 1973, cited in Clough and Nutbrown, 2007) as each method collects different forms of information (Clough and Nutbrown, 2007). The author will therefore detail the methods chosen to suit the research objectives.

Quantitative and qualitative are two ‘umbrella terms’ (Flick, 2011, p.10) within the literature (Creswell, 1994). Each encompass a specific range of methods (Kelle and Erzberger, 2004; Flick, 2011; Kumar, 2011). Quantitative methods incorporate numerical measures and analysis of large samples in order to test generalised hypotheses (Creswell, 1994; Flick, 2011). The author’s decision to employ qualitative methods arrived through its use to gain descriptions and explanations of individual’s topical feelings or perceptions (Creswell, 2003; Flick, 2011; Kumar, 2011). This is achieved through comprehensive explorations involving interactions between the researcher and fewer participants than those employed in quantitative methods (Creswell, 2003; Flick, 2011; Kumar, 2011). The necessity to select methods suited to the research objectives (Schonfeld and Farrell, 2010; Silverman, 2013) deemed qualitative methods more appropriate. Although quantitative methods, such as questionnaires, are cheap and simple to administer, those conducting the study cannot aid participants understanding of questions (Greener, 2011) and participants do not have the opportunity to give detailed explanations; contradicting the authors’ decision to collect a small sample of rich data as is compliant with qualitative methodologies.
The method chosen to fulfil the research objectives was interviews as they allow structured and purposeful conversations on topics determined by a researcher (Kvale, 2007) that do not normally form day-to-day conversations (O’Reilly, 2009; Denscombe, 2010). Its use suits this study as the effectiveness of the courses is not a day-to-day conversational topic. Interviews also enable reconstructions of the processes undertaken by participants in forming their opinion of a subject (Flick, 2007). In this instance, the subject was the effectiveness of ITT provision within the PGCE and GTP programmes. This study is reliant on STs to provide valuable insights into their views on how course prepares them for work, and TEs preference of a particular course, with both offering reasoning and experiences to support their views. Seidman (2012, p.9) encourages the use of interviews in educational research as it is a ‘social abstract’ most effectively investigated through the experience of those whose work and lives entwine with education. This reinforces the suitability of interviews to this study as the author hopes to gain personal experience to underpin the participant’s responses, rather than speculation.

The chosen format for the interviews was semi-structured. Semi-structured interviews gain qualitative data by drawing upon an individual’s experiences and beliefs (Creswell, 2009; O’Reilly, 2009; Denscombe, 2010) where researchers can digress from the sequence or formulation of the questions in adaptation to the interviewee and their answers (Flick, 2011). This flexibility in semi-structured interviews allows for greater ‘richness and spontaneity’ in the data collected (Oppenheim, 1992, p. 81). In relation to this study it will allow the questioning of participant’s responses as they may not answer questions comprehensively. This method, and not the ‘standard approach...[the ‘survey

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interview’], is more appropriate for the collection of data related to the meaning placed by people on particular subjects, whereas survey interviews predominantly access quantitative data (Holloway and Jefferson, 2000, p.7).

3.4 Limitations

Despite qualitative research’s effectiveness, it is criticised methodologically in terms of the researchers’ impact (Diefenbach, 2008) in transforming the types of data collected (Randall et al, 2013), as the interview path can vary with each participant (Flick, 2011). This has been acknowledged with the conclusion that further questioning may help participants to explain their views. This is deemed important by the author in accessing participants’ personal experiences, therefore the varying scripts of each interview is encouraged in order to access rich data.

Interviews also require more expense than other methods, i.e. questionnaires (Oppenheim, 1992). This cost accumulates through travel and time expenditure, as gathering data and organising results can often take months (Oppenheim, 1992). However, the author is willing to accommodate this expense in order to acquire the qualitative data sought by the study.

It is strongly argued that environmental factors should be included as an influence on a participants’ identity within interviews. This suggests that interviews conducted in a participants’ home would generate different findings to interviews conducted in the workplace (Elwood and Martin, 2000; Riley, 2010). Wengraf (2001, cited in Riley, 2010) states that an idyllic interview environment is comfortable and free from distractions by people and technology, away from homes and workplaces. However, this is impractical in this instance as participants may only be able to afford limited amounts of time to be
interviewed, i.e. between lectures. Travel to alternate venues will consume the allotted interview time, and may also deter participation. The reality of this small-scale study meant that TE interviews took place in practitioner’s offices, due to a limited timeframe to complete the interview. The offices proved to be free of distractions from other staff members or students. However, during both interviews participants received notifications of emails and messages. Through the interview environment, this was unavoidable but this did not seem to visibly distract participants. The ST interviews were conducted in empty seminar rooms away from busy areas around the university and therefore constituted no distractions from outside the room or technology.

3.5 Validity and Reliability

Validity and reliability often merge in qualitative research, substituted by terms such as ‘credibility’ and ‘transferability’ (Golafshani, 2003, p.601). The concept of reliability in qualitative research is seen as redundant by some, with research quality, i.e. its generation of understanding, seen as of higher importance (Golafshani, 2003). The next section of this chapter will discuss these concepts within the context of this study.

Validity refers to the accuracy of participants views to represent a population (Creswell and Miller, 2000) and encompasses two dimensions: internal and external validity. External validity allows researchers to generalise their findings to other populations (Roe and Just, 2009). However, Shenton (2004) argued that in there is an inability to generalise as the data is defined by the context in which it occurred. External validity, in this case, was not achieved as participants were not an accurate representation of every PGCE or GTP student or staff member. In order to achieve external validity, this study would have had to widen the sample size substantially, detracting from the
qualitative results sought and potential incompatibility with the study's timeframe. Internal validity denotes the researcher's ability to justify the contribution of observed research data themes to the surrounding research and literature (Roe and Just, 2009, p.1266) and that the study has measured what was intended (Shenton, 2004). This has similar groundings in seeking credibility (Thomas and Magilvy, 2011). Credibility is established within qualitative studies through review of interview transcripts by the researcher to identify similarities across participant groups (Thomas and Magilvy, 2011). Therefore it can be argued that this study holds both internal validity and partial credibility as all participant data was interlinked and subsequently reviewed against the academic literature, as evidenced in Appendix 7.6. Furthermore, with valid and credible data collected, it can be argued that the academic critiques also identified in the data collected are valid and credible. Credibility can be further strengthened through the use of direct quotes when presenting the findings. This is evidenced in Chapter 4 when analysing the data, and discussed further in section 3.10 of this chapter. To fully identify the credibility of this study, although the author will present the participants with a report of the findings, it is said that the researcher would have to 'member check' (Thomas and Magilvy, 2011, p.153). This involves reviewing the transcripts with participants to ensure an accurate representation of their views (Thomas and Magilvy, 2011). This notion was not employed, concluding that this study does hold partial credibility although it was not comprehensively ensured through the means suggested by Thomas and Magilvy (2011).

Reliability signifies the extent of a measurements consistency to be repeated with the same participants and acquiring the same results whilst in varying circumstances
(Golafshani, 2003; Drost, 2011). Qualitative researchers offer that this is similar to transferability (Shenton, 2011). Transferability involves disclosing ‘sufficient contextual information about the fieldwork’ to allow replication (Shenton, 2011, pp. 69-70). To ensure reliability, the methodology of this study must be replicated exactly. In conjunction with the above definition of reliability the circumstances of the study would have altered due to the timeframe difference (Drost, 2011) but the results should remain similar; this corresponds with the above definitions. The transferability of this study is established through the ‘Procedures’ section of this chapter. The reliability of this study can be argued to exist in the data collection extracting participants own experiences of the course at their institution, whilst all details remained anonymous. The institution could receive beneficial feedback in relation to their courses without public acknowledgement. In relation to the STs and TEs it was an opportunity to highlight the positives and issues with the course to the institution in an anonymised environment eliminating any potential threats to livelihood.

3.6 Sampling
This section discusses the process of sample selection, communicates relevant demographic data of participants, and highlights the link to the research objectives. The interviews were conducted in one university in metropolitan Wales, chosen due to its long standing relationship with ITT in Wales. The interview process involved six participants; two female TE (associated with both courses) and four ST (two from each course). One male and one female PGCE STs were chosen at random from a list, whereas the GTP students (both male) were few in number and therefore both asked to participate. The primary goal of the study was to gain ST responses, however it was
adapted to include TE responses as well. As mentioned above TEs were affiliated with both courses. This was concluded to offer valuable insights into an overall, experienced view of the courses and provide data to compare with STs and with academic literature.

3.7 Procedure

3.7.1 Pilot study

A pilot study was conducted with one PGCE ST from a different institution to the one employed in study. The pilot interview assumed that the topic of STs mentoring would arise independently. This was not the case, resulting in the addition of questions to introduce this topic if it did not arise in other answers. A pilot study was also conducted with a TE affiliated with both the PGCE and GTP courses at the institution. In evaluation of the success of the pilot study only one question, asking TEs to give a brief overview of their educational credentials was removed as this was unrelated to the research objectives. The rest of the interview questions for the TEs were made to be more comparative between the two courses instead of enquiring about these separately.

3.7.2 Data Collection

To contact prospective participants, TEs were first approached. Upon acquiring staff consent they allowed access to a comprehensive list of PGCE student’s names and the contact details of the GTP students. Within this, confidentiality and anonymity of the students became an obstacle. This was overcome by selecting the PGCE students at random; ensuring TEs were not given details of participating students. Anonymity of the GTP students to the staff members could not be offered as only two GTP students are enrolled within this institution. All participants were given pseudonyms ensuring that
upon reading the results of the study, participants would only be linked to a response through their relationship to the course i.e. TE or ST. This assured anonymity and confidentiality to participants from those outside of this study as the identity of the institution remains concealed. Initially, STs were to be grouped by course and interviewed together in order to allow their peers to discuss views potentially unconsidered or forgotten by others. However, only GTP STs were interviewed this way, as one participant did not arrive for the initial PGCE ST interview and was therefore interviewed separately. This presents a limitation of this study as in the GTP ST interview the students expanded on each other’s answers, allowing the researcher to collect more personal experiences to support a variety of responses. In the separate PGCE interviews, one participant offered conclusions similar to that of other participants, however the other gave predominantly opposing views. To repeat this study, the author would suggest interviewing students together, as acknowledging student’s reaction’s to each other’s responses would have given interesting insights. This limitation may have altered the responses of the participants as when interviewed together, the GTP students appeared to have agreed with every response given by their peer although the explanation of the shared views offered different information and experiences to underpin these.

Participants reviewed their rights with the interviewer through revisiting the consent forms prior to recording, and consent was gained at this point. The author ensured that participants were familiar with the consent form and information sheet (see appendices 1-3) prior to the interview day. Participants were taken through the interview and given appropriate time to answer questions fully. The researcher took care not to interrupt
participants unless it was to expand on or clarify the views participants were expressing. The researcher concluded the interviews by thanking participants and disabling the recording device. Participants were offered the chance to receive a report concluding the findings of the study if they were interested; all expressed this wish.

3.9 Ethics

It is important to consider the ethical implications of conducting interviews. These include: unanticipated harm; protecting participant information and ensuring participants are aware of the nature of the study (DiCicco-Bloom and Crabtree, 2006). The author did not seek the personal experiences of overtly sensitive topics; however, a constant awareness of unintended harm and participant support or time to calm down as needed was ensured (DiCicco-Bloom and Crabtree, 2006). In protecting participant information, the interviewee was assured anonymity throughout the interview and in publication as identified in the consent form (appendix 1). This was particularly relevant to the study as participants may have used the opportunity 'to vent their frustrations' as well as experiences which could have threatened their job or placement (DiCicco-Bloom and Crabtree, 2006, p.319). This links to the effectiveness of the author in adequately communicating the intentions of the research (DiCicco-Bloom and Crabtree, 2006) through use of an information sheet (see appendices 2-3) containing the framework of set questions that will be directed to all participants. It was explained that, due to the nature of semi-structured interviews, there were set questions but a flexible interview path and participants may chose not to answer a question without providing a reason for doing so. This was enforced at the start of the interview so that the right to withdraw and to anonymity was stressed continuously. DiCicco-Bloom and Crabtree (2006) state that
revisiting these rights is desirable as the author does not know what data will be uncovered throughout the interview process. As participants were already familiar with the consent form and the information sheet none of the participants raised any issues and understood their right to withdraw and to withhold responses to questions.

3.10 Results Analysis

This section discusses the organisation and analysis of the data through thematic analysis. Thematic analysis involves ‘identifying, analysing, and reporting patterns (themes)’ within data (Braun and Clarke, 2006, p.6). Its use within this study was imperative in linking the data with themes in the academic literature, as this formed the interview questions and research objectives. As is the nature of semi-structured interviews, some participants followed a different interview path than others in order to delve deeper into their experiences. The TEs also followed a different interview path to STs, however, due to the use of the major themes identified in the academic literature to inform the topics raised in the interviews; these themes formed the structure of the analysis. Using only raw data to increase credibility, the author composed a table (see appendix 7.6) comparing each participant’s response with links to the academic literature theme-by-theme.

This chapter has justified the use of semi-structured interviews in enabling the author to gain participants experiences to support their views and to answer the research objectives. The subsequent chapter will highlight the themes that emerged in the data collection in relation to the literature identified in Chapter 2. Raw data was used to support the discussion of the data.
Chapter 4

4. Results and Discussion

The research aimed to compare qualitative samples of TE and ST perceptions of the effectiveness of the PGCE and GTP course in Welsh University through the use of semi-structured interviews. This chapter critically discusses the data collected, with reference to the academic literature, through the structure of four themes. These include ST and TE perceptions of: the advantages of the courses; the disadvantages of the courses; the perceived importance of completing Masters level work; and perceptions of the quality of the mentoring. To adhere to the ethical considerations laid out in Chapter 3 pseudonyms will be used to keep the participants identity confidential (TEs: Sarah and Laura, PGCE STs: Ben and Sophie, GTP STs: Mike and Daniel).

4.1 Advantages of the PGCE and GTP courses

In explaining how the PGCE prepares STs for work, TEs highlighted the combination of time spent in schools and university, and the theoretical knowledge given in university:

"...they have 120 days in schools teaching ten lessons a week...they have 60 days in college having pedagogical and some content input about various aspects of teaching and PE teaching specifically" (Laura)

This view was shared by both PGCE and GTP students when asked to describe the advantages of their course:

"We're in uni every Monday doing the PGCE course...we cover all sorts of things" (Sophie)
"I've found that every one [lecture] we've been to was quite beneficial" (Mike)

However, in conflict to this Sarah suggests that:

"The GTP programme in Wales is simply a way of gaining the qualification"

Laura offers a potential explanation for Sarah's above opinion:

"GTP students are often more mature students who have worked through the system in a different way...and just simply need the qualification to teach...you're already deemed to have a certain level of expertise...and you have to have a school to sponsor you... A PGCE is for somebody that has some knowledge but is still training"

When explaining the ways in which the GTP prepares him for work, Mike reiterates Sarah's statement:

"I think it basically is what a teacher does really, just a bit less hours...next year if I was to go in I'd have a couple more hours on my timetable but, it's...as much as a teacher would do"

This is supported by both GTP students reference to their work experience when compared to PGCE student, Sophie:

"I've been there for two years beforehand" (Mike)

"I was previously an LSA" (Daniel)

"...a natural progression going from...studying in [institution] doing [course]" (Sophie)

The above statements address key questions posed by Brookes (2005) and Foster (2000), namely the need to identify the significant differences between the PGCE and GTP courses and to identify the appropriateness of the GTP for students with no prior
experience. Sarah's view of the GTP suggests that the amount of experience and knowledge held by the PGCE and GTP applicants significantly differs between the courses. TEs and Mike's responses to the way in which the GTP prepares STs for work suggest GTP placements as highly inappropriate for a student with no prior experience. However, Laura acknowledged that:

"...clearly PGCE PE have lots of experiences...some students obviously come with less experience"

This quote suggests that work experience is not explicit to GTP applicants, but PGCE applicants too, rendering the difference between the students on each course not whether they have the experience, but the amount and context of their experience.

The primary advantage of the GTP course identified by the students was financial gain:

"...because I've got a house and a mortgage and a family I couldn't have stopped working obviously the way the GTP runs you get paid doing it so obviously I couldn't have stopped work to do a PGCE so GTP was...the only option I had" (Mike)

This was supported by Daniel who adds that:

"...the school had a big influence on me doing it" (Daniel)

This offers support to Smith and Hodson's (2010, p.260) suggestion that STs chose the GTP 'in preference' to the PGCE and also offers conclusions on a small scale to Brookes (2005) and Fosters (2000) question of the schools views on the GTP. Daniels response, combined with Sarah's statement that a GTP student must have a school's support, suggests that training schools favour the GTP.
The final advantage suggested by the GTP students was:

"...working in a school, I think there's more chance of you getting a job at the end of it" (Mike)

This was not a view raised directly by other participants. However, Daniels statement concerning the schools influence over his application for the GTP course offers support to Mike, in that if the school will provide the training for Daniel to progress, they will have an invested interest when he qualifies. This supports the proposal set out by the DfEE in 1996 stating that the GTP meets schools wishes in seeking direct involvement in their teachers training (DfEE, 1996, cited in Foster, 2000).

4.2 Limitations of the PGCE and GTP courses

In order to gain a coherent view of the effectiveness of the two courses, it was vital to gain staff and student opinions regarding any limitations of the courses as well as advantages. The specific limitations identified in association with the PGCE held no consistency between participants. The primary disadvantage identified by both PGCE students was the structure and time spent on the theoretical knowledge they were given in university:

"...it’s getting a little bit repetitive with regards to the things that we’re going over in university...we actually went into our first school and...we’d planned loads of lessons and then they give us the lectures on how to lesson plan” (Sophie)

This is not a limitation identified by the staff, GTP students or in the literature, however, Sophie identified that:
“...there’s a big emphasis on us as teachers to keep kids engaged whereas sometimes, personally, I feel disengaged”

Considering that both Ben and Sophie identified their time in university as part of the way the PGCE prepares them for work, the above criticism could be identified as more of a structural issue rather than a disadvantage of the course. Nevertheless, if this view is shared by more students, an identified issue could progress to become a larger problem, especially as the PGCE students recommend relatively small improvements in order to overcome this limitation. These are in keeping with Molseed’s (2009) argument that continuity in students learning should be ensured:

“maybe time management and maybe a little bit more structure with regards to timetabling...so that we develop from start to finish...I think they could be summarised a lot more quickly” (Sophie)

One limitation identified by Ben was:

“...the problem that lets it down a little bit is some of its very classroom based and sort of core subject based that’s not for us. But when it is PE specific it is really good.”

However, this was largely critiqued by Sarah and Sophie, with Sarah noting that:

“I think they receive a good balance of...opportunity to discuss theory and pedagogy and then apply that into a school based practice” (Sarah)

It was noted by Laura that on the PGCE course:

“...we just try to give them a grounding...and the things we think are essential for starting a teaching career.”
Ben’s critique was identified when questioned on the opportunities given to link between theory and practice. This identifies with Estyns (2010) statement that mentors did not allow for links between the theoretical and practical elements of the course. As it was widely noted that the theoretical knowledge given in university was an advantage of the course, Ben’s critique could be attributed to a failure by mentors to highlight and provide a contextual link to practical scenarios. This could be supported further by Ben’s view that:

“Some things aren’t quite as useful, sort of with our behaviour management lectures that focus on behaviour management in the classroom...it’s not a problem”

However, the GTP students found that:

“I’ve found that everyone we’ve been to was quite beneficial so if there was a possibility of going to both...that would be a good thing” (Mike)

Compared to the GTP students i.e. those with substantially more school-experiences, this could present a flaw in the preparation of PGCE students in terms of the context of their placements. Ben’s opinion that lectures concerning behaviour management in the classroom are not useful is not consistent with Laura’s explanation that the course gives STs a platform from which to build their career. This proposes that not all PGCE students have the varying, relevant school-based experience that allows educators to do the ‘fine tuning’ as acknowledged by Laura:

“...some of our students have got so much experience...I am doing fine tuning with them whereas with other students need an awful lot of work”
This is supported by Sarah who suggests increased flexibility in the course in order to overcome the limitations of the PGCE:

"...so if the student needed just...an extra placement...they had that...maybe they'd do two or three placements...so they could concentrate on the quality of the teaching experience."

This supports Laura’s statement that some PGCE students require more input than others and supports the author’s view that students would benefit from experiencing varying contextual school placements i.e. placements in inner-city, rural, private, or non-mainstream schools.

One limitation of the GTP identified by participants was the lack of mentoring received by GTP students:

"...lack of mentoring...lots of contact with lots of classes where they’re maybe not getting the support that they perhaps should do" (Laura)

"...because you’re not taking over the teachers lessons he hasn’t got as much time to give to you" (Mike)

Mike contradicts Brookes findings that STs were often treated as additional members of staff, there to fill ‘vacant posts in understaffed departments’ (2005, p.45). However, the above quotes strongly support the TTA (2010) who repeatedly found through interviewing mentors that teachers did not have the time to train and commit to their mentoring role. Mike’s view pertains the DfE (2012) and the TTA (2010) findings of schools frustration toward GTP salary and training issues, with the latter arising from STs remaining supernumerary in order to ensure high-quality training (Mead, 2007). Furthermore enhancing the results of the DfE (2012) and
TTA (2010) and strengthening the need to overcome this. When asked how this could be achieved staff simply explained that:

"...students sometimes feel they would like more feedback...the whole point of the process is that they don't have that contact because they don't need it..." (Sarah)

Adding to this, Laura points out that:

"...they opt for the 70% teaching load because they're going to get paid" (Laura)

In detailing how the GTP prepares STs for work, Daniel offers support to Sarah, explaining that:

"...we might pick up bad habits, but then when you do get observed...they'll pick those up on your observation...it definitely gets you prepared"

Daniel views the observations carried out by mentors as sufficient in allowing high-quality feedback and students to prepare for the job. With reference to Brookes (2005) and Fosters (2000) questions, this provides further strength to the authors conclusions derived from staff interviews, that a GTP route is unsuitable for someone without contextual experience. A limitation identified by GTP students was their inability to attend all theoretical sessions in university:

"...we go to every other Monday so we do miss out...because how we learn so much of the theory side of things I feel a bit behind sometimes..." (Mike)

Daniel expanded on this view:
"We have to do ten sessions and they haven't told us what ten we got to do so what's beneficial to us. We've just based it around...when we can get out of work" (Daniel)

In conjunction with Hopkins and Reid's (2012) view of a creating a more tailored experience through STs constructing their own learning experience, Daniels above quote suggests that in choosing which sessions to attend they are not accessing the lectures most valuable to them. The author, in reviewing the literature, attributed this to the student's limited experience. However, the GTP students contradicted this view expressing that:

"It's being able to get time off work because I've got a set timetable on a Monday and I'm missing every other Monday and then those pupils I'm teaching only see me...every other two weeks that's a massive disadvantage to the pupils" (Daniel)

Mike suggests a route to overcoming this limitation in terms of the planning structure of the course:

"...it'd just be...fuller timetable set if you're a GTP student, Mondays are off and maybe lower the percentage that they can do as a teaching timetable...we're allowed to do seventy percent, maybe about sixty that run across four days each week"

This limitation was individually acknowledged by Laura, who presents a barrier to the suggestion:

"Yes they could have their time reduced but...Welsh government decided on what that looks like, I don't think they're going to change that."

A more applicable suggestion was introduced by Daniel:
"I think with the university-based training they could tell us what ten you've got to come to, and then when we get our timetable at the start of the year we...fit it in around our timetable, rather than coming to any random ten sessions"

Daniels proposal reiterates his concern that his absence disrupts pupils experience and offers a recommendation worth consideration. When asked how the sessions would be decided on Mike offered that:

"...students should pick with the...tutor because they know your disadvantages"

This maintains a tailored experience identified positively by Hopkins and Reid (2012) without the necessity of reduced teaching hours which was previously identified by Laura as unlikely.

A limitation identified in the literature was the ease of access to the GTP course and that it was not aimed at 'high-flyers' (DfE, 2012; Tabberer, 2013). Ben supports this:

"I didn't know anything about the GTP or didn't know how to apply...I would've applied... they're hard courses to get on."

This statement supports the DfEs (2012) findings that there is a difficulty in accessing the GTP, however, the latter part of this statement suggests that the PGCE and GTP courses do not lightly accept applicants onto their courses. The DfE (2012) is further opposed by Sarah who states that:

"...to have PE GTPs are very very rare...these two this year are...very exceptional circumstances as to why they've been granted the GTP place"
The description of these placements as ‘exceptional circumstances’ and the fact that there are only two, suggests that these students can be identified as ‘high-fliers’ as termed by the DfE (2012). The differing governments in England and Wales also play a part in accessing the GTP course as mentioned by Sarah:

“...the Welsh government aren’t big on the GTP otherwise they’d have...lots of places being made available...they’re not looking to do that”

The Welsh Governments lack of interest in the GTP provides reasons for difficulty of access consequentially nullifying the DfEs (2012) criticisms of the course in the context of Wales and suggests that Wales may be following England’s path towards replacing the GTP.

4.3 Masters’ level work for the PGCE course

The Masters’ level work associated with the PGCE was important to identify as it is the main contributor to the structural differences between the courses for example, reduced teaching time of the PGCE students. Therefore, it was important to gain participants views to identify whether this difference affected their opinion of the PGCE and GTP courses. The views differed substantially. There are initial positive views from Laura and Sophie:

“...the postgraduate element...the Masters’ assignments are actually very valuable” (Laura)

“...to study at Masters’ level...it’s a big advantage of the course...” (Sophie)

However, contrasting reasons underpin the views:
“...they’re very work related...you have to delve into the research and be a reflective practitioner...which is a real fundamental of being a good teacher” (Laura)

“...just because of... jobs...” (Sophie)

This view is not shared by the other students and this is acknowledged by both staff members:

“...some of my PGCE students would rather not do the Masters level work...because...that takes away from other planning time that they might need” (Laura)

However, Ben explained that:

“...I wouldn’t choose to do the Masters’ writing...it’s a lot of extra pressure I don’t think we need” (Ben)

These views were expressed in identifying the PGCE limitations. However, when discussing GTP limitations Laura advances to suggest that GTP students might benefit from undertaking Masters’ level work:

“...maybe they would benefit from the academic side...from actually being able to study at a deeper level” (Laura)

This supports the BERA-RSA Inquiry in enforcing the role of research in ITT (Beauchamp et al., 2013), but unfailingly contrasts Sarah’s earlier view that to gain entry to the GTP, STs already possess the relevant knowledge and the school acknowledge this. When asked about the chance to undertake Masters’ level study, students were consistent with Daniels’ response:

“I’ve had enough of doing assignments and things. I just think if we had assignments on top of the work we’ve got to do now, it’d be ridiculous”
In explaining their thoughts on the effect of a Masters’ qualification on employability, even though Ben had previously expressed that with a choice he wouldn’t complete the work, the PGCE student’s views conflict with those of the GTP students:

“Yeah I think massively” (Sophie)
“No… I don’t think so, as long as you get your QTS” (Mike)

Although the student’s views differ, Ben continues to state that:

“When I’ve been applying for jobs I haven’t actually mentioned the Masters’ level writing”

Ben’s view of the Masters’ level work suggests that it is not a critical factor in his career, which is more supportive of the GTP student’s views but contradicts the suggestions made by the BERA-RSA Inquiry (Beauchamp et al., 2013) of the importance now placed on research in Welsh ITT. In final comments on the topic, Laura noted that any change in this area of the courses is unlikely to be seen individually but rather in changes throughout the entirety of the courses:

“The PGCE, they won’t change the Masters part of that… that’s a pan Wales policy that says… postgraduate is at Masters level… those are things that are… here to stay until PGCE and GTP become something different”

Through the data collection and the recent conclusions of the Tabberer Review (2013), it can be safely assumed that the Masters’ work of the PGCE will remain embedded. The review states that ‘research plays an important part in successful ITT systems’ and suggests that Wales does not hold a strong link to research
(Tabberer, 2013, p.24). Therefore if the Masters' part of the course were to be removed, this would not improve the quality of ITT as is suggested by the review.

4.4 Quality of mentoring and student feedback

This theme was largely identified in the literature surrounding both the courses and therefore informed the interview questions. Christie et al. (2004) found that school and university staff evaluated the relationship between the university and the school positively, however students were not directly asked. In contrast, the present study questioned current students directly concerning their relationship with mentors, and modes of feedback. This is detailed and compared to staff responses throughout. In explaining their relationship with school mentors, both staff and students support Christie et al.'s (2004) findings:

"I think we have a really strong relationship with our mentors in school...that has been built up over time" (Laura)

"...my last mentor was absolutely brilliant." (Ben)

At the time of interview PGCE STs had just started their second placement of the course and referred predominantly to their first placements. The notion of building on the relationships between university and school mentors expressed by staff members contradicts the views found in the literature. Christie et al. (2004) suggested that there was a 'relative lack of importance' placed on the role of the school staff, which is contrasting to the 'official' stance of the PGCE courses. This is opposed in Laura's statement that the relationship 'has been built up over time' in suggesting that the university have placed relative importance on the relationship for some time and adheres to the PGCEs 'official' stance. Christie et
al. (2004) also suggested that there was a negative relationship between the STs and their school mentors. This is consistently opposed by both PGCE and GTP students and is represented by Ben’s above quote.

It was proposed in the literature that ITT in Wales depends on ‘legal and contractual partnerships’ between the university and the training schools but that there is a lack of consensus on the type of partnership that should exist (Gardner, 1993, cited in Christie et al., 2004). This can be seen as an outdated source, especially when compared to the explanations given by both staff members in the current research:

“...we have a very good infrastructure of PE departments that know each other very well...we have a lot of communication with them” (Sarah)

“...it’s absolutely crucial to know your mentors for your student’s effective placements.” (Laura)

When asked if knowledge of the mentors informs where students are placed, Laura replied

“Absolutely...that’s the brilliant part of it”

Regardless of the age of the theory put forward by Gardner, the data collection refers only to a small sample from within one university and therefore cannot be applied to other outside of this study.

In addition to the relationships held, Christie et al. (2004, p.115) found that students had to become highly pro-active in initiating feedback sessions with their
mentors and were frustrated by receiving informal, misleading feedback during ‘snatched moments’.

The need to prompt mentors for feedback was mentioned by Daniel:

“...if I see her in the corridor I'll say can I meet up with her and then she'll have to go and look in her diary, when her timetables free mine's busy...it could be I couldn’t see her for maybe three/four weeks”

Although this was not a view directly expressed by others and the data does not suggest any frustration from the students, it was consensual across both courses that feedback was given in a more informal manner:

“I think our mentors...try really hard...but sometimes there are school issues that prevent that...perhaps where it’s not the most appropriate time...there’s more informal talking going on” (Laura)

“You have the time to speak just generally but it’s not like sit down feedback...because of the time we have like during break or during school clubs...so there’s never really time to just sit down” (Mike)

“I think it kind of happens when we need it...we’d spend five-ten minutes just chatting over the lesson” (Sophie)

On the other hand, none of the students expressed any concerns that they feedback given was misleading:

“...if there was any areas that...I didn’t quite think went so well she’d give me improvements how I’d better them.” (Sophie)

However, a need to monitor the feedback that was given to students was expressed by staff:

“...we do quite a lot of work with them on actually making sure that that feedback is of quality and that's part of the training process” (Laura)
This offers some support to the findings of Christie et al. (2004) in suggesting that students have to be pro-active in receiving feedback from their mentors, however, as pointed out above by Laura, it can be argued that in school-settings that the focus of the school is primarily on educating the pupils, therefore school issues will arise. From the interviews carried out, it was concluded by the author that all students carried an understanding of this point:

"...people don't understand how busy PE teachers are and I didn't to be honest until I started this course" (Sophie)

It was not a theme identified within the research, but students from both courses spoke about their relationship with the university mentors:

"...they're really fast to get back to us...I feel quite confident in what I'm doing because I know that...they know what they're doing as well." (Sophie)

It was suggested by Ofsted that university staff compensated for weaknesses in school mentor subject training, however, the TEs response to Ofsted's findings were consistent, as were the STs:

"...generically when it comes to subject content...I don't think we really compensate...I think we enhance" (Sarah)

"...the mentor in my first school...really helped me, really learnt a lot from her" (Sophie)

Although Ofsted runs explicitly in England, it was identified in the literature as support to Estyns (2012) statement that the quality of the mentoring is only adequate on a large scale. It is evidenced by the above quotes that Ofsted's
(2008) statement cannot be said of all mentors (Foster, 2000; Estyn, 2012). Estyn (2010) detailed that the adequacy of the mentoring was as a result of poor preparation leading to an inability to give strong feedback. The data criticises this conclusion on a small scale:

"...it's not usually because they don't want to do it it's usually because they haven't been trained properly to do it" (Laura)

Laura’s statement attempts to shift the blame from school mentors towards those responsible for the mentor training. Although this data comes from a small-scale study, the quality of the feedback allows for insights into other avenues that should be explored in order to overcome this consistent flaw seen across the PGCE and GTP courses.

The notion of change in the ITT sector in Wales has been under review by the Tabberer committee. Through this review ‘significant reform measures are now in place, designed to raise school performance and student achievement’ (Tabberer, 2013, p.32).

This chapter has reviewed the relevant data collected through the use of semi-structured interviews to gain personal insights into TE and ST views of the PGCE and GTP courses. The main findings suggest that there are no profound issues that prevent the ST from fully preparing for their career. However, there are divided opinions on the usefulness of the Masters’ accreditation linked with the PGCE course and the overall quality of the mentoring that students receive. This chapter has linked the relevant findings to the academic literature. Chapter 5 aims to link the data collected to the main research questions used to structure the research.
Chapter 5

5. Conclusion

Introduction

This chapter details the conclusions found within this study and the reviewed literature and the ways in which these enable the author to answer the research objectives.

The research objectives were:

- To investigate TE and ST perceptions of the effectiveness of the PGCE and GTP courses in preparing STs for work;
- To investigate TE and ST perceptions of the quality of the mentoring on the PGCE and GTP courses;
- To identify comparisons between participants and the literature to offer conclusions and recommendations for future research.
These objectives will be explored individually in order to evidence that the objectives have been reached.

5.1

Participants were questioned for their views of the advantages and limitations of the courses they are affiliated with. Personal experiences were gained to understand the impact of the advantages and limitations, enabling the author to gauge the effectiveness of the courses in preparing STs for work.

All participants independently highlighted the importance of the time spent in schools and in university, with GTP STs highlighting their wish to attend every university session. STs defined this as a limitation of the GTP, which when linked with PGCE STs suggested limitations, highlighted themes of structural limitations associated with both courses. These included the repetitive nature of lecture content in preventing the progression of the students learning in placements throughout the course (Molseed, 2009). This suggests an overall effectiveness in the competencies that the courses are offering, but that the courses still carry structural limitations.

It was found that the Masters’ work involved with the PGCE was highly valued by both TEs, but not by STs, a result that would not compare to the stance on research in ITT noted in the BERA-RSA Inquiry (2013). Only one ST noted its importance with the others placing emphasis on gaining QTS instead.

5.2

Finally, critiques of the quality of student mentoring found by Christie et al. (2004), Ofsted (2008), Estyn (2010) and the TTA (2010) were supported in the data collection,
with STs supporting the view that school mentors lack the time to carry out their role as it is set out in the SEWCTET (2013) guidelines. TEs also acknowledged this critique, whilst ensuring that it was not one evidenced in their institution. Despite this, students gave no responses that led the author to believe that this had been detrimental to student's progress.

5.3

Key limitations of this study stem from its qualitative makings. The small sample size concludes a lack of generalisability to wider populations. Furthermore, this limits the ability to measure the effects of the course limitations and therefore its effectiveness in preparing the students for work. This could be overcome if this research process was translated into a longitudinal study, as this would allow the researcher to track the STs throughout their ITT and into their career, as it could be argued that the effectiveness of the courses in preparing the STs for work would be reflected in the quality of their career within the profession.

The author recommends that future research focusses on the measurement of the impact of the changes in ITT to STs, and how this compares to the leading nations in Education, for example, Finland, The Netherlands and Singapore (NCEE, 2014) to ensure that Wales can keep to the high standards being set.
6. References


(Accessed: 30 November 2013)


7. Appendices

7.1 Consent Form

Reference Number:

Participant name or Study ID Number:

Title of Project:

Name of Researcher:

Participant to complete this section: Please initial each box.
I confirm that I have read and understand the information sheet for the above study. I have had the opportunity to consider the information, ask questions and have had these answered satisfactorily.

I understand that my participation is voluntary and that I am free to withdraw at any time, without giving any reason.

I agree to take part in the above study.

I agree to the interview being audio recorded

I agree to the interview being video recorded

I agree to the use of anonymised quotes in publications

__________________________   __________________________
Signature of Participant                     Date

__________________________   __________________________
Name of person taking consent                     Date

__________________________
Signature of person taking consent
When undertaking a research or enterprise project, Cardiff Met staff and students are obliged to complete this form in order that the ethics implications of that project may be considered.

The document *Guidelines for obtaining ethics approval* will help you complete this form. It is available from the [Cardiff Met website](https://www.cardiffmet.ac.uk).

Some parts of this form have been completed for you (in **bold**). Once you have completed the form, print it out and sign the declaration. Your dissertation supervisor will check with you that the form has been completed correctly and sign the declaration. *A copy of the completed ethics approval form must be included in your dissertation.*

**PLEASE NOTE:**
Participant recruitment or data collection must not commence until ethics approval has been obtained.

### PART ONE

<table>
<thead>
<tr>
<th>Name of applicant:</th>
<th>Megan Cowans</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisor (if student project):</td>
<td>Andrew Morrison</td>
</tr>
<tr>
<td>School:</td>
<td><strong>School of Education</strong></td>
</tr>
<tr>
<td>Student number (if applicable):</td>
<td>20001843</td>
</tr>
<tr>
<td>Programme enrolled on (if applicable):</td>
<td><strong>BA (Hons) Educational Studies</strong></td>
</tr>
<tr>
<td>Project Title:</td>
<td>'To Investigate into Teacher Educator’s Perceptions of the Best Provision for Post Graduate Certificate in Education (PGCE) Training: Schools-Based or University-Based; A Case Study Comparison of Provision in a University in England and a University in Wales'</td>
</tr>
<tr>
<td>Expected Start Date:</td>
<td>November</td>
</tr>
<tr>
<td>Approximate Duration:</td>
<td>4 months</td>
</tr>
<tr>
<td>Funding Body (if applicable):</td>
<td>N/A</td>
</tr>
<tr>
<td>Other researcher(s) working on the project:</td>
<td>N/A</td>
</tr>
<tr>
<td>Will the study involve NHS patients or staff?</td>
<td>No</td>
</tr>
<tr>
<td>Will the study involve taking samples of human origin from participants?</td>
<td>No</td>
</tr>
</tbody>
</table>

**In no more than 150 words, give a non technical summary of the project**
Please complete

This study aims to gain insight into the perceptions of teacher educators into which type of PGCE (school-based or university-based) gives the best provision to student teachers in terms of preparing them best for teaching in classrooms. Semi-structured interviews will be used to facilitate the collection of teacher educator’s perceptions, and from the results generated, themes in the answers given will be identified if appropriate in order to formulate a definitive conclusion.

Does your project fall entirely within one of the following categories:

<table>
<thead>
<tr>
<th>Category</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paper based, involving only documents in the public domain</td>
<td>No</td>
</tr>
<tr>
<td>Laboratory based, not involving human participants or human tissue samples</td>
<td>No</td>
</tr>
<tr>
<td>Practice based not involving human participants (eg curatorial, practice audit)</td>
<td>No</td>
</tr>
<tr>
<td>Compulsory projects in professional practice (eg Initial Teacher Education)</td>
<td>No</td>
</tr>
</tbody>
</table>

If you have answered YES to any of these questions, no further information regarding your project is required.
If you have answered NO to all of these questions, you must complete Part 2 of this form

DECLARATION:
I confirm that this project conforms with the Cardiff Met Research Governance Framework

Signature of the applicant: [Signature]  
Date: 09.12.13

FOR STUDENT PROJECTS ONLY

Name of supervisor: [Name]  
Date: 09/12/13

Signature of supervisor: [Signature]

Research Ethics Committee use only

Decision reached:  
- Project approved [ ]  
- Project approved in principle [ ]  
- Decision deferred [ ]  
- Project not approved [ ]  
- Project rejected [ ]
Project reference number: Click here to enter text.

Name: Click here to enter text.  Date: Click here to enter a date.

Signature:

Details of any conditions upon which approval is dependant: Click here to enter text.

PART TWO

A RESEARCH DESIGN

A1 Will you be using an approved protocol in your project?  No

A2 If yes, please state the name and code of the approved protocol to be used

N/A

A3 Describe the research design to be used in your project

This study proposes to use the qualitative method of semi-structured interviews in order to gain insights into the perceptions of teacher educators on the subject of the best programme of PGCE; school-based or university-based. The participants will all be asked a set of questions will they will have already seen before signing the consent form. The participants will also be told that the interviewer may ask further questions depending on the data that is collected throughout the interview and that they do not have to answer these questions and do not have to give reasoning for this. This will be discussed before signing the consent form, before the interview begins and will be revisited throughout the interview in order to reinforce to the participant that they have the right to withdraw without further questioning, and should they wish to withdraw, the information they have provided will not be used in the study. Alongside this, the participant will be assured anonymity throughout the study and in publishing the research. A pilot study will be conducted before the consent forms are finalised to ensure that the questions do not cause any unintended harm or discomfort to the participants and to make sure that the questions are relevant and worded to suit the participants that will be answering them. These are the proposed set questions:

1. What is your background in education?
2. What do you believe to be the purpose of a PGCE?
3. In your opinion, how does a PGCE prepare student teachers for the classroom?

1 An Approved Protocol is one which has been approved by Cardiff Met to be used under supervision of designated members of staff; a list of approved protocols can be found on the Cardiff Met website here.
4. What type of PGCE course is run at your institution, school-based or university-based?

5. How is this type meant to better prepare student teachers for work?

6. In your opinion, what are the advantages of this type of course?

7. In your opinion, what are the limitations of this type of course?

8. How do you think these limitations should be overcome?

A4 Will the project involve deceptive or covert research? No

A5 If yes, give a rationale for the use of deceptive or covert research N/A

B PREVIOUS EXPERIENCE

B1 What previous experience of research involving human participants relevant to this project do you have?

Research methods module and observational placements.

B2 Student project only

What previous experience of research involving human participants relevant to this project does your supervisor have?

All supervisors have experience of supervising undergraduate and postgraduate dissertations.

C POTENTIAL RISKS

C1 What potential risks do you foresee?

Instructions: You must complete this section. Tick all the boxes that apply.

Preliminary questions:

1. Does your study involve human participants? Yes No

2. Could the study be potentially harmful to you as the researcher in any way? No Yes

If you have answered no to these questions you do not need to answer any of the subsequent questions on this form. You simply need to sign both this form and along with your supervisor complete form two. These need to be included as an appendix in your dissertation.

If you have answered yes to question 2 your project must be submitted to the School’s Ethics Committee for review. The procedures for this are outlined in pp.15-16 of the Cardiff School of Education’s Research Ethics guidelines

If you have answered yes to question 1 and no to question 2 please complete the following questions:

1. Does the study involve participants who are particularly vulnerable or unable to give informed consent - other than children. (eg. people with learning disabilities)? No Yes

2. Will it be necessary for participants to take part in the study without their knowledge No Yes

Application for ethics approval v1 August 2012
and consent at the time? (e.g. covert observation of people in non-public places)

3. Will the study involve discussion of participants partaking in activities that are deemed sensitive (e.g. sexual activity, drug use)?

4. Could the study induce psychological stress or anxiety or cause harm or negative consequences beyond the risks encountered in normal life?

5. Will financial inducements (other than reasonable expenses and compensation for time) be offered to participants?

If you have answered yes to any of these questions your project must be submitted to the School’s Ethics Committee for review. The procedures for this are outlined in pp.15-16 of the Cardiff School of Education’s Research Ethics guidelines.

6. Does your study involve participants under the age of 18 years?

If you have answered no to question 6 and no to questions 1-5, you do not need to answer any of the subsequent questions in this section (C1).

If you have answered yes to question 6 you need to answer the following supplementary questions:

6 (a) Will your research take place in a public place (schools, youth clubs or other statutory setting)?

If you have answered yes to question 6(a) you need to complete the following:

I am aware that I must gain the following before I begin my research:

   a. Gate-keeper permission (e.g., Headteacher, Youth leader, Sports coach);
   b. Consent from parent(s) or guardian(s);
   c. Consent from the children or young people

While conducting my research I commit to:

   a. respecting and protecting the confidentiality of the school, all participants and groups;
   b. minimizing any possible risk or disruption to the ongoing life of the school, participants or groups.

6 (b) Does your study involve participants under the age of 18 years outside of a public place (schools, youth clubs or other statutory setting)?

If you have answered yes to question 6(b) you must complete the following:

I am aware that I must include the following:

   a. Consent from parent(s) or guardian(s);
   b. Consent from the children or young people

C2 How will you deal with the potential risks?

It is the duty of all supervisors to familiarize themselves with this protocol and ensure that all research carried out by their supervisee follows the ethical codes. If the supervisor has any concerns in relation to the ethics of a research project s/he should follow the procedures outlined in the School of Education Research Ethics Handbook.
It is the duty of both the researcher to familiarize him/herself with this code and with the guidance and support of her/his dissertation supervisor to ensure that all research carried out conforms to the guidelines set out in this code of ethical conduct.

It is the duty of both the researcher and supervisor to ensure that all aspects of this code are adhered to.

This ethics approval form must be completed prior to research being undertaken and enclosed as an appendix in your dissertation when submitted.

**Student:** I have familiarized myself with the Cardiff School of Education Ethical Guidelines

- I have discussed the ethical implications of the research with my dissertation supervisor

**Supervisor:** The proposed methodology within this research project does not violate any of the ethical codes outlined within the Cardiff School of Education Research Ethics protocol

| Yes | ✓ |
Appendix 2

7.3 Information Sheet – Student Teachers

Name of Researcher: Megan Cowans

Title of Project: A Comparative Study into Student Teachers and Teacher Educator Perceptions of the Effectiveness of the Secondary Graduate Teacher Programme and the Secondary Postgraduate Certificate in Education Courses in a University in Wales.

This research project will use semi-structured interviews to gain the desired information. This method was chosen in order to obtain qualitative information about the personal
experiences the participants have had with the running of the differing initial teacher training courses.

The questions that have been set for the interview will be asked in all interviews conducted and aim to cover areas such as the participant's background in education, their views on the purpose of their course and the structure of their course at the institution.

These set questions are as follows:

- What course are you currently enrolled on - GTP or PGCE?
- Why did you choose this course rather than the GTP/ PGCE?
- In your opinion, what are the advantages of your course?
- How does your course prepare you for work?
- In your opinion, what are the disadvantages/ limitations of your course?
- Do you receive the time from mentors dedicated to feedback? Does the feedback given highlight the areas for improvement explicitly?
- How do you think these limitations could be overcome?
- Would you have liked the opportunity to undertake Masters level work? (for GTP students)
- How do you feel that the Masters level qualification within the PGCE will enhance your career prospects? (PGCE students)

Participants will be informed that the researcher may want to ask other questions in conjunction with the answers that they give and that they are not obliged to answer these questions, or give reason for choosing not to answer.
The results generated from the interview will be transcribed in order to use the results collectively alongside the data from other interviews. The transcriptions will be included in the appendices of the researcher's dissertation and the results will be discussed in the appropriate areas of the dissertation. However, throughout this the participants names will be kept confidential as will the institutions they are associated with in the aim to prevent any consequences for the participants.

Appendix 3

7.4 Information Sheet – Teacher Educators

Name of Researcher: Megan Cowans

Title of Project: A Comparative Study into Student Teachers and Teacher Educator Perceptions of the Effectiveness of the Secondary Graduate Teacher Programme and the Secondary Postgraduate Certificate in Education Courses in a University in Wales.

This research project will use semi-structured interviews to gain the desired information. This method was chosen in order to obtain qualitative information about the personal
experiences the participants have had with the running of the differing initial teacher training courses.

The questions that have been set for the interview will be asked in all interviews conducted and aim to cover areas such as the participant’s background in education, their views on the purpose of their course and the structure of their course at the institution.

These set questions are as follows:

1. What course are you part of currently at this institution?
2. How do you think the PGCE prepares student teachers for work?
3. How does this differ from the GTP?
4. Do you think that one course more effective than the other? Or particular parts of the courses are more effective than others?
5. In your opinion, what are the limitations of the PGCE?
6. In your opinion, what are the limitations of the GTP?
7. What sort of relationship do you have with the school mentors?
8. Some literature states that university staff often compensate for weaknesses in subject training, how do you feel about this?
9. How do you think that the limitations could be overcome?
10. What do you think will happen to initial teacher training in the future and why?

Participants will be informed that the researcher may want to ask other questions in conjunction with the answers that they give and that they are not obliged to answer these questions, or give reason for choosing not to answer.
The results generated from the interview will be transcribed in order to use the results collectively alongside the data from other interviews. The transcriptions will be included in the appendices of the researcher's dissertation and the results will be discussed in the appropriate areas of the dissertation. However, throughout this the participants names will be kept confidential, as will the institutions they are associated with in the aim to prevent any consequences for the participants.

Appendix 5

7.5.1 Staff 1 (Sophie) Interview

STAFF INTERVIEW#1 TRANSCRIPT

INTERVIEWER - "What course are you currently a part of at this institution?"

1 - "In a sense of what I lecture on?"

INTERVIEWER - "Yes"

1 - "I lecture on the postgraduate certificate in education for secondary PE, I lecture in the PE element of the primary PGCE, I am responsible for two GTP students within the
context of PE, I work on the BA ED english and music course with regards to professional studies and I teach one module in the school of sport for pedagogy for year three"

INTERVIEWER - "Do you think that...just focusing on the PGCE and the GTP, how do you think that the PGCE prepares student teachers for work?"

1 - "I...I mean I think we prepare them as well as possible. It's a very intense one year course and they spend a small amount of time with us in the university setting and then obviously a bigger chunk of time in the school placements of which they have two throughout the year, so I think they receive a good balance of...of opportunity to discuss theory and pedagogy and then apply that into a school based practice"

INTERVIEWER - "Yes. How does this differ from the GTP?"

1 - "A GTP...to be able to go on a GTP you already have...you're already deemed to have a certain level of expertise in whatever subject area you apply for and you have to have a school to sponsor you to say that you have that knowledge. The GTP programme in Wales is simply a way of gaining the qualification, to have teacher status. So in a sense it varies based on the student or the applicants prior knowledge. A PGCE is for somebody that has some knowledge but is still training and young...often younger...GTP students are often more mature students who have worked through the system in a different way or often have come from another country and just simply need the qualification to teach"

INTERVIEWER - "Yes. So do you...because they come in every two weeks for theory on a Monday..."
1 - "...The GTP students?"

INTERVIEWER - "Yes"

1 - "The GTP students are allowed to have so many hours in a university setting as part of the course so they just have to choose which sessions they want to come in for. They look at, for in the context of what we do with the GTP students, because this year the two GTP students I'm working with are PE based they've had the secondary timetable for what we deliver here for the PGCE course and we have given them free access to come into any of the PGCE PE of professional studies subject area lectures and they pick...as long as they...and they're allowed to be released from their school for so many hours throughout the year in order to access that training"

INTERVIEWER - "Ok. Do you think that one course is more effective than the other or particular parts of the course in preparing the students for work?"

1 - "I don't know if I would say they're more effective. I think that it really depends on why you're doing the course. The GTP students we work with have been teaching one way or another as learning assistants or employed in a different capacity within a school environment so they understand school and the context of school and the wider implications of working in education...they simply don't hold the QTS that allows them to get a full time job so they...they have a different need to the PGCE students, whereas the PGCE students don't have that level of previous experience and have often come from an undergraduate pathway or have maybe taken one or two years out and then are coming in to do their PGCE year so I think...I think that one...they prepare for different things. I like the PGCE course because I think it allows the...the way we
structure it here it allows the pupils...sorry the students to have weekly contact with us whilst still being on the school placements throughout the year. I think the way we structure our PGCE course is good. I know other courses around the country and in England will have a block of time where the students are in university and then a block of time where they're in the school so you may not see the students for much longer periods. We run a 4:1 module which means we have them every week and we have more regular contact with that. I don’t think I would...I definitely wouldn’t say that one’s more effective than the other because they have different needs..."

INTERVIEWER - "The students are different..."

1 - "The students are different because of the different needs and the courses are there for those reasons. They're two completely different courses to cater for those needs. It is very hard to get a GTP place in Wales, there are...very very few, and you'll find that very often they are...they're government driven and they're geared towards the subject areas that are...that have shortages in. So to have PE GTPs are very very rare because we don't have a shortage in PE, in fact we're oversubscribed for PE jobs and our numbers in the PGCE are cut every year to reflect that so...these...these two this year are very...very exceptional circumstances as to why they've been granted the GTP place. So I don't think one is more beneficial than the other."

INTERVIEWER - "OK. In your opinion, what are the limitations of the PGCE, if you think there are any?"

1 - "I don’t think it's a limitation of the current course but I think for some students a two year PGCE would be much more beneficial, but that said, we have a number of who
would...will already make, now, very good teachers if they were to finish their PGCE
now and start qualified...and start as qualified teachers in schools. So I don't think...I
think you need the year in the sense of all the things you have to do with regards to the
fact it's a Masters accredited course and you have to have the right credits for that and
you have to pass all the different modules and a government directive is that you have
to have so many hours on teaching placements to gain the qualification so in that
respect they have to do the year but I...I think some of the students...they're not always
quite ready and I think they have the potential to be a good teacher but sometimes
actually having another six months to a year on the PGCE maybe as an additional extra
might be possibly a way to develop the course. I don't necessarily see it as a limitation
to this course I think it would just enhance the present course that we have. It would
also make it a lot easier for the students to complete the Masters work and enjoy it and
see its application more effectively than possibly some do now because it's a huge
amount of work they have to complete in a very very short space of time and that
obviously brings the stress of it. So, that would be maybe my only sort of limitation on
that"

INTERVIEWER: "OK. In your opinion, what are the limitations of the GTP?"

1 - "Again, the word limitation is a tricky one because it implies possibly a negative
aspect to the GTP place. The point of having a GTP system is that they are already
deemed in theory good enough to teach on their own because they area...that part of
the GTP structure is that they will be teaching classes they have a full timetable...they
have a small amount of time off...around 10-15%...they teach 70% timetable so they
have slightly less time than a full time teacher who would teach a 90% timetable but
its...its limitation in some degree would be the amount of feedback they get as they are still training in some...in some elements...so possibly having more regular feedback rather than once a week they have an official observation that tracks their progress...a PGCE student would have feedback on a daily basis. Whereas the GTP students will get it once a week on one lesson. So...but again they're deemed...if they're good enough to be in a GTP place they're deemed ready to be that independent. So I don't necessarily see it as a limitation of the programme, but I think sometimes students, when they see the comparison to the PGCE they would like more input...but they are on the GTP programme for different reasons...in Wales...that...its very specific to Wales"

INTERVIEWER - "Yes, OK. What sort of...so this is going back to literature that I've obviously been reading around the two courses, and a lot of literature brings up the relationship...well...the relationship between linking the theory that is learnt in university...so either you know on the PGCE and the GTP its been highlighted...and linking that into the practical elements and then going and implementing it into the schools. So I'd just like to ask about the sort of relationship you have with the school mentors..."

1 - "My personal relationship?"

INTERVIEWER - "Yes"

1 - "I mean I think we have a very good relationship with the mentors that we use in the PE departments. If you're talking about in context to the PGCE and the GTP because we use obviously the same schools, I think in [location] we have a very good infrastructure of PE departments that know each other very well. I think apart from that
it's the smaller geographical location of a lot of the schools and the fact that because this is...its got a very good reputation for sport and teacher training and it has been since the sort of early 50s many of the staff who teach in schools have come through this institution and haven't...have stayed in Wales or are Welsh and you have a situation now where maybe four out of five of every department have come through the university so there's a sense of loyalty to the university and the PE aspect of that and no one...we're in a quite unique position compared to some other subjects so I think we have very very good relationships with our mentors because of that. We build on that constantly, we have a lot of communication with them...we will...we will go out and we can...if we have a difficult situation to deal with we'll pick up the phone or they'll call us very quickly if they're concerned about things rather than leaving it go and I think that's a sign of the strength of the relationship we have...because we don't get very big problems very...very easy...they usually get dealt with very very quickly and I know we encourage the mentors to call us with the smallest thing and they do. And I think again the nature of PE maybe versus different subjects, maybe not so much with music and drama because you get the same idea but because of the extra-curricular element of all the sports clubs and the teams and a lot of PE departments, staff members play in sort of recreational league or competitive league on their own time, a number of us like myself and my other colleagues, we will play against our mentors or be playing with our mentors in the same teams in some contexts so you see each other socially and then you're still building on 'oh how's your student doing, how's this going' or kind of track 'what did that form mean' or...and those kind of conversations happen on a weekly basis. So without trying you're building on that relationship because of the nature of
what PE and clubs and social sort of interactions are in that subject area so I think again
I think that puts PE into a very unique position, I know other subjects are not in that
same situation so if you're comparing that to science or music, not music but maybe
history or D.T. or things like that I...I know it's a very very different situation so...

INTERVIEWER - "OK, again this has come from the literature that often university staff
have to compensate for weaknesses in subject training from the school mentors, with
the students...I think you probably may have answered this in the last question ..."

1 - "Possibly yes"

INTERVIEWER - "...because it links so well, but have you ever found this?"

1 - " I think every now and again we have things where...particularly when the
paperwork changes or the emphasis of the way you have to put language onto
forms...that element can change and we will have to sort of pick up the slack or the
errors in that or have to be reiterating on several occasions what it is our
expectations...or what are our expectations and what that should look like in context of
the language being used or the conversations having...in a sense of subject knowledge
and subject training we don't...we very very rarely have issues and if we do our students
are very good at flagging them up very quickly and we can sort of pop a phone call in
and sort of say 'not really sure what's going on here can you just sort of fill us in' or
'we're not OK with that' or in some contexts 'no...you're...you're actually...you have it a
little bit wrong here we need to see this and this and this' but generically when it comes
to subject content...I don't think we really compensate...I think we enhance and we...we
support what's going on in schools and...and sometimes schools are...hands are tied to
a degree on what they can actually do...in a...although they do obviously choose to have a student in place there so we have certain expectations as that partnership develops but I think sometimes it's the reality of saying 'this is what it would look like in a perfect world and that's what we address here in our safe little environment' when you go into schools, professionally you're going to have to make some judgments and it may not always match up to what we're saying excellent practice looks like but you have to make the professional decisions of how to look at that and support that or challenge that if appropriate and we'd encourage our students to do it that way but I wouldn't go as far as weakness."

INTERVIEWER - "OK, just for the sake of using the word limitations for what we discussed before, how do you think that they could be overcome, if they could be overcome?"

1 - "Which limitations? In a sense of what I saw in the courses earlier?"

INTERVIEWER - "Yes"

1 - "I...I mean I don't...I'm not opposed to the idea of a two year PGCE, talking about PGCE limitations, I would like to see...it would be the context of flexibility, so if the student needed just the year they had that, if they needed an extra placement we could have maybe a rolling programme. That becomes very difficult to manage if you've got to programmes training side by side so I don't know if that's really practically possible. If you did go to a two year PGCE it probably would have to be for everybody...it would be that kind of, sort of rolled out stretched out process so maybe they'd do two or three placements throughout a two year period and then they're two assignments over
one...one assignment one year one assignment the next year so they could concentrate on the quality of the teaching experience. But I think there would come a point where the amount of contact for university in the second year would be probably not needed, it would be much more about them being in school maybe five days a week by then, maybe a year and a half PGCE is more appropriate sort of a September to April type thing and...I don't know that would be maybe something as a suggestion. I don't think there's any way of overcoming that idea of more contact from a GTP sort of point of view from a mentor because that's the whole point of the process is that they don't have that contact because they don't need it. Even though the students sometimes feel they would like more feedback, I don't see it possibly from the timetable point of view being possible in a school that's very very busy. So...but then again like I said there is a GTP place because of their background so they should be able to not be in a situation where they can't cope. So...although sometimes people underestimate how demanding even a 70% timetable can actually be so maybe they can guide it from that...but I think the fact that they can come into university and they see us every couple of weeks and that structure gives them additional support so they do have the opportunity to come to us and ask us questions and they have a lot of opportunity throughout that day to talk to other PGCE students they're getting...all be it not as regular...they are getting a bit of peer support from people going through a similar process and they can share ideas and they can bring...they bring insights that the PGCE students don't have yet because the PGCE students are still working with a mentor all the time so they don't have that level of independence that some of them so desperately want so...swings and roundabouts I think"
INTERVIEWER - "OK, so this last question comes from...in England I know that certainly one university has already pulled their PGCE programme in favour of the schools direct which has replaced the GTP in England, so what do you think will happen to initial teacher training in the future in Wales?"

1 - "I've got to be honest I've no idea. I...I don't know if the Welsh government would go down the same route as England because we have a different skills framework, our Welsh government is still very much valuing a range of GCSE and BTEC options in their curriculum time, they're not following the English agenda of being more examination based subjects...I think the...the way we train teachers in...and our focus on education is different...so I would like to think that the PGCE would be a relatively safe entity here...I do think it produces better trainers:...I'm not a fan of the schools direct model and I think while it's being done with the intention of increasing the quality of the teaching I think you're going to find that it's actually going to reduce the quality of teachers by the way it's being rolled-out too quickly and...and the lack of university support that the students actually gain...I think that's a major flaw in the bigger picture of the plan and I think Wales watching what's going on can probably foresee that...I'd like to think they could foresee that. What it will look like in Wales however, I don't know because in the same respect we still have to have a system that's comparable to some degree because the students cross over into the different countries for work and employment and study and things like that so there's an element of some probably hybrid thing in the future looming. I know that the Welsh...the Welsh government aren't big on the GTP otherwise they'd have lots and lots of places being made available and they're not looking to do that right now so I think they're probably just sitting tight and watching. So I don't know
what it would look like. I think is...is...teaching is going to go the ways it's going and there is more time...this idea of a longer day that...the...the suggestion that's in England at the moment of the longer day and more expectations on the teachers and in that I think you're going to find the quality of the training of the teacher while a school that is on a longer day is going to diminish because there's going to be more responsibility on the teacher to do other things so...I would like to think that the teacher...the teacher training institution and the PGCE is still...or an undergraduate teaching course is still much more beneficial process. So we'll see but I don't think...I'd hope there wouldn't be too much changes coming. But we'll see...have to wait and see what England do now."

INTERVIEWER - "OK, thank you very much."

7.5.2 GTP students (Mike and Daniel) Interview

INTERVIEWER – “Ok, so just before we start I want to remind you that, obviously you’ve got the questions in front of you, and from your answers there may be other questions that I want to ask but you don’t have to answer these or give a reason for why you don’t want to answer them, OK?”

1+2 – “OK”

INTERVIEWER – “So firstly I just want to clarify what course you’re currently enrolled on, the GTP or the PGCE?
1 – “The GTP”

INTERVIEWER – “OK, why did you choose this course rather than the PGCE?”

2 – “I think working in the school, and then the school sort of helped me out to go down that route rather than dropping out of work and going back to university, so basically the school had a big influence on me doing it anyway”

1 – “The financial aspect of it for me really, because I’ve got a house and a mortgage and a family I couldn’t have stopped working obviously the way the GTP runs you get paid doing it so obviously I couldn’t have stopped work to do a PGCE so GTP was more applicable to me really, it’s the only option I had”

INTERVIEWER – “Ah right, OK. In your opinion, what are the advantages of your course?”

1 – “I’d say financial straight away, we get paid obviously, I think being in working in a school, I think there’s more chance of you getting a job at the end of it, from my perspective anyway I think. Well hopefully there’s a job at the end of it, so. I think PGCE students have to apply for jobs whereas the school want you to develop so I think they see it more of an opportunity to get straight into a job where you’re at really”

2 – “I think definitely the financial, think that’s a biggy, but also the time table, you get used to a bigger timetable than the PGCE students I think they got 10 hours where we got a lot more so I think it gets us more ready for the job if we get one at the end of the year”

INTERVIEWER – “OK, how does your course prepare you for work?”
1 – “I think it basically is what a teacher does really, just a bit less hours so in terms of getting us ready for work its virtually...next year if I was to go in I’d have a couple more hours on my timetable but, it’s pretty...as much as a teacher would do straight off so in terms of getting ready for work I think its...ready and all that..”

INTERVIEWER – “…just very frustrating…”

1 – “Yeah”

2 – “Yeah in the fact in the sense that we don’t have a tutor watching us every lesson like the PGCE and just go straight into it and a lot more teaching hours than the normal PGCE student”

INTERVIEWER – “Do you think that not being watched by a tutor all the time allows you to teach, kind of, how you naturally would, rather than how you want...how you think that they want you to teach?”

2 – “Yeah definitely. So, we might pick up bad habits, but then when you do get observed then they’ll pick, they’ll pick those up on your observation anyway. So it definitely gets you prepared”

1 – “Yeah I agree, every teacher, I think, has got their own way of teaching, so, you do learn from your tutors and, when I was previously an LSA, you pick up from their teaching habits anyway so I think I pretty much a carbon copy of what they are anyway, sort of thing, just slightly different in my personality then as a teacher”

INTERVIEWER – “Yeah, in your opinion, what are the disadvantages or limitations of your course?”
2 – "I think it's the fact we don't get watched properly every lesson"

1 – "Yeah"

2 – "So they can't judge us every lesson and then perhaps they don't pick up on everything. We might do something good...bad one lesson and then don't do it the next lesson and just think its fine, because they haven't seen me do bad"

INTERVIEWER – "then picks up and says 'That was good, carry on with it'"

2 – "Yeah. So I think that's the main one perhaps"

1 – "I think coming to the university on a Monday, because how we learn so much of the theory side of things I feel a bit behind sometimes in terms of, obviously we can do the practical element of teaching but the different strands of literacy and numeracy and all that sort of stuff I think we miss out on a bit of that on a Mondays but obviously we go to every other Monday so we do miss out on the Monday and the...the other stuff that they do when they have a week off they carry on learning stuff so..."

2 – "We have to do ten sessions and they haven't told us what ten we got to do so what's beneficial to us. We've just based it around what's easier for us, when we can get out of work"

INTERVIEWER – "But you choose which sessions you go to"

2 – "Yeah"

INTERVIEWER – "And are they all based on different subjects?"

2 – "Yep"
INTERVIEWER – “Ah right, OK. How do you think that these limitations could be overcome?”

2 – “I think with the university-based training they could tell us what ten you’ve got to come to, and then when we get our timetable at the start of the year we just sort of fit it in around our timetable rather than coming to any random ten sessions”

1 – “I agree, pretty much the same sort of thing”

INTERVIEWER – “Do you think it should be based on what they have observed of you or they just pick the most ten important and then tell you which ones?”

1 – “For me, like, I...I think the students should pick with the teacher or the tutor because they know your disadvantages like you said and, not your disadvantages, your weaknesses so I think it’s important that you go to the ones that you need to go to. Obviously I’ve found that every one we’ve been to was quite beneficial so if there was a possibility of going to both, doing the theory every Monday as well as the PGCE students do, I think that would be a good thing really, though it’d be hard”

2 – “Yeah, I agree with that but its getting out of work then isn’t it that’s the down point for us”

1 – “Yeah, yeah”

2 – “It’s being able to get time off work because I’ve got a set timetable on a Monday and I’m missing every other Monday and then those pupils I’m teaching only see me, if I have them once a week, will see me every other two weeks that’s a massive
disadvantage to the pupils then. I think there needs to be a way to...for us to come to every Monday session, but..."

1 – "It'd have to been done earlier, it'd just be...fuller timetable set if you're a GTP student, Mondays are off and maybe lower the percentage that they can do as a teaching timetable because we're allowed to do seventy percent, maybe about sixty that run across four days each week"

2 – "Yeah, I agree with that"

INTERVIEWER – "Would you have liked the opportunity to take up the master's level work?"

1 – "I'm not bothered by it to be honest."

2 – "I've had enough of doing assignments and things. I just think if we had assignments on top of the work we've got to do now, it'd be ridiculous"

1 – "Oh yeah!"

INTERVIEWER – "So you think it would take away from...."

1 – "I think it's obviously a benefit doing the Masters' level sort of work but what's it get you, half a Masters' is it? Is that something on a PGCE, you have to do another year?"

2 – "Yeah"

1 – "Have to do a year after to complete the Masters so I... for me personally I just don't see the benefit"

INTERVIEWER – "Do you think it would stop you from getting a job at all?"

85
1 – “No”

INTERVIEWER – “No”

2 – No”

INTERVIEWER – “Or limit you, not stop you, limit you from getting a job?”

1 – “I don’t think so, as long as you get your QTS…”

2 – “Yeah I think that’s all that matters…”

1 – “I don’t see…there’s people in school who’ve done GTP and I don’t think there’s any, like you know, difference between a PGCE and GTP student, it’s just whoever’s the best on the interview will get the job, like…like….at least I think…everyone could be different, but I don’t know”

2 – “Yeah I don’t think we could do assignments on top of our work because we’ve got a such…a bigger timetable that the PGCE students, they’ve got more free time than us to do the assignments but…on a Wednesday I’ve got six lessons, there’s no way I’ve any free time in my day at all to do anything. So with the timetable I’ve got I don’t think it’d be possible. Do you agree with that?”

1 – “Yeah”

INTERVIEWER – “Ok, what is the mentoring like for the GTP? Because I’ve read a lot of literature that kind of says it’s not as good as it should be…”

1 – “Mentor from in the school?”

INTERVIEWER – “Yeah, in the school”
1 – "Yeah, I agree. I don’t think...because the teacher, because you’re not taking over
the teachers lessons he hasn’t got as much time to give to you, so for example, my
tutors’ got forty five hours over two weeks, he’s got five hours free, sometimes he’s got
to do it...his observations in his PA’s and then it puts him under pressure then to do
other stuff so it’s just managing the time. It is hard and I don’t think you get as much
feedback or it’s quite informal rather than...we’ll just over a cup of tea we’ll just have
feedback and it’s got its benefits as well I think as well because, because I’ve been
there for two years beforehand its...it can be a bit like...because we’re friends already,
rather than a work-based relationship it’s quite...I don’t know, we just sort of get it done
sort of thing, it just has to be done, it’s part of the course, because we’ve got to get it
done and that’s the way it is really."

2 – “Yeah I feel that’s the same with me that is...my...it’s getting when I’m free, my
mentor might not be free and it’s just working...working on time to meet up when you
both free sort of thing isn’t it?”

1 – “Yeah"

INTERVIEWER – “Do you think that it should be someone outside of the school that
comes in...like someone from the university that gives you a mentoring session or...”

1 – “Well we get...Sally comes to see us more than what she would a PGCE student so
she sees us five times over a year whereas she would see her students twice I
think...and they get their final assessment so we do get a bit of feedback from our
mentors in uni which is good”

2 – “Yeah"
1 – “I think there is a benefit to that”

2 – “Yeah. No I think that when Fiona and Sally come in they are…it’s definitely beneficial for us, and they do spend a lot of time with us after we thought don’t they”

1 – “Yeah”

2 – “It’s a lot different to our school mentor anyway”

INTERVIEWER – “They need more time in their timetables…”

2 – “Yeah”

1 – “You have the time to speak just generally but it’s not like sit down feedback. It is sometimes but not all the time, just because of the time we have like during break or during school clubs, or for PE especially, lunch times you’re out doing stuff, so there’s never really time to just sit down and have feedback or…so you’ve done this well or you’ve done that not so well, even though you get it in a form a…you don’t get the sort of verbal feedback from your mentor.”

INTERVIEWER – “Am I right in thinking you’re meant to get an hour an week?”

1 – “Our feedback?”

INTERVIEWER – “From your school mentors is it?”

1 – “Yeah we…senior mentor I get an hour every two weeks. That’s on my timetable”

INTERVIEWER – “OK”

1 – “But the senior mentor’s the head of PE, so again we sort of got that relationship where it’s not really going….if it was someone out….I don’t know…an English
Department then I’d probably go more and formally sit down and…but I think because we’ve got that friendly relationship in PE…”

2 – “Yeah”

1 – “I just…we just sort of have a chat quick…’is everything alright? Anything you need? Any IPP’s/ programmes you want to go on or anything?’ really, it’s quite general really so…just finding time. It’s hard because they’re not timetabled to give us time sort of thing so I think managing that time aspect is…you don’t get as much feedback, don’t get as much support its quite a like independent course. No one’s on your back saying you’ve got to get this done there’s no deadlines, like the PGCE got to have assignments got in then you’ve got to come in this day with certain forms we’re just…get on with it”

2 – “Yeah”

1 – “Get your folder done, Sally will come in and check it now and again, so it’s quite independent the course”

2 – “Yeah, with my senior mentor, because she’s mentor to all the students we have in the school, and there’s loads of us, we have to really like, when we can catch her, she’s so busy, she’s head of Welsh and then she’s deputy head, and if I see her in the corridor I’ll say can I meet up with her and then she’ll have to go and look in her diary, when her timetables free mine’s busy so it’s just arrange a time with…it could be I couldn’t see her for maybe three/four weeks, I wouldn’t actually see her.”

INTERVIEWER – “Ah right. OK, thank you very much, that’s it.”
<table>
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<tr>
<th>THEME 1 – Advantages of the course in preparing STs for work</th>
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<tr>
<td><strong>STAFF #1 SARAH</strong></td>
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<tr>
<td>&quot;bigger chunk of time in the school placements&quot;</td>
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<tr>
<td><strong>PGCE COURSE Time in university</strong></td>
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*I think they receive *so I think it gives *it gives you, like I
<table>
<thead>
<tr>
<th>PGCE COURSE</th>
<th>Theory and practical information</th>
<th>Advantages of the PGCE structure</th>
<th>Theory in university</th>
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<tbody>
<tr>
<td>a good balance of...of opportunity to discuss theory and pedagogy and then apply that into a school based practice“</td>
<td>them a grounding...we just try to give them a grounding basically and the things we think are essential for starting a teaching career.&quot;</td>
<td>said, a lot of ideas and a lot of opportunities to put them in your lessons so you’re not lost, you’re not stuck when...when a problem like that might arise.&quot;</td>
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<tr>
<td>“I like the PGCE course because I think it allows the...the way we structure it here it allows the pupils...sorry the students to have weekly contact with us whilst still being on the school placements throughout the year.”</td>
<td>“I like the PGCE because I like having the contact with the students and that...feeling that I’ve actually had an impact on them”</td>
<td>“It’s nice to see everyone every Monday, to keep up to date with where everyone is”</td>
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<td>“I like the fact that we’re in university on a Monday and then we’ve got the four days...it kind of breaks the week up a little bit.&quot;</td>
<td>“Obviously the lectures are useful, the practical ideas are useful, lots of ideas for our...we get...we get a lot of information on our course and I’ve learnt a lot&quot;</td>
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<td>Practice</td>
<td>Lessons</td>
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<td>&quot;The knowledge we get at uni is really useful&quot;</td>
<td>since I've started. Things that I didn't even know stuff that are actually out there already concerning teaching and education and I think it's really developed me as an individual and a teacher&quot;</td>
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<tr>
<th>Masters' level study</th>
<th>Not mentioned</th>
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<tbody>
<tr>
<td>Not mentioned</td>
<td>&quot;I think the fact that we get a chance to study at masters' level. It's a big advantage of the course just because of...well jobs especially going up the school&quot;</td>
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<table>
<thead>
<tr>
<th>GTP course</th>
<th>&quot;The GTP programme in Wales is simply a</th>
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<tr>
<td></td>
<td>&quot;What are the significant differences&quot;</td>
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<tr>
<td>GTP course</td>
<td>More teaching hours than PGCE</td>
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<td>way of gaining the qualification...GTP students are often more mature students who have worked through the system in a different way or often have come from another country and just simply need the qualification to teach&quot;</td>
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<tr>
<td>GTP COURSE</td>
<td>Mentoring</td>
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<tr>
<td>Advantages of the GTP</td>
<td>Financial</td>
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<tr>
<td>Chose the GTP instead of the PGCE</td>
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<tr>
<td>Bigger teaching timetable</td>
<td>a family I couldn't have stopped working obviously the way the GTP runs you get paid doing it so obviously I couldn't have stopped work to do a PGCE so GTP was more applicable to me really, it's the only option I had</td>
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- the PGCE
  - "How do schools view the GTP?"
  - (Brookes, 2005, p.44; Foster, 2006, p.300)
<table>
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<tr>
<th>Higher chance of getting a job at the end of the GTP</th>
<th>&quot;it's a huge amount of work they have to complete in a very very short space of time and that obviously brings the stress of it&quot;</th>
<th>&quot;it is very intense&quot;</th>
<th>&quot;it's a lot of extra pressure I don't think we need&quot;</th>
<th>&quot;I think being in working in a school, I think there's more chance of you getting a job at the end of it&quot;</th>
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<tbody>
<tr>
<td>THEME 2 – Staff and student perceptions of the disadvantages/limitations of the courses</td>
<td>&quot;I think they could be summarised a lot more quickly without wasting so much of our time&quot;</td>
<td>&quot;I think it's getting a little bit repetitive with regards to the things that we're going over in university&quot;</td>
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<tr>
<td>PGCE course Content and timetabling</td>
<td>&quot;our mentors would say the fact that the</td>
<td>TAKE CRITICISM OF THIS FROM</td>
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<td>PGCE</td>
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<tr>
<td><em>Never spend a whole week in a school</em></td>
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</table>

| students are not with them for a full week ever, that they do the 4:1 split, is a disadvantage because they never actually see full weeks through in school, our students don't think that, they like it, but I think mentors in school might have that...a different opinion* |

| MALE AND FEMALE ADVANTAGES OF THE COURSE. |

| CRITICISM - “I think they receive a good balance of...of opportunity to discuss theory and pedagogy and then apply that into a school based practice” (IS PREVIOUSLY MENTIONED) |

| CRITICISM - “clearly PGCE PE have lots of experiences already so we try and build on those that they have already but some students obviously come with less experience so we just try to give them a grounding basically” (PARTIALLY PREVIOUSLY) |

| “Sometimes there’s a lot of things we look at that really are just classroom based lessons...with...PE gets a little bit left out, it’s not so much practically based” |

<p>| CRITICISM – “Also, just...just the fact that its sport, sport, sport and I love it and it’s what I’ve always wanted to do so...yeah for me personally I think those are the two main advantages” |</p>
<table>
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<tr>
<th>Limitation</th>
<th>Statement</th>
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<tr>
<td>Overcoming PGCE limitations</td>
<td>“I think they could be summarised a lot more quickly” (PREVIOUSLY MENTIONED)</td>
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<tr>
<td>Overcoming repetitiveness limitation</td>
<td>“just cutting things down a bit really. Not placing too much emphasis on things, not going over things too much”</td>
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<td>“maybe time management and maybe a little bit more structure with regards to timetabling like when we do...when we do different things and just make it more so that we develop from start to finish”</td>
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<tr>
<td>Overcoming lack of practical element limitation</td>
<td>“I’d rather have more PE lectures or PE practical’s that we have. The courses they do put”</td>
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<tr>
<td>Overcome intensity of course limitation</td>
<td>&quot;I would like to see... it would be the context of flexibility, so if the student needed just the year they had that, if they needed an extra placement we could have maybe a rolling programme. That becomes very difficult to manage if you've got to programmes training side by side so I don't know if...&quot;</td>
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<td>&quot;...on are really good as well, like gymnastics and we've got a tennis one today. Things like that, that are really useful would be a bit better than sort of classroom key stage 3 sort of approaches and things.&quot;</td>
</tr>
<tr>
<td>Overcoming possible mentor attitude to 4:1 split limitation</td>
<td>&quot;two year PGCE...But I think there would come a point where the amount of contact for university in the second year would be probably not needed, it would be much more about them being in school maybe five days a week by then, maybe a year and a half PGCE is more appropriate sort of a September to April type thing&quot;</td>
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<tr>
<td>Would students with no experience cope on the GTP?</td>
<td>&quot;A PGCE is for somebody that has some knowledge but is still training and young...often younger...GTP students are often more mature&quot;</td>
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<td>&quot;I think if you are a student that only needs sort of fine tuning then you would probably cope very well on a GTP if you're in a good school with a good &quot;</td>
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<td></td>
<td>Is the GTP route appropriate for those who have had no prior experience of teaching? (Brookes, 2005, p.44; Foster, 2006,</td>
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students who have worked through the system in a different way or often have come from another country and just simply need the qualification to teach"

mentor if you are not such a strong student in... doing a GTP placement with a mentor who's not very good you could be hung out to dry... you could really be left to yourself and that would mean you could potentially develop an awful lot of bad habits, you don't get feedback in the same way to help you develop so I think it's very dependent on the student... what they bring to the course... the school that you're put in and the support that you get from the whole school and from the department and that's the most crucial bit really. So I... I don't think there's one that's better than the

p.300) "This meant that some trainees did not reach the levels of competence of which they were capable. (OFSTED, 2008, cited in TTA, 2010, p.33)"
<table>
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<th>To summarise this section -</th>
<th>other*</th>
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<tbody>
<tr>
<td>&quot;it's unlikely that that limitation would be overcome. In fact, it's unlikely that most of those limitations could be overcome because that...probably what you need is...is you need those limitations so 'I prefer this...this route to that route' and that's the students choice.&quot;</td>
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<tr>
<th>GTP limitations Feedback given</th>
<th>&quot;would be the amount of feedback they get as they are still training in some...in some elements...so possibly having more regular feedback rather than once a week they have an official observation that tracks their&quot;</th>
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<tbody>
<tr>
<td>&quot;lack of mentoring... lots of contact with lots of classes where they're maybe not getting the support that they perhaps should do&quot;</td>
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| "Yeah" (AGREES WITH GTP 2) "because you're not taking over the teachers lessons he hasn't got as much time to give to you" |
| "I think it's the fact we don't get watched properly every lesson" "Yeah I feel that's the same with me" (AGREES WITH GTP 1 SECOND STATEMENT) |
| "schools frustration at salary and training issues (DfE, 2012). The latter can be attributed to the expectation of trainees to remain supernumerary as is normal for the course (TTA, 2010) and important to" |
| GTP benefit from masters' | "maybe they would benefit from the academic side, you know, from actually being able to study at a deeper level than they're being required" | "I think coming to the university on a Monday, because how we learn so much of the" | "We have to do ten sessions and they haven't told us what ten we got to do so what's" | "quality of this tailored experience could be questioned on the grounds that as trainee teachers with limited" | guarantee high-quality training (Mead, 2007) but in reality trainees were, on occasion, regarded as additional staff members and used to fill 'vacant posts in understaffed departments' (Brookes, 2005, p.45)."

"namely the repeated expression that teachers lacked the time to train and carry out their role as mentor (TTA, 2010)."
theory side of things I feel a bit behind sometimes in terms of, obviously we can do the practical element of teaching but the different strands of literacy and numeracy and all that sort of stuff I think we miss out on a bit of that on a Mondays but obviously we go to every other Monday so we do miss out

beneficial to us. We've just based it around what's easier for us, when we can get out of work" "It's being able to get time off work because I've got a set timetable on a Monday and I'm missing every other Monday and then those pupils I'm teaching only see me, if I have them once a week, will see me every other two weeks that's a massive disadvantage to the pupils then."

experience, they might not have the experience needed to choose the theory most needed in practice” (ME)
"when you teach in a university you're in a very rarified environment, so all the demonstrating we do...all the examples we give we're using them as pupils, and they're really really well behaved so the reality check is that you can do lots of content, lots of nice things and it all looks nice and good because you're working with the perfect example of people and then transferring that into schools is very different, and also, I have a...I have a belief in what PE should look like and that doesn't mean all my mentors believe that that's what PE should look like.*

"I think some...especially when we just started off they'll take us through modules of work were you're...not modules of work...lessons examples and they'll...they'll squeeze two or three lessons into one and it gives you so many ideas to get the ball rolling. Some things aren't quite as useful"

"However, it can be highlighted that if school mentors lack the time to give feedback to ST, they would not practically have the time to investigate into what information was being given each week by the university to the ST and then insert this into a session" (LINKS TO MENTORS GIVING STRUCTURED TIME TO STUDENTS)

"This is similar to the conclusions of Brookes (2005) and Christie et al.'s (2004) findings that only 44% of the participants (staff and students)