



*The Education and Training Inspectorate -  
Promoting Improvement*



*Providing Inspection Services for*  
**Department of Education  
Department for Employment and Learning  
Department of Culture, Arts and Leisure**



INVESTOR IN PEOPLE

## **Education and Training Inspectorate**

### **St Mary's University College, Belfast**

#### **An Inspection Report on Literacy and Numeracy across the BEd Programmes**

**February 2009**

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## **PART ONE**

### **1. THE FRAMEWORK FOR SELF-EVALUATION AND INSPECTION**

1.1 In September 2008 the Education and Training Inspectorate (the Inspectorate) agreed with the five providers of initial teacher education (ITE) in Northern Ireland, and also through the University Council for the Education of Teachers in Northern Ireland (UCETNI) a framework of quality indicators for the purposes of (i) guiding self-evaluation by the providers of initial teacher education programmes and (ii) inspection by the Inspectorate.

1.2 In February 2009, in agreement with St Mary's and Stranmillis University Colleges (the Colleges), the inspection teams visited both Colleges, and also a sample of BEd students during their school-based work experience.

### **2. THE CONTEXT OF SELF-EVALUATION AND INSPECTION**

2.1 Prior to the inspection visits the Department of Education (the Department) issued a draft circular, dealing with the approval of initial teacher education courses, intended to replace Circular 1989/40. The draft circular refers to the role of inspection:

*5.1 Inspection of ITE programmes is carried out by the ETI who make an evaluation of ITE provision. Inspection also audits and quality-assures the self-evaluation carried out by ITE providers, using the agreed quality indicators.*

2.2 The Circular revises the requirements which programmes must meet to be approved by the Department. The requirements includes the following:

*R2.4 Provision is of a quality which is judged by the Inspectorate to be at least satisfactory.*

### **3. THE FOCUS FOR SELF-EVALUATION AND INSPECTION**

3.1 The focus of the inspections was on literacy and numeracy across the curriculum of the Bachelor of Education (BEd) programmes (primary and post-primary) and the effectiveness of self-evaluation leading to improvement within the Colleges. The choice of a focus of literacy and numeracy across the curriculum was influenced by the draft 'Every School a Good School: a strategy for the raising achievement in literacy and numeracy' (DE, Bangor, June 2008) (paragraph 6.8). Annex 2 contains the relevant quotations.

3.2 Just prior to the inspection visits, the Chief Inspector's report for 2006-08 was published; the Chief Inspector commented in his report (paragraph 230) that:

*'Initial teacher education needs to place a greater emphasis on improving the teachers' skills to meet the challenges of the revised curriculum, the planned move away from academic selection and the implementation of the Entitlement Framework. More emphasis is also needed on enhancing the skills needed to meet the additional learning and pastoral needs of children and young people set out in this report.'*

#### 4. THE PROCESS FOR SELF-EVALUATION AND INSPECTION

4.1 Following the production by the College (in advance of the visit) of a self-evaluation report, which drew mainly upon a wide range of evidence already produced for quality enhancement, moderation and similar reporting purposes, the Inspectorate evaluated the quality of teaching and learning, the progress of the students' work and their achievements, and the quality of leadership and management.

4.2 While visiting the Colleges the Inspectorate observed instances of learning and teaching, talked, formally and informally, to a selection of students and lecturers, discussed samples of the students' work with the students concerned, attended meetings, met with representatives of the Governing Body, read policy, planning and evaluation documents and reviewed the resources, including the provision for online learning.

4.3 In arriving at an evaluation of the levels of competence of student teachers, both the Colleges and the Inspectorate independently evaluated and reported on:

- how well the student teachers are achieving; and
- the quality of provision for learning

which together comprised a single summary level for the overall effectiveness of the provision (quality and outcomes). They also evaluated and reported on:

- the effectiveness of leadership and management in securing improvement by raising achievement and enhancing quality.

4.4 Finally, each College and the Inspectorate reported an overall level for the programme areas being assessed, relating the evaluations to six performance levels which may be interpreted as follows:

PERFORMANCE LEVEL
Outstanding
Very Good
Good
Satisfactory
Inadequate
Unsatisfactory

4.5 An important purpose of the joint self-evaluation and inspection exercise was to help embed further a culture of self-evaluation in the working of the Colleges so as to enhance their responsiveness to the needs of learners, teachers and schools, and to develop further their quality assurance and self-evaluation systems as an effective means of identifying and sharing effective practice and promoting and sustaining improvement. Following this initial self-evaluation and inspection exercise the quality indicators framework and the processes will be reviewed jointly and improved further in the light of experience by the colleges and the Inspectorate.

#### 5. THE USE OF THE SELF-EVALUATION AND INSPECTION FRAMEWORK

5.1 The experience of the inspections of both Colleges indicated that the framework further enabled the lecturers and the inspectors to evaluate the quality of the BEd literacy and numeracy provision with a sharp focus on pedagogy and the revised curriculum.

5.2 Lecturers were also invited to identify and describe briefly instances of effective practice which illustrate aspects of the self-evaluation and inspection framework. A selection of these is included in this report.

## **6. THE EVIDENCE BASE FOR INSPECTION IN ST MARY'S UNIVERSITY COLLEGE**

6.1 In St Mary's University College, the Inspectorate inspected 73 sessions taught by 42 academic staff, ranging from lectures, seminars and practical workshops in specialist subjects tutorials, to presentations by students and microteaching. Several of the sessions included observations of the students engaged in the modelling of teaching to their peers. Students were also observed working with children from local primary schools. Inspectors visited 8 students from years 2 to 4 during their school-based work placements in eight schools, observed their teaching and, in some instances, the feedback sessions conducted by College tutors. The inspectors also talked to class teachers, teacher tutors and principals about their schools' partnership with St Mary's University College.

6.2 The inspectors and the College staff conducted 25 significant discussions which focused on their roles and responsibilities and on self-evaluation evidence produced for internal committees including the Learning & Teaching Committee, the Quality Enhancement Committee and the College's Governing Body, and externally, for bodies such as the Queen's University of Belfast, the Quality Assurance Agency for Higher Education, the Higher Education Statistics Agency, and the Department for Employment and Learning. An inspector also attended a meeting of the Quality Enhancement Committee and visited a Careers Convention. Four formal discussions were held with groups of students.

6.3 In addition to specific sessions on literacy and numeracy, including those in the Centre for Excellence in Critical Thinking and Analytical Writing (a centre set up in the College to promote aspects of literacy), literacy and numeracy was also observed in a range of specific contexts including, for example, professional, educational and teaching studies sessions, business studies, English, history, information and communication technology, Irish, learning for life and work, mathematics, music, physical education, religious studies, technology and design, the world around us, early years sessions and in teaching and learning through the medium of Irish.

6.4 The inspectors reviewed students' work, including school experience files, and examined teaching resources, including those on the College intranet and the virtual learning environments, policy and planning documents, programme outlines, evaluation, module and programme reviews, student module evaluations, external examiner reports, and analytical data on student satisfaction from the National Student Survey and on, for example, recruitment, retention and performance of the students and other relevant documentation which supports self-evaluation in the college.

In this report, proportions may be described as percentages, common fractions and in more general quantitative terms. Where more general terms are used, they should be interpreted as follows:

Almost/nearly all	-	more than 90%
Most	-	75% - 90%
A majority	-	50% - 74%
A significant minority	-	30% - 49%
A minority	-	10% - 29%
Very few/a small number	-	less than 10%

## **PART TWO**

### **7. THE VIEWS OF GOVERNORS**

7.1 A representative of the Governing Body met with members of the Inspectorate to learn about the purpose and focus of the inspection. He spoke of his pride in the work and achievements of the College and talked about his hopes and vision for the future, in particular the important role the College plays within the community which it serves.

### **8. THE VIEWS OF STUDENTS**

8.1 The strengths of the provision reported by students to members of the inspection team during discussions include the overall strategy for meeting the pastoral and academic needs of the students, which is implemented effectively; the commitment of the entire College community to the support, guidance, supervision and care of the students; the additional support provided so that all students, including those with specific needs, can succeed in the course; the effective procedures for the protection of the student and for dealing with appeals and complaints; and the students' strong loyalty to and identity with the College.

8.3 The students did not report any areas for improvement. The results from the National Student Survey confirm the very positive attitude of the students towards the College. Overall, the care of and support for the students is outstanding.

### **9. THE QUALITY OF PROVISION FOR LEARNING**

9.1 The quality of the teaching was good or better in nearly all of the sessions observed and in a significant minority was outstanding. In the most effective sessions, programme tutors dealing specifically with language and literacy were highly skilled in linking practical teaching to theory and to research findings. Students were encouraged to be reflective about what leads to effective teaching and learning and had many opportunities to engage in high-level discussion and debate. There was a strong emphasis in almost all programmes on encouraging the students to be reflective about the principles of the effective teaching of reading and writing and how to implement these in practice.

9.2 Both BEd programmes, primary and post-primary, aim to equip the students with the competences to contribute to the development of pupils' literacy and numeracy skills.

### 9.3 The strengths of both programmes include:

- the excellent working relationships between the lecturers and students;
- the integration and development of the General Teaching Council for Northern Ireland (GTCNI) teacher competences and core values<sup>1</sup> phased effectively over the four years of both the primary and post-primary programmes;
- the integration of current educational and school curriculum thinking and of relevant resources in teaching;

#### **Assessment and Early Intervention Strategies for Literacy in Irish-medium Schools.**

Year 4 BEd Irish-medium students are trained to use Marie Clay's early literacy assessment tool, 'Áis Mheasúnaithe sa Luathlitearthacht' (ÁML), work in a local Irish-medium primary school where they assess Foundation and KS1 pupils and observe intervention strategies in a Special School. Students analyse the authentic ÁML assessment data from the Year 2 class and plan a series of interventions supplemented by an extensive range of creative and stimulating resources to support each individual 'case study' in an area of literacy such as in letter recognition, word recognition, meaning and understanding, writing, speech delay, phonological awareness and phonics skills. Each group justifies the literacy profile for each pupil by interpreting the data. Students engage in an informed and lively debate about the role of parents, the rights of children to be informed about outcomes, and the importance of professional consultation with colleagues. The workshop encourages dynamic dialogue through the medium of Irish by modelling immersion pedagogies and an interactive approach that encourages participation and supports language development.

- the sensitive, professional approach to encouraging students to become more self-reflective of their own practice;
- the outstanding opportunities afforded to the students to develop their teaching approaches through the effective modelling of good practice by the lecturers; and
- the very good provision to develop literacy and numeracy skills through the medium of Irish.

### 9.4 BEd PRIMARY PROGRAMME

9.4.1 In the BEd primary programme the students attend literacy and numeracy taught sessions in all four years.

#### 9.4.2 The strengths of the primary programme include:

- the good focus in classes on all aspects of the teaching of reading and writing;
- the explicit differentiation within the numeracy session between the learning intentions for the students and those for the children for whom the activity would be planned;

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<sup>1</sup> Teaching: the Reflective Profession. GTCNI  
<http://www.gtcni.org.uk/index.cfm/area/information/page/ProfStandard>



- the mental mathematics sessions which form the first part of each numeracy session and in which the students model good practice for their fellow students; and
- the emphasis on investigation and problem-solving within the numeracy taught sessions.

#### 9.4.3 An area for improvement is:

- the need to monitor more rigorously the support given to students who identify themselves as having a lack of confidence and competence in numeracy.

### 9.5 BEd SECONDARY PROGRAMME

9.5.1 In the BEd secondary programme the students attend taught sessions in all four years, which comprise academic sessions in their particular subject, subject application sessions in how to teach their subject and generic educational sessions that include a focus on literacy and numeracy.

9.5.2 The students in years 1 attend lectures and seminars focusing on primary literacy and numeracy to help broaden their understanding of the acquisition and development of basic literacy and numeracy skills and to prepare them for their first year placement in primary schools. The students in year 3 attend lectures and seminars focusing on literacy and numeracy as cross curricular skills within post-primary schools.

9.5.3 In 2006, the College introduced a BEd option in mathematics and science. The first cohort of students is now in year 3.

#### 9.5.4 The strengths of the post-primary programme include the:

- placement of year 1 post-primary students in primary schools, providing them with a broader perspective on provision, standards and progression;
- development of the Writing Centre which aims to identify and support those students in need of further literacy development;

#### **Promoting Literacy through Art: the Leonardo effect and the Reggio Emilia approach.**

BEd Primary students consider how to develop learning in literacy (and also numeracy and the World Around Us) through the medium of art. Children in the Foundation Stage at a local primary school visited the college; their learning began the moment they got off the bus as the students had laid a trail of fox paw prints all the way to the art department. The students had created forest settings in the art rooms: stimuli for learning were a real fox, an owl and a hedgehog. Meeting the animals motivated and engaged the children, providing first-hand sensory experiences and a meaningful context for purposeful talk as the children described, discussed, expressed ideas using descriptive language, named and asked questions. The students recognised that literacy is an essential element of art, as the children explored and investigated a variety of materials, tools and processes, and talked continually about what they were doing. Learning integrated with numeracy was exploited through experimental activities in pattern, shape and space. The emphasis on the visual provided many opportunities for

- connections made between text, drama and debate and the potential to develop literacy skills and personal development;
- creative and extended writing strategies, explored and developed in seminars and tutorials; and
- focus on the core skills covered in the year 1 literacy and numeracy lectures and seminars through which the students gain valuable insights into the difficulties that arise at the transition stage between primary and post-primary.

#### 9.5.5 Areas for improvement include the:

- need to ensure that students understand and can consistently promote literacy and numeracy through their teaching across the curriculum of their main and subsidiary subjects;
- need for convergence in the purposes of the subject and subject application courses in mathematics, to ensure a coherent experience for the students;
- need for closer links between what is being covered through the subject areas of science and mathematics in order that the learning of mathematical skills in context is modelled for the students; and
- need to review the coverage in years 1 and 3 numeracy to ensure a greater focus on the development of the students' mathematical thinking.

### 10. **SCHOOL-BASED WORK**

10.1 In each year, each student spends a discrete amount of time on teaching practice in schools. This work is valued not only by the students and the College, but also the wider educational community who report the benefits of the process.

#### 10.2 The strengths include the:

- high quality of the teaching by the students, a majority of which was good or better;

### Exploring the teaching of poetry at KS3/4

BEd Secondary students are encouraged, through seminars, to explore ways in which poetry enables pupils to escape from an examination emphasis in the curriculum. It helps students, when teaching poetry, to be sensitive to a range of learning styles. In particular, use is made of both 'critical' and 'non-critical' approaches to the teaching of poetry - the latter emphasizing the significance of pupils' appropriation of poetry at their own level of awareness, the 'performance' aspect of poetry, and the insistence that there are no 'absolute' right or wrong answers. The approach helps students to understand the GTCNI's Code of Values and Professional Practice by, for example, "*respecting the uniqueness, individuality and specific needs of pupils and ... providing appropriate learning experiences*".

In pursuit of these objectives, students are encouraged to engage with a diverse range of poems and to investigate their aesthetic composition - use of language, symbolism, rhythm, rhyme, metrical patterning and indeed, the sound of the poems being read aloud - alongside or even, perhaps, before attempting to engage with what the poems are about. Such open-ended investigations provide students with an excellent model for developing and honing the pedagogical skills which are essential when teaching poetry to pupils.

- thorough preparation and detailed planning undertaken by the students, informed by clear advice on how to address literacy and numeracy;
- good approach to, and outworking of, self reflection shown by the students;
- appropriate progression in relation to the Teacher Competences demonstrated during school-based work by all of the students;
- excellent quality of the feedback sessions observed between the College lecturer and the student;
- good communication between the College and the schools which sets out clearly the College's expectations;
- commitment of the host schools to the partnership with the College;
- support for the students provided by the host schools; and
- opportunities given to the students to study and take part in school-based work internationally, and the wider benefits of these opportunities generally.

10.3 An area for improvement is:

- to consider how the College can quality assure or moderate and use more effectively the class teachers' assessments of school based work.

**Overall, the quality of provision for learning is very good.**

## 11. ACHIEVEMENTS AND STANDARDS

11.1 The students enter St Mary's University College with significantly higher levels of performance in General Certificate of Education Advanced and Advanced Subsidiary level examinations than students on BEd programmes elsewhere in the UK.

11.2 The strengths include:

### Peer tutoring

While studying for her BEd, Sheila Rooney was a peer tutor for other students for four years in the College's Writing Centre. She trained other peers and spoke at the International Peer Tutoring Conference at the University of Michigan in 2007. As a teacher she reflects: *it surprises me how often I resort to techniques used in peer tutoring, such as when giving children feedback in discussion groups or during guided reading. My training as a peer tutor gave me the confidence to go beyond the 'two stars and a wish'. My pupils are now able to give honest, inoffensive and useful advice about their friend's handwriting. My time as a peer tutor was time well spent.*

- the strong commitment to the welfare and pastoral care of the children/learners demonstrated by all students during their school-based work;
- the very good understanding demonstrated by the students in relation to their knowledge of current revisions to the curriculum;
- their good understanding of the Northern Ireland teacher competences and the appropriate progression the students make
- the good approach to self reflection demonstrated by the students; and
- the good standards the students achieve in their final degree in relation to their entrance qualifications.

**Overall, the standards achieved by the students are very good.**

## 12. LEADERSHIP AND MANAGEMENT, INCLUDING SELF-EVALUATION

12.1 Since the start of the 2008-2009 academic year, the College has taken the opportunity to distribute more widely a range of management responsibilities across the senior and middle management teams. This approach, together with the strong, confident, effective and visionary leadership demonstrated by the Principal, and by the Senior Tutor of Academic Affairs, has led to all staff having a clear understanding of the process of, and their contribution towards, self-evaluation in St Mary's University College.

12.2 The strengths include the:

- rigorous and confident approach taken by the literacy and numeracy co-ordinators in relation to the College's effective self-evaluation process;
- clear and appropriate strategy for carrying out self-evaluation of all key aspects of literacy and numeracy;

- high quality of monitoring and self-evaluation of the programmes, leading, when required, to immediate changes being made in the provision;
- effective strategy of distributed leadership and its explicit link to the strategy for staff development;
- effectiveness of the committees responsible for quality enhancement in identifying appropriate areas for further development, such as, for example, the need to enhance the staff appraisal scheme for developmental purposes, including the more systematic evaluation of the impact of the staff development programme;
- planned evaluation and development of online learning, and in particular, the extension of an e-portfolio based learning approach from the Post Graduate Certificate of Education (PGCE) to the years 1 and 2 of the BEd programme; and
- effective alignment of College funding to support appropriate accommodation and resources in order to enable the priorities for development to be addressed.

12.3 Based on the evidence from the inspection visits, the Inspectorate concurs fully with the strengths and recommendations identified within the College's self-evaluation report (see summary in Annex 3): where appropriate a small number of additional recommendations, which the College has the capability of addressing effectively, have been indicated within the body of this report. The College is very good at ensuring improvement through evaluating the quality of its own provision and taking action to build on its own strengths and address any areas for development.

**Overall, the effectiveness of leadership and management in securing improvement by raising achievement and enhancing quality is very good.**

### 13. CONCLUSION

13.1 In the areas inspected, the quality of the provision of teacher education (and self-evaluation) by this provider is judged by the Inspectorate to be very good. The provider is meeting very effectively the needs of the student teachers and has demonstrated its capacity for sustained self-improvement.

**The overall quality of teacher education (and self-evaluation) is very good.**

## FRAMEWORK FOR SELF-EVALUATION AND INSPECTION

The quality framework comprises quality indicators and questions in three sections.

### Section A – Leadership and Management

*How effective are leadership and management in raising achievement, supporting the student teachers and enhancing quality?*

- How effective is the strategic leadership?
- How effective is the action to promote improvement?
- What is the quality of the ITE partnership?
- What is the quality of staffing?
- How effectively are resources utilised to ensure quality programmes?

### Section B – Achievements and Standards

*How well do student teachers achieve?*

- How far do the student teachers demonstrate professional values and practice?
- What is the standard of the student teachers' teaching competence?
- How far do student teachers increasingly demonstrate a critical self-reflection that promotes self-improvement?
- How far do the trends in the attainment of the student teachers show improvement or the maintenance of high standards?

### Section C – Quality of Provision for Learning

*What is the quality of provision for learning?*

- How effective is teaching, learning and assessment?
- How well do the learning experiences, programmes and activities meet the needs and interests of student teachers?
- How well are student teachers cared for, guided and supported?

## ANNEX 2

‘Every School a Good School: a strategy for the raising achievement in literacy and numeracy’ (DE, Bangor, June 2008) (paragraph 6.8).

*The need to improve standards of literacy and numeracy has considerable implications for initial teacher training. It needs therefore to be given the highest priority, particularly at primary level. Those with responsibility for initial teacher education, and subsequent professional training, should focus more systematically on developing the capacity of principals, senior staff and classroom teachers to improve the teaching and learning of literacy and numeracy to all pupils and, in particular, the various interventions which can be used. Furthermore, greater attention needs to be given in initial and subsequent training to the more effective use of comparative performance data to identify priorities and actions in respect of provision and outcomes in literacy and numeracy, and to track and improve the attainment of individual pupils, particularly boys and other under-performing groups.*

The strategy goes on to recommend that ITE providers should therefore:

- continue to ensure that course lecturers are up-to-date with new and successful pedagogical practices in relation to literacy and numeracy and adjust programmes to reflect these;
- revise programmes to ensure that all students on primary teaching courses understand key interventions and approaches e.g. reading recovery, phonics;
- ensure that the teaching of phonics is an integral part of all programmes involving the teaching of reading to young people;
- seek to ensure that in arranging teaching practice, students have opportunities to gain experience of teaching across a broad spectrum of settings; and
- ensure that all students on PCGE and BEd courses, irrespective of any subject specialism, are involved in the study of literacy and numeracy.

## **SUMMARY OF SELF-EVALUATION BY ST MARY'S UNIVERSITY COLLEGE**

### **Self-Evaluation of Leadership and Management in the Primary Programme**

Based on the evaluation outlined above in Section A and supported by a wide range of evidence, we believe that the following strengths are evident.

#### **Strengths**

- very strong College ethos and dedication to the education of students;
- strong commitment to the maintenance and development of high standards in teaching and learning;
- good mutually-supportive relationships between management and staff in a collegiate culture;
- distributed leadership underpinning high standards of provision;
- strong involvement of staff in educational research and scholarly activity particularly related to Literacy and Numeracy across the curriculum;
- excellent relationships with schools and other partners;
- strong commitment to staff development;
- thorough evaluation and review procedures; and
- very high quality of accommodation and resources.

#### **Aspects for further development in Leadership and Management are:**

- completion of the review of the College management and organisational structure;
- implementation of the proposal for a St Mary's Collaborative Group on Initial Teacher Education; and
- further improvement of cross-College communication on key developments pertaining to Literacy and Numeracy across the curriculum.

<b>The College believes that the performance level in the area of Leadership and Management in the BEd Primary programme is very good.</b>
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## **Self-Evaluation of Leadership and Management in the BEd Secondary Programme**

Based on the evaluation outlined above in Section A and supported by a wide range of evidence, we believe that the following strengths are evident.

### **Strengths**

- very strong College ethos and dedication to the education of students;
- strong commitment to the maintenance and development of high standards in teaching and learning;
- good mutually-supportive relationships between management and staff in a collegiate culture;
- distributed leadership underpinning high standards of provision;
- strong involvement of staff in educational research and scholarly activity particularly related to Literacy and Numeracy across the curriculum;
- excellent relationships with schools and other partners;
- strong commitment to staff development;
- thorough evaluation and review procedures; and
- very high quality of accommodation and resources.

### **Aspects for further development in Leadership and Management are:**

- completion of the review of the College management and organisational structure;
- implementation of the proposal for a St Mary's Collaborative Group on Initial Teacher Education; and
- further improvement of cross-College communication on key developments pertaining to Literacy and Numeracy across the curriculum.

<b>The College believes that the performance level in the area of Leadership and Management in the BEd Secondary programme is very good.</b>
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## **Self-Evaluation of Achievements and Standards in the BEd Primary Programme**

Based on the evaluation outlined above in Section B and supported by a wide range of evidence, we believe that the following strengths are evident.

## **Strengths**

- strong commitment by students to professional values and practice;
- high level of achievement by students;
- progressive development of students' ability to be reflective, self-critical and professional in their practice;
- high level of satisfaction shown by employers of St Mary's students;
- high levels of Literacy and Numeracy competence; and
- preparation of student teachers for progression to employment.

## **Aspects for further development in Achievements and Standards are:**

- further improvement in retention rates;
- continued development of the use of electronic portfolios for student self-evaluation and reflection; and
- development of students' competence to embed ICT consistently and appropriately across the curriculum.

## **Self-Evaluation of Achievements and Standards in the BEd Secondary Programme**

Based on the evaluation outlined above in Section B and supported by a wide range of evidence, we believe that the following strengths are evident.

## **Strengths**

- strong commitment by students to professional values and practice;
- high level of achievement by students;
- progressive development of students' ability to be reflective, self-critical and professional in their practice;
- high level of satisfaction shown by employers of St Mary's students;
- ability to develop cross-curricular skills, including Literacy and Numeracy, in a post-primary context; and
- preparation of student teachers for progression to employment.

**Aspects for further development in Achievements and Standards are:**

- further improvement in retention rates;
- continued development of the use of electronic portfolios for student self-evaluation and reflection;
- further development of the ICT competence of those students for whom ICT does not form a substantive element of their course; and
- further development of students' competence to deliver Literacy and Numeracy across the curriculum.

**Self-Evaluation of Quality of Provision for Learning in the BEd Primary Programme**

Based on the evaluation outlined above in Section C and supported by a wide range of evidence, we believe that the following strengths are evident.

**Strengths**

- a relevant, coherent and progressive programme of learning and teaching;
- excellent quality of student support and pastoral care;
- high quality of assessment and feedback;
- enrichment of student experiences through student mobility and other outreach activities;
- high quality of provision of student learning in schools;
- good range of teaching methods employed by tutors; and
- high quality of Library, ICT, Learning Resources and Writing Centre provision.

**Aspects for further development in Quality of Provision for Learning are:**

- consideration of the range and use of Vocational Learning Environments (VLEs);
- identification of the particular learning needs of some students in the areas of personal Literacy and Numeracy and actions to address these; and
- further development of good practice in tutors' use of ICT across the curriculum.

<b>The College believes that the performance level in the areas of Achievements and Standards and Quality of Provision for Learning in the BEd Primary programme is very good.</b>
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## **Self-Evaluation of Quality of Provision for Learning in the BEd Secondary Programme**

Based on the evaluation outlined above in Section C and supported by a wide range of evidence, we believe that the following strengths are evident.

### **Strengths**

- a relevant, coherent and progressive programme of learning and teaching;
- excellent quality of student support and pastoral care;
- high quality of assessment and feedback;
- enrichment of student experiences through student mobility and other outreach activities;
- high quality of provision of student learning in schools;
- good range of teaching methods employed by tutors; and
- high quality of Library, ICT, Learning Resources and Writing Centre provision.

### **Aspects for further development in Quality of Provision for Learning are:**

- consideration of the range and use of VLEs;
- increase in provision in Literacy and Numeracy to develop students' competence to deliver these cross-curricular skills across the curriculum;
- identification of the particular learning needs of some students in the areas of personal Literacy and Numeracy and actions to address these; and
- further development of good practice in tutors' use of ICT across the curriculum.

<p><b>The College believes that the performance level in the areas of Achievements and Standards and Quality of Provision for Learning in the BEd Secondary programme is very good.</b></p>
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