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*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

Report of a Follow-up Inspection

**Causeway Institute of Further and Higher Education
Coleraine**

April 2007

A number of quantitative terms are used in the report. In percentages, the terms correspond as follows:-

- More than 90% - almost/nearly all
- 75%-90% - most
- 50%-74% - a majority
- 30%-49% - a significant minority
- 10%-29% - a minority
- Less than 10% - very few/a small number.

Grading System

The Education and Training Inspectorate (Inspectorate) is piloting a new 6-point grading scale to replace the original 4-point scale as set out below. Where grades are recorded in this report, the grade is given on both the old and the revised scales.

ORIGINAL GRADE	REVISED GRADE	DESCRIPTOR
1	1	Outstanding characterised by excellence.
1	2	Consistently good; major strengths.
2	3	Important strengths in most of provision. Areas for improvement which organisation has the capacity to address.
2	4	Overall sound/satisfactory but with areas for improvement in important areas which need to be addressed.
3	5	A few strengths; significant areas for improvement which require prompt action.
4	6	Poor; major shortcomings which require urgent action.

FOLLOW-UP INSPECTION IN CAUSEWAY INSTITUTE OF FURTHER AND HIGHER EDUCATION

The area inspection of Causeway Institute of Further and Higher Education (the Institute) carried out in April 2006 highlighted strengths in the quality of provision in construction, business and in the collaborative work and link programmes with local post-primary schools. The inspection also identified the need for improvement in the following key areas:

- computing; and
- essential and key skills.

As a result, the Inspectorate was commissioned to monitor the provision and a series of three monitoring inspection visits was carried out between October 2006 and April 2007.

In the interval since the inspection the Institute has taken the following steps, which affect the work of the organisation:

- the implementation of a review of the quality of teaching, learning and assessment and the effective management of learning programmes in computing;
- the implementation of a review of the course evaluation process and associated documentation;
- the provision of access to a database of statistics for heads of school to assist them in the monitoring of retention across the Institute;
- the revision of the procedures for the initial assessment of the essential skills of students, for the completion of portfolios and the provision of key and essential skills qualifications;
- the development of a curriculum entitlement framework for students including the development of a policy for the provision of careers education, information, advice and guidance and Personal and Social Education through the wider key skills programme; and
- the recruitment of two new lecturers to the school of the Built Environment.

The Institute has received support from the Learning and Skills Development Agency Northern Ireland and has provided internal support and staff development in both computing and essential and key skills.

Over the period of the monitoring visits the following are the most important improvements that have taken place:

- the improved planning, including more regular course team meetings with a focus on the monitoring of student retention and progression, on both the First Diploma and the National Diploma for Information Technology Practitioners (NDITP) programmes;

- the improved quality of teaching, learning and assessment, and the establishment of links to industry on the NDITP;
- the strategic planning and development of procedures to promote improvement in the overall provision for essential skills;
- the effective reporting procedures which have been put in place to facilitate improved data management by key and essential skills staff;
- the satisfactory use of the initial assessment process in essential skills to plan for, and respond to, all aspects of individual learner needs;
- the improved planning for key and essential skills as integrated curriculum elements of learning programmes; and
- the improved overall retention rates for full-time courses across the Institute, including the excellent retention rate (92%) for the essential skills provision.

The following issues require further development:

- the continued development of good quality assessment materials on the NDITP to provide appropriate challenge and improve further the standard of the learners' work;
- the ongoing development of procedures to ensure that all learners are placed on appropriate learning programmes, at the right level, in essential and key skills.

CONCLUSION

The follow-up inspection confirms that the Institute has made good progress in addressing the key issues for improvement identified in the area inspection report. The Inspectorate is confident that the actions implemented will result in sustained improvements in the quality of the provision. No further monitoring visits are required.

Provision	Grade at original inspection	Revised grade
Computing	4	4
Essential and Key Skills	3	4

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