

## **PROFESSIONAL AND TECHNICAL AREA REPORTS**

### **10. Child development and well-being**

**Performance Level:** Good

**Areas Inspected: Further Education Provision in:**

- Full-time and part-time level 2 and level 3 courses in child development and well-being.

#### **CONTEXT**

10.1 At the time of the inspection, 87 learners were registered on the Level 2 Diploma for children's care, learning and development. A further 104 learners were registered on the first year of the Level 3 National Diploma in children's care, learning and development, and 54 learners were registered on year 2.

**The quality of the leadership and management is good.**

10.2 The head of school is supportive to the staff and uses data effectively to monitor performance trends within the childcare provision. Over the past year, the management team have worked hard to support the staff and assessors through the transition to, and implementation of, the new QCF qualifications. The school has developed important links with a wide range of early year's settings that provide work placements for the learners. Although the lecturers have good working relationships with these work-based settings, more work needs to be done to ensure they contribute more effectively to the learners' training and development. While the lecturers are provided with good opportunities to engage in a range of generic courses which provide opportunities for continual professional development, they would also benefit from improved opportunities to engage in good

quality industrial professional development related specifically to childcare. In the past year, a number of new lecturers have joined the team and they need continued support, particularly to further develop their knowledge and understanding of the Northern Ireland Curricula in this area.

**The quality of the provision for learning is satisfactory.**

10.3 Good use is made of the learners' own work to create informative and colourful displays in the classrooms, and the lecturers invite a wide range of guest speakers to enhance the learners' personal and professional skills. The quality of the teaching and learning in the lessons observed ranged from very good to inadequate. In the best lessons observed, the lecturers had a good knowledge of their subject and effectively engaged the learners in their learning through a variety of teaching strategies namely, whole class, group and paired activities; they also used good practical and extension activities to develop further the learners' understanding. These lessons had good pace and challenge and good plenary sessions allowed the learners to discuss and share their learning. It is a concern, however, that a significant minority (44%) of the lessons were satisfactory or inadequate. In these less effective lessons, there was insufficient learner participation, over-direction by the lecturers and excessive use of multimedia presentations and photocopied handouts. The development of a common format for planning along with the introduction of a more systematic approach to monitoring and evaluating are needed in order to provide a more consistent approach to the delivery of the teaching and learning across all of the campuses. The development of regular standardisation meetings has provided a useful forum for discussion and development of the new QCF qualifications, however, additional sessions should be implemented to provide opportunities to disseminate good practice and share ideas for learning and teaching.

**Achievements and standards are good.**

10.4 Most of the learners are enthusiastic and participate well in lessons and co-operate well in group tasks. In the best practice, they are provided with opportunities to develop their verbal

communication and presentation skills when they share their learning with their peers. Most of the learners take pride in the quality of their work and the standard of presentation is high. Over the past three years, the overall retention rate for the provision is very good (83%) and overall achievement is good (89%).

**Table of Achievements (Over the last three years)**

Course Type	Completion Year 2010			Completion Year 2011			Completion Year 2012			Three Yr Average		
	Ret (%)	Ach (%)	Succ (%)	Ret (%)	Ach (%)	Succ (%)	Ret (%)	Ach (%)	Succ (%)	Ret (%)	Ach (%)	Succ (%)
Full-Time Courses at Level 2	83	75	62	84	92	77	93	82	76	86	83	71
Part-Time Courses at Level 2	88	93	82	94	92	86	92	93	86	92	95	87
Full-Time Courses at Level 3	77	76	58	78	94	73	74	88	65	76	86	66
Part-Time Courses at Level 3	71	84	60	74	92	68	94	90	85	77	89	69
Overall	80	83	66	81	92	75	88	91	80	83	89	74