

An Roinn Oideachais agus Scileanna

Cigireacht ar chúrsa i gColáiste Gaeilge

TUAIRISC

Ainm an choláiste	Coláiste Lurgan
Seoladh an choláiste	Indreabhán Contae na Gaillimhe
Cód tagartha an choláiste	CGC021

Dáta na cigireachta: 04-07-2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

This report is written in Irish. An English translation of the report is provided at the end of the report.

Tá an tuairisc seo scríofa i nGaeilge. Tá aistriúchán Béarla den tuairisc ar fáil ag deireadh na tuairisce.

CAD IS MEASTÓIREACHT AR CHÚRSA I gCOLÁISTE GAEILGE ANN?

Is thar cheann na Roinne Cultúir, Oidhreachta agus Gaeltachta a dhéanann Cigireacht na Roinne Oideachais agus Scileanna meastóireacht gach bliain ar cháilíocht an tsoláthair oideachais i líon áirithe de na cúrsaí a sholáthraíonn coláistí Gaeilge. Dearbhaítear dea-chleachtas sna tuairiscí agus tugtar moltaí iontu, de réir mar is cuí, chun cuidiú le forbairt bhreise ar an soláthar a dhéanann an coláiste.

CONAS AN TUAIRISC SEO A LÉAMH

Le linn na cigireachta seo, rinne na cigirí meastóireacht ar cháilíocht an tsoláthair oideachais faoi na ceannteidil seo a leanas:

1. Teagasc agus foghlaim
2. Ceannaireacht agus bainistíocht
3. Eispéireas na scoláirí ar theanga agus cultúr na Gaeilge

Déanann na cigirí cur síos ar an gcáilíocht a bhaineann le gach ceann de na réimsí sin agus feidhm á baint acu as contanam cáilíochta na Cigireachta a thaispeántar ar leathanach deiridh na tuairisce seo. Soláthraíonn an contanam cáilíochta samplaí den teanga a úsáideann cigirí agus iad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar an choláiste sa trí réimse.

Tugadh deis do choiste stiúrtha an choláiste Gaeilge a thuairim a léiriú ar thorthaí agus ar mholtaí na tuairisce i scríbhinn; ní bhfuarthas freagra ón gcoiste stiúrtha.

COSAINT LEANAÍ

Le linn na meastóireachta, rinneadh seiceáil mar a leanas ar nósanna imeachta an choláiste maidir le caomhnú leanaí:

1. Tá **Ráiteas um Chosaint Leanaí** i bhfeidhm ag an gcoláiste de réir fhorálacha ábhartha CHUID II den *Acht um Thús Áite do Leanaí 2015* (Uimh. 36 de 2015). Tá an ráiteas sin faofa ag údarás an choláiste agus tiomantas tugtha sa ráiteas i leith athbhreithniú a dhéanamh gach dara bliain nó nuair a thagann athrú ábhartha ar an scéal.
2. Sonraítear ainmneacha an teagmhálaí agus an leas-teagmhálaí i bhfógra a chuirfear ar taispeáint go feiceálach gar do phríomhdhoras an ionaid a bheidh in úsáid ag an gcoláiste.
3. (a) Cinntíonn údarás an choláiste go bhfuil an ráiteas tugtha do gach oide atá fostaithe acu agus; (b) Cinntíonn gach oide ar a dtugtar cuairt go bhfuil siad eolach ar a gcuid dualgas mar dhuine faoi shainordú.
4. Deimhníonn údarás an choláiste go ndéantar cúram d'fholláine na scoláirí uile sa chlár foghlama teagaisc.
5. Cloíonn an coláiste le forálacha ábhartha uile na nAchtanna um an mBiúró Náisiúnta Grinnfhiosrúcháin (Leanaí agus Daoine Soghonta) 2012 go 2016.

Ní raibh cleachtas an choláiste ag teacht go hiomlán lena n-éilítear maidir le seiceáil 1, 2 agus 3 (a) thuas, agus mar sin ní raibh an coláiste ag teacht lena n-éilítear faoi na seiceálacha a rinneadh ag am na cuairte cigireachta.

CIGIREACTH AR CHÚRSA I GCOLÁISTE GAEILGE

GNÍOMHAÍOCHTAÍ CIGREACTHA

Dáta na cigireachta	4-07-2018
Gníomhaíochtaí na cigireachta <ul style="list-style-type: none">Breathnú ar theagasc agus foghlaim le linn naoi dtréimhse rangaCaidreamh le scoláiríBreathnú ar imeachtaí iarnóna	<ul style="list-style-type: none">Athbhreithniú ar cháipéisí ábharthaComhphlé leis an mbainistíochtAiseolas don phríomhoide agus do chathaoirleach an choiste stiúrtha

Comhthéacs an choláiste

Tá Coláiste Lurgan lonnaithe in Indreabhán, Contae na Gaillimhe ó 1967 i leith. Baineann an coláiste leas éifeachtach as an nua-theicneolaíocht agus na meáin chumarsáide chun suim sa Ghaeilge a spreagadh i measc daoine óga. D'fhreastail 404 scoláirí ar an gcúrsa a ndearnadh cigireacht air.

ACHOIMRE AR NA PRÍOMHCHINNTÍ AGUS MOLTAÍ

Cinntí

- Bhí eispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge sna himeachtaí iarnóna thar barr.
- Cuireadh béim inmholta ar labhairt na teanga agus ar chanúint Ghaeilge Chonamara ann.
- Dhear na ceannairí clár fiúntach foghlama teanga ar líne i mbliana agus bhí na múinteoirí fós ag dul i dtaithe air le linn na cuairte cigireachta.
- Bhí cáilíocht an teagaisc agus na foghlama sna ceachtanna maidine a breathnaíodh sásúil don chuid ba mhó; bhí líon díobh go maith agus bhí ceann amháin go han-mhaith.
- Bhain scóip chun forbartha le cáilíocht na ceannaireachta agus na bainistíochta chomh fada agus a bhain sé le cloí go hiomlán leis na *Rialacháin faoina dTugtar Aitheantas do Choláistí Gaeilge, 2018*; bhí easnaimh shuntasacha ag baint le roinnt polasaithe agus nósanna imeachta, lena áiríodh polasaithe agus nósanna imeachta a bhain le Cosaint Leanaí.
- Bhí dul chun cinn maith déanta ag an gcoláiste i gcur i bhfeidhm roinnt moltaí a rinneadh i meastóireachtaí roimhe seo, ach bhí breis le déanamh maidir le moltaí eile a bhain le planáil aonair agus difreáil.

Moltaí

- Ba chóir d' údarais an choláiste na heasnaimh ar fad a aithníodh sna polasaithe agus sna nósanna imeachta, lena áiríodh an Ráiteas um Chosaint Leanaí, a chur ina gceart gan mhoill, a chinntiú go mbeidh siad i gceart as seo amach, agus cloí go dlúth leis na *Rialacháin* atá ann ar leas gach duine.
- Ba chóir do cheannairí an chúrsa deiseanna níos mó a thabhairt do na múinteoirí dul i dtaithe ar an gclár nua foghlama teanga trí oiliúint, plé, comhphleanáil ghairmiúil agus planáil aonair a chur ar fáil.
- B'fhiú don fhoireann teagasc smaoineamh ar straitéisí chun níos mó saorchomhrá, idirghníomhaíochtaí, taitneamh agus draíocht a spreagadh sna ceachtanna ar maidin chun deis a thabhairt do scoláirí tógáil ar a gcuid foghlama.

MIONCHINNÍ AGUS MOLTAÍ

1. TEAGASC AGUS FOGHLAIM

- Bhí cáilíocht an teagaisc agus na foghlama sna ceachtanna maidine a breathnaíodh sásúil don chuid ba mhó; bhí líon díobh go maith agus bhí ceann amháin go han-mhaith.
- Sna ceachtanna sásúla a breathnaíodh bhí guth an mhúinteora ró-lárnach go minic agus níor tugadh go leor deiseanna do scoláirí saorchomhrá a dhéanamh chun tógáil ar a gcuid foghlama.
- Sna ceachtanna ab fhearr a breathnaíodh, rinneadh athrá agus athchleachtadh ar nathanna cainte úra. Chuir na scoláirí a gcuid foghlama i bhfeidhm trí páirt a ghlacadh i ngníomhaíochtaí fiúntacha ar nós comhrá beirte, obair ghrúpa, cluichí teanga agus saorchomhrá. Bhí sé soiléir óna gcuid freagraí go raibh dul chun cinn suntasach á dhéanamh ag na scoláirí. Moltar an deachleachtas seo a leathnú chuig ranganna eile.
- Cuireadh béim inmholta ar labhairt na teanga agus ar chanúint Ghaeilge Chonamara sna ceachtanna a breathnaíodh. Léirigh na múinteoirí ardchumas sa Ghaeilge agus dúil mhór san obair a bhí ar siúl acu.
- Tá ceannairí an choláiste le moladh as iarrachtaí fiúntacha a dhéanamh chun nuálaíocht agus cruthaitheacht a chur chun cinn san fhoghlaim agus sa teagasc. Dhear na ceannairí clár fiúntach foghlama teanga ar líne. Bunaíodh an clár úr ar riachtanais na bhfoghlaimoirí agus bhí sé á triail sna ceachtanna le linn na cigireachta.
- Tugadh le fios nach raibh go leor ama ag múinteoirí chun an réamhphleanáil agus an t-ullmhúchán ceart a dhéanamh chun an clár nua teanga a ionramháil ar bhealach níos éifeachtaí.
- Moltar do cheannairí an chúrsa aiseolas agus ionchur a lorg, ón bhfoireann teagaisc agus ó na scoláirí féin, maidir leis an gclár, chun barr feabhais a chur air. Moltar níos mó deiseanna a thabhairt don fhoireann dul i dtaithe ar an gclár trí oiliúint, plé, comhphleanáil ghairmiúil agus plleanáil aonair.

2. CEANNAIREACTH AGUS BAINISTÍOCHT

- Bhain scóip chun forbartha le cáilíocht na ceannaireachta agus na bainistíochta chomh fada agus a bhain sé le cloí go hiomlán leis na *Rialacháin faoina dTugtar Aitheantas do Choláistí Gaeilge, 2018*. Bhí easnaimh shuntasacha ag baint leis an measúnú riosca, fógraí poiblí, fostú múinteoirí agus líonadh na rollaí tinrimh.
- Bhí Ráiteas um Chosaint Leanaí i bhfeidhm ag an gcoláiste ach ní raibh cóip de mheasúnú riosca leis an ráiteas, mar ba chóir, ar lá na cigireachta. Níor sonraíodh ainmneacha an teagmhálaí ná an leas-teagmhálaí i bhfógra poiblí ar leith agus níor ainmníodh an t-oifigeach Sláinteachais agus Slándála i bplean an choláiste.
- Ba léir go raibh fíis ag ceannairí an choláiste chun dearcadh dearfach i leith na Gaeilge a chur chun cinn i measc na scoláirí agus bhain fuinneamh, samhlaíocht agus dílseacht don Ghaeilge lena gcuid oibre.
- Bhí ord agus eagar ar na himeachtaí iarnóna agus tugadh deiseanna cinnireachta inmholta do na hardchinnirí agus iad i mbun slua-amhránaíochta leis na scoláirí, mar shampla.
- Bhí dul chun cinn maith déanta ag ceannairí an chúrsa i gcur i bhfeidhm roinnt moltaí a rinneadh i meastóireachtaí roimhe seo. Bhí breis le déanamh maidir le moltaí a bhain le plleanáil aonair na múinteoirí agus breis difreála a chleachtadh sna ceachtanna.

- Tugadh faoi deara nach raibh an liosta de na múinteoirí a bhí fostaithe ar an gcúrsa cruinn ar lá na cigireachta, agus nach raibh na rollaí tinrimh do na rang-ghrúpaí á líonadh go laethúil, mar ba chóir. Mhínigh ceannairí an choláiste go raibh a gcóras féin acu chun an tinreamh a ghlacadh, córas nach bhfuil bailí de réir na *Rialachán*.
- Moltar go láidir d' údaráis an choláiste cloí go dlúth leis an *Rialachán* atá ann ar leas gach duine. Moltar dóibh tabhairt faoi na heasnamh seo ar fad a chur ina gceart gan mhoill agus a chinntiú go mbeidh said i gceart as seo amach.

3. EISPÉIREAS NA SCOLÁIRÍ AR THEANGA AGUS AR CHULTÚR NA GAELIGE

- Bhí eispéireas na scoláirí ar theanga agus ar chultúr na Gaeilge sna himeachtaí iarnóna agus oíche thar barr. Thacaigh na himeachtaí spreagthacha seo leis na scoláirí an Ghaeilge mar theanga bheo a úsáid go nádúrtha.
- Chuir fócasghrúpa de scolairí in iúl le linn na meastóireachta go raibh siad thar a bheith sásta le gach gné den chúrsa, lena áiríodh ceachtanna, imeachtaí spóirt agus cultúrtha, ceol, damhsa, amhránaíocht agus spraoi.

Ag deireadh na meastóireachta, pléadh dréachtchinntí agus dréachtmholtaí na meastóireachta seo leis an bpríomhoide agus le cathaoirleach an choiste stiúrtha.

Contanam Cáilíochta na Cigireachta

Déanann cigirí cur síos ar cháilíocht an tsoláthair sa choláiste agus feidhm á baint acu as contanam cáilíochta na cigireachta a thaispeántar thíos. Tugann an contanam cáilíochta samplaí den teanga a úsáideann cigirí nuair a bhíonn siad ag déanamh meastóireachta agus ag cur síos ar cháilíocht sholáthar an choláiste i gcás gach réimse.

Leibhéal	Cur síos	Sampla de na téarmaí tuairisciúla
An-mhaith	Úsáidtear An-mhaith áit a bhfuil cáilíocht na réimsí a ndéantar meastóireacht orthu ar chaighdeán an-ard. Ní bhíonn tionchar rómhór ag an líon beag réimsí atá le feabhsú ar cháilíocht an tsoláthair ar an iomlán. Do roinnt coláistí sa chatagóir seo tá cáilíocht an tsoláthair ar a rinneadh meastóireacht thar cionn agus is sampla é do choláistí eile de shárchaighdeán soláthair.	An-mhaith; ar cháilíocht an-ard; cleachtas an-éifeachtach; le moladh go hard; an-rathúil; beagán réimsí le feabhsú; go hiontach; ar chaighdeán an-ard. Ar fheabhas: thar cionn; ar sárchaighdeán; le láidreachtaí an-suntasacha; thar barr
Maith	Úsáidtear Go maith áit inar léir go bhfuil na láidreachtaí sna réimsí a ndéantar meastóireacht orthu níos treise ná na réimsí ina bhfuil gá le feabhas a dhéanamh. Bíonn tionchar ag na réimsí ina bhfuil gá le feabhas a dhéanamh ar cháilíocht foghlama na scoláirí. Ní mór don choláiste tógáil ar a chuid láidreachtaí agus gníomhú le dul i ngleic leis na réimsí atá aitheanta ina bhfuil gá le feabhas a dhéanamh d'fhonn caighdeán <i>an-mhaith</i> a bhaint amach.	Go maith; cáilíocht mhaith; fiúntach; cleachtas éifeachtach; inniúil; úsáideach; inmholta; caighdeán maith; roinnt réimsí le feabhsú
Sásúil	Úsáidtear Sásúil áit a bhfuil cáilíocht an tsoláthair sách maith. Tá na láidreachtaí sa mhéid ar a bhfuil meastóireacht á dhéanamh díreach níos treise ná na laigí. Cé nach mbíonn drochthionchar suntasach ag na laigí cuireann siad srian le cáilíocht na n-eispéireas foghlama agus ba chóir déileáil leo d'fhonn caighdeán níos fearr a bhaint amach.	Sásúil; sách maith; soláthar oiriúnach cé go bhfuil féidearthachtaí ann le feabhas a dhéanamh; leibhéal cáilíochta inghlactha; is gá feabhas a dhéanamh i réimsí áirithe
Measartha	Úsáidtear Measartha áit, in ainneoin go bhfuil roinnt láidreachtaí sna réimsí a ndéantar meastóireacht orthu, go bhfuil níos mó easnamh nó laigí ann freisin ná na láidreachtaí. Beidh ar an gcoláiste dul i ngleic le heasnaimh áirithe gan mhoill lena chinntiú go mbíonn an soláthar sásúil nó níos fearr ná sin.	Measartha; laigí soiléire ann a bhfuil tionchar acu ar fhoghlaim na scoláirí; gan a bheith sásúil; deacrachtaí ann; ní mór feabhas a dhéanamh i réimsí ar leith; gá le gníomhú le feabhas a dhéanamh
Lag	Úsáidtear Lag áit a bhfuil easnaimh thromchúiseacha sna réimsí a ndéantar meastóireacht orthu. Is gá don choláiste gníomhú láithreach ar bhonn comhordaithe le dul i ngleic leis na réimsí atá mar ábhar imní. I gcásanna áirithe, b'fhéidir go mbeidh gá le hionchur ó ghníomhaireachtaí eile le tacú leis na feabhsuithe.	Lag; míshásúil; easnamhach; neamhéifeachtach; go dona; athrú, forbairt nó feabhas suntasach ag teastáil; deacrachtaí suntasacha ann

Department of Education and Skills

Inspection of a course in an Irish-language College

REPORT

College name	Coláiste Lurgan
College address	Indreabhán Co. Galway
College reference code	CGC021

Date of inspection: 04-07-2018



An Roinn Oideachais
agus Scileanna
Department of
Education and Skills

WHAT IS AN EVALUATION OF AN IRISH-LANGUAGE COLLEGE?

The Inspectorate of the Department of Education and Skills, on behalf of the Department of Culture, Heritage and the Gaeltacht, evaluates the quality of educational provision in a certain number of courses provided each year by Irish colleges. The reports affirm good practice and make recommendations, where appropriate, to aid the further development of the provision provided by the college.

HOW TO READ THIS REPORT

During this inspection, the inspector evaluated educational provision under the following headings:

1. Teaching and learning
2. Leadership and management
3. Students' experience of the Irish language and culture

Inspectors describe the quality of each of these areas using the Inspectorate's quality continuum, which is shown on the final page of this report. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the college's provision in three areas.

The steering committee of the Irish-language college was given an opportunity to comment in writing on the findings and recommendations of the report; a response was not received from the steering committee.

CHILD PROTECTION

During the evaluation, the following checks in relation to the school's child protection procedures were conducted:

1. The college has a **Child Protection Statement** in place in accordance with the relevant provisions of PART II of the *Children First Act 2015* (No. 36 of 2015). That statement is approved by the college authority and a commitment is made to conduct a review every two years or when a relevant change occurs.
2. The names of the Designated Liaison Person (DLP) and the Deputy DLP are stated on a notice which is displayed clearly near the main door of the college premises.
3. (a) The college authority ensures that the statement is given to every teacher employed by them, and;
(b) Every teacher visited confirmed that he/she is aware of his/her responsibilities as a mandated person.
4. The college authority confirms that the well-being of all students is attended to in its teaching and learning programme.
5. The college complies with all relevant provisions of the National Vetting Bureau (Children and Vulnerable Persons) Acts 2012 to 2016.

The college practice did not fully meet the requirements in relation to checks 1, 2 and 3 (a) above, and so the college was not in compliance with the checks required at the time of the inspection.

INSPECTION OF A COURSE IN AN IRISH-LANGUAGE COLLEGE

INSPECTION ACTIVITIES

Date of inspection	4-07-2018
Inspection activities undertaken <ul style="list-style-type: none">• Observation of teaching and learning during nine lessons• Interaction with students• Observation of afternoon events	<ul style="list-style-type: none">• Review of relevant documents• Dialogue with management• Feedback to the principal and to the chairperson of the steering committee

College Context

Coláiste Lurgan has been located in Indreabhán, County Galway since 1967. The college makes effective use of modern technology and the media to foster an interest in Irish in young people. 404 students attended the course which was inspected.

SUMMARY OF MAIN FINDINGS AND RECOMMENDATIONS

Findings

- The students' experience of Irish language and culture in the afternoon events was excellent.
- A commendable emphasis was placed on speaking Irish and on the Connemara dialect.
- The course directors had designed a worthwhile learning programme on line this year and the teachers were still adapting to it at the time of the inspection visit.
- The quality of teaching and learning observed in the morning lessons was satisfactory for the most part; some of lessons observed were good and one was very good.
- There was scope to develop the quality of leadership and management in relation to ensuring full compliance with the *Regulations under which Recognition is granted to Irish Language Summer Colleges, 2018*: there were significant shortcomings evident in some policies and procedures including policies and procedures relating to Child Protection.
- The college had made good progress in implementing some of the recommendations made previously, but more remained to be done regarding other recommendations, such as those relating to individual lesson planning and differentiation.

Recommendations

- The college authorities should immediately rectify the shortcomings identified in specific policies and procedures, including those relating to Child Protection, ensure that they are all in order henceforth and adhere strictly to the *Regulations* which exist for the good of all.
- The course directors should provide the teaching staff with more opportunities to familiarise themselves with the new learning programme; this should be facilitated through training, professional collaboration and discussion, and individual lesson planning.
- Staff should develop strategies to encourage more free conversation, interactions, enjoyment and wonder in morning lessons in order to build on student learning.

DETAILED FINDINGS AND RECOMMENDATIONS

1. TEACHING AND LEARNING

- The quality of teaching and learning observed in the morning lessons was satisfactory for the most part; some of lessons observed were good and one was very good.
- In the satisfactory lessons observed, the teacher's voice was frequently too dominant and students were not given enough opportunity for free conversation to apply their learning.
- In the best lessons observed, new expressions were repeated and practised. The students applied their learning by taking part in worthwhile activities such as paired conversation, group work, language games and free conversation. It was clear from their answers that the students were making significant progress. It is recommended that this good practice be extended to other lessons.
- A commendable emphasis was placed on speaking Irish and on the Connemara dialect in the lessons observed. The teachers displayed a high proficiency in Irish and a great interest in the work they were doing.
- The college authorities are to be praised for making valuable efforts to promote innovation and creativity in learning and teaching. They had designed a worthwhile online learning programme. The new programme was based on the learners' requirements and was being piloted in lessons during the inspection.
- It was reported that teachers did not have enough time to plan or prepare in advance to facilitate the new language programme more effectively.
- It is recommended that the course directors seek feedback and input, both from the teaching staff and from the students themselves, regarding the programme, so as to improve its effectiveness. It is recommended that more opportunities be given to the staff to familiarise themselves with the programme through training, discussion, professional collaboration and individual lesson planning.

2. LEADERSHIP AND MANAGEMENT

- There was scope to develop the quality of leadership and management in relation to ensuring full compliance with the *Regulations under which Recognition is granted to Irish Language Summer Colleges, 2018*. There were significant shortcomings evident in relation to risk assessment, public notices, the employment of teachers and the marking of class attendance rolls.
- The college had a Child Protection Statement in place, but at the time of the inspection it was not accompanied by a risk assessment, as required. The names of the designated liaison person (DLP) and the deputy DLP were not displayed on a specific public notice near the main entrance, as required, and the Health and Safety officer was not named in the principal's plan.
- The course directors demonstrated a clear vision to foster a positive attitude to Irish among the students and their work was characterised by high levels of energy, imagination and commitment to the language.
- The afternoon events were well-organised and the *ardchinnirí* (student leaders) were given excellent leadership opportunities while conducting group singing with the students, for example.
- The course directors had made good progress in implementing some recommendations made in previous evaluations. More remained to be done regarding recommendations relating to teachers' individual planning and practising further differentiation in lessons.

- It was noted that the list of teachers employed on the course was not accurate on the day of inspection and that the attendance registers for the classes were not being filled daily, as they should have been. The college authorities explained that they had their own system for taking attendance, a system which is not valid according to the *Regulations*.
- It is strongly recommended that the college authorities comply fully with the *Regulations* in the interests of all concerned. They are advised to rectify all of the identified shortcomings without delay and to ensure that they will be in order henceforth.

3. STUDENTS' EXPERIENCE OF THE IRISH LANGUAGE AND CULTURE

- The students' experience of Irish language and culture in the afternoon and night-time events was excellent. These stimulating events supported the students in the natural use of Irish as a living language.
- A focus-group of students stated during the evaluation that they were extremely satisfied with every aspect of the course, which included lessons, sporting and cultural events, music, dancing, singing and entertainment.

At the end of the evaluation, the draft findings and draft recommendations of this evaluation were discussed with the principal and with the chairperson of the steering committee.

THE INSPECTORATE'S QUALITY CONTINUUM

Inspectors describe the quality of provision in the school using the Inspectorate's quality continuum which is shown below. The quality continuum provides examples of the language used by inspectors when evaluating and describing the quality of the Irish college's provision in each area.

Level	Description	Example of descriptive terms
Very Good	Very good applies where the quality of the areas evaluated is of a very high standard. The very few areas for improvement that exist do not significantly impact on the overall quality of provision. For some colleges in this category the quality of what is evaluated is outstanding and provides an example for other colleges of exceptionally high standards of provision.	Very good; of a very high quality; very effective practice; highly commendable; very successful; few areas for improvement; notable; of a very high standard. Excellent; outstanding; exceptionally high standard, with very significant strengths; exemplary
Good	Good applies where the strengths in the areas evaluated clearly outweigh the areas in need of improvement. The areas requiring improvement impact on the quality of students' learning. The college needs to build on its strengths and take action to address the areas identified as requiring improvement in order to achieve a <i>very good</i> standard.	Good; good quality; valuable; effective practice; competent; useful; commendable; good standard; some areas for improvement
Satisfactory	Satisfactory applies where the quality of provision is adequate. Overall, learners have access to a basic level of provision. The strengths in what is being evaluated just outweigh the shortcomings. While the shortcomings do not have a significant negative impact they constrain the quality of the learning experiences and should be addressed in order to achieve a better standard.	Satisfactory; adequate; appropriate provision although some possibilities for improvement exist; acceptable level of quality; improvement needed in some areas
Fair	Fair applies where, although there are some strengths in the areas evaluated, deficiencies or shortcomings that outweigh those strengths also exist. The college will have to address certain deficiencies without delay in order to ensure that provision is satisfactory or better.	Fair; evident weaknesses that are impacting on pupils' learning; less than satisfactory; experiencing difficulty; must improve in specified areas; action required to improve
Weak	Weak applies where there are serious deficiencies in the areas evaluated. Immediate and coordinated whole-college action is required to address the areas of concern. In some cases, the intervention of other agencies may be required to support improvements.	Weak; unsatisfactory; insufficient; ineffective; poor; requiring significant change, development or improvement; experiencing significant difficulties;