



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Directorate of Vocational Reviews

Review Report

Al Adhwa Institute
Isa Town
Kingdom of Bahrain

Date Reviewed: 24-26 April 2017

VO074-C3-R062

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Introduction

The Directorate of Vocational Reviews (DVR), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of four reviewers. For this review, reviewers observed training sessions and other related activities, analysed data about the courses and qualifications learners achieve, examined learners' written and other work, examined documents and the materials provided by the provider and met with learners, parents, teachers, management and support staff.

In the previous review, the overall effectiveness of Al Adhwa Institute was judged as satisfactory, as were all other aspects of its provision except leadership and management which was judged as inadequate.

This Report summarises reviewers' findings and their recommendations about what the provider should do to improve.

Grading scale

Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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Table of review judgements awarded

Main Question	Judgement
Learners' achievement	Inadequate (4)
Quality of teaching / training and assessment	Inadequate (4)
Quality of programmes	Inadequate (4)
Quality of support and guidance	Inadequate (4)
Leadership, management and governance	Inadequate (4)
Capacity to improve	Inadequate (4)
Overall effectiveness	Inadequate (4)

Review judgements

Overall effectiveness

How effective is the provision in raising learners' achievement and meeting the range of learners' and stakeholders' needs?

Grade: Inadequate (4)

The overall effectiveness of Al Adhwa Institute is inadequate, as are all aspects of its provision including the capacity to improve. The Institute offers a range of tutorial courses for the Ministry of Education schools' curricula, particularly in the core subjects (Arabic, English, mathematics and science) for all stages. Although the current courses on offer meet the needs of learners and their parents the Institute does not have a systematic approach for sensing the market and the local community learning needs. Planning and assessment for the courses offered are left entirely to teachers' own initiatives, so the Institute does not have clear procedures to ensure that courses are well planned, structured and updated in response to the needs of learners. Courses are delivered by qualified part-time teachers, who do generally apply suitable teaching methods that motivate and engage learners. However, in a minority of the observed lessons learners are not sufficiently engaged and motivated as the approach is teacher-centred. Teachers generally use in-class theoretical and practical activities to measure learners' understanding and achievement of lesson objectives. However, from the limited sample provided for the review, assessment is not consistent in terms of accuracy of correction and it lacks a clear marking scheme. Additionally, marking of learners' work and final evaluation are not based on a clear rubric to ensure relevance to the course objectives.

Although learners at Al Adhwa Institute develop appropriate knowledge and skills relevant to their needs, a few learners have difficulties in completing the given tasks and overly depend on teachers' support. Learners have a positive attitude towards their learning and – occasionally – participate during lessons. Generally, when given the opportunity learners are able to work independently and collaboratively during class activities, though very few learners, being the more able, can justify their answers or reflect critically on their peers' work.

The leadership and management do not have clear strategic direction for improving the provision further. The Institute therefore lacks a regular self-evaluation process and a comprehensive quality assurance policy to measure the effectiveness of all aspects of the provision. Arrangements to maintain and monitor learners' achievements are not consistent, with limited records being kept since the last review which are only related to current courses. Learners' prior attainment is not assessed sufficiently to decide on their starting points and to measure the improvements made. There is no formal mechanism to ensure that learners are guided and supported to achieve better outcomes. The Institute is flexible with learners and

parents by offering classes with an option for one-on-one or group and in their desired timing and dates. Learners are able to join the tutorial lessons at any time during the course, though the Institute has no induction procedure for learners joining late for their courses. Learners and parents have access to information about courses on offer via direct contact with the Institute's administration staff.

Capacity to improve

How strong is the provider's capacity to improve the quality of learning?

Grade: Inadequate (4)

Al Adhwa Institute's capacity to improve is inadequate. The management has not taken sufficient measures to address the last BQA review recommendations. Although recently they have developed a basic operational plan with defined objectives that are related to learners' achievement and personal development, implementation and monitoring of these objectives are not fully disseminated throughout the operations. The Institute lacks a comprehensive quality assurance system, as there are no clear policies and procedures in place to improve the quality of the provision and maintain a standard that meets the needs and expectations of learners and stakeholders. There is no suitable system to collect and monitor learners' achievements and the progress they make from their starting point, to inform decision making for improvements. A fit-for-purpose organisational structure is in place that meets the range of courses offered and enrolment numbers. Despite this the Institute has discontinued a few courses, such as General English and Basic Computer. Total enrolment over the past three years has remained steady. The learning environment is not inspiring to promote effective learning.

Qualified part-time teachers are recruited and deployed to deliver the courses. Only recently the management have begun to monitor teachers' performance, but the areas identified for further improvement are not followed up in a timely manner. Al Adhwa Institute lacks a systematic and critical self-evaluation process to identify the Institute's strengths and areas that require further improvement. The Self-Evaluation Form (SEF) provided for this review is not sufficiently detailed and the stated grades overestimate the provision.

Learners' achievement

How well do learners achieve?

Grade: Inadequate (4)

Learners' achievement at Al Adhwa Institute is inadequate overall. The observed lessons revealed that, although learners develop appropriate knowledge and skills relevant to their studied courses, a few of them have difficulty in completing the course activities and mostly require teachers' support to move on. Learners have a positive attitude towards their learning and participate – occasionally – during class activities. In general, they can work independently, and collaboratively when given the opportunity. On the other hand, only the more able, learners can justify their chosen answers or reflect critically on their peers' work, while the others remain passive. As seen during lesson observation, learners are not able to identify their own mistakes or to correct themselves while completing exercises.

Learners and their parents express their satisfaction with the learning experience. Although learners' attendance records are appropriately kept, punctuality is not recorded and during the observed lessons a minority of learners arrived late to their lessons. Overall, the Institute's assessment arrangements for most courses are not sufficiently rigorous and do not reflect the standards reached by the learners. Achievement data for the past three years is missing, and the current enrolment data provided is not sufficient and represents only 6% of the overall enrolment. From the limited data provided, the majority of learners achieve their course objectives after attending tutorial courses. The Institute does not assess learners' prior attainment to establish their starting points to precisely measure the progress made during the course. Moreover, a few learners indicate that the value added is minimal after attending courses with the Institute.

The quality of provision

How effective are teaching/training and assessment in promoting learning?

Grade: Inadequate (4)

The effectiveness of training and assessment is inadequate overall. Teachers are qualified and have relevant teaching experience in the subjects they teach. Although they mostly provide useful examples and apply suitable teaching methods to motivate and engage learners, such as questions and answers, role play, pair and group work, in a minority of observed lessons learners are not sufficiently engaged and motivated to participate throughout the lessons as the approach is more teacher-centred and learners remain passive and are not fully engaged.

Teachers generally use in-class theoretical and practical activities, using formative assessments to measure learners' understanding and achievement of lesson objectives. However, these assessments are not consistent in terms of accuracy of correction and there is no clear marking scheme. Marking of learners' work and final assessments are not based on a clear rubric to ensure their relevance to the course objectives. The majority of teachers use lesson plans that state objectives, procedures, assessment for learning and the learning materials to be used. However, these plans are not informed by learners' prior attainment or continuous assessment. Lessons are appropriately managed and lesson objectives are generally shared with learners. However, in a few cases; time management is an issue due to the inappropriate allocation of time during class activities and ineffective preparation of educational learning resources. Although teachers provide instant verbal feedback to learners, including correction of mistakes, comments, encouragement and praise, constructive written feedback is insufficient to enable learners to improve further. Limited records of learners' achievement and progress are maintained by the teachers. Teachers generally support learners who are struggling, through repeating explanations and providing more guidance. In the better lessons the more able learners are challenged through extended activities and questioning techniques, but in most lessons insufficient challenges are provided to stimulate self-learning and promote life-long learning skills. Teachers use the available learning resources and materials appropriately, including whiteboards, worksheets and occasionally data show to facilitate learning.

How well do programmes meet the needs and interests of learners and stakeholders?

Grade: Inadequate (4)

Al Adhwa Institute offers a range of tutorial courses covering the Ministry of Education's school curricula, particularly in the core subjects of Arabic, English, mathematics and science along with revision classes to prepare learners for final and mid-term examinations. The tutorial courses cover the stages from primary up to secondary. The Institute also offers class teaching for young children and a few courses for university learners. Although the courses offered are appropriate in meeting the needs of learners and parents, the Institute lacks a suitable mechanism to determine the educational needs of stakeholders and the local community in order to inform the provision offerings.

The Institute does not have a formal mechanism to plan, approve, update and regularly review its courses, and the handouts provided and assessment exercises are not updated. The main elements of course development, which include planning, delivering, and assessing learners' performance, are left entirely to teachers own decisions. The process is implemented on an *ad-hoc* basis and inadequately monitored by the management to ensure that courses are updated in response to the varying needs of learners. From the observed lessons, it is apparent

that the ranges of learning resources used to deliver courses are insufficient to support effective learning. Furthermore, courses are not supported with extracurricular activities to enrich the learning experience. The Institute accepts learners in the tutorial courses based on their corresponding school grades, but no prior assessment is conducted for all courses.

How well are learners supported and guided?

Grade: Inadequate (4)

Learners at Al Adhwa Institute are insufficiently supported and guided to achieve better outcomes as the Institute does not have formal support mechanisms. Learners and parents have access to information about courses on offer *via* direct contact with the Institute's administration staff, who provide useful verbal feedback to them, but the brochures and social media content are outdated. Although the Institute maintains a pleasant relationship with parents, the communication with them on learners' performance throughout a course is insufficient. In a few cases the Institute provides parents with a written report regarding their children's achievement during the course.

Flexible arrangements for the delivery of courses are in place to suit the needs of learners and parents. Courses are offered throughout the academic year, starting at the beginning of each semester. Regular classes are available with an option for one-on-one or group, meeting learners' desired timing and dates. Although learners have the flexibility to join and enrol in tutorial lessons at any time while the course is running, the Institute has no induction procedure before they join these lessons. The Institute accepts learners with special needs in the tutorial classes, but lacks relevant procedures to identify and accommodate their needs and ensure equal learning opportunities. Moreover, the available facilities are insufficiently equipped to accommodate these learners. The Institute's learning environment is not inspiring enough, with limited teaching aids, educational posters or learners' work. The classrooms have noisy air-conditioning and weak ventilation in some of them, with uncomfortable wooden chairs. The Institute lacks learning facilities such as a library, IT facilities or an appropriate rest area for use during break times.

Leadership, management and governance

How effective are leadership, management and governance in raising achievement and improving the quality of the provision?

Grade: Inadequate (4)

The effectiveness of leadership, management, and governance is inadequate. The management has vision and mission statements that focus on learners' personal development only. Recently, the management has developed a generic operational plan with learning objectives that are related to learners' achievement and personal development, but implementation and monitoring of the objectives is not systematic. The Institute's approach to quality assuring its provision is not adequate as there are no policies and procedures to maintain the standard expected by learners and stakeholders. The current organisational structure is fit for purpose in meeting the range of the courses offered and enrolment numbers. It deploys sufficient human resources, with staff mostly having teaching and training backgrounds. The Institute lacks a regular and systematic self-evaluation process for further improvement and/or measure the offering of its provision. The SEF provided for the purpose of this review is insufficiently detailed and the Institute's suggested grades overestimate the provision.

Qualified part-time teachers are recruited and deployed to deliver courses as per their specialisation. However, there are no procedures to select and induct teachers. Recently, the management started monitoring teachers' performance by using a fit-for-purpose lesson observation form, but the areas identified for further improvement during these visits are not followed up in a timely manner. Arrangements to monitor learners' achievement and progress are inadequate. The management keeps limited records of learners' performance, and then only for the current courses. The Institute lacks proper arrangements to measure learners' prior attainment before the start of a course. Suitable links are maintained with learners and their parents; however, the views of learners' and parents are only irregularly sought, aggregated and analysed. Most feedback is verbally collected on an *ad hoc* basis but improvement actions are not triggered by these views. The management does not maintain a pleasant learning environment, as some aspect of health and safety measures are missing.

The provider's key strengths

- The flexible arrangements for course delivery to meet learners' and parents' needs.

Recommendations

In order to improve, Al Adhwa Institute should:

- ensure that learners develop skills and knowledge and make sufficient progress comparing to their prior attainment
- ensure that learners are rigorously assessed, with a clear rubric and that outcomes of assessment are utilised in lesson planning to cater for learners' varying needs
- devise and implement a clear mechanism to review, approve, update and sufficiently resource courses to meet learners' and stakeholders' needs
- devise and implement a formal and effective mechanism to support and guide learners to achieve better outcomes, including learners with special needs
- strengthening the leadership and management by:
 - ensuring that learners' achievement records for all courses are accurately maintained, closely monitored and analysed to inform improvement decision making
 - devising a strategic plan that focuses on raising learners' achievement and the quality of the provision
 - introducing an internal quality assurance system to monitor the overall performance of learners and the effectiveness of the provision.

Appendix

Description of the provision

Al Adhwa Institute was established in 2002 and is licensed by the Ministry of Education. It offers tutorial courses covering The Ministry of Education's school curricula for main subjects (Arabic, English, mathematics and science) for all stages. Most learners come from government schools and are aged seven and above.

Since the last BQA review conducted in May 2014 the provider has enrolled 2,097 learners, broken down as 60 in 2014, 1,292 in 2015, 570 in 2016 and 175 in 2017 to the date of this review. The Institute is managed by a managing director who is also the owner. Almost all staff are employed on part-time basis. A pool of 11 part-time teachers is available as needed. The Institute employs financial and administration supervisors, a person in charge of health and safety aspects, an educational counsellor and a technician. The Institute operates from one location in Isa Town.