



# **Directorate of Vocational Reviews**

## **First Monitoring Visit Report**

**Al Arael Institute  
East Riffa  
Kingdom of Bahrain**

**Date of last review: 2-4 December 2013**

**Date of the first monitoring visit: 24 December 2014**

**VO072-C2-Ma011**

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## **Monitoring visit**

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The purpose of monitoring visits is to evaluate the progress made by an institute in addressing the key issues for action identified by the review report.

### **Information about the provider**

Al Awael Institute was established in February 2010; it is licensed by the Ministry of Education to provide tutorial, non-accredited Microsoft office IT courses, General English and French language courses with levels.

Al Awael institute operates from one centre located in East Riffa. The institute is owned by two partners; one of the two partners has the position of the institute's supervisor who manages the day-to-day activities. Al Awael employs two receptionists, a bus driver who also works as a cleaner and a part-time office boy. The institute uses a pool of teachers on part-time basis.

The total number of enrolment on courses since January 2014 has reached 534 learners.

### **Last review outcomes**

The overall effectiveness of Al Awael Institute was judged as inadequate in the last review and therefore the institute is subjected to a monitoring visit to assess the progress it is making in addressing the recommendations detailed in the review report. The previous review report concluded that whilst learners' achievements, the quality of teaching and the range of programmes offered to learners are satisfactory, effectiveness of support provided to learners and leadership and management fail to meet the required standards.

### **Any significant changes to the provider since the last review:**

Since the last review the institute has begun implementing a few measures to address the previous review's recommendations. It developed a strategic plan and has written detailed action plan that is linked to outcome of the institute's self-evaluation process. The management has introduced a useful form to collect learners' feedback after completing a course. The institute has recruited more teachers on part-time basis mainly for tutorial courses to cater for the growth in learners' enrollment. Additionally, it has recently improved the health and safety environment at the institute.

**Criteria for judging progress on an issue / recommendation and the provider overall progress:**

**Table 1: Judgement per recommendation**

<b>Judgement</b>	<b>Standard</b>
<b>Fully Addressed</b>	The provider has demonstrated marked progress in addressing the recommendation. The actions taken by the provider have led to significant improvements in the identified aspect and, as a consequence, in the overall effectiveness of the provider, particularly in the outcomes for learners.
<b>Partially Addressed</b>	The provider has taken positive action to address the recommendation. There is evidence that these actions have produced improvements and that these improvements are sustainable. The actions taken are having a positive, but as yet incomplete, impact on the quality of provision and outcomes for learners.
<b>Not Addressed</b>	The provider has not taken appropriate actions to address the recommendation and/or what actions have been taken have had little or no impact on the quality of provision and outcomes for learners. Weaknesses still persist within this aspect of provision.

**Table 2: Overall Grading**

<b>Grade</b>	<b>Grade Description</b>	<b>Standard</b>
<b>A</b>	<b>Sufficient progress</b>	The provider has fully addressed the majority of the recommendations contained in the review report, and/or previous monitoring report, and includes those which have most impact on learners' achievement, and the rest have been partially addressed. <b>No further monitoring is required.</b>
<b>B</b>	<b>In progress</b>	The provider has at least partially addressed all of the recommendations contained in the review report and/or previous monitoring report.
<b>C</b>	<b>Insufficient progress</b>	The provider has made little or no progress in addressing the majority of the recommendations contained in the review report and/or previous monitoring report.

## Progress on recommendations

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### **Recommendation 1:**

Ensure that students make the progress expected from them

### **Judgment: not addressed**

#### **Comment:**

Since the last review visit, the institute management has not taken sufficient measures to address this recommendation. From the available learners' records and samples of files, the institute still lacks effective system to assess learners' prior attainment in order to establish a starting point from which learners' progress could be measured. Recently, the institute collected a few samples of learners' school certificates but, this practice is not utilised effectively to reflect on learners' improvement across all courses. Furthermore, during the observed lessons, almost half of the learners did not make sufficient progress; this was noted from learners' participation during class activities. The institute still does not maintain relevant and reliable records that measure and monitor learners' attainment and the progress they achieve over a period of time.

### **Recommendation 2.1:**

Enhance the teaching and learning experience received by the students by:

- ensuring that teachers use more effective teaching methodologies to engage and motivate learners

### **Judgement: not addressed**

#### **Comment:**

Since the last review, the institute management did not take effective measures to address this recommendation. From lesson observations and other evidences provided by the institute, teachers still use limited range of teaching methods to deliver lessons that effectively engage and motivate learners. Half of the lessons observed were not sufficiently effective as teaching was mostly teacher-centered with considerable minority of learners remaining passive throughout the lessons. Lessons are generally not well planned and there are only few opportunities for productive participation. Most learners are heavily reliant on their teachers for further support. While teachers cater for the needs of the less able learners, the more able learners are left in their own.

## **Recommendation 2.2:**

Improve the effectiveness of teaching by:

- introducing more comprehensive assessment strategies including summative assessment, keeping records of students' progress and sharing them with students and their parents

**Judgment: not addressed**

### **Comment:**

The institute did not take effective actions to address this recommendation. Whilst teachers use suitable formative assessments in mathematics lessons, in half of the other subjects in-class assessments are neither well-structured nor suitable to the level of learners. For instance, assessment approach for learners in the secondary level does not match the required level and is not sufficiently rigorous. Most assessments are mainly done through verbal questions to the whole group and individual learner's understanding is not sufficiently assured. There are still no summative assessments at the end of each course. Teachers do not maintain records about learners' attainment and progress other than attendance records.

## **Recommendation 3.1:**

Improve the impact of leadership and management by:

- devising and implementing formal procedures for assessing, analysing and utilising students' prior attainment

**Judgment: not addressed**

### **Comment:**

The institute has done little work to improve its pre-course assessment mechanisms since the last review. The institute still lacks suitable procedures to assess learners' prior attainment to place them at a level suitable to their abilities, as such the current assessment arrangement is not effective to assess learners' prior learning; this was reflected on the quality of lesson planning. The institute follows the sequence of the school books regardless of learners' prior attainments. However, lately the institute has started collating school results of some learners, but the outcome is not used effectively to improve teaching and learning.

### **Recommendation 3.2:**

Improve the impact of leadership and management by:

- developing a strategic planning mechanism which is informed by a critical self-assessment and is translated to an action plan with clear targets and monitoring mechanism

**Judgment: partially addressed**

#### **Comments:**

Since the last review, the provider introduced a useful strategic plan that is based on a SWOT analysis. Elements of the strategic plan that was provided is challenging and link to the institute's priorities but is not sufficiently detailed. The outcome is transferred into an action plan with some specific targets, but the management has taken limited actions since the last review to improve its provision. Most recent actions were more towards improving the facility rather than improving the quality of the teaching and learning outcomes.

### **Recommendation 3.3:**

Improve the impact of leadership and management by:

- expanding the management structure to enable the institute to monitor the overall performance of the provision, particularly the performance of teachers in class and trends of students' achievement

**Judgment: partially addressed**

#### **Comments:**

Since the last review, the institute management has taken steps towards addressing this recommendation. The management structure is now fit for purpose to carry out its strategic tasks; the institute has assigned a head of curricula for each subject they teach such as English, mathematics and science. However, staff are not always guided by a clear and defined job roles and responsibilities. The management monitors teachers performance through lesson observation, some action were taken to recruit better teachers based on these visits and comments received from learners and parents. However, the outcome of the lesson observation is not analysed sufficiently. The institute still does not sufficiently aggregate essential records about learners' achievements or measure trends.

## Overall Judgement and Further Recommendations

### Overall Judgement: insufficient progress

#### Comment:

Al Awael Institute has made insufficient progress since its last review. The institute's management has not taken effective measures to address previous review recommendations in order to improve the provision. Although the management structure is now fit for purpose and the institute has introduced a generic strategic plan to manage the institute operation, it still falls short of tackling the majority of the recommendations, such as ensuring that learners make the progress expected of them and improving teaching and learning methodologies to effectively engage and motivate learners and improve their learning experience. The assessment strategies are still very basic and left to the teachers' own initiatives. The institute does not maintain essential records about learners' attainment and progress and as such learners do not know how well they are doing throughout the course.

## **Monitoring visit recommendations:**

- ensure that students make the progress expected from them
- enhance the teaching and learning experience received by the students by:
  - ensuring that teachers use more effective teaching methodologies to engage and motivate all students
  - introducing more comprehensive assessment strategies including summative assessment, keeping records of students' progress and sharing them with students and their parents
- Improve the impact of leadership and management by:
  - devise and implement formal procedures for assessing, analysing and utilising students' prior attainment
  - expand the management structure to enable the institute to monitor the overall performance of the provision, particularly the performance of teachers in class and trends of students' achievement.

## Summary of progress grades

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<b>Overall progress grade</b>	<b>Grade: C</b>	<b>Description: Insufficient progress</b>
<b>Recommendations</b>	<b>Description</b>	
Recommendation 1	Not addressed	
Recommendation 2	Not addressed	
Recommendation 3	Partially addressed	