



# **Directorate of Vocational Reviews First Monitoring Visit Report**

**Al Hayat Institute for Human Resources Development  
Sehla  
Kingdom of Bahrain**

**Date of last review: 29-31 December 2013**

**Date of the first monitoring visit: 11 December 2014**

VO045-C2-Ma010

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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 Hayat Institute for Human Resources Development (Al Hayat) was established in 1999 and licensed by the Ministry of Education to offer tutorial courses based on the Ministry of Education's school curriculum. The institute was also offering General English language and Information Technology (IT) courses. Currently, the institute offers Mathematics and English tutorial courses, and few IT courses. There are few other subjects' tutorial courses and General English Language courses conducted during the last year of operation.

Al Hayat operates from one centre located in Sehla. The institute enrolled 404 learners in 2011, 548 in 2012 and 685 in 2013. Almost two third of the enrolment during 2013 was in the tutorial courses. During 2014, the institute enrolled 848 learners where tutorial courses constitute 87%, IT courses make 5%, General English courses make 2% and the rest 6% are private tutorial classes. The institute is managed by a team comprising of an operational manager, three secretaries, seven teachers, a transport coordinator and seven drivers. Teachers and staff members, including the operational manager, work at the institute on a part-time basis.

### Last review

The overall effectiveness of Al Hayat Institute was judged as inadequate in the last review and therefore the institute is subjected to monitoring visits to assess the progress it is making in addressing the recommendations detailed in the review report. The review report concluded that all aspects of provision are inadequate. Despite that the majority of learners attending mathematic courses are gaining adequate skills and making suitable progress from their starting point, a significant number of learners on the other tutorial and IT courses do not progress to a satisfactory level or develop suitable skills. Except in mathematics tutorial courses, teachers do not manage their sessions well and in the vast majority of these observed lessons, teachers were not able to motivate and engage learners. Additionally, the majority of teachers do not assess learners effectively during lessons and most feedback provided do not help learners to identify what they need to do to improve further. The range of courses on offer mainly covers the public school's curriculum that meets learners' and parents' general needs. However, the majority of courses are neither well planned nor structured to meet the full range

of the learners' needs. Most courses are supported with a limited range of extra-curricular activities and resources in use are not sufficient to enrich the learning experience. Support and guidance provided are haphazard as it is left to the staff and teachers' own initiatives. Communication with parents is limited to updating them on the attendance of their children. The institute does not inform learners about their performance; hence, learners do not know what they should do to improve further. The institute's management although made some effort to improve the provision, important elements of internal quality assurance are missing; learners' achievement is insufficiently monitored and relevant data are not kept, and the recently implemented teachers' monitoring visits are insufficiently critical. Moreover, Health and safety aspects are insufficiently addressed and the institute premises do not meet the minimum requirement of a safe study place. Al Hayat Institute capacity to improve was judged as inadequate due to insufficient monitoring of internal operations, ineffective management structure, and failure to address crucial recommendations identified by the previous review report.

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

There were no significant changes done to the provision since the last review except that the institute started to keep what they call a 'course file' which includes a set of relevant exercises that are utilised by teachers during the courses. However, there is no learners' work kept.

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

**Table 1: Judgment 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**

Grade	Grade Description	Standard
A	<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>In progress</b>	The provider has at least partially addressed all of the recommendations contained in the review report and/or previous monitoring report.
C	<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:**

Improve the essential health and safety aspects immediately and ensure that all learners are provided with healthy and safe learning environment

**Judgment: not addressed**

#### **Comment:**

Since the last review, there was no change in the health and safety conditions of the premises except that the management of the institute communicated with Ministry of Work regarding construction of a fence to safe guard learners as the front entrance of institute is very close from the busy roadway. However, there was no action taken on this regards till the date of this monitoring visit.

### **Recommendation 2.1:**

Ensure that learners gain the required skills and progress well by enhancing the teaching and learning experience through:

- ensuring that adequate assessment of learners' prior skills, knowledge and standard is undertaken to properly support learners and place them on a suitable level on all courses

**Judgement: not addressed**

#### **Comment:**

Since the last review visit, the institute management has not taken any serious measures to address this recommendation. Mechanisms of assessing learners' prior skills and knowledge to properly support learners and place them at a level suitable to their abilities are not improved. Learners' prior attainment is not assessed in the tutorial courses which constitute 87% of the total enrollment of the last year. Although there is a placement test used for the General English language courses, it is inappropriate in terms of difficulty and complexity to reflect on learners' level. Moreover, there is no evidence provided on how the outcome of this process is used to effectively place learners at the appropriate course level.

## **Recommendation 2.2:**

Ensure that learners gain the required skills and progress well by enhancing the teaching and learning experience through:

- improving sessions' plans and ensuring that these plans are informed by prior assessments for better accommodation of learners' varying needs

## **Judgment: Not addressed**

### **Comment:**

While the observed Mathematics lessons were generally planned with a fair consideration of learners' abilities, there are still no records of lesson plans for all courses on offer. The institute uses a standard lesson plan form for the Information Technology (IT) courses; however, this form lacks essential elements of a basic lesson plan such as the learning outcomes or objectives, and assessment methods to measure achievement of lesson's objectives. Furthermore, it is not informed by prior or continuous assessment of learners. The institute keeps a copy of the worksheets and exercises for each course, yet, there is no sufficient evidence on how these are used in lesson planning.

## **Recommendation 2.3:**

Ensure that learners gain the required skills and progress well by enhancing the teaching and learning experience through:

- enhancing effective teaching techniques to fully engage and motivate all learners

## **Judgment: not addressed**

### **Comment:**

The teaching strategies especially for the tutorial courses have not changed since the last review visit. Whilst Mathematics' teachers use effective teaching methods that encourage and motivate most learners, the motivation and acquisition of basic skills by learners in the English language tutorial courses are still limited due to the inadequate teaching methods used. In addition, support during these lessons was inadequate as well as the assessment of learners' understanding. The situation remains as was reported by the previous review.

### **Recommendation 3:**

Ensure that learners are provided with suitable support and guidance that help them to reach their potential and receive constructive feedback on their progress

**Judgment: not addressed**

#### **Comment:**

The institute has not taken effective actions to address this recommendation. The course agreement signed by parents upon registration provides basic information about the institute's rules and regulations. However, the institute still does not have appropriate procedures to ensure that learners are provided with the required support and guidance to achieve well. Although Mathematics' teachers provide learners with useful feedback during the lessons and inform them on how to improve further, this is inconsistently applied in all courses. The situation of the support and guidance provided to learners remains the same as described by the previous review report.

### **Recommendation4.1:**

Strengthen the management structure and effectively monitor the quality of provision through:

- ensuring that achievement data are collected, aggregated and trends are monitored over time

**Judgment: not addressed**

#### **Comment:**

There were no actions taken regarding this recommendation. The institute's management structure does not change from the previous review and insufficient to meet the provision requirements. Roles and responsibilities are not clearly identified and the institute still mainly depends on part-time secretaries to run the day to day operation with minimal guidance.

The institute does not keep any records on learners' achievement in all courses, the only data kept is about learners' attendance. Usually, learners register for both English and Mathematics tutorial courses where learners' attendance is checked in the first lesson only and it is not clear by which teacher. Accordingly, Al Hayat management still lacks essential element for monitoring learners' achievement and quality improvement as achievement data are not kept.

## **Recommendation 4.2:**

Strengthen the management structure and effectively monitor the quality of provision through:

- ensuring that internal lesson observations are conducted regularly and are sufficiently critical.

## **Judgment: not addressed**

## **Comments:**

Although the previous review report mentioned that the institute started conducting some monitoring visits for teachers which are insufficiently critical, currently, when asked about the status of the internal class observations, the nominee stated that these are informally conducted and not documented. The operational manager -who is the nominee-, stated that she is working on drafting a generic form for this purpose which is not necessarily focused on the quality of teaching and learning. Hence, teachers' performance remains insufficiently monitored.

## Overall Judgement and Further Recommendations

### Overall Judgement: insufficient progress

#### Comment:

Overall, Al Hayat Institute does not take any serious measures to address the recommendations identified by the previous review report. Learners' prior attainment in the tutorial courses is not assessed although these courses make 87% of the total enrolment of the last year. The placement test used in the General English courses is ineffective and it is not clear how learners are placed at the suitable course level. Achievement data are not kept, and the only data kept is learners' attendance and it is not consistently kept for all courses. Hence the management has no idea about learners' achievement and lacks crucial tool for monitoring and improvement. Although Mathematics teachers use active teaching methods which engage and motivate the majority of learners, the engagement, motivation and acquisition of basic skills by learners in the English language tutorial courses are still limited due to the inadequate teaching methods used. In addition, the support provided to learners during these lessons was inadequate as well as the assessment of learners' understanding. Teachers' performance is still insufficiently monitored and health and safety situations in the premises remains real area of concern which is not yet addressed.

In addition to the previous review recommendations, Al Hayat Institute needs to address the following:

- improve the placement test used in the General English courses to better assess students' level and place them at the suitable course level
- improve the lesson plan used in the IT courses.

## 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>
<b>Recommendation 1</b>		Not addressed
<b>Recommendation 2</b>		Not addressed
<b>Recommendation 3</b>		Not addressed
<b>Recommendation 4</b>		Not addressed