



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

Directorate of Vocational Reviews

Monitoring Visit Report

Al Mawred Institute
East Riffa
Kingdom of Bahrain

Date of last review: 3-5 January 2017

Date of the 1st monitoring visit: 8 March 2018

Date of the 2nd monitoring visit: 25 December 2018

VO053-C3-Mb015

Table of Contents

Monitoring visit	3
Progress on recommendations	7
Summary of overall progress grades	11

Monitoring visit

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 Mawred Institute (Al Mawred) was established in 2008, it is licensed by the Ministry of Education (MoE) to offer tutorial courses covering the MoE school curricula of main subjects (Arabic, English, mathematics and science) for all stages. In addition, Al Mawred is licensed to offer non-accredited Information Technology (IT) and general English courses. Most learners come from government schools and are aged seven and above.

Al Mawred employs a full-time supervisor responsible for organising and scheduling the lessons, in addition to managing the day-to-day activities. A pool of part-time teachers is available as needed. The Institute operates from one location in East Riffa and since BQA's first monitoring visit conducted in March 2018 it has enrolled around 200 learners.

First monitoring visit outcomes

The overall effectiveness of Al Mawred was judged as inadequate in the last review and therefore the Institute was subjected to a first monitoring visit on 8 March 2018 to assess the progress it has made in addressing the recommendations detailed in the review report, where the progress made by the Institute was judged to have achieved 'Insufficient progress' in addressing the recommendations identified in the review report.

In the first monitoring visit, the Institute lacked effective measures to assess learners' prior attainment, and during the observed lessons a minority of learners made minimal progress. Teachers did not have a structured lesson plans to guide their delivery and the approach used was based on questions and answers, and using worksheets exercises to check learners understanding. In a few cases the assessment methods used was not planned effectively and teachers did not spend enough time to check learners' work or their understanding.

The Institute also lacked formal mechanism to review, approve, update, plan. The range and quality of resources are insufficient to deliver the courses on offer. Moreover, the Institute did not

have a quality assurance system that enables it to closely monitor the overall performance of learners and teachers. Achievement data are not kept, and the only data kept on learners is their attendance, therefore from the first monitoring visit, it was evident that the recommendations relevant to leadership and management were not addressed.

Any significant changes to the provider since the first monitoring visit:

- There are no significant changes done by the provision since the first monitoring visit.

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

Table 1: Judgement per recommendation

Judgement	Standard
<p>Fully Addressed</p>	<p>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.</p>
<p>Partially Addressed</p>	<p>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.</p>
<p>Not Addressed</p>	<p>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.</p>

Table 2: Overall Grading

Grade	Grade Description	Standard
A	Sufficient progress	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. No further monitoring is required.
B	In progress	The provider has at least partially addressed all of the recommendations contained in the review report and/or previous monitoring report.
C	Insufficient progress	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

Recommendation 1:

Ensure that learners develop skills, knowledge and competences, sufficiently progress to the level set for the course, and achieve their course objectives in a timely manner.

Judgment: Not addressed

Comment:

Since the first monitoring visit, the Institute did not take any serious actions towards addressing this recommendation. The Institute has no clear mechanisms to assess learners' prior attainment and ensure that they are placed at the right level. The Institute has recently introduced a form to measure learners progress. Yet, this form lacks clear instruction on how to be completed and does not include a detailed rubric for assessment. Moreover, it is not clear how the outcomes of the filled forms are used to identify and address learners' different needs and enables them to achieve the course objectives in a timely manner.

From the lessons observed, a few learners in Arabic and scientific subjects achieve the lesson objectives adequately. However, approximately half of learners do not develop skills, knowledge and competences, particularly in English language courses. In addition, in a number of the observed lessons learners were struggling when solving in-class activities and they were not able to achieve the main objectives of the given task.

Recommendation 2:

Ensure that learners are rigorously assessed with a clear rubric by utilising the outcomes of assessment in lesson planning to address learners' varying needs.

Judgement: Not addressed

Comment:

Al Mawred did not provide the team with samples of learners' work and there was no evidence of a clear rubric used by the institute's teachers to assess learners' performance.

In most of the lessons observed, teachers assessed learners using question and answer technique and through asking learners to solve activities worksheets that are related to the lesson's objectives. However, in English language subjects, which represent a significant minority of the lessons observed, the assessment was not planned effectively, and teachers did not spend enough time to check learners understanding or assess their completed work.

The majority of teachers use lesson plans that vary in quality. Some lesson plans include details about the objectives to be delivered, related assessments, teaching strategies and time allocated to each activity, as in the Arabic and scientific subjects, yet other session plans are not sufficiently detailed to facilitate effective lesson delivery. Moreover, all lesson plans are not informed by learners prior and continuous assessment outcomes and hence, do not accommodate learners varying needs.

Recommendation 3:

Devise and implement a clear mechanism to review, approve, update and sufficiently resource courses

Judgment: Not addressed

There is no improvement regarding this recommendation since the first monitoring visit. Al Mawred does not have a formal mechanism to review, approve, update, plan and sufficiently resource a course. The Institute does not ensure the appropriateness of the handouts content, their coverages, depths and the balance between instructions and assessments. The handout samples provided by the Institute to the team vary in structure. For example, some include only summaries of the school book and others are just a collection of previous examinations, while there are subject handouts that include examinations questions with model answers. Moreover, general English courses currently on offer are not licensed, have no specific outcomes, lack level descriptors and do not specify any progression routes.

Recommendation 4:

Strengthen the leadership and management by:

- improving internal quality assurance systems to monitor the overall performance of learners and teachers effectively and support learners
- ensuring that learners' achievement records for all courses are accurately maintained throughout the course, closely monitored and analysed to inform improvement decisions.

Judgment: Not addressed

Comment:

The management did not take any serious measures to address this recommendation since the first monitoring visit. The Institute still needs to work on developing a quality system that enables it to closely monitor the overall performance of learners and teachers to inform decision-making.

Although the Institute has recently started implementing internal lesson observation for a very limited number of teachers, the form used for this purpose does not guide the evaluator to provide robust feedback that really reflects the quality of lessons observed and evaluation grades are used subjectively. Moreover, there is no system in place to use the outcomes of the lesson observations to inform improvement.

As for monitoring of learners' achievement, the Institute does not maintain records on learners' achievement with the only records kept being learners' attendance. Hence, the management still did not adopt a mechanism for monitoring and improving learners' performance, and there is no evidence of any action taken by the management to address this issue.

With regard to strategic and operational planning, Al Mawred has initiated a comprehensive and detailed operational plan. However, this plan is not relevant to the institute's nature of business and does not reflect the current organisation structure. Moreover, links between the institute's strategic objectives and the operational plan is ambiguous and not clear.

During the second monitoring visit the team noticed serious issues related to providing a safe learning environment for learners and staff. The maintenance of the restrooms appears to be inadequate; door locks are damaged and doors get jammed which is a major hazard, especially that the Institute enrolls learners as young as seven years old.

Overall Judgement and Further Recommendations

Overall Judgement: Insufficient progress

Comment:

It is evident that Al Mawred did not take any serious steps towards addressing the recommendations identified by the previous review report. The Institute still does not have mechanisms in place to ensure the overall quality of the provision.

Although the Institute has recently started to observe a very limited number of lessons, the observations conducted were not purposeful and did not lead to improving the quality of teaching and learning. Moreover, addressing recommendation that contribute to strengthening the leadership and management is not considered.

Al Mawred does not have a formal mechanism to review, approve, update, plan and sufficiently resource the courses. Courses lack clear outlines and structures that include delivery methods and assessment of learners' performance.

Recommendations related to ensuring and assessing learners' skills, progress make and the level of achievement of course objectives are still essential practices. The Institute lacks a system to assess learners' prior attainment and there are no clear rubrics to properly evaluate learners' progress. Al Mawred needs to introduce clear mechanisms to address these concerns.

Summary of progress grades

Overall progress grade	Grade: C	Description: Insufficient progress
Recommendations	Description	
Recommendation 1	Not addressed	
Recommendation 2	Not addressed	
Recommendation 3	Not addressed	
Recommendation 4	Not addressed	

The Institute has not addressed all the recommendations included in the review report. Hence, it is graded as 'Insufficient progress'. As per the Education & Training Quality Authority (BQA) regulations, the Institute will be subjected to a full review in cycle four. More serious efforts are needed to improve the provision.