



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

Directorate of Vocational Reviews

Review Report

Al Mawred Institute
Riffa
Kingdom of Bahrain

Date Reviewed: 3-5 January 2017

VO053-C3-R047

Table of Contents

Introduction	1
Grading scale	1
Table of review judgements awarded.....	1
Review judgements	2
Overall effectiveness	2
Capacity to improve	3
Learners' achievement	3
The quality of provision.....	4
Leadership, management and governance	7
The provider's key strengths	8
Recommendations.....	8
Appendix	9
Description of the provision.....	9

Introduction

The Directorate Vocational Reviews (DVR), which is a part of the Education and 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, Al Mawred Institute's overall effectiveness was judged as satisfactory.

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
-------------	---	------	---	--------------	---	------------	---

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)

Al Mawred Institute's (Al Mawred) overall effectiveness is inadequate, as are all the aspects of the provision. Although learners gain relevant skills and knowledge suitable to their levels and make progress from their starting points, the performance of a significant minority of learners during courses is low and they do not master the required competences. The limited sample of learners' work viewed by the review team indicates that most do not fully achieve course objectives in a timely manner.

Although the majority of learners are attentive and enjoy their learning, as seen in a number of the lessons observed, only a minority of them are self-motivated and take a positive attitude towards their learning by challenging each other. Teachers are qualified and have relevant teaching experience, as is evident from their ability to illustrate topics and provide relevant examples as seen in the better lessons observed. However, only a few of them take a focussed approach in lessons toward enabling learners to extend their understanding and further develop their skills. Teachers do not sufficiently document daily lesson plans and the few plans that are used are not well informed by the prior or continuous assessment of learners.

The range of courses on offer mainly covers the Ministry of Education core subjects for schools, plus general English and information technology (IT) courses. While these meet learners' and parents' needs, the majority of courses lack effective and reliable mechanisms for planning, updating, reviewing and delivering. Most of these crucial factors are left entirely to the teachers' own initiatives with minimal direction from the Institute's management.

Al Mawred does not ensure that learners receive proper support and guidance during their study to help them overcome their learning difficulties and reach full potential. The current support mechanism is unplanned, not inclusive and depends on teachers' attitudes. The Institute provides a fit for purpose learning environment and maintains suitable health and safety standards to ensure the wellbeing of learners. Action and improvement plans are not sufficiently monitored by the management, and staff are not effectively guided nor provided with clear job roles or operational targets. The management does not implement a rigorous quality assurance system in order to ensure that learning and teaching are effective in raising learners' achievement.

Capacity to improve

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

Grade: Inadequate (4)

Al Mawred's capacity to improve is inadequate. The Institute has a new management team and has moved to newly refurbished premises with a suitable learning environment that meets the requirement for a safe place of study for young learners. The Institute has access to a pool of qualified school teachers. From a basic SWOT analysis conducted recently, the management has identified a few priorities for improvement and subsequently introduced an action plan with a set of objectives. These were cited in the SEF provided for the review. However, the action plan is not implemented, so its impact is not measurable yet. The quality assurance system is fragmented, with limited signs of improvement since the last BQA visit. Management has only a limited focus on maintaining a trends analysis for learners' achievement and the quality of teaching; only attendance records are kept for registration purposes. The Institute is not able to present sufficient information about learners' achievement since the last review. Likewise, the Institute does not seek the views of learners and parents regarding the quality of its provision, with communications being limited and mainly verbal and with no records being maintained or improvement taken based on these. Notwithstanding the above, the Institute maintains reasonable repeat business with parents and enrolment is steady. Al Mawred is introducing special needs and AC MAS (Abacus arithmetic for mental system) courses, but these are not based on a real understanding of the local community or market needs.

Learners' achievement

How well do learners achieve?

Grade: Inadequate (4)

Learners' achievement at Al Mawred Institute is inadequate overall. From the lessons observed, learners gain relevant knowledge and suitably improve their skills. However, for a significant minority of low ability learners their performance remains low; they struggle to complete tasks independently and rely entirely on their teachers to help them. The Institute does not ensure that learners' meet the subjects' objectives at their schools or monitor their progress. Learners' prior attainment is insufficiently assessed in establishing each learner's

starting point and precisely measuring the progress made. From the limited samples of learners' work provided to the review team, most learners are not able to meet the subjects' objectives in a timely manner while the standards of their work indicates that the value-added from attending these lessons is minimal and their progress over time is insufficient. Learners and parents interviewed generally find the courses helpful for improving their school scores and meeting their needs.

From the lessons observed, the majority of learners are attentive, enjoy their learning experience, and their participation is at a suitable level during in-class activities. However, only a minority of them are self-motivated and reflect appropriately on their learning by challenging each other or questioning their teachers, but they are not necessarily able to specifically identify their own strengths and weaknesses or set plans for themselves to improve further their performance. Learners are able to work independently at an appropriate level during class activities, and collaboratively when given the opportunities. However, a significant minority of learners remain highly dependent on their teachers for further support and direction in completing the given tasks. Though the Institute does not have a formal attendance and punctuality policy attendance is accurately recorded, though only kept since October 2016. However, punctuality is not recorded. Almost half of the learners attend their lessons regularly and on time, but there are a few cases of learners who arrive late for lessons.

The quality of provision

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

Grade: Inadequate (4)

Teachers of Al Mawred Institute are suitably qualified and have relevant teaching experience in the subjects they handle. This is evident in their abilities to illustrate topics and provide relevant examples in the better lessons. In the majority of lessons, teachers share lesson objectives with learners and use the available learning resources such as worksheets and pictures appropriately to enable learning. They use a range of teaching methods such as direct questioning, illustration and discussion. However, in a minority of lessons learners are not sufficiently motivated to participate throughout the lessons. Only a few teachers use suitable approaches to enable learners to further their understanding and develop skills, as seen in a few lessons. Weak time management in a significant minority of lessons hinders learners' progress in achieving lesson objectives.

Teachers do not document course plans or daily lesson plans. Similarly, planning is not informed by the prior assessment of learners. Although pre-course assessments are conducted, these are not used effectively to measure learners' prior knowledge or abilities.

The results of individual course and formative assessments are not used effectively to adjust teaching in order to address individual learners' needs and capabilities. Likewise, while teachers assess learners' understanding through in-class activities, these assessments are neither rigorous nor systematic. Records of assessment are maintained in a few cases but not regularly updated. Although teachers provide instant and verbal feedback to learners during lessons, written feedback on learners' work is not sufficiently constructive to highlight gaps in their knowledge or to help them improve their work.

In a few lessons, though teachers support the less able learners by providing simplified examples, the more able are not accommodated adequately with challenging tasks to bring out their full potential. In the majority of lessons, the teaching methodologies used do not sufficiently stimulate self-learning or promote life-long learning.

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

Grade: Inadequate (4)

Al Mawred Institute offers a range of tutorial courses covering the Ministry of Education core school subjects, along with revision classes to prepare learners for school examinations. The tutorial courses cover the three school education stages, from primary up to secondary. It also offers general English and IT courses and a few specialised courses for university learners. Although the courses offered generally meet the needs of learners and parents, the Institute lacks a structured approach for identifying the educational needs of stakeholders and the local community and to inform the provision accordingly, despite the fact that it has recently moved to a new location.

Al Mawred does not have a formal mechanism in place to regularly plan, approve, update and review the courses on offer. The main elements of course development, including the planning, delivery and assessment of learners' performance, are left entirely to the teachers. The process is implemented in an *ad-hoc* manner and inadequately monitored by the management to ensure that courses are well planned, structured and updated in response to the changing requirements of learners. Courses are insufficiently resourced to meet the specific and varying needs of learners. Although the tutorial courses are based on school curricula and supplemented with class activities, the range and quality of learning resources are insufficient to deliver courses effectively. The general English and IT courses lack most of the key components such as predefined learning outcomes, clear course content and appropriate assessment methods to measure learners' achievement and monitor their progress. The progression routes in the general English courses are not clearly defined. Other than a few handouts, teachers provide limited extra-curricular activities to enrich courses and promote life-long learning.

The Institute enrolls learners in the tutorial courses based on their corresponding school level. Nevertheless, the placement tests used in the English courses are neither effectively implemented nor consistently administered. There is no clear rubric or criteria on how the outcomes of these tests are utilised in lesson planning or in placing learners at a course level that matches their abilities.

How well learners are supported and guided?

Grade: Inadequate (4)

Learners at Al Mawred Institute are insufficiently supported and guided to enable them to achieve better outcomes and reach their full potential. The Institute lacks a formal and comprehensive support mechanism to ensure that learners are supported in overcoming learning difficulties and improving their achievement during courses. Although the majority of teachers suitably support learners during lessons and provide them with revision worksheets to help them with their school examinations, the support provided is disorganised and left to each teachers' own initiative.

The Institute's management and administrative staff are approachable and respond appropriately to parents' and learners' inquiries about the available courses and the timetable of lessons. Parents and learners have access to information about the courses offered through promotional leaflets and social media platforms such as Instagram and Facebook. Brief information about the course are also posted around the premises. During course registration parents and learners are provided with basic initial guidance on choosing their course. Although the Institute maintains a pleasant relationship with parents, communication with them on learners' performance and progress throughout the course is insufficient and mainly verbal when they drop their children at the Institute. Occasionally, the Institute follows up with parents about learners' lateness or absenteeism.

Arrangements for the delivery of courses are flexible to suit the needs of learners and parents, including rescheduling some lessons. Tutorial courses are offered in different modes; one-on-one or group, regular classes, intensive classes or examination evening revision lessons. The learning environment and facilities are fit-for-purpose and have recently been renovated. There are a sufficient number of suitably furnished classrooms to deliver the courses. There is one computer laboratory with sufficient number of Personal Computers (PCs) that contains the required software and hardware to run courses. Learners have access to a small canteen. The Institute does not have effective arrangements and relevant procedures to identify and accommodate learners with special needs. The current initial assessment arrangements are inadequate to identify and address learners with special needs, and the available facilities are insufficiently equipped to accommodate those with special needs.

Leadership, management and governance

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

Grade: Inadequate (4)

Al Mawred maintains a fit-for-purpose organisation structure. Daily operations are run by the administration staff, with some direction and guidance from the top management as staff do not have clear job roles and responsibilities. The Institute has ambitious vision and mission statements, though these are not displayed nor shared with staff. While an action plan has recently been developed it has only a few generic strategic objectives without sufficient detail and the time lines are not realistic. The premises are suitable and safe, with appropriate health and safety measures in place to ensure the wellbeing of learners and staff. However, learners are not provided with relevant guidance, and considering that young learners are enrolled there is no qualified first aider to deal with emergency situations.

Qualified teachers with suitable teaching experience are recruited but not sufficiently inducted. Each teacher follows an individual approach and does not get sufficient guidance from the Institute's management. While teacher observations have been undertaken since October 2016 to measure the quality of teaching and learning, the impact of these has yet to be seen. Teacher observation forms have an appropriate checklist of lesson and a follow up section, but action for improvements or links to further development has not been identified critically.

Leadership and management have minimal impact on learners' achievement and the quality of the Institute's provision. Learners' achievement is not measured and limited monitoring data is kept. The Institute lacks a suitable information management system for aggregating and analysing data to enable the management to oversee the provision's overall performance. Likewise, the management does not have adequate arrangements for quality assuring its provision. Although in the English courses adequate diagnostic tests are conducted to measure learners' prior attainment and thereby place learners at a suitable level, this is not reliable and does not test all skills. Also, the outcomes of the diagnostic test are not used to inform lesson planning.

The management does interact with parents during the enrolment of their children but seeks verbal feedback only. No further links are maintained with parents and the Institute does not seek their views about the quality of its provision. The Self-Evaluation Form (SEF) completed in preparation for the review, although identifying some areas for development, is not supported with evidence and the grades provided are overestimated.

The provider's key strengths

- Teachers are qualified, with suitable teaching backgrounds and experience.
- The learning environment and facilities are suitable.

Recommendations

In order to improve, Al Mawred should:

- 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
- ensure that learners are rigorously assessed with a clear rubric by utilising the outcomes of assessment in lesson planning to address learners' varying needs
- devise and implement a clear mechanism to review, approve, update and sufficiently resource courses
- 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.

Appendix

Description of the provision

Al Mawred Institute is an educational institute, founded in October 2008 and licensed by the Ministry of Education. New management took control in September 2016. The Institute mainly offers educational programmes to students aged six years and above. A range of tutorial courses is offered for school and university curriculums plus English and IT courses. Since September 2016 a total of 392 students have been enrolled across the various courses.

Al Mawred operates from a single branch in East Riffa. The organisational structure consists of a manager who is also the owner and employs a full time supervisor and a secretary responsible for the teaching staff. There is a pool of 10 part-time teachers in different specialisms, used on a regular basis.