



# **Directorate of Vocational Reviews**

## **First Monitoring Visit Report**

**Al Moheet Institute  
Nuwaidrat  
Kingdom of Bahrain**

**Date of last review: 13-15 October 2014**

**Date of the 1<sup>st</sup> monitoring visit: 7 February 2016**

VO077-C2-Ma014

## **Table of Contents**

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<b>Monitoring visit .....</b>	<b>3</b>
<b>Progress on recommendations .....</b>	<b>6</b>
<b>Summary of overall progress grades .....</b>	<b>11</b>

## **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 Moheet Institute was established in 2009 and is licensed by the Ministry of Education to deliver General English Language, Information Technology (IT) and school tutorial and remedial courses. All courses are short, non-accredited courses except the International Computer Driving License (ICDL) which is externally-accredited. Currently, the institute mainly offers general English courses for kids and adults. A few tutorial courses were conducted since the last review. The general English courses constitute 97.43% of the total enrolment since the last review where kids' courses make 45.23% and adults' courses make 52.2%. Tutorial courses make only 2.57% of the total enrolment. There was no ICDL course conducted since the last review.

The institute operates from one location in Nuwaidrat and is managed by an executive director and institute director. The institute has two senior teachers who act as subject coordinators and also teach, and a pool of teachers who are all employed on part-time basis. The institute also has three administration staff and a person responsible for housekeeping who are all employed on a full-time basis. The institute has a Board of Directors comprising four members.

### **Last review**

The overall effectiveness of Al Moheet 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 except the quality of programmes which is evaluated as satisfactory.

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

- The general English courses are aligned to the European framework.
- In September 2015, the institute started to use Oxford online placement test.

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

Improve essential health and safety aspects immediately and ensure that learners are provided with suitable emergency exit.

### Judgment: fully addressed

### Comment:

Health and safety measures are improved since the last review; the fire alarm system is repaired and the fire extinguishers are maintained. The institute has one first aid kit which includes the basic requirements, however; it is exposed to learners especially that half the learners are young learners. The width of the staircase and passages are expanded to enable better opportunity for evacuation in case of emergency. Currently, the institute has appropriate emergency exit. There are sufficient numbers of appropriately hygienic water closets. There are few aspects which could be further improved.

### Recommendation 2:

Ensure that learners are successfully achieving their courses objectives and make sufficient progress by enhancing teaching and learning experience through:

- ensuring teaching strategies are effective in engaging and accommodating their needs
- ensuring that learners are provided with useful feedback on how to improve further
- improving lesson planning by effectively using the outcome of prior and continuous assessments of learners.

## **Judgement: not addressed**

### **Comment:**

Teaching strategies have not changed since the last review. In most sessions observed, teaching methods used by teachers are limited to the use of questions and answers which are not always effective enough to engage and motivate learners. Generally, delivery of lessons is teacher-centered with limited opportunities for learners to reflect on their learning. Individual learning needs are not addressed in the majority of the observed lessons, specially the less and more able learners. As a result, learners are not progressing as expected and the added value seen is limited. Resources used are limited and time management of activities is an issue.

Although the Learners' Performance Data sheet (LPD) shows that success rates are high in most courses, learners' actual work does not reflect the same picture. The institute measures the progress made by learners through comparing the diagnostic and the final tests. These records kept by the institute show that the added value is minimal and learners do not progress as expected. There are cases where they repeat the same mistakes in the final tests. Moreover, the final test for the senior levels of the general English courses is not suitable for the course level and not challenging enough. According to the observed lessons, assessment is not effectively utilised and the verbal feedback provided to learners is not always effective to help them improve. Marking of learners' work is inconsistent and minimal written feedback is provided to learners to help them improve.

Lesson plans are general, although recently improved to cover the four English language skills. However, they do not identify specific objectives or learning outcomes. The time allocated for the activities is not realistic as it is not sufficient to enable learners to reflect on their learning or to accommodate different needs. Furthermore, there is no evidence seen on how the outcomes of the diagnostic test and the continuous assessment are utilised to inform lesson plans.

### **Recommendation 3:**

Ensure that learners are provided with suitable support and guidance that help them reach their potential and receive regular updates on their progress

### **Judgment: not addressed**

#### **Comment:**

Since the last review, the institute management did not take effective measures to address this recommendation. The institute provides learners and parents with progress reports and recently a follow-up form was introduced. However, samples provided show that the progress report and the follow-up forms are subjective and the provided comments do not always accurately reflect the progress made by learners or identify their areas for improvement. A few practices were recently introduced to communicate with parents, however, insufficient evidence is provided on this aspect. Generally, the impact of the above mentioned support means is not clear on improving learners' achievement.

### **Recommendation 4:**

Improve the effectiveness of leadership and management by:

- effectively monitoring learners' achievement and improvement actions are acted upon
- ensuring that effective methods are utilised to assess learners' prior skills, knowledge to place learners at a level suitable for them
- ensuring that teachers' performance is improved through critical and constructive lesson observation.

## **Judgment: not addressed**

### **Comment:**

Records on learners' attainment and progress are inconsistently kept for all courses. Hence, the management lacks essential tools to monitor learners' achievement. According to the data kept and scrutiny of learners' work, progress made by student is inconsistent and not always sufficient. The diagnostic test- which is also used as the final test- the institute uses to measure the progress made by learners is not suitable for the senior levels general English courses. Moreover, the quality of marking is inconsistent and the institute does not have a verification system in place to ensure the quality of assessment and marking.

In September 2015, Al Moheet Institute started to utilise Oxford on-line placement test which is fit for purpose to place the learners in the suitable course level. However, the implementation of this test is not fully streamlined as there are few cases of learners moved to higher or lower levels. In addition, the diagnostic test is implemented in all courses to check learners' prior attainment although the quality of this test is inconsistent.

Teaches performance is still insufficiently monitored; very few classroom observations were recently conducted. The form used for this purpose does not support consistent evaluation as it does not identify clear relevant criteria. Although the completed forms identified some areas for development, these are not followed up to ensure continuous improvement of teaching and training. Furthermore, the impact seen in the lessons observed is not clear. The senior teacher started recently to verify and edit lesson plans and provide useful and valid comments however, only a few examples were seen.

## Overall Judgement and Further Recommendations

### Overall Judgement: insufficient progress

#### Comment:

Overall, Al Moheet Institute has taken limited measures to address the major recommendations identified in the previous review report. Quality of teaching did not improve since the last review. In most of the observed lessons, teaching strategies used are limited and fail to engage and motivate learners. Assessment is not used effectively to promote learning and insufficient verbal and written feedback is provided to help learners improve. Learners' individual needs are not accommodated in most of the observed lessons. Accordingly, learners are not progressing as expected. Records on learners' attainment and progress are inconsistently kept. These show that learners are making minimal progress. Trainers' performance is still insufficiently monitored to ensure continuous quality improvement. Health and safety measures have improved and the required essentials are currently in place.

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

- improve the diagnostic test for the senior level of the General English course to suit the course level
- develop an effective verification system to ensure the quality of assessment and marking.

## Summary of progress grades

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<b>Overall progress grade</b>	<b>Grade: C</b>	<b>Description:</b> Insufficient progress
<b>Recommendations</b>	<b>Description</b>	
Recommendation 1	Fully addressed	
Recommendation 2	Not addressed	
Recommendation 3	Not addressed	
Recommendation 4	Not addressed	

The institute has taken some steps to address the review report recommendations and improve performance. However, 'Insufficient progress' is given to the institute since the steps taken are ineffective in addressing all recommendations. As per the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) regulations, the institute will be subjected to a second monitoring visit.