



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

Directorate of Vocational Reviews

First Monitoring Visit Report

Bahrain Institute
East Riffa
Kingdom of Bahrain

Date of last review: 23-26 January 2017

Date of the 1st monitoring visit: 1st March 2018

VO052-C3-Ma001

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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

Bahrain Institute was established in 1970, it is located in East Riffa. It is licensed by the Ministry of Education (MoE) to offer short courses in Information Technology (IT), such as Microsoft office and basic graphic designing, and general English. It also offers private school level tutorial courses for different subjects such as mathematics, Arabic, English and French along with preparation courses for Test of English as a Foreign language (TOEFL) and the International English Language Testing System (IELTS) examinations. Moreover, Bahrain Institute offers courses from Cambridge Training College Britain (CTC). Since the last review which was conducted in January 2017, the Institute conducted IT and general English courses only.

The Institute is managed by a full-time chief executive and a team of finance and administration in charge, with a head of training who is also a full-time English teacher. The Institute also employs a team of part-time teachers for different subjects and a full-time caretaker. Since the last review, the Institute enrolled 597 learners, 231 learners (38.7%) are enrolled in the general English and 366 (61.3%) learners enrolled in the IT courses.

Last review

The overall effectiveness of Bahrain 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.

Any significant changes to the provider since the last review:

- The Institute introduced the progress sheet to record learners results during the course since July 2017.
- A new placement test is introduced since July 2017.

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

Table 1: Judgement per recommendation

Judgement	Standard
Fully Addressed	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.
Partially Addressed	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.
Not Addressed	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	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, particularly in English courses, develop skills and knowledge appropriate to their level and achieve all course objectives/ILOs

Judgment: not addressed

Comment:

Although the records kept show that the vast majority of learners are developing skills and progressing adequately in the IT courses however, this is not the case with the English courses which constitute a significant minority of the total enrolment (38.7%). From the observed lessons, and scrutiny of course files, the majority of learners make minimal progress from their starting point. It is evident that their achievement has slightly improved in the skills of listening, reading and writing while the grammar developmental skills are still lagging. Though there has been an added value seen, this was not sufficient to help learners develop the appropriate level of English skills and knowledge that suits the course level and standards. Learners achievement data provided by the Institute shows that 43% of learners in English achieve below satisfactory, which means that a significant minority of learners is not able to achieve their course objectives.

Recommendation 2:

Ensure that assessments are relevant and marking is fair and rigorous in order to measure and evaluate learners' performance accurately

Judgement: partially addressed

Comment:

During lessons, teachers measure learners' understanding and achievement of lessons objectives through adequate assessment tools, particularly, verbal questioning and a variety of individual and pair and group written activities which are relevant to the course objectives. However, these are not always implemented effectively to suit learners' levels; which results in

the teacher providing the answers most of the time. Throughout the course, an appropriate range of formative and summative assessments are used, these include check points, mid-course and final examinations which are relevant to the courses' objectives. However, there are few cases of inaccurate correction and marking. In addition, the implementation of a clear marking scheme is inconsistent and moderation of assessment is not in place, particularly in English courses.

Recommendation 3:

Ensure that courses are offered based on sufficient understanding of local community needs and that a formal mechanism is implemented to periodically review, design, approve and update courses.

Judgment: not addressed

Comment:

The Institute has not taken effective measures to address this recommendation. There were no actions taken to assess and understand the market of the local community needs. Also, the Institute lacks written policies and procedures relevant to course design, review, approval and update. Recently, the course book has been changed for the young learners in English but it still not yet implemented. In addition, English courses are not planned with sufficient hours; The time allocated to each sub-level and whole level presently is not adequate to allow consistent and systematic progression of learners in the different English skills.

Recommendation 4:

Devise a mechanism to support and guide learners on how to achieve better and ensure that all arrangements to support learners with special needs are suitable

Judgment: not addressed

Comment:

Learners and parents have access to information on courses through the social media and flyers. Before the start of the course, learners are inducted verbally and provided with basic instructions related to their courses, attendance, assessment and grade distribution particularly in the English courses. The Institute has taken some actions to communicate with the parents, or follow-up on learners' absenteeism and relevant flexibility arrangements are taken to compensate some lessons, however, these are being done on an *ad hoc* manner and not sufficient to support learners to achieve better outcomes. It is worth mentioning that 25.63% of the total enrolment are scoring below satisfactory. Moreover, the Institute lacks written policies and procedure related to the support and guidance provided to learners including those with special needs.

Recommendation 5:

Improve leadership and management by:

- ensuring that strategic planning is based on the outcomes of a rigorous self- evaluation process and it is regularly monitored
- improving the quality assurance systems
- ensuring that learners' achievement is closely monitored and that relevant data is analysed to monitor trends over time, while outcomes are utilised to inform decision making.

Judgment: not addressed

Comment:

Bahrain Institute has not taken enough and effective measures to address this recommendation. Lately, the Institute strategic plan was updated however, this process was not conducted based on any kind of self-assessment activities. The plan includes a list of strengths and weakness which are not critical enough, also these are not reflected in the strategic plan as some of the aspects identified as strengths are the same objectives to be improve in the strategic plan. In addition, the operational plan was not completed as objectives relevant to improving leadership and management were not included. In addition, actions are not always focused to achieve the objective, time scale not always specific, success indicators are not always measurable and monitoring of progress is not reflected.

Quality assurance arrangements are insufficient; the Institute lacks comprehensive quality assurance policies and procedures. A document called assessment policy is recently developed to inform the learners about assessment during their courses and grades distributions. This policy covers only English courses. Assessments are not moderated particularly in English courses. Although the Institute introduced adequate placement tests, these are not effectively implemented. Also, learners' prior attainment is assessed adequately however, the outcomes are insufficiently utilized to inform lesson planning, this was clearly noticed in the observed lessons where assessment do not suit learners' level.

Learners' achievement is insufficiently monitored; though achievement data are kept; they are not aggregated nor analysed, or utilized to inform decision making and improve the provision. According to the analysis made by the reviewers, 25.63% of the total enrolled learners scoring below satisfactory (between D & F) and are not achieving their course objectives.

Overall Judgement and Further Recommendations

Overall Judgement: insufficient progress

Comment:

Overall, Bahrain Institute has taken limited measures to address the major recommendations identified in the previous review report. Although the quality of assessment has been improved adequately, the implementation seen in the observed sessions was not effective enough as it did not always suit learners' level. A range of appropriate formative and summative assessment are used during the courses however, there are few cases of inaccurate correction and marking. A significant minority of the learners enrolled in the English courses are not developing the language skills and scoring below satisfactory. In addition, learners' achievement data although kept, are not aggregated, analysed or utilised to improve the provision. Around quarter the total enrolment are underachieving. Moreover, the Institute lacks comprehensive policies and procedure to ensure systematic processes in various areas such as market needs analysis, support and guidance provided to learners and performance monitoring. Lately, the Institute updated the strategic plan however, this was not done based on any kind of critical self-evaluation process and it is not fully operationalised.

Summary of progress grades

Overall progress grade	Grade: C	Description: Insufficient progress
Recommendations		Description
Recommendation 1		Not addressed
Recommendation 2		Partially addressed
Recommendation 3		Not addressed
Recommendation 4		Not addressed
Recommendation 5		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 Education & Training Quality Authority (BQA) regulations, the Institute will be subjected to a second monitoring visit.