



هيئة ضمان جودة التعليم و التدريب
Quality Assurance Authority for Education & Training

Vocational Review Unit

Review Report

Indian Institute for Performing Arts
Manama
Kingdom of Bahrain

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The Vocational Review Unit

The Vocational Review Unit (VRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No.32 of 2008 amended by Royal Decree No. 6 of 2009. Established to raise standards in vocational education and training, the VRU is responsible for monitoring and reporting on the quality of vocational provision, identifying strengths and areas for improvement, establishing success measures, spreading best practice and offering policy advice to key stakeholders, including the Ministry of Labor and the Ministry of Education.

Reviews are based on the VRU's *Review Framework*, and carried out on providers' premises by teams of carefully selected and highly trained reviewers. All providers are invited to nominate a senior member of their staff to participate in the planning of the review, and to represent them during review team meetings. Reviewers examine a range of evidence before arriving at a series of judgements and awarding grades for the quality of the provision.

Review grades are awarded on a five-point scale:

Grade description	Interpretation
1: Outstanding	This describes provision or outcomes that is/are at least good in all or nearly all aspects and is/are exemplary or exceptional in many.
2: Good	This describes provision or an outcome that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes.
3: Satisfactory	This describes a basic level of adequacy. No major areas of weakness substantially affect what learners, or significant groups of learners, achieve. Some features may be good.
4: Below satisfactory	This describes situations where major weaknesses in some areas affect the outcomes for learners and outweigh any strength in the provision.
5: Very weak	This describes situations where there are major weaknesses in all, or almost all, areas and where, as a result, learners are very poorly served.

Introduction

Description of the provision

Indian Institute for Performing Arts (IIPA) is licensed by the Ministry of Education (MoE) and has been in operation since January 6, 2003. IIPA provides classes for the Indian community in Indian arts in four main areas: traditional Indian singing (such as Hindustani and Carnatic) and dance (such as Kathak and Bharatnatyam), Western music (guitar, keyboard and violin) and painting and drawing. These courses are offered across three levels – preliminary, intermediate and advanced. Most courses offered are internally certified by the Institute except for the Western music courses, which are externally accredited by the Associated Board of the Royal School of Music (ABRSM). Most students are of Indian origin and are sponsored by their parents. Since January 2011, the Institute has enrolled a total of 241 students, aged five and above.

IIPA is run by a Managing Director (who is also the Principal) and employs seven teachers and two administration staff on a full time basis. The centre operates from one location in Manama.

Scope of the review

This review was conducted over three days by a team of three reviewers and two subject experts. During the review, reviewers observed teaching sessions, analysed data about the qualifications students achieve and the courses they complete, and talked with the principal, administrators, teachers, administration and support staff, students and parents.

This report summarises reviewers' findings and their recommendations about what the Indian Institute for Performing Arts should do to improve.

Overall judgement

Effectiveness of provision

Grade 3: Satisfactory

The overall effectiveness of the Indian Institute for Performing Arts' provision is satisfactory. Despite the fact that the leadership and management, quality of teaching and support provided to all students are judged to be satisfactory, students come with plenty of interest in the performing arts subjects and this, and the good range of well-structured and resourced courses on offer, contributes to them making progress and achieving well.

Most students who attend the classes on offer make good progress and acquire relevant skills suitable to their age and level. Most students develop their self-confidence and perform well with very little supervision from their respective teachers. Moreover, during social events students from the Institute perform very well and are usually placed in the top three places in national competitions. Students enjoy their learning experience at the Institute. Teachers conduct informal assessments for newly-enrolled students, taking into consideration their age, background and previous experience. However, this is not always used effectively to inform lesson planning or to measure how students progress through their courses. There are no policies on attendance and punctuality and the former fluctuates between the courses.

Most teachers interact effectively with students and understand their abilities well. They keep them engaged and motivated through various activities. Where possible, teachers make effective use of their syllabus to guide them and this has produced good results for several students who have won awards at national level. Most teachers are able to support students' differentiation well enough but most do not have effective lesson plans in place to maximize students' learning experience.

The Institute has developed and offers a relevant range of courses that meets the needs and interests of students and the local Indian community. A good range of enrichment activities are provided at various levels, including an annual event and invitations to Indian artists to deliver presentations. The Institute does not have a process to ensure that parents and students receive course outlines prior to the start of a course.

Teachers and staff are supportive and approachable during and after working hours. Teachers provide extra lessons as required for those students who need them most and guidance on course selection is provided by teachers. The Institute is located in a peaceful and noise-free environment. However, the building is old and some classes are uninspiring and cramped. The Institute maintains a useful website and a range of flyers. Students are

provided with a basic, generally healthy and safe learning environment. However the Institute does not always communicate health and safety matters to students.

The principal maintains effective rapport with parents and the local Indian community and promotes the interests of the Institute well on the annual social arts events. Parents' and students' feedback is collected through personal contacts, but the outcomes of this feedback are not documented and the Institute does not utilise the feedback to drive change. Qualified and experienced teachers are recruited and deployed well in their respective areas. Basic data about students are maintained by the administration officer. However, these are not interpreted sufficiently to reflect trends and trigger improvements.

Capacity to improve:

Grade 4: Below satisfactory

The Institute lacks key management and quality assurance systems and long term strategies to sustain growth and provide better opportunities for students. Students' and parents' views and concerns are not gathered systematically but in an erratic way; thus improvement for the past three years has been stagnant. The self-evaluation form completed for the review failed to identify major areas for improvement found by the review team and overestimated the provision. The management has recognised the importance of interacting with the local community and they have successfully organised a few social arts events in the last few years. The Institute has adequate resources to meet students' requirements. Students' enrolment during the past three years has been stable and the Institute maintains reasonable repeat business. The range of courses on offer also remains stable but meets students' current demand. However, the Institute's approach to gauging market needs is not formalised.

Summary of grades awarded

Overall Judgement	Grade
Effectiveness of provision	Grade 3: Satisfactory
Capacity to Improve	Grade 4: Below satisfactory
Review Findings	
How well do students achieve?	Grade 2: Good
How effective is teaching?	Grade 3: Satisfactory
How well do courses meet the needs of students and stakeholders?	Grade 2: Good
How well are students guided and supported?	Grade 3: Satisfactory
How effective are leadership and management in raising achievement and supporting all students?	Grade 3: Satisfactory

Main judgements and recommendations

Strengths

- **The majority of students achieves good skills in their respective area of learning and are able to perform independently.** They also progress suitably through the levels, have opportunities to develop their personal self-confidence and respond positively to questions.
- **Most teachers are competent and exhibit a good command of their respective specialisms.** They use this experience well to develop appropriate skills and competencies in their students.
- **Most teachers know their students well – their strengths and weaknesses – through regular interactions and are able to motivate them well.** This ensures that students are always engaged in their learning and are keen to improve their skills and knowledge.
- **The Institute has developed and offers a relevant range of courses catering to the needs and interests of the students and the local Indian community.** The range of courses offered includes Hindustani and Carnatic Vocal, light music, Harmonium, Kathak/Kuchipudi, Bharatanatyam/MohiniAatam, water-colour painting, sketching and colouring, and classical cinematic, as well as contemporary courses such as guitar and piano, and fusion dance.
- **Teachers and staff are always reachable and supportive.** They establish good relationships with students offering extra help inside and outside of the normal class timings.
- **Effective rapport is maintained with parents, students and the local Indian community.** The Institute's principal successfully engages with them through the annual event (*Aagosh*), to which they invite an iconic Indian artist. The management seeks parents' and students' feedback during parents' visits to the centre, annual concerts and random follow-up calls.

Areas for improvement

- **Initial assessment is not consistent and is not used as a starting point to measure the progress students make.** Although most teachers conduct some form of informal initial assessment for students on entry, such as singing as an initial assessment for vocal courses, this approach to initial assessment is not formalised or consistent

across the courses or used as a way to explicitly measure the progress students make during courses.

- **Lesson planning is ineffective in supporting good lesson delivery.** In the majority of cases where syllabi are available, teachers make use of these as a guide to their teaching. However, there are no explicit schemes of work or formal lesson planning to support the delivery of the courses.
- **Course syllabi are available, but written content and plans are not available to be given to students at the outset of their course.** There are no processes whereby course information can be shared with both students and parents. As a consequence, students are often unaware at the outset of their studies of the nature and extent of the programme of study, including learning objectives and expected outcomes.
- **Basic health and safety measures are mostly in place; however these are not communicated to students at the start of a course.** In addition, the centre does not have a formal health and safety policy or a qualified first-aider on site.
- **Students' performance data is collected but not analysed or interpreted, either individually or for each course.** Although the Institute maintains some useful information about students' achievements and their progress, this is not always reviewed by the principal nor interpreted for improvement.

Recommendations

In order to improve provision, the Indian Institute for Performing Arts should:

- devise a system to measure students' initial assessment on entry
- ensure that course outlines are provided to all students prior to the start of a course
- ensure that all lessons are planned effectively and objectives are shared with students
- improve the identified health and safety aspects and communicate relevant health and safety procedures to all students
- devise an effective system to collect, interpret and analyse students' performance data.