



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

# **Directorate of Vocational Reviews**

## **Review Report**

**Modern Institute of Science and Computer**  
**Isa Town**  
**Kingdom of Bahrain**

**Date Reviewed: 3-7 December 2017**  
VO070-C3-R077

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## Introduction

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The Directorate of Vocational Reviews (DVR), which is a part of the Education & Training Quality Authority (BQA), conducted this review over five days by a team of six 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 the overall effectiveness of Modern Institute of Science and Computer was judged as satisfactory, as were all aspects of its provision.

This Report summarises reviewers' findings and their recommendations about what the provider should do to improve.

## Grading scale

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Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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## Table of review judgements awarded

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Main Question	Judgement
Learners' achievement	Satisfactory (3)
Quality of teaching / training and assessment	Satisfactory (3)
Quality of programmes	Satisfactory (3)
Quality of support and guidance	Satisfactory (3)
Leadership, management and governance	Good (2)
<b>Capacity to improve</b>	<b>Good (2)</b>
<b>Overall effectiveness</b>	<b>Satisfactory (3)</b>

## Review judgements

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### Overall effectiveness

**How effective is the provision in raising learners' achievement and meeting the range of learners' and stakeholders' needs?**

**Grade: Satisfactory (3)**

The overall effectiveness of Modern Institute of Science and Computer (Modern Institute) is satisfactory, as are all aspects of its provision except for those of leadership and management and capacity to improve which are good. Learners in the Information Technology (IT) courses, both locally developed and the externally accredited International Computer Driving License (ICDL), represent around 13% of total enrolment. They show an effective acquisition of knowledge, practical skills and competencies relevant to their chosen subject, and the vast majority achieve their qualifications in a timely manner. In the other courses the majority of learners develop skills and knowledge related to their learning and achieve their course objectives. However, a minority of them do not achieve the course objectives nor develop adequate level of skills and knowledge and their performance remains low, specifically in the general English and tutorial courses. Teachers are qualified and have experience in the subjects they teach; most are full time teachers in the government schools and have suitable backgrounds on the curriculum. The majority of them are able to provide relevant examples and apply suitable teaching methods, as is evident from the observed lessons. However, in a few lessons, the teaching methods are not sufficiently effective to involve learners of different abilities throughout the lesson, particularly in the English courses. Teachers check learners' understanding and achievement of course objectives appropriately through a variety of methods, such as verbal and written questions and a range of suitable formative and summative assessments including quizzes, pre and post-course tests and final examinations in the General English and IT courses. However, the assessment methods applied in a few lessons are not sufficient to ensure effective learning, and the summative assessment in a minority of courses is not sufficiently thorough to measure learners' achievement of course objectives.

The range of courses on offer mainly covers the Ministry of Education core subjects for schools, plus general English and information technology (IT), and meets parents and learners needs. The courses offered are largely dependent on the management's experience and occasionally through informal sensing of local community needs. However, the approach is not systematic to inform its provision and the Institute does not have a formal policy to ensure the utilisation of these outcomes. Although learners receive adequate support and guidance to help them achieve better outcomes during their learning journey, the support mechanism is not sufficient to identify and help learners with lower abilities and those who struggle to

improve. The Institute has recently developed several support and guidance policies and procedures, but these are not fully embedded into its daily practices as yet. The management is guided by clear mission and vision statements focused on improving learners' skills and the quality of provision, based on a consultative approach. The newly introduced strategic and operational plans are detailed, and a few improvement initiatives are based on the new strategic direction. The Institute maintains very useful records about learners' achievement for the various courses and groups and management reports are produced each quarter. However, limited trend analysis is carried out to inform action plans.

## **Capacity to improve**

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

#### **Grade: Good (2)**

Modern Institute has good capacity to expand and improve the quality of its provision. In 2016 the management initiated a detailed strategic and implementation plans with relevant targets and performance indicators, though the follow up on its progress is not fully implemented yet. Based on the new direction, a range of improvement initiatives have been established such as introducing a comprehensive learners' electronic database for monitoring and tracking learners' achievements and progress, implementing a new set of improved forms such as a new appraisal form, and introducing a better methodology for monitoring teachers' performance. However, follow up on less able learners and groups is not fully developed.

Achievement rates have been maintained for the past three years on the various courses, through it is better for the ICDL which is comparable to international rates. Although the Institute maintains a range of quality assurance policies to promote continuous improvement, these are not fully streamlined as yet as procedures are not fully implemented across the provision. Enrolment has increased since 2015 and the Institute introduced a web-based online registration system to facilitate communication with stakeholders and maintain effective links. The Institute has sufficient resources to implement its improvement plans. Staff are competent in the subjects they teach and have suitable experience and backgrounds. Recently the Institute deployed a quality assurance officer and improved the learning environment. The Self-Evaluation-Form (SEF) submitted for the review is detailed, provides useful information about the Institute's operations and identifies relevant areas for improvement. However, the grades provided are overestimated.

## **Learners' achievement**

### **How well do learners achieve?**

#### **Grade: Satisfactory (3)**

Learners' achievement at Modern Institute is satisfactory overall. Learners in the Information Technology (IT) courses, both local and the externally accredited ICDL that represents around 13% of total enrolment, demonstrate effective acquisition of knowledge, practical skills and competencies in their chosen subject, and the vast majority of them achieve their qualifications in a timely manner. Likewise, on the other courses the majority of learners develop useful skills and knowledge related to their learning and achieve their course objectives. However, a minority of them do not achieve the course objectives nor develop an adequate level of skills and knowledge while their performance remains low, specifically in the general English and tutorial courses; this was consistently evident from the observed lessons, learners' work and the feedback of learners and parents. Learners are awarded certificates of achievement for the General English and local IT courses and an international certificate for the ICDL. Learners on the tutorial courses are only provided with a Learners' Performance Report that evaluates their interaction and attitude towards their learning, though recently the Institute has included the progress they make from the start of the course. Generally, most parents and learners find that the courses are helpful and improve learners' performance at school.

The majority of learners enrolled in different courses progress appropriately from the start of the course and gain at least an adequate level of knowledge. In the General English and IT courses the vast majority of learners' progress appropriately over levels and courses. From the lessons observed, during class activities and completing required tasks the majority of learners are able to work independently and, when given the opportunity, in pairs and groups in an appropriate manner. However, a minority need teacher's support and direction to complete tasks. The majority of learners are attentive and have a positive attitude towards their learning. The better learners are able to correct themselves and reflect on their peers' work during class activities and, in a few cases, further question their teacher.

An attendance and punctuality policy is in place and shared with learners, whose attendance is recorded and followed-up. Learners attend regularly, though punctuality is an issue in a few cases.

## **The quality of provision**

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

#### **Grade: Satisfactory (3)**

The effectiveness of teaching and assessment at Modern Institute is satisfactory overall. Teachers are qualified and have the necessary experience in the subjects they teach. They are able to provide relevant examples, respond to learners' enquiries and apply an appropriate range of teaching methods, including open discussions, question and answer, both individual and pair in-class activities, that motivate and engage learners during lessons. However, in a few lessons, the approaches used are not sufficiently effective to involve learners of different abilities productively throughout the lesson, particularly in English lessons.

Lessons are appropriately structured and managed. They usually start by sharing the lessons' objectives, recapitulation of the previous lesson's topic and an introductory activity. However, in a minority of lessons, time and class management is an issue; for instance, the allocation of time to the class activities are less efficient and a few learners do not follow class rules and instructions. Teachers check learners' understanding and achievement of course objectives appropriately through a variety of methods, such as verbal and written questions, a range of formative and summative assessments including quizzes, pre and post- course tests, and a final examination in the General English and IT courses. The assessment methods applied in a few lessons are insufficient to ensure effective learning, and the summative assessment in a minority of courses is not sufficiently thorough to measure learners' achievement of course objectives. In recent courses, learners' evaluation has been streamlined with the introduction of new rubrics to measure learners' achievement of course objectives and clear marking schemes, though correction and marking for a minority of learners' work in the English courses remains insufficiently rigorous.

Records of individual learners' performance are regularly maintained through learners' result sheets. During lessons, teachers provide verbal feedback on learners' work. However, constructive written feedback to help learners identify what precisely they can do to improve further is not consistent among the teachers. Comments on individual learner's progress and suggestions for further development are provided through the 'Learners performance report', though in a majority of courses these comments are mostly generic.

Teachers generally use suitable lesson plans that indicate lesson objectives, time allocation, activities and learning resources. However, the plans are not consistent in terms of details, clarity and the utilisation of learners' prior and continuous assessment outcomes. Teachers accommodate learners' varying needs appropriately during lessons by supporting the less able learners through repeat explanation, directing questions to them and providing them

with more clarification, while the more able learners are occasionally challenged. In addition, they occasionally stimulate learners' higher order and critical thinking skills and lifelong learning, through questioning techniques and activities which is most evident in IT, mathematics and science courses. Teachers use the available learning resources appropriately to facilitate learning, such as white boards, work sheets, learners' text and work books, CD players and occasionally interactive boards to facilitate effective learning.

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

### **Grade: Satisfactory (3)**

Modern Institute offers a range of tutorial courses covering the Ministry of Education's school curriculum, mostly in mathematics, science and English. It also offers general English conversation and computer courses. Learners' and parents' feedback indicates that they are very satisfied with the available range, which meet their needs. The courses offered are largely dependent on the management's experience, and occasionally through informal sensing of the local community needs, and are considered while shaping the Institute's offering. However, the approach is not systematic to inform its provision and there is not a relevant policy to ensure the utilisation of these outcomes. Modern Institute recently introduced a process to analyse market needs through conducting surveys to seek wider learners' needs, though it is not sufficiently detailed and the impact is yet to be realised.

The Institute has relevant systems for designing, approving, reviewing and updating courses. Based on the school's subject tutorial, teachers use the government school curriculum supported by useful hand-outs and class activities. They follow published guidelines and material for the general English and IT courses, which are updated accordingly, though the available policy is not comprehensive and is not fully implemented to include the design and review of the courses. The IT courses are divided into externally accredited programmes, such as ICDL, and internally designed, such as the graphics package and Microsoft Office. These courses are well structured and planned, with detailed course outline particularly for the ICDL modules. They are resourced with the updated software and hardware needed to deliver these classes. The majority of school tutorial subjects are adequately structured with fit for purpose handouts, such as regular class and past examination handouts. These contain a range of activities and exercises relevant to the subject. However, they vary in the range and quality of activities. The general English courses are grouped into two main categories, for children and for adults. Each level has four sub levels with 15 hours each, except the adult level one which is delivered in five sub levels. Clear course outlines are used based on the curriculum content. In the more recent courses the structure and depth of assessment is suitable to cover the majority of skills. However, course levels are not mapped against any

known external language competency framework, and the study hours allocated for each sub level are not sufficient to cover the relevant course objectives. This is more evident in the higher levels, particularly levels 3 and 4. Generally, the courses are sufficiently resourced to meet the learners and parents' needs. Teachers use the whiteboard and worksheets for tutorial classes and other relevant materials and CDs for the general English courses. Useful and relevant extra-curricular activities such as visits and sharing videos or links in the Institute's YouTube channel help to enhance the learning experience.

For the school subjects' tutorial, learners are enrolled in courses according to their current grade in school. For ICDL, the Institute follows the awarding body's requirements. Proper placement tests for general English and ICDL have recently been produced, though these are not yet implemented.

### **How well are learners supported and guided?**

#### **Grade: Satisfactory (3)**

Modern Institute's efforts to support and guide learners to achieve better outcome is satisfactory overall. The Institute utilises adequate mechanisms to support and guide learners during their learning journey. However, these efforts are not always sufficient to identify and help learners with lower abilities and those who struggle to improve. The Institute has recently developed several support and guidance policies and procedures, but these are not fully embedded in its daily practices. Generally, staff and teachers are approachable and supportive. They provide personal and academic support for parents and learners, for instance in the better cases science teachers communicate with learners through emails and smartphone chat applications to discuss homework and explain concepts. Likewise, learners enrolled in the ICDL programme and the local IT courses receive suitable support that helps them achieve better outcomes, such as mock examinations, revisions, e-classes and access to the ICDL practice website. In some cases, the teachers complete an 'individual support form' to document support related to learners' attendance issues, behaviour in class, personal matters and progress issues. However, this is done on ad hoc basis and is not followed up sufficiently by the management team. Parents are informed about learners' progress during a course, the Institute shares information about learners' achievement data and progress through evaluation forms during the open day, and there is a learners' performance report at the end of each course. However, the comments made are not sufficiently detailed to focus on learners' specific areas for improvement.

Before the start of a course, learners and parents have access to course information and guidance through the Institute website, social media and the administration staff. Detailed course outlines for the vast majority of courses are shared with learners and parents. During

the induction period teachers provide learners with contact details, rules and regulations and timetables. However, the information on the IELTS preparation course is not sufficiently clear.

The Institute's premises and facilities are fit for purpose. The Institute has adequate classrooms which are equipped with the necessary learning aids and resources, such as smart and white boards and projectors. However, in few cases classrooms are congested. Computer laboratories have updated systems and are open for learners to practice.

Modern Institute is flexible in its arrangements to deliver courses, in terms of timing and training days to accommodate the specific needs of learners and parents. For instance, it considers learners' examination dates and provides private lessons on demand. Although the Institute caters for the needs of the learners with minor physical issues, such as shifting classes to the ground floor, the policy for identifying and supporting learners with special needs is not detailed.

## **Leadership, management and governance**

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

#### **Grade: Good (2)**

Modern Institute's management has clear mission and vision statements focused on improving learners' skills and the quality of its provision. Several SWOT and PESTLE analysis have been carried out over the past three years to decide on strategic direction, and the outcomes used effectively to shape its current strategic plan. The strategic and operational plans are detailed, with a few improvement initiatives being based on new direction. The Institute has the human and physical resources that suites the nature of the provision and meet its aims. Job roles and responsibilities for the various function are defined, with senior management having sufficient experience in the field of education. Both branches are fit for purpose, with some improvements carried out lately in the physical resources. The management maintains useful records about learners' achievement for the various courses and groups and management reports are produced each quarter. However, limited trend analysis is carried out to inform action plans, particularly in the tutorial courses.

The Institute recruits qualified staff and teachers who are deployed according to their specialisations. Staff are provided with suitable development opportunities to improve the quality of teaching and learning. Teachers' performance is monitored through a detailed lesson observation process, each teachers being observed at least once during a semester, and very useful comments are shared with them after these visits, though improvement actions,

although indicated, are not followed up rigorously yet. Appropriate governance role outlines are in place. The Board of Director meets on a regular basis, oversees overall execution of objectives, and holds the management accountable.

Health and safety procedures and practices are in place. The management maintains a healthy and safe learning environment, the premises are free from obvious hazards with sufficient staff having first aid training, and health and safety instructions are displayed and shared with learners and staff. A set of quality assurance procedures and practices are developed, though these are not complete nor fully implemented into the Institute's daily operations as they are not applied across all courses to ensure the consistency of teaching and learning. The verification and moderation arrangements, although in place, are not fully systematic. A procedure is in place for assessing, analysing and utilising learners' prior attainment in various courses but, is basic in nature, though it is better in the ICDL course.

The Self-Evaluation Form (SEF) provided to the review team is sufficiently details and provides useful information about Modern's operations. The areas identified for improvement are effective to direct future improvement plans. Very useful links are maintained with parents, learners, awarding bodies and relevant parts of the community, on a regular basis seeking their views about the provision and in a few cases the Institute has addressed these views through improvement actions.

## The provider's key strengths

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- The vast majority of learners enrolled in the IT courses, which represents around 13% of total enrolment, achieve their qualifications in a timely manner.
- Teachers are qualified and have experience in the subject they teach. The majority of them are able to provide relevant examples and apply suitable teaching methods.
- A useful range of school subjects' tutorials, IT and general English courses are offered which meet learners' and parents' needs.
- The strategic and operational plans are detailed with a few improvement initiatives being based on the new strategic direction, including a useful learners' performance database.

## Recommendations

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In order to improve the quality of provision, Modern Institute should:

- ensure that learners develop skills and knowledge relevant to their course level, particularly in general and tutorial English
- further improve teaching and assessment by:
  - implementing an effective range of teaching methods to engage and motivate learners
  - rigorous assessment and marking of learner’s work
- further enhance the mechanisms for designing, approving and reviewing all courses
- ensure that learners receive effective support to help them reach their full potential
- enhance current quality assurance procedures to include effective measurement of learners’ prior learning, implementing rigorous verification and moderation processes across all courses to ensure consistency of practices.

## Appendix

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### Description of the provision

Modern Institute of Science and Computer (Modern Institute) was established in 1997. It is licensed by the Ministry of Education to offer tutorial courses, information technology (IT) courses and general English courses. The tutorial courses are based on the government school curricula and are of a short duration. The general English programmes are offered for two main age groups; children (aged 7 to 17) and adults (aged 18+). Each level has four sub levels with 15 hours each, except the adult level which is delivered in five sub levels. In addition, the Institute offers preparatory courses for sitting the International English Language Testing System (IELTS).

The Institute offers a few externally accredited IT courses that include the ICDL, plus a range of internally designed IT programmes such as graphic design and AutoCAD. It is an approved test centre for ICDL and Pearson VUE.

Modern Institute has two branches, located in Isa Town and Hamad Town. The operation is overseen by the Executive Manager who is also the owner, a senior branch manager who takes care of health, safety and maintenance aspects for the two branches and three academic department heads for the tutorial courses, English and IT. The Institute also employs a marketing manager, IT support staff and programme coordinators. Each branch is administered by a branch manager and employs a registration and administration team. There is a pool of just over 50 part-time teachers in different specialisations. Since the last review Modern Institute has enrolled 7,597 learners; 582 in 2014, 2,173 in 2015, 2,279 in 2016 and 2,563 in 2017 up to the date of the review.