



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

Directorate of Vocational Reviews

Review Report

**Al Yaqeen Educational Institute
Al Hidd – Muhurraq
Kingdom of Bahrain**

Date Reviewed: 15-17 October 2018

VO130-C3-R094

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Introduction

The Directorate of Vocational Reviews (DVR), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of three reviewers. For this review, reviewers observed training sessions and other related activities, analysed data about the courses, scrutinised learners' written work, examined documents and materials provided by the provider and met with learners, stakeholders, management and support staff.

This is the first review for Al Yaqeen Educational Institute. 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
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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)

The overall effectiveness of Al Yaqeen Educational Institute (Al Yaqeen Institute) is inadequate, as are all aspects of its provision.

The performance of a significant minority of learners in English and mathematics is inadequate overall, though from the lessons observed and the scrutiny of learners' work, the majority of learners gain adequate knowledge and skills related to the courses they are enrolled in. In English courses, which represent almost one third of the enrolment, learners do not develop important fundamental skills. In mathematics which represent almost half of the enrolment, not all learners master the basic skills and concepts. The Institute does not keep sufficient records on learners' achievement and continuous progress. Learners' prior attainment is insufficiently assessed to establish a starting point from which added value can be measured. Lesson plans are inconsistent and are not informed with learners' prior and continuous assessment. Nevertheless, the majority of lessons are appropriately managed and the majority of teachers use a range of teaching methods to explain concepts and engage learners. Still, during almost half of the lessons observed learners' different needs were not accommodated effectively. Marking of learners' work is inconsistent and is not rigorous. There is no clear rubric and the allocated grades do not reflect the quality of the actual work completed by learners.

The management of Al Yaqeen Institute senses local community needs through verbal communication with parents and learners. Reviews and updates of handouts are left to teachers' own initiative, and there is no policy nor clear criteria to follow while designing, updating and approving handouts and worksheets. General English courses lack structure and clear objectives. Courses in general are not supported with effective learning resources. There is no effective support and guidance mechanism to identify and guide learners on how to achieve better and support and guidance are also left to the teachers' own initiative. Nonetheless, the Institute offers adequate arrangements for learners with a pre-identified special need. Daily operational matters are tackled appropriately, and issues related to scheduling, learners' and stakeholders' satisfaction are resolved directly. However, performance monitoring, self-evaluation activities and strategic planning are insufficient. Learners' individual achievements are not closely monitored by the management, who do not maintain an effective

quality assurance system. Useful links are kept with the local community and appropriate health and safety measures are in place.

Capacity to improve

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

Grade: Inadequate (4)

The Institute's capacity to improve is inadequate overall. Although enrolment has slightly improved since 2016, courses on offer are not well planned and structured to meet the needs of learners and stakeholders, especially the general English courses. Furthermore, the management does not keep sufficient records of learners' achievement and progress to enable them to monitor and improve the provision. There is not an effective quality assurance system to unify processes and improve outcomes. Even though the current organisation structure is appropriate and the staff are experienced, including the teachers, performance monitoring is not implemented systematically. The management handles daily operations in a satisfactory manner, but strategic planning is not adequate as it does not take into account a realistic analysis of the Institute's situation and learners' achievement, neither is there rigorous self-evaluation. The mechanisms indicated in the plan to monitor the implementation of the strategy do not include clear targets and key performance indicators that can be measured. There are no processes for self-evaluation in order to measure the impact of the Institute's operations and plan for improvements. The Self-Evaluation Form (SEF) submitted for the review is not sufficiently detailed and is not rigorous.

Learners' achievement

How well do learners achieve?

Grade: Inadequate (4)

Learners' achievement at Al Yaqeen Educational Institute is inadequate overall. Since the Institute does not keep sufficient records on learners' achievement, the review team used the outcomes of lesson observations analysis, learners' and parents' feedback, and the limited samples of learners' work provided, mainly in mathematics and English, to evaluate learners' achievement.

From the lessons observed and scrutiny of learners' work it was determined that the majority of learners gain adequate knowledge and skills related to the courses they are enrolled in. However, the performance of a significant minority of learners, especially in English and mathematics, does not improve nor do they gain adequate knowledge and skills. These learners are usually struggling to complete activity sheets and always require the teachers' support. In English courses, which represent almost one third of the enrolment, there are cases where learners do not develop the fundamental skills in writing and reading, such as vocabulary, sentence construction, spelling, grammar and punctuation. Speaking and listening skills are not tested effectively. In mathematics, which represents almost half of the enrolment, not all learners master the basic mathematics skills and concepts such as addition, subtraction, multiplication and division.

Learners' achievement is appropriately measured during lessons through in-class activities. However, the Institute does not keep sufficient records on learners' diagnostic tests and continuous progress. Learners' prior attainment is insufficiently assessed to establish a starting point from which the added value can be measured. From the lessons observed, learners are generally attentive and show positive attitudes towards their learning. Although a number of them participate appropriately in class activities they are not necessarily able to reflect on their learning. Learners are able to work independently when given the opportunity, though there are a few learners who are over-dependent on their teachers. The Institute keeps records of learners' attendance, which indicates that most learners attend regularly. Punctuality on the other hand is not recorded, and from the observed lessons it was perceived as an issue in a few cases. The Institute follows up on cases of lateness in a timely manner.

The quality of provision

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

Grade: Inadequate (4)

The effectiveness of teaching at Al Yaqeen Institute is inadequate overall. During the majority of lessons observed, teachers used adequate assessments tools and follow-up questions to assess learners' understanding. However, the assessment sheets used did not cover all objectives effectively. Moreover, marking of learners' work is neither consistent nor rigorous, with no clear rubric and the allocated grades and feedback provided do not reflect the actual quality of the work done by learners. Learners' performance records are not always maintained and written feedback is insufficient to highlight where learners can improve further, with learners not always being made aware of their progress and what they need to do to improve further.

The majority of teachers are experienced and during the better lessons they provided learners with useful examples and activities. However, in a few cases teachers do not elaborate on answers and share inaccurate information with learners. Lesson plans are inconsistent, and are not informed with learners' pre-course and continuous assessment to accommodate the varying needs of learners. Although the form used for lesson planning is adequate there are cases where the objectives stated are not clear and the evaluation section is not completed. Lesson plans are better in mathematics but are not always used effectively. The less effective lessons observed, on the other hand, were not structured properly to support effective teaching and learning with, for example, the flow of materials within lessons not always being appropriate, a conclusion missing, or the resources to be used during activities not being part of the planning. Lessons start on time, with sharing of objectives, and the majority of lessons are managed appropriately, though in a few cases there are issues in time and class management.

In the majority of lessons observed teachers used appropriate teaching methods to explain and engage learners, and a few used further questioning adequately to stimulate self-learning and critical thinking skills amongst learners. Nevertheless, in a minority of cases teaching is teacher-centred with minimal learners' engagement. Teachers use the available learning resources such as worksheets, handouts and whiteboards appropriately to facilitate learning, but in almost half of the lessons observed different learning needs were not accommodated effectively.

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

Grade: Inadequate (4)

The effectiveness of the courses in meeting the needs of learners and stakeholders is inadequate overall. Al Yaqeen Institute offers tutorial support courses that cover the core subjects in the government schools such as mathematics, English and science. These courses generally meet the needs of learners and parents. Learners can either join regular classes or register for private lessons. The Institute also offers examination revision and general English classes. However, the management of Al Yaqeen Institute is reactive in its approach in terms of course offerings, sensing local community needs through verbal communication with parents and learners about the courses required. Although, there is no effective analysis of needs and trends, the management does consider the available resources such as learner-teacher ratio in a class, the number of available teachers, their field of study and their experiences, before accepting more learners.

Due to the nature of the provision teachers use the government schools' curriculum, supported by relevant worksheets and handouts for different subjects. General practice is to update the worksheets as needed. Nonetheless, review and update of handouts are left to the teachers' own initiatives and there is no mechanism nor clear criteria to follow while designing, updating and approving the handouts and worksheets. Moreover, course handouts are not planned nor structured appropriately. For example, a number of the handouts are a mere collection of exercises from school books without sufficient referencing. General English courses lack structure, clear objectives and suitable assessments criteria to allow for clear progression in line with accumulated skills and knowledge and attainment of desired objectives.

Courses in general are not supported with effective learning resources or extra-curricular activities to encourage active learning. In addition to worksheets teachers mainly use white boards which are relatively small in size. English courses lack significant resources such as textbooks, flashcards, audio and video. Even though there are diagnostic and placement tests for English, these are not effective in placing learners at the right course level, with learners being placed in courses according to their current level at school.

How well are learners supported and guided?

Grade: Inadequate (4)

The support and guidance provided to learners to help them achieve better outcomes are inadequate overall. The institute lacks effective support and guidance mechanisms to identify, support and guide learners on how to improve and enable them to reach their full potential. There are no procedures in place that ensure consistency of practice, in most cases support

being left to the teacher's own initiative. During the observed lessons there were a number of learners with low abilities who were left behind and were not provided with the remedial support needed to enable them to overcome their difficulties. In a few cases learners are advised to take one to one lessons with their teachers. Al Yaqeen Institute management is accessible and provides personal support, such as discounts or special financial arrangements for payment when needed. The Institute offers adequate arrangements for learners who come with a pre-identified special needs requirement, for instance ensuring that the teachers who are coaching them are qualified and, in cases of mobility issues, the management changes the classroom location to be on the ground floor.

During course registration parents and learners are provided with appropriate information about the courses on offer, mainly through verbal communication with the administration staff. Parents and learners receive timetable sheets which highlight class dates, timings and general regulations about attendance and how learners are expected to behave. Short Messaging System (SMS) and smart phone applications are used to communicate information about changes in timetables, advertisements or to seek feedback from stakeholders and learners. Nonetheless, the Institute does not share the level of information needed for the general English courses, such as clear outlines and progression routes. The Institute has no website or updated social media accounts. The administration follows up on attendance in an adequate manner. Information conveyed to learners and stakeholders about the impact of the academic support provided is not sufficient, and where provided it is conveyed in an *ad hoc* manner rather than highlight specifically how learners can improve. For example, parents receive general comments about learners' performance when they meet the teachers or the management informally in the Institute.

Arrangements for the delivery of courses are flexible to suit learners' and parents' needs, and course timetabling takes into consideration school examination periods and official holidays. The learning environment is adequate but not particularly inspiring. The premises encompass sufficient classrooms with the necessary number of desks, chairs and restrooms, but teaching aids are limited and there are a number of broken chairs.

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 Yaqeen Institute's management is inadequate in raising achievement and improving the quality of the provision. The vision and mission statements are generic. The management has

recently developed two documents titled 'strategic plan' and 'operational plan' for the academic years 2018-2019 to 2020-2021, but these documents are brief and have not been developed as a result of a rigorous self-evaluation or actual learners' performance data. They do address general objectives relevant to learners, teachers and parents, but do not identify significant areas for improvement. The time scales are not specific and there are no clear milestones and deadlines that could be used as bases for monitoring and evaluating actual progress in terms of the objectives and Key Performance Indicators (KPIs).

There is an adequate organisational structure and sufficient human resources. The Institute employs a manager and administration staff who manage the operation. Even though there are no job descriptions there is common agreement on staff duties and responsibilities. Daily operational matters are managed appropriately considering the enrolment numbers and size of the operation. Issues related to scheduling, learners' and stakeholders' satisfaction are resolved directly yet on an *ad hoc* basis.

Learners' individual achievements and continuous progress are not sufficiently measured and are not closely monitored by the management. Learners' prior learning is not assessed effectively. Teachers generally assess learners' achievement during lessons through formal assessment, but records of these assessments and their outcomes are not retained. Consequently, trends of achievement are not analysed or monitored to inform decision making and improve the provision. The Institute's management does not maintain an effective quality assurance system stipulating the relevant policies and procedures needed to ensure consistency of practices. There are some useful forms such as the attendance sheet and a few brief policies to guide learners and teachers on attendance and the Institute's guidance on the acceptable behaviour. Adequate staff are hired on a part time basis and teachers are generally deployed according to their specialisation and the level they teach in their school during the day. Staff interviewed acknowledge that they are inducted verbally and their performance is monitored. A basic SWOT analysis was carried out in 2018 but it is not clear how the outcomes have been used to decide on improvement actions. There is no explicit self-evaluation process to measure the impact of operations, and the Self-Evaluation Form (SEF) submitted to the review team is not sufficiently detailed nor critical.

The management conducts lesson observations on an *ad hoc* basis. The form used is generally appropriate, though some aspects are not relevant to the nature of the Institute. The comments written by the observer vary in quality, with some forms including constructive comments while others do not identify areas for improvement and follow-up actions are not recorded. The management communicates with parents verbally, through phone calls and smart mobile applications, but the process is not systematic nor documented. Issues raised by learners or parents regarding learners' achievement or the quality of the services provided are discussed casually and actions decided on. Useful links are maintained with the local community. Appropriate health and safety measures are in place and the premises are maintained and free from obvious hazards. However, a risk assessment is not conducted and there is no

certified first aider. A Health and Safety committee has recently been developed, meeting to discuss issues and act accordingly. An evacuation drill was recently conducted for staff and learners.

The provider's key strengths

- None of significance.

Recommendations

To improve, Al Yaqeen Educational Institute should:

- ensure that learners develop appropriate skills, knowledge, achieve the course objectives and make sufficient progress
- ensure that the assessment methods used are effective in measuring learners' achievement and that marking is consistent, rigorous and based on clear rubrics, with learners being provided with written feedback on how to improve further
- ensure that courses are well planned and structured to meet the need of learners and stakeholders
- ensure that lessons are well planned to cater for the various learners' needs
- improve leadership and management by:
 - improving strategic planning and ensure that it is based on a regular and rigorous self-evaluation process
 - ensuring that achievement data is kept, aggregated and analysed, with the outcomes being used to improve the provision
 - developing an effective quality assurance system that includes comprehensive policies and procedures, and that a critical internal lesson observation system is in place and comments are followed up effectively.

Appendix

Description of the provision

Al Yaqeen Educational Institute (Al Yaqeen Institute) was established in 2004 and is licensed by the Ministry of Education (MoE). The Institute offers school support tutorial courses, general English, examination revision classes based on school curricula and private lessons. All courses offered are of short duration of between 12 and 24 hours.

The Institute operates from a single branch in Hidd. The organisation structure consists of a managing director and two admin staff who manage the Institute on a part time basis. The Institute has a pool of 14 main teachers in different specialisms. It has enrolled 244 learners, 42 in 2016, 57 in 2017 and 145 up to the date of the review in 2018.