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

Vocational Review Unit

Review Report

Al Adhwa Institute

Isa Town

Kingdom of Bahrain

Date Reviewed: 6 – 8 June 2011

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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 Labour 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 judgments 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 outcomes 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 strengths 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

Al Adhwa Institute (Al Adhwa) was established in 2002 and licensed by the Ministry of Education. The institute mainly offers tutorial courses for the main subjects (mathematics, science, Arabic language and English language) for all school levels besides non accredited basic computer courses. In addition, the institute's license permits offering English language courses; however, these were not conducted since four years ago.

The institute has enrolled a total of 639 students during the last academic year of which almost all have been for school tutorial courses mainly for primary and intermediate levels.

Adhwa Institute has one centre located in Isa Town and it is operated by a managing director who is the owner as well, a part time secretary and an office boy. The institute utilises a pool of fifteen part time teachers.

Scope of the review

This review was conducted over three days by a team of three reviewers. During the review, reviewers analysed data about the qualifications students achieve and the courses they complete, and talked with the managing director, teachers, administration staff, students and parents.

This report summarises reviewers' findings and their recommendations about what Al Adhwa Institute should do to improve.

Overall judgement

Effectiveness of provision

Grade 4: Below satisfactory

Al Adhwa Institute is below satisfactory overall. Students' achievement, the quality of teaching and the support provided to students' are all below satisfactory. The leadership and management of the institute is judged to be very weak as it mainly concentrates on financial targets and lacks the appropriate educational practices and procedures to ensure the quality of provision. The courses offered by the institute however are judged to be satisfactory as most parents and students are generally satisfied with the range and levels of tutorial courses offered by the institute.

The majority of students at Al Adwha do not make the progress expected of them, although students in science and mathematics at least achieve the lessons' objectives. Of the observed lessons, about half of the students enjoyed the classes while the rest were bored and not participating. Initial assessment is not conducted for any of the courses. Even in the computer course, initial assessment is only done verbally to assess prior knowledge. Al Adhwa does not maintain any records on students' progress and does not have a policy on attendance and punctuality. Although attendance is recorded, punctuality is not and both are poor.

Al Adhwa teachers are qualified and have sufficient years of experience; however, teaching methods used in approximately half of the lessons observed were not stimulating enough to engage students except in science and mathematics classes where teachers used a variety of stimulating teaching methods. Most lessons start and end on time and objectives are generally shared with students. Students are appropriately assessed during classes with exercises and provided with verbal feedback. However, teachers do not use lesson plans and the varying needs of students are insufficiently met. Teachers use a limited range of resources during lessons.

The institute offers an adequate range of tutorial courses in the four main subjects of mathematics, science, Arabic language and English language for all school levels in addition to a basic non-accredited computer course. Courses offered generally meet the needs of students and parents but the institute does not do any gauging of local needs. Appropriate hand-outs are provided to students; however, some copies are not clear and others are not organised in terms of mentioning the subject, the level or the date. The institute does not conduct any enrichment activities.

Al Adhwa institute has major health, safety and hygiene issues. Examples of these include low level windows without safety bars on the first floor, a hazardous unlocked store, uncovered wires in the prayer room, long out of date fire extinguishers and a lack of a fire assembly point, fire alarms, smoke detectors and clear directions to fire exits. Rest rooms are poorly maintained and unhygienic. The institute has an inadequate learning environment. The institute provides basic administrative guidance at the beginning of a course and later on an *ad hoc* basis. Parents and students do not have proper access to information on courses as the institute lacks a website. Its leaflets do not convey sufficient information on the courses offered.

Leadership and management lack strategic and operational plans and it do not perform any monitoring or analysis of students' progress or results. Students' and parents' feedback are not sought apart from verbal comments received from parents. Furthermore, they are not updated on the progress of their children. Meetings are only conducted when needed with teachers. The self-evaluation form (SEF) is highly overestimated, non-informative and does not address the major areas for improvement developed by the review team. The institute however employs and deploys qualified and experienced teachers although no appropriate recruitment policy is in place and they are not provided with development opportunities. Moreover, there is no systematic lesson observation or staff appraisal system in place.

Capacity to improve

Grade 5: Very weak

Al Adhwa's capacity to improve is very weak. The institute has not implemented any improvement plans in the last three years apart from some necessary maintenance. It has no future plans except some intentions. There are no strategic or operational plans in place and management mainly focuses on financial aspects. The institute has not yet conducted any kind of analysis of data related to achievement or performance.

The important information related to enrolment, retention and registration is not systematically kept and the only data which is stored in the system is the teachers' salaries. Al Adhwa lacks any type of policy or quality assurance documents apart from one sheet of simple instructions given to students at the time of registration.

The institute currently lacks the capable human resources to carry out improvements. Its self-evaluation form (SEF) is highly overestimated, non-informative and does not reflect the reality of the institute's current situation. However, the institute has a reasonable repeat registration from students in the surrounding areas. The enrolment figure for the last academic year was 639 students.

Summary of grades awarded

Overall Judgement	Grade
Effectiveness of provision	**Grade 4: Below satisfactory**
Capacity to Improve	Grade 5: Very weak
Review Findings	
How well do students achieve?	Grade 4: Below satisfactory
How effective is teaching?	Grade 4: Below satisfactory
How well do courses meet the needs of students and stakeholders?	Grade 3: Satisfactory
How well are students guided and supported?	Grade 4: Below satisfactory
How effective are leadership and management in raising achievement and supporting all students?	Grade 5: Very weak

Main judgements and recommendations

Strengths

- **Teachers use stimulating methods to engage and motivate students in science and mathematics lessons.** Although all teachers at Al Adhwa are qualified and have sufficient years of experience, it is only in these lessons that teachers manage to engage and motivate students to participate. Meetings with parents also revealed that students' are achieving better in these two subjects.

Areas for improvement

- **The majority of the students are not making the progress expected of them or achieving well enough.** Although students in science and mathematics generally achieve the objectives of the lessons, the majority do not make sufficient progress.

- **Poor attendance and punctuality with records which are not well maintained.** The institute has no policy in place for attendance or punctuality. Although attendance is recorded during classes, this is meaningless as the total number of students in a class is not fixed as students may register or withdraw at any time during the course. Punctuality is not recorded and it was an issue during the observed classes where students were late by up to 20 minutes.

- **Teaching methods used by the majority of teachers are not stimulating with students insufficiently engaged and motivated.** The range and choice of teaching methods adopted by most teachers fail to stimulate students in any meaningful way.

- **The absence of lesson plans, particularly in planning for the accommodation of the varying needs of students.** Al Adhwa teachers do not use lesson plans, particularly as a means of addressing students' varying needs. As a consequence, the less able students' needs were not effectively accommodated and the needs of the more able were only accommodated in a few cases.

- **Poorly organized handouts for tutorial courses and outdated materials for computer courses.** Al Adhwa teachers use a limited range of resources during lessons. These include using just the white board and handouts for exercises distributed during lessons.

- **Major health, safety and hygiene issues and a poor learning environment.** Examples of these have been detailed above. Moreover, students are not made aware of health and safety measures. Although a letter was given to the institute regarding the major safety issues, only a few actions were taken during the review days.

- **Lack of strategic and operational plans and no analysis or monitoring of results or progress of students.** Because of this, the institute is not able to plan for the future based on identifying strengths, areas for development and the impact it is having on student's attainment and progress.

- **No systematic lesson observation or appraisal system in place.** As a consequence, the institute is not able to provide support and feedback to teachers and identify areas for development.

- **No systematic feedback sought from students or parents; most parents are not updated on the progress of their children.** The institute only collects informal, verbal comments from parents and this only if they have a particular problem; because parents are not updated on the progress of their children, they are not able to provide relevant feedback to the institute on the quality of teaching they are receiving.

Recommendations

In order to improve provision, Al Adhwa Institute should:

- ensure that all students are progressing well and achieving their course objectives

- introduce an attendance policy, improve on attendance and punctuality and ensure that records are well maintained

- use a variety of teaching methods in all classes to engage and motivate students

- ensure that lessons are well planned and the varying needs of students are sufficiently met

- improve on the quality and content of all handouts distributed to students

- ensure that all health, safety and hygiene measures are taken and improve the learning environment

- introduce and implement robust strategic and operational plans and record, monitor and analyse data related to results and performance

- introduce and implement a performance management system

- actively seek all stakeholders' views, analyse them and take actions accordingly.