National Authority for Qualifications &
Quality Assurance of Education & Training

Directorate of Vocational Reviews
Review Report

Al Adhwa Institute

Isa Town

Kingdom of Bahrain

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The Directorate of Vocational Reviews

The Directorate of Vocational Reviews (DVR) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. Established to raise standards in vocational education and training, the DVR 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 DVR'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 four-point scale:

Grade description	Interpretation
1: Outstanding	This describes provision or outcomes that is/are at least good in all aspects and outstanding in the majority.
2: Good	This describes provision or outcomes that is/are at least satisfactory in all aspects and good in the majority. There may be some particularly successful approaches or outcomes.
3: Satisfactory	This describes a basic level of adequacy. There are no major areas of weakness which substantially affect what learners, or significant groups of learners, achieve. There may be some features which are good.
4: Inadequate	This describes situations where major weaknesses in some areas affect the outcomes for learners and outweigh any strengths in the provision.

Introduction

Description of the provision

Al Adhwa Institute was established in 2002 and it is licensed by the Ministry of Education. The institute mainly offers tutorial courses for the school's subjects (mathematics, science, Arabic language and English language) for all school levels besides non accredited basic computer courses, general English, and two specific law soft skills courses. However, the computer and the general English courses were not conducted for the last one and a half year. In addition, the institute offers tutorial courses for some university subjects such as accounting, economics and mathematics.

Al Adhwa institute operates form one centre located at Isa Town and it is owned and led by a general manager. The institute has a board of directors which mainly consists of the general manager and six of the most frequently used part-time teachers. The board is recently established to mainly provide some consultation to the management and distribute some of the management responsibilities to the members. Al Adhwa Institute employs a secretory, and a supervisor who is in-charge of the health and safety aspects and teachers' performance monitoring; both are employed on a part-time basis. In addition, a full-time care-taker. The institute has a pool of 15 part-time teachers who are utilised when needed.

Al Adhwa Institute enrolled 133 learners in 2012 and 148 learners in 2013. In 2014, the number of enrolment reaches 128 up to the time of the review.

Scope of the review

This review was conducted over three days, by a team of four reviewers. During the review, reviewers observed training sessions and other related activities, analysed data about the programmes and qualifications learners achieve, examined learners' written and other work, studied documents and materials provided by the institute and interviewed staff, learners, parents and teachers.

In the previous review, the overall effectiveness, learners' achievement, quality of teaching, and support and guidance were all judged as below satisfactory. Programmes were judged as satisfactory and leadership and management and the institute capacity to improve were judged as very week.

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

Table of review judgements awarded

Overall Effectiveness	
How effective is the provision in raising learners' achievement and meeting the full range of learners' and stakeholders' needs?	**Grade: 3 Satisfactory**
Learners' Achievement	
How well do learners achieve?	Grade: 3 Satisfactory
Quality of Provision	
How effective is teaching and/or training in promoting learning?	Grade: 3 Satisfactory
How well do programmes meet the needs and interests of learners and stakeholders?	Grade: 3 Satisfactory
How well are learners supported and guided to achieve better outcomes?	Grade: 3 Satisfactory
Leadership and Management	
How effective are leadership and management in raising achievement and supporting all learners?	Grade: 4 Inadequate

Review judgements

Overall effectiveness

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

Grade: 3 Satisfactory

Al Adhwa Institute's overall effectiveness is satisfactory. Although learners' achievement, quality of teaching, courses offered, and support and guidance are all satisfactory, leadership and management fail to meet the required standards.

Learners gain suitable knowledge and skills and the majority of them generally make appropriate progress in the tutorial courses which constitute the vast majority of learners' enrolment for the last two years. However, a minority of learners make minimal progress. Learners are generally attentive and enjoying their learning, however, only few of them are self-motivated and very few are able to reflect on their progress.

Teachers have the theoretical relevant knowledge and the teaching experience; they use appropriate teaching methods and activities to engage and motivate the majority of learners. Assessment is adequate and learners are provided with useful verbal feedback during lessons. Simple written feedback is provided in some cases. The institute does not provide any formal comprehensive picture of the learners' records of progress. The available resources although traditional, they are suitably used to support learning.

Al Adhwa institute mainly offers tutorials courses of schools core subjects (English, Arabic, Mathematics and Science) for primary, intermediate and secondary levels, in addition to some basic computer applications and general English language courses. Courses are offered in response to learners' and parents' needs and adequately meet their needs. Tutorial courses structure follows the Ministry of Education curriculum; it is fit for purpose with updated relevant hand-outs and activities. However, the computer and general English language course are insufficiently structured, not updated and lack additional activities to enrich the learning experience. Resources available are fit for purpose.

Learners receive adequate support and guidance to help them achieve better outcomes. Learners and parents have access to information on the offered courses. They are suitably updated on learners' progress. The learning environment is generally fit for purpose although it could be improved. Appropriate brochures are available; however, course outlines are not always available in advance.

Management focuses on day to day tasks and places insufficient focus on continuous improvement of the provision. Monitoring and evaluation are limited and not sufficient to create appropriate understanding of the provision to drive continuous improvement. The institute lacks a data management system to record, aggregate and analyse achievement data and monitor trends over years to trigger further improvement. Class observations are rarely conducted and the institute lacks policies and procedures relevant to teaching and learning.

Al Adhwa Institute has satisfactory capacity to improve. During the last two years, the management recruited qualified teachers with good teaching experience and introduced monthly tests in all tutorial courses to measure learners' attainment. This led to improvement in learners' achievement, quality of teaching and the support the guidance provided to learners which were graded as below satisfactory in the previous review. It also introduced some useful new forms such as; the internal lesson observation form, learner's evaluation form to update learners and parents on the progress made during the course and learners' feedback form. In addition, the management developed an appropriate evacuation plan document and improve health and safety condition in the institute, and made some renovation and maintenance work to improve the premises. Although the management has established a quality assurance team, its impact is yet to be seen.

Number of enrolment is maintained between 2012 and 2013. The institute enrolled 133 learners in 2012 and 148 learners in 2013. In 2014, the institute enrolled 128 learners up to the date of the review. Repeat business is satisfactory.

Learners' achievement

How well do learners achieve?

Grade: 3 Satisfactory

Learners' achievement at Al-Adhwa is satisfactory overall. The vast majority of learners for the last two years have been enrolled in tutorial courses. Achievement in tutorial courses is measured through monthly tests and class activities, which are suitably focused on the learning objectives. Relevant records of achievement are kept; however, these are not aggregated to trace the individual learners' progress. Furthermore, the learners' prior attainment is insufficiently assessed to establish a starting point from which progress or added-value could be measured.

In the tutorial courses, learners gain proper knowledge and skills. Moreover, the vast majority of learners and parents stated in their feedback that they are satisfied with the skills and knowledge gained upon course completion. In addition, parents' testimonies through surveys reveal that learning at the institute has reflected positively on their children's performance and helped them achieve better at school. The achievement rate in the tutorial courses indicates that the majority of learners achieve their objectives of those courses.

Based on the lessons observed and the scrutiny of learners' work for tutorial courses, the majority of learners make a satisfactory progress as also reflected by their answers and contributions during the lessons.

During the observed lessons, learners were generally attentive and enjoying their learning experience, nonetheless, only few were self-motivated. Furthermore, when given the opportunity, learners were able to work independently and collaboratively. In very few cases, learners were able to reflect appropriately on their progress during the activities and to expand on what they had been taught by questioning their teachers.

According to the Learners' Performance Data sheet (LPD), overall retention rate is high at 96% on average for all conducted courses. Attendance and punctuality are always recorded by teachers. From those records and the observed lessons, it is evident that the majority of learners are attending regularly on time. Yet, there are few cases of learners coming to their lessons more than fifteen minutes late.

The quality of provision

How effective is teaching and/or training in promoting learning?

Grade: 3 Satisfactory

Teachers at Al Adhwa Institute have the theoretical knowledge of their specialisms and sufficient teaching experience as they teach the same subjects in the Ministry of Education schools. They provide accurate explanation of concepts and respond clearly to learners' questions. Lesson planning is left to the individual teacher as the institute has no formal lesson plans across most subjects. At the end of each course, the teacher submits a table which contains the timescale of the topic covered, which should cover all school curriculum of the semester. The observed lessons were generally planned and there was no problem in the lesson delivery. Lessons start and end on time and the majority of the activities used are timely managed. Almost all lessons observed started with effective sharing of lesson objectives and use of ice breakers.

Teachers use appropriate teaching methods and activities which are succeeded in engaging and motivating the majority of learners. Learners are appropriately assessed through class activities and monthly tests. Direct questions are used to check learners' understanding during lessons and they are provided with useful verbal feedback. In some cases, simple written feedback is provided on learners papers of activities and tests.

At the end of each month, the teacher fills a learners' performance evaluation form which contains useful comments on individual learner's performance and behaviour as well as the grade of the monthly test. However, no records of progress, or any form of aggregated data for the whole period of the course to show how learners are progressing over the period of their course of study.

Teachers usually deliver their lessons to meet the needs of the average learner, at the same time, they sufficiently supported the less able learners, however, the more able are insufficiently challenged. A minority of teachers prepare differentiated activities for less and more able learners, and according to the samples of learners' work, they are appropriately conducted. Learners were challenged occasionally to further their understanding; however, the majority of teachers use direct questions which hinder furthering learners' understanding.

The available resources are mostly traditional but suitably utilized by the teachers to support their teaching. They mostly depend on whiteboard, school books, and activity hand-outs, with minimum use of visual-audio aids.

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

Grade: 3 Satisfactory

Al-Adhwa Institute offers tutorials courses for schools' subjects (English, Arabic, Mathematics and Science), for primary, intermediate and secondary school levels, in addition to some basic computer courses, general English language and two specific Law soft skills courses. The institute's management relies on their own views of the social and market needs, and the continuous informal recommendations from parents, learners and some organizations to offer courses. However, no formal social or market needs studies are conducted.

From learners and parents feedback, school subjects' tutorials match their needs. Some courses are offered based on special group requests or special private tuition. Tutorial courses structure follows the Ministry of Education curriculum and it is fit for purpose, however, the general English language and basic computer courses are insufficiently structured. Moreover, these courses lack any kind of additional activities to enrich the learning experience.

The available resources are fit for purpose for the tutorials. The hand-outs and materials for the tutorial and examinations night revision courses are well prepared and focus learners' attention to important areas in the curriculum, and are updated yearly in terms of the tests and the activities. Arabi and Science hand-outs are more detailed. Learners find these hand-outs useful and meeting their needs. Courses of general English language and the computer, are not updated and there is no policy in place to ensure regular update of these courses.

How well are learners supported and guided to achieve better outcomes?

Grade: 3 Satisfactory

Learners at Al-Adhwa receive appropriate support and guidance to help them achieve better. The institute's management and administration staff are supportive and approachable by both learners and parents. In tutorial courses, learners are provided with useful hand-outs that are well-prepared, rich in content and focus on important and relevant issues in their school studies. Moreover, learners at grade 3, 6 and 12 are provided with a preparatory lesson for the National Examinations. Furthermore, based on the monthly tests grades, learners who score high are honoured at the end of the course. On the other hand, the management contacts the parents of weak learners and those who score low in the

monthly tests to discuss with them the possibility of enrolling their children in one-on-one lessons. The purpose of those lessons is to improve learners' level and enable them to join regular group classes afterwards.

Parents and learners have access to suitable advice and guidance about courses through the providers' brochures and leaflets; which are informative with useful details about the offered courses and their objectives. During course registration, parents and learners are provided with verbal guidance on the available courses as well as the learners' rights and obligations at the institute; these are posted in all classrooms. The institute uses short messaging system (SMS), Whatsapp and Instagram applications to communicate with stakeholders with regards to courses on offer; in addition, the Instagram is utilized to respond to stakeholders' queries. Nevertheless, the institute does not have a website and its Facebook page is inactive.

Parents are adequately updated about their children's progress on monthly basis through the learner's evaluation form. The form provides details on learner's achievement along with useful comments on what the learner needs to improve. In the same form, parents are requested to evaluate their children's progress, while learners are requested to evaluate the institute's activities. Al-Adhwa management follows up with parents regarding learners' attendance and lateness to lessons. In addition to the formal written feedback which each learner receives at the end of a course, through the evaluation form, useful verbal feedback is provided to learners during lessons on how they are progressing.

Arrangements for the delivery of courses are generally flexible to suit the learners' needs. The tutorial classes are offered in different modes; one-on-one, in groups, regular classes and evening revision classes for examinations. Recently, the starting time of lessons was changed to make it convenient for learners.

The learning environment is fit for purpose and adequate for the intended use with sufficient number of classrooms. Most of the classrooms lack educational posters or learners' works illustrated on the walls. Although the available brochures are adequate to serve the need for tutorial courses' outlines, the course outlines that are specified in writing for all offered courses are not always available.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?

Grade: 4 Inadequate

Al Adhwa vision and mission statements are relevant and the strategic objectives are suitably focused on learners' achievement and developing teachers. Action plan is developed with time scale and performance indicators, however, follow up and monitoring are not sufficient and some actions are not implemented within the set timescales.

The current management structure is insufficient to meet the institute aims and objectives; human resources are limited and all teachers are working on a part-time basis which limits their contribution in the managerial tasks. The institute established a quality assurance team to monitor the quality of teaching through peer observations, however; its role is insufficiently effective as there were no class observations conducted since the end of 2012. A few class observations were conducted just prior to the last monitoring visit conducted by the QQA team and then stopped afterwards. Moreover, assessment is left to individual teachers and not verified.

Learners' achievement is insufficiently monitored. Although the institute measures learners' achievement appropriately through class activities and currently the monthly tests, it lacks a data management system to record, aggregate and analyse achievement data, and monitor trends of achievement over years and where needed utilise the analysis to inform decision making and trigger further improvement. Furthermore, learners' prior attainment is insufficiently assessed and utilised. The available placement test used in general English courses is ineffective; it focuses mainly on grammar and vocabulary, whereas reading and writing are not assessed. Learners' prior attainment is not assessed in the computer and tutorial courses.

The majority of teachers recruited are qualified and have sufficient teaching experience; they are suitably inducted and deployed. However, their performance is insufficiently monitored; class observations are rarely conducted. Moreover, there are insufficient policies and procedures in place related to measurement of learners' achievement and assessment. There are few relevant in-house training workshops conducted to teachers in 2012.

Learners' and parents' views and feedback about the provision are mainly sought verbally; in November 2012, the institute used a formal questionnaire to gather learners' views, however, no more formal learners' feedback is gathered afterwards. Parents' feedback is sought through calls and informal communication or through their comments on the

learners' evaluation report. In some cases, learners and parents' feedback are utilised to improve the provision.

Adequate links are maintained with parents, repeat business is satisfactory and the majority of parents interviewed are satisfied with the service provided and welling to continue dealing with the institute in the future.

Al Adwa self-evaluation form (SEF) completed for the review although identifies few areas for development, it is insufficiently informative and not critical enough. It overestimates the performance of the institute in many areas.

The provider's key strengths

- The teachers have relevant theoretical knowledge, experience, and they are teaching the same subjects in the Ministry of Education schools.

- Tutorials course materials are well prepared and regularly updated.

Recommendations

In order to improve, Al Adhwa institute should:

- improve learners' achievement further by assessing their prior attainment and ensure that they make sufficient progress from their starting point

- diversify teaching strategies to engage and challenge all learners and meet their needs

- ensure that the general English and basic computer courses are well structured, planned and resourced and course materials are regularly updated

- improve leadership and management through:

  - establishing a data management system to record, aggregate, and analyse achievement data and use this analysis to inform decision making

  - expanding the current management structure to have sufficient human resources

  - developing and implementing effective quality assurance measures which include regular and critical class observations and clear policies and procedures relevant to teaching and learning.