



الهيئة الوطنية  
للمؤهلات وضمان جودة التعليم والتدريب  
National Authority for Qualifications &  
Quality Assurance of Education & Training

# **Directorate of Vocational Reviews Second Monitoring Visit Report**

**Al Hayat Institute for Human Resources Development  
Sehla  
Kingdom of Bahrain**

**Date of last review: 29-31 December 2013**

**Date of 1<sup>st</sup> monitoring visit: 11<sup>th</sup> December 2014**

**Date of 2<sup>nd</sup> monitoring visit: 7<sup>th</sup> January 2016**

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## Monitoring visit

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The purpose of monitoring visits is to evaluate the progress made by the institute in addressing the key issues for action identified by the review report.

### Information about the provider

Al Hayat Institute for Human Resources Development (Al Hayat) was established in 1999 and licensed by the Ministry of Education to offer tutorial courses based on the Ministry of Education's school curriculum. The institute was also offering General English language and Information Technology (IT) courses. Al Hayat operates from one centre located in Sehla. Since the first monitoring visit which was conducted in December 2014, the institute enrolled 478 learners, 83.47% of which attend both Mathematics and English tutorial courses for different grades, 14.22% attend tutorial courses for other subject particularly Arabic, Science, and Physics. General English courses make 1.255% and IT courses make 1.046% of the total enrolment of 2014 and 2015. The institute is managed by a team comprising of an operational manager, three secretaries, seven teachers, a transport coordinator and seven drivers. Teachers and staff members, including the operational manager, work at the institute on a part-time basis.

### Last review/first monitoring visit outcomes

The overall effectiveness of Al Hayat Institute was judged as inadequate in the last review and therefore the institute was subjected to a first monitoring visit in December 2014 to assess the progress it is making in addressing the recommendations detailed in the review report. In the first monitoring visit, Al Hayat Institute did not take any serious measures to address the recommendations identified by the previous review report. Learners' prior attainment in the tutorial courses is not assessed although these courses make 87% of the total enrolment of the last year. The placement test used in the General English courses is ineffective and it is not clear how learners are placed at the suitable course level. Achievement data are not kept, and the only data kept is learners' attendance and it is not consistently kept for all courses. Hence the management has no idea about learners' achievement and lacks crucial tool for monitoring and improvement. Although Mathematics teachers use active teaching methods which engage and motivate the majority of learners, the engagement, motivation and acquisition of the basic skills by learners in the English language tutorial courses are still limited due to the inadequate

teaching methods used. In addition, the support provided to learners during these lessons was inadequate as well as the assessment of learners' understanding. Teachers' performance is still insufficiently monitored and health and safety situation in the premises remains real area of concern which is not yet addressed. Hence, Al Hayat institute was judged as 'insufficient progress'.

**Any significant changes to the provider since the last review/monitoring visit:**

Since the first monitoring visit, conducted in December 2014, the institute has recently introduced diagnostic tests for English tutorial courses and few other tutorial courses such as Arabic, Science and Physics. However, these are inconsistently applied and administered. Also, there was no evidence found or provided on how the outcomes of these are utilised in lesson planning or placing learners at the right course level.

**Criteria for judging progress on an issue / recommendation and the provider overall progress:**

**Table 1: Judgement per recommendation**

<b>Judgement</b>	<b>Standard</b>
<b>Fully Addressed</b>	The provider has demonstrated marked progress in addressing the recommendation. The actions taken by the provider have led to significant improvements in the identified aspect and, as a consequence, in the overall effectiveness of the provider, particularly in the outcomes for learners.
<b>Partially Addressed</b>	The provider has taken positive action to address the recommendation. There is evidence that these actions have produced improvements and that these improvements are sustainable. The actions taken are having a positive, but as yet incomplete, impact on the quality of provision and outcomes for learners.
<b>Not Addressed</b>	The provider has not taken appropriate actions to address the recommendation and/or what actions have been taken have had little or no impact on the quality of provision and outcomes for learners. Weaknesses still persist within this aspect of provision.

**Table 2: Overall Grading**

Grade	Grade Description	Standard
A	<b>Sufficient progress</b>	The provider has fully addressed the majority of the recommendations contained in the review report, and/or previous monitoring report, and includes those which have most impact on learners' achievement, and the rest have been partially addressed. <b>No further monitoring is required.</b>
B	<b>In progress</b>	The provider has at least partially addressed all of the recommendations contained in the review report and/or previous monitoring report.
C	<b>Insufficient progress</b>	The provider has made little or no progress in addressing the majority of the recommendations contained in the review report and/or previous monitoring report.

## Progress on recommendations

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### Recommendation 1:

Improve the essential health and safety aspects immediately and ensure that all learners are provided with healthy and safe learning environment

### Judgment: not addressed

### Comment:

Although Al Hayat management has carried out little improvement in this area since the first monitoring visit such as fixing a solid fence which prevents access to the main road and installing a water purifying system, premises are still falling short of what is really required to maintain a healthy and safe learning environment for learners and staff. The maintenance of the building still appears very sub-standard; renovation looks unfinished, light fittings and staircase handrail are not fixed correctly. Moreover, up to 120 learners could be in the premises at any time and the means of escape is inadequate to deal with such a number. The quality of desks and chairs in the classrooms has not improved and are still in a poor condition.

### Recommendation 2:

Ensure that learners gain the required skills and progress well by enhancing the teaching and learning experience through:

- ensuring that adequate assessment of learners' prior skills, knowledge and standard is undertaken to properly support learners and place them on a suitable level on all courses
- improving sessions' plans and ensuring that these plans are informed by prior assessments for better accommodation of learners' varying needs
- enhancing effective teaching techniques to fully engage and motivate all learners.

## **Judgment: not addressed**

### **Comment:**

Since the first monitoring visit, there is still insufficient focus on addressing this recommendation. Mechanisms of assessing learners' prior skills, knowledge and standard have not improved to properly support learners and place them at a level suitable to their abilities. Although the institute has recently started to conduct diagnostic tests in a few tutorial courses such as Science, Physics, English and Arabic languages, these tests are inconsistently implemented and administered across all courses and levels. Moreover, there is no rubric or criteria on how the outcomes of these tests are utilised to effectively place learners at a particular course level. For instance, the diagnostic test results of one of the English language courses highlighted that the learners are differently abled; nevertheless, they are all placed in the same course level.

Since the first monitoring visit, the institute still does not have records of lesson plans for all courses on offer. Although lesson plans for the Information Technology (IT) courses and a very few English language courses are in place, these plans mostly lack essential elements of a basic lesson plan such as the learning outcomes or objectives, and assessment methods to measure achievement of lesson's objectives. In addition, evidence on how prior or continuous assessment of learners are utilised in lesson planning for better accommodation of learners' varying needs is not sufficient. Moreover, in a number of the English language diagnostic tests, the results show that learners are facing difficulties in the different language skills and need focused attention. Nevertheless, it is not evident that teachers plan the lessons based on learners' prior assessment outcomes.

The teaching strategies especially for the English language courses have not improved since the last monitoring visit. As evident from the lessons observed, there is a lack of proper planning and the teaching methods used are not effective to appropriately engage and motivate learners. In addition, the inadequate support and assessment of learners' understanding during the lesson have negatively impacted learners' acquisition of the basic skills.

### **Recommendation 3:**

Ensure that learners are provided with suitable support and guidance that help them to reach their potential and receive constructive feedback on their progress

**Judgment: not addressed**

#### **Comment:**

There is no improvement regarding this recommendation since the first monitoring visit. The institute still lacks formal and explicit support procedures to ensure that learners achieve better outcomes. The institute does not keep parents informed about learners' performance throughout the course. In addition, the verbal and written feedback provided to learners especially in the English language courses are insufficient to help them improve further.

### **Recommendation 4:**

Strengthen the management structure and effectively monitor the quality of provision through:

- ensuring that achievement data are collected, aggregated and trends are monitored over time
- ensuring that internal lesson observations are conducted regularly and are sufficiently critical

## **Judgment: not addressed**

### **Comment:**

There is no improvement regarding this recommendation since the first monitoring visit. Although the institute started implementing diagnostic and post course tests in a few tutorial and IT courses, no records are kept of the results of these tests. Even records on learners' attendance are not properly kept and the available records show that at least the majority of learners are not attending regularly. Yet, there is no evidence of any action taken by the management to address this issue. Records on learners' attainment and progress are still not kept. Accordingly, the management lacks essential tool for monitoring and improving learners' performance.

As for monitoring of trainers' performance, Al Hayat management does not take any serious measures to address this recommendation. The institute still lacks a system for internal lesson observations which contribute to continuous quality improvement. Quality of teaching and training particularly in English courses is still inadequate.

## **Overall Judgement and Further Recommendations**

### **Overall Judgement: Insufficient progress**

#### **Comment:**

Overall, Al Hayat Institute does not take any effective measures to address the recommendations identified by the previous review report. Although the institute has done little improvement regarding the health and safety conditions, premises still fail to meet the requirement of a safe workplace for staff and fail to meet the standards of a healthy and safe learning environment for learners. Recently, the institute has conducted diagnostic tests in a few English and tutorial courses, however, these are inconsistently implemented and the outcomes are not utilised. Training methods particularly in English courses remains ineffective and fail to engage and motivate learners. Performance monitoring is still inadequate; data on learners' attainment and progress are not kept and the institute lacks internal lesson observation system that contribute to continuous quality improvement.

#### **Monitoring visit recommendations:**

Al Hayat institute management needs to take effective measures to address the previous report recommendations as improvement done so far are minimal.

## Summary of progress grades

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Overall progress grade	Grade: C	Description: Insufficient progress
<b>Recommendations</b>		
Recommendation 1	Not addressed	
Recommendation 2	Not addressed	
Recommendation 3	Not addressed	
Recommendation 4	Not addressed	

The institute has taken limited measures to address the monitoring visit recommendations and improve performance. However, 'Insufficient Progress' is given to the institute since the steps taken are ineffective in addressing all recommendations. As per QQA regulations, the institute is to be scheduled in the normal review cycle with a crucial need for serious efforts to improve its overall performance.