



# **Directorate of Vocational Reviews**

## **Review Report**

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

**Date Reviewed: 7-9 November 2016**

**VO045-C3-R042**

## Table of Contents

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<b>Introduction .....</b>	<b>1</b>
<b>Grading scale .....</b>	<b>1</b>
<b>Table of review judgements awarded.....</b>	<b>1</b>
<b>Review judgements .....</b>	<b>2</b>
Overall effectiveness .....	2
Capacity to improve.....	3
Learners' achievement .....	3
The quality of provision .....	4
Leadership, management and governance .....	7
<b>The provider's key strengths .....</b>	<b>8</b>
<b>Recommendations.....</b>	<b>8</b>
<b>Appendix .....</b>	<b>9</b>
Description of the provision.....	9

## Introduction

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The Directorate Vocational Reviews (DVR), which is a part of the Education and 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 and qualifications learners achieve, examined learners' written and other work, examined documents and the materials provided by the provider and met with learners, parents, management and support staff.

In the previous review Al Hayat Institute for Human Resources Development (Al Hayat Institute) overall effectiveness was judged as inadequate as were all other aspects of its provision

This Report summarises the 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	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

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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: Inadequate (4)**

The overall effectiveness of Al Hayat Institute is judged as inadequate, as are all the aspects of its provision.

Learners' achievement at Al Hayat Institute is inadequate overall. Even though the majority of learners enrolled in the mathematics tutorial courses gain adequate skills and knowledge, a significant minority of learners on other tutorial courses, especially in English, have difficulty in obtaining the required literacy skills. In the better sessions learners are attentive, but only a few of them are self-motivated and able to reflect on their learning at an appropriate level. The Institute keeps attendance records for most courses yet punctuality is not recorded. Learners are not provided with effective, comprehensive and targeted support mechanisms to ensure that they attain acceptable progress and achieve the intended academic results. A significant minority struggle to complete tasks, do not show appropriate performance in relation to their school level and face difficulties in obtaining basic competencies, especially in English tutorial courses. Support aspects are left to teachers own initiatives, and they are generally supportive during sessions and provide learners with handouts. In most cases administration staff follow up on lateness and absenteeism. However, the Institute does not report on learners' progress to parents. Arrangements for the delivery of courses are not sufficiently flexible to suit the needs of learners, and the learning environment is neither healthy nor safe for learners and staff. Teachers are qualified as Ministry of Education (MOE) school teachers and the majority provide information and suitable teaching methods to engage learners to an appropriate level. Learners' understanding in the majority of cases is judged through suitable class assessments. However, the assessments used have no rubrics and vary in both quality and level. Correction and grading is not rigorous.

Al Hayat Institute offers a list of tutorial courses as per parents and learners requests, however, the Institute does not have a clear mechanism to sense the community and market needs. Similarly, the Institute lacks procedures to design, approve and update the courses on offer; the process is usually not coordinated effectively to ensure the appropriate design of course outlines, coursework and assessment to address specific Intended Learning Outcomes. Al Hayat Institute has generic vision and mission statements that are not shared with staff. Planning of strategic and operational aspects is not coherent. The administration approaches daily activities reactively, while the management lacks effective arrangements to quality

assure its provision and teachers' performance is not monitored to ensure consistency of performance and address areas for improvement.

## **Capacity to improve**

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

**Grade: Inadequate (4)**

On previous reviews, the Institute has not been successful in maintaining a level of reasonable acceptable performance required to meet the national standards, in terms of quality of performance of educational institutions and ensuring it's continues improvement. For this cycle, the Institute has not taken any serious steps to address the recommendations identified in the previous review of 31<sup>st</sup> of December 2013, such as improving the essential health and safety aspects, ensuring that learners gain the required skills and progress well and to strengthen the management structure and effectively monitor the quality of the provision. Additionally, the Institute does not have any substantial plans for improvement. Although the majority of learners on the mathematics tutorial courses gain adequate skills and knowledge, a significant minority of learners struggle to complete allocated tasks. Learners in general do not show appropriate progress especially in the English language tutorials. The Institute has no clear measures to quality assure the provision. Achievement data is not kept consistently to allow for the necessary analysis and further improvement of the provision. The submitted SEF is uninformative and it over-estimated the performance Institute.

## **Learners' achievement**

**How well do learners achieve?**

**Grade: Inadequate (4)**

Learners' achievement at Al Hayat Institute is inadequate overall. Most learners are enrolled in the tutorial courses, where English and mathematics subjects comprise around 75% of the total enrolment. The remaining learners are enrolled in other subjects including science, Arabic, physics and chemistry. The majority of learners attending the mathematics tutorial courses gain adequate skills and knowledge, although a significant minority of those on the other tutorial courses, especially in English, have problems in obtaining the foundational literacy skills; they struggle to complete tasks and do not show appropriate performance in relation to their school level.

The majority of learners are suitably able to work independently during class, activities particularly in mathematics tutorial courses. However, a number of learners remain excessively dependent on their teacher for further support in completing the assigned tasks. In the few better lessons observed, the learners are self-motivated and enjoy their learning. Nevertheless, only a few learners take the initiative to question their teachers and reflect critically on their learning.

The Institute lacks a system to keep formal records, especially in documenting learners' progress and relevant communications to measure and track learners progress. Moreover, learners' prior attainment is insufficiently assessed to establish learners starting point and precisely measure the progress made. However, in the majority of cases formative assessment is used in lessons to measure learners' performance and skills development.

The vast majority of learners attend regularly. Punctuality on the other hand is an issue in a few cases but is not recorded. Attendance records are kept for most courses.

## **The quality of provision**

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

#### **Grade: Inadequate (4)**

Teachers are qualified as Ministry of Education school teachers. The majority of them provide useful examples and use teaching methods such as lecturing and recitation to engage learners to an appropriate level. The teachers also appropriately use the limited learning resources available to supplement teaching. The majority of lessons start on time with appropriate sharing of the lesson objectives. Still, in a minority of sessions objectives are not shared and class management is an issue, specifically in the English sessions.

The teachers conduct pre-course assessment for most courses, but this practice is not consistent and the pre-course assessment results are not always used to inform lesson delivery. Teachers do not utilize lesson plans except in the IT courses, which comprise only 0.1% of total enrolment. IT lesson plans contain basic information but lack details of the time allocation for activities. Generally, learners' understanding is assessed through suitable in class activities and assessments related to the MOE curriculum for different grade levels. Only occasionally do teachers comment on the learners work in writing. Even then, most of the assessments used have no rubrics and vary in quality and appropriateness between subjects. Grading of learners work is not always accurate, and marking is usually inflated especially on the English tutorial courses.

The Institute does not record learners' grades or performance data throughout the course. Apart from the appropriate verbal feedback provided on learners work during classes in the majority of cases, learners are not kept fully advised about their progress. Those who require extended support are, in majority of cases, supported well. However, fast learners are not challenged enough. Teachers do occasionally promote critical and analytical thinking skills in the mathematics classes through activities and discussions.

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

### **Grade: Inadequate (4)**

Al Hayat Institute does not have a systematic method that enable it to measure and understand community and market needs, although it is responsive to learners' requests for tutorial sessions in chemistry and physics. The Institute offers tutorial classes for MOE school curriculum subjects such as English, Arabic, mathematics and science, for learners enrolled in primary and intermediate schools levels. Secondary school learners are enrolled in mathematics, English, physics and chemistry, matching learners' and parents' needs.

The Institute lacks adequate procedures to design, approve, update and regularly review the courses on offer. The teaching process is not coordinated sufficiently among teachers to ensure that related assessments and class activities are appropriate and consistent across courses. Tutorial courses depend mainly on government schools' books and subjects. Generally, class activities are appropriate in the majority of courses. However, English language tutorial class-work and assessment are not suitable for the learners' levels nor do they correspond to school standards. The Institute offers two levels of general English and Arabic courses, along with locally designed information technology courses. The course materials developed are allocated to teachers. Courses have no outlines, are insufficiently planned and structured, and lack proper reference materials. Almost all courses on offer are insufficiently resourced. IT courses have suitable course booklets and activities. However, the materials used are not authentic and the software is outdated.

Learners are not offered any extra-curricular activities to enrich their learning experience. The Institute registers learners in tutorial courses based on their corresponding level at school. Intake to the other general courses has no restrictions, as teachers develop their delivery based on the access level of the learners.

## How well learners are supported and guided?

### Grade: Inadequate (4)

Learners at Al Hayat Institute are insufficiently supported and guided during their studies to help them achieve the best outcomes. There is no formal support mechanism to ensure that learners can overcome learning difficulties and improve their achievement. Most of the support provided varies and is left to the teachers' own initiative. However, during courses, teachers are generally supportive and provide learners with useful handouts that focus on important parts relevant to their school studies.

The administrative staff are approachable and respond suitably to parents' enquiries about the available tutorial courses and the sessions' timetable. During course registration, parents and learners are provided with brief and basic guidance about the Institutes' general regulations regarding attendance and the behavioural aspects. Parents and learners also have access to useful leaflets giving basic information about the courses offered. The Institute uses the short messaging system (SMS) and text messaging phone application to communicate with parents and learners about courses on offer. Administration staff follow up on lateness and absenteeism through telephone calls when needed. Nevertheless, communication with parents to inform them about their children's performance and progress throughout the course is insufficient.

Arrangements for the delivery of courses are not sufficiently flexible to suit the needs of learners and parents. For example, for no apparent reason learners enrolled in Arabic classes are required to join science classes and learners enrolled in Mathematic classes must join English classes. Class timetables are fixed and non-negotiable with learners or parents. However, the starting time of classes was changed to be more convenient for teachers and learners. The Institute's learning environment is inappropriate for young learners as the premises are neither healthy nor safe. The classrooms are crowded and have issues with lighting and ventilation. The computer laboratory is congested and the available space is not sufficient for the number of workstations. Available facilities such as rest rooms are insufficient for the number of enrolled learners.

The Institute does not have effective arrangements in place to identify and support learners with special needs. Although the Institute has reported a few cases that have been addressed, the initial assessment arrangements are inadequate to identify those learners. Furthermore, the available facilities are not sufficiently equipped to accommodate learners with special needs.

## **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 Hayat Institute has generic vision and mission statements that are not shared with staff and do not focus on learners' achievement. Coherent processes for strategic and operational planning are not available. The administration approaches daily activities in a causal and reactive manner. The Institute's current organisation structure is not suitable, considering the number of enrolments over the last three years. Although the staff have a general understanding of their core roles, there is no clear job descriptions or defined responsibilities to allow for performance improvement and staff development.

The Institute lacks effective arrangements to quality assure its provision. Important elements of effective internal quality assurance processes are not available and the Institute does not conduct any activities to self-evaluate its provision and thus address areas of concern and threats or enhance the positive aspects. The Self-Evaluation Form (SEF) submitted for this review is not critical to identify areas that the Institute need to address to ensure continuous further improvements. The SEF provides only limited basic information and the grades provided overestimate the Institute's status.

Approaches to recruitment of staff are not clear. The Institute has only a verbal agreement with almost all staff and they are inducted into their jobs casually. Teachers on the other hand are hired on an hourly basis and deployed according to their specialty. They are MOE school teachers who are sufficiently qualified, yet the Institute does not monitor their performance to improve teaching and assessment.

Learners' achievement and performance progress are not monitored to inform the provision. Arrangements to assess learners' prior skills and knowledge are not sufficient, and in English tutorials are not reliable. Learners' achievement data is not kept, with only the contact details of parents and learners are retained for billing purposes. The process of actively seeking feedback from learners and parents and carrying out useful analysis is not practised.

The Institute's health, safety and well-being policies, procedures and practices are not effective in maintaining a safe, secure and healthy learning environment for learners and staff. There is an automatic fire detection system which is maintained, and a number of fire extinguishers that are not strategically located. Exit route is not clear of obstacles and leads to the front door of the premises. The Institute overall environment is poor and not clean.

## The provider's key strengths

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- None of significance

## Recommendations

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**In order to improve, Al Hayat Institute should:**

- improve the learning environment to ensure that it provides a safe and healthy atmosphere for learners and staff.
- ensure that learners enrolled in the tutorial courses develop appropriate skills and knowledge and make sufficient progress, particularly in English.
- ensure that assessment methods are rigorous and consistent.
- ensure that courses are well planned, structured and resourced to meet the needs of learners and stakeholders.
- ensure that learners are well supported and guided to achieve better outcomes.
- improve the leadership and management by:
  - developing smart strategic and operational plans based on critical self-assessment
  - ensuring that achievement data is kept, aggregated and analysed, and that the outcomes are used for improvements
  - developing an effective quality assurance system that includes comprehensive policies and procedures and, critically, an internal lessons observation system.

## Appendix

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### Description of the provision

Al Hayat Institute was established in 1999 and is licensed by the Ministry of Education. It offers tutorial courses based on the Ministry of Education's school curriculum in mathematics, science, English, Arabic, chemistry and physics, for learners in the primary, intermediate and secondary levels. The Institute also offers general English and Arabic courses beside basic and locally designed Information Technology (IT) courses in Microsoft and multimedia courses for both the young and adults. It operates from one centre located in Sehla. Enrolment data is not robustly reliable, especially for 2014 where the Institute states that they enrolled 153 learners, with 1,684 in 2015 and 1708 in 2016 up to the review date.

Al Hayat Institute has verbal work agreements with its employees. It is managed by a managing director, four secretaries, twelve teachers, a transport coordinator and six drivers.