



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

# Directorate of Vocational Reviews

## First Monitoring Visit Report

English Language Skills Centre  
Tubli  
Kingdom of Bahrain

**Date of last review: 25-27 February 2019**  
**Date of first monitoring visit: 20 April 2023**

VO026-C4-Ma010

## Introduction

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The Directorate of Vocational Reviews (DVR) of the Education & Training Quality Authority (BQA), conducted this monitoring visit over one day by a team of three reviewers, to evaluate the progress the Centre is making in addressing the recommendations of the last review report. During the visit, the improvement in learners' performance is evaluated through observation of sessions, scrutiny of learners' work and other documents submitted by the English Language Skills Centre (ELSC).

## The Previous Judgement

ELSC was judged as 'Inadequate' in the last review visit conducted during the period 25 - 27 February 2019.

## Summary of the first monitoring results

<b>The recommendations</b>	<b>The judgement</b>
Recommendation 1	Partially Addressed
Recommendation 2	Partially Addressed
Recommendation 3	Partially Addressed
Recommendation 4	Not Addressed
Recommendation 5	Not Addressed
<b>The monitoring visit overall judgement</b>	<b>Insufficient progress</b>
<ul style="list-style-type: none"><li>• <u>The Provider will be subject to a second monitoring visit within 18-24 months.</u></li></ul>	

\*The recommendations are included within the review report.

## The progress on the Last Review Recommendations

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### Recommendation 1:

- ensure that learners develop English language skills and knowledge, make sufficient progress during their study, and achieve course objectives successfully.

**Judgement:** Partially Addressed

#### Judgement Justifications

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| <ul style="list-style-type: none"><li>• ELSC took some actions to ensure that learners develop sufficient knowledge and skills and achieve their course objectives. In addition, electronic records of learners' attendance and performance data are kept along with physical records of samples of learners' assessed work. Moreover, the Centre conducts four 'Unit' tests and a final test for all courses. The unit tests weighted 10% each and the final test weighted 60%. The test scores are aggregated and recorded on a result sheet and shared with learners and their parents regularly.</li></ul> | <ul style="list-style-type: none"><li>• The analysed Learners' Performance Data (LPD) submitted for this visit shows that retention, achievement and success rates are high across all courses. Also, the majority of learners in the observed sessions gain sufficient English language skills and knowledge and they progress sufficiently during the sessions. However, the Centre does not have mechanisms to measure learners' achievement of the course objectives nor monitor learners' progress over levels from their starting point.</li></ul> |
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### Recommendation 2:

- ensure that the used assessment methods are critical and rigorous and that rubrics used to assess learners' work are detailed enough to ensure that learners understanding, and achievement of lesson objectives are properly and consistently assessed.

**Judgement: Partially Addressed**

**Judgement Justifications**

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| <ul style="list-style-type: none"><li>• The actions taken by the Centre have not yet been implemented consistently among the majority of teachers and hence, the impact of these actions on the quality of the provision and outcomes for learners is yet to be fully seen.</li><li>• In half of the observed sessions, teachers utilise a range of useful formative assessments that are suitably mapped to the Intended Learning Outcomes (ILOs) and are appropriate to the learners' age and level of study such as games, miming, and direct questioning techniques. However, in the less effective sessions, the formative assessment utilised tasks are undifferentiated and implemented as a whole class and hence, are not effective to measure all learners' understanding of the ILOs.</li></ul> | <ul style="list-style-type: none"><li>• ELSC has implemented appropriate assessment methods, which include unit tests and a final summative test covering all the units of each level to measure learners' attainment of the ILOs. The unit tests and summative examinations are sourced from the prescribed course books at different levels. Nevertheless, the assessments' structure has been recently modified to cover key language skills and a useful set of rubrics has been developed and implemented to measure learners' achievement of key language skills, i.e., reading, writing, listening, speaking, grammar and vocabulary. Yet, the effectiveness of the assessment structure and rubrics are not observable as they have not been implemented across all levels/courses.</li></ul> |
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**Recommendation 3:**

- develop and implement a formal mechanism to design, plan and structure the offered courses and facilitate a progressive acquisition of knowledge, skills and competences.

**Judgement: Partially Addressed**

### Judgement Justifications

- The Centre offers a suitable range of General English courses for preschoolers, children, young learners and senior learners, wherein the target learners are identified by age and school years. The structure of the offered courses/levels with regard to the guided learning hours is sufficient for the level of study and attainment of the stated ILOs.
- The courses' structure is guided by the prescribed course books wherein each course is divided into sub-levels and specified units are completed to

achieve the level. Although the course outlines adequately inform the course hours, units covered, the pacing of the unit content and the ILOs, the currently implemented courses' structure does not indicate the facilitation of progressive acquisition of knowledge, skills and competencies. Also, ELSC has not developed nor implemented a formal mechanism to review, modify, and/or update course components in response to requirements of exceptional circumstances.

### Recommendation 4:

- develop and implement a formal mechanism on learners' support to ensure the learners' needs are identified and that they are well supported and guided to achieve better outcomes.

**Judgement:** Not Addressed

### Judgement Justifications

- Although the centre has a useful written policy to identify learners' progress and provides additional support, there is no formal mechanism or practice to identify at-risk learners and support them to achieve better outcomes. A few

teachers provide low-achieving learners with extra worksheets to enhance their abilities and skills. However, mistakes in learners' work are overlooked and there is no evidence of further follow-up for improvement to ensure a positive

outcome. In addition, in the lessons observed, a few learners are not well supported, and their individual

learning needs are not met, which affect their development of English language skills.

### **Recommendation 5:**

- strengthen the leadership and management by:
  - developing a strategic plan that is based on a rigorous self-evaluation process that properly dissects the current status of the Centre and is translated into an implemented operational plan with clear timeline and monitoring processes.
  - ensuring the learners' achievement is closely monitored and that outcomes are utilised to raise the quality of the provision.
  - developing and implementing a detailed formal mechanism to quality assure all aspects of the provision.

**Judgement:** Not Addressed

### **Judgement Justifications**

- The Centre has not taken considerable actions towards addressing the development of an effective strategic plan. Furthermore, the recently developed strategic plan 2023-2026 is not based on a thorough and continuous self-evaluation process, nor linked to the Centre's mission statement that focuses on providing and improving learners' English language skills.
- ELSC still does not effectively monitor learners' achievement to

inform decision-making and further improve its provision, as the adopted approach is neither systematic nor consistent. Nevertheless, learners' collected achievements data are not aggregated nor analysed, and the lack of reliable records hinders the management to monitor learners' attainments and their progress.

- The recently developed mechanisms and policies are detailed and covering all aspects of the provision. However, they are inconsistently

implemented in the majority of the conducted courses, practically those related to improving teaching and learning, programmes and support provided to learners. Not to forget that the Centre has conducted virtual sessions during exceptional circumstances, and no policy nor procedure for dealing with the

requirements of the new mode of training delivery have been developed.

- It is worth mentioning that the process of conducting post-moderation is not rigorously cascaded into all courses and the verification process is limited to checking marks only.

## Overall Judgement and Further Recommendations

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### Overall Judgement: Insufficient progress

- ELSC has not taken considerable actions to improve the quality of its provision since the last review. Nevertheless, it has partially addressed the last review recommendations with regard to ensuring that learners develop sufficient knowledge and skills and achieve their course objectives. ELSC also maintains some electronic records related to learners' attendance and performance data, which are aggregated and recorded on a result sheet and shared with learners and their parents.
- The Centre still does not have a proper mechanism to monitor learners' progress over levels from their starting point. Though it has taken actions to improve the approach to assess learners'

understanding, and achievement of lesson objectives, these actions have not yet been implemented consistently among the majority of teachers.

- Though the assessment structure has been recently modified and a useful set of rubrics has been developed, the effectiveness is to be further improved to ensure that learners understanding, and achievement of the lesson's objectives are properly and consistently assessed. The courses' structure of guided learning hours is sufficient for the level of study and attainment of the stated ILOs. Although the course outlines are adequate, the currently implemented courses' structure does not indicate the facilitation of progressive acquisition of

knowledge, skills and competencies. It is worth mentioning that ELSC has not developed and nor implemented a formal mechanism to review, modify, and/or update course components in response to requirements of exceptional circumstances.

- The Centre did not address recommendations related to improving formal mechanisms to effectively support learners to achieve better outcomes, as there is still no formal mechanism to identify at-risk learners and support them to achieve better outcomes. Furthermore, ELSC did not address recommendations related to the role of leadership and management in securing the quality of the provision. The recently developed strategic plan 2023-2026, is not based on a careful and continuous self-evaluation process. Moreover, ELSC still does not effectively monitor learners' achievement to inform decision-making and improvement actions for

its provision, as the current approach is neither systematic nor consistent.

- Limited class observation visits are conducted but the identified areas for improvement are not followed-up to ensure continuous quality improvement. Still, more efforts need to be made to address the review report recommendations more effectively focusing on learners' progress, achievement and development of the required skills and competences, and to the effectiveness and comprehensive implementation of policies and procedures that have been recently developed, especially in relation to the assessments, course structure and learners' support. This also includes the role of leadership, especially in relation to the conduct of regular self-evaluation and monitoring of learners' achievement and the quality of the provision.



## Appendix (1): Provider information

Name of the provider (English)	English Language Skills Centre					
Name of the provider (Arabic)	مركز مهارات اللغة الانجليزية					
Licensing body	Ministry of Education (MoE)					
Year of establishment	1996					
Age range of learners	6-18 years					
Number of learners (Month year)	Male	299	Female	365	Total	664
Learning areas	Externally accredited	N/A				
	Local achievement	N/A				
	Local attendance	Range of very short English language courses for kids and young learners.				
Institution's listing status	N/A					
Major changes since the last review	<ul style="list-style-type: none"> <li>The Centre starts to maintain a few records of learners' performance during 2020 to 2022 and it maintains a range of learners' work.</li> <li>Recently developed strategic plan for 2023-2026, based on basic SWOT analysis.</li> <li>ELSC in 2023 has developed the Centre's Policies and Procedures Handbook to guide its operations.</li> </ul>					

## Appendix 2

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**Table 1: Judgement on how well the provider has met each recommendation**

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

**Table 2: The overall judgement of the provider progress in the monitoring visit**

Judgement	Description
<b>Sufficient progress</b>	<p>The provider has fully addressed the majority of the recommendations contained in the review report and/or previous monitoring report, including those which have most impact on learners’ achievement, and the rest have been partially addressed.</p> <p><b>No further monitoring is required.</b></p>
<b>In progress</b>	<p>The provider has at least partially addressed most of the recommendations contained in the review report and/or previous monitoring report, including those which have most impact on learners’ achievement.</p> <p>For the first monitoring visit, the provider will be subject to a second monitoring visit within 12-18 months of this visit.</p>
<b>Insufficient progress</b>	<p>The provider has made little or no progress in addressing a number of the recommendations contained in the review report and/or previous monitoring report, especially those which have most impact on learners’ achievement.</p> <p>For first monitoring visit, the provider will be subject to a second monitoring visit within 18-24 months of this visit.</p>