



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

# **Directorate of Vocational Reviews**

## **Review Report**

**Al Awael Learning Institute**  
**East Riffa**  
**Kingdom of Bahrain**

**Date Reviewed: 5-7 December 2016**

VO072-C3-R046

## Table of Contents

---

<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>9</b>
<b>Recommendations.....</b>	<b>10</b>
<b>Appendix .....</b>	<b>11</b>
Description of the provision.....	11

## Introduction

---

The Directorate of 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 four reviewers. For this review, reviewers observed lessons and other related activities, analysed data about the courses and qualifications that learners achieve, examined learners' written and other work, examined documents and the materials provided by the Institute and met learners, parents, teachers, management and support staff.

In the previous review, the overall effectiveness of Al Awael Learning Institute was judged as inadequate. Learners' achievement, quality of teaching and training, and programmes were judged as satisfactory, whereas support and guidance and leadership and management were judged as inadequate.

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

## Grading scale

---

Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
-------------	---	------	---	--------------	---	------------	---

## Table of review judgements awarded

---

Main Question	Judgement
Learners' achievement	Satisfactory (3)
Quality of teaching / training and assessment	Satisfactory (3)
Quality of programmes	Satisfactory (3)
Quality of support and guidance	Satisfactory (3)
Leadership, management and governance	Satisfactory (3)
<b>Capacity to improve</b>	<b>Satisfactory (3)</b>
<b>Overall effectiveness</b>	<b>Satisfactory (3)</b>

## Review judgements

---

### Overall effectiveness

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

**Grade: Satisfactory (3)**

The overall effectiveness for Al Awael Learning Institute is satisfactory, as are all other aspects of its provision. Learners suitably gain and develop relevant knowledge, skills and competencies, and the majority make sufficient progress considering their prior attainments. However, a minority do not master the required competencies and their knowledge improvement is minimal, particularly in the mathematics' subjects. Records on learners' performance are kept but only note the level of their understanding and achievement of their school subjects. Learners are provided with adequate support and guidance, which helps them to improve but not necessarily to reach their full potential.

The Institute recruits very knowledgeable teachers and monitors their performance in the classrooms regularly, but the identified areas for improvement are not followed-up sufficiently to ensure continuous improvement. Teachers use detailed lesson plans, most lessons are appropriately managed and learners' varying needs are suitably addressed, though the outcomes of their prior and continuous assessment are not informed in the lesson plans. Teachers properly deliver lessons using an adequate range of teaching methods and activities to engage the majority of learners. Assessment methods used in the vast majority of courses are suitable, though the summative assessments for a minority of courses are not rigorous enough. Useful verbal feedback is provided to learners during lessons, but insufficient written feedback is given on learners' work. Learners and parents are satisfied with the range of courses offered; these are delivered in a highly flexible manner in order to meet learners' needs. Local community needs are reviewed on an *ad hoc* basis and the outcomes are adequately used to inform the provision. However, the Institute lacks a formal policy to analyse learners' specific educational needs. The course design policy has recently been developed and handouts have been updated. The premises and facilities are suitable and safe, though the learning environment is not sufficiently inspiring. Although the strategic plan is focuses on improving learners' achievement and the quality of the provision, the process of monitoring the operational plan is not systematic and a few of the performance indicators are irrelevant to the nature of the institute's offerings. The Institute has proper Quality Assurance (QA) arrangements, but the quality of the internal verification process varies.

## **Capacity to improve**

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

#### **Grade: Satisfactory (3)**

Al Awael Institute capacity to improve is satisfactory. Since June 2015 the management has made noticeable improvements in addressing the recommendations of the last BQA review, but implementation is not consistent and continuous improvement over time is not evident. The Institute has improved its provision through a range of development initiatives; learners' achievement is appropriately measured and data relevant to learners' attainment and progress are kept and sufficiently monitored. QA arrangements have been improved and a QA manual introduced with relevant policies and procedures. However, the system is not fully developed in detailing a few policies and procedures, nor does it effectively implemented particularly in the moderation and verification processes. The Institute has carried out other initiatives, for example by applying a firmer policy on attendance and punctuality. There is also a plan to further develop the provision particularly in improving learners' achievement, the quality of teaching and performance monitoring; for example, improvement in following up on learners' achievement at school and further enhancing the self-evaluation process.

The Institute is sufficiently-resourced by capable full-time staff and experienced part-time teachers to carry out its improvement plans. The organisational structure has been expanded by the recruitment of a health and safety in-charge person and promoting a number of teachers as senior teachers. The Institute has sufficient and appropriate physical resources. There is a SWOT analysis which has resulted in the development of appropriate strategic and operational plans to address the key areas identified for improvement. Although the Self-Evaluation Form (SEF) submitted for this review is accurate, it is insufficiently detailed.

## **Learners' achievement**

### **How well do learners achieve?**

#### **Grade: Satisfactory (3)**

The majority of learners gain and develop relevant knowledge, and improve their skills appropriately. However, a minority of learners are facing difficulties in mastering the required competencies and their performance remains low, particularly in mathematics where they repeat the same mistakes. Feedback received from parents and various groups of learners confirms that the courses at the Institute matches their needs and that the courses are helpful

in improving learners' performances at school and give them a better understanding of the subjects. Achievement data for the past two years shows high success and retention rates, with the majority of learners achieving the course objectives, however the standard of learners' work made available for the review was only of an adequate level of performance. Learners' achievement is adequately measured through a range of relevant formative and summative assessment methods. The majority of learners make sufficient progress from their prior attainment, though a few struggle to perform as expected and their competencies improvement is minimal.

From the lessons observed the majority of learners are attentive, actively participating during in-class activities and demonstrating positive attitudes towards their learning. However, only a few of them are able to reflect appropriately on their learning by challenging each other and considering their answers appropriately, but are not necessarily able to plan where or how to improve further. The majority of learners are able to work independently at an appropriate level during class activities, and collaboratively when given the opportunity. However, a minority of learners still need the teacher's support to complete tasks and remain dependent on their teachers' directions to improve their performance and overcome their learning difficulties.

Attendance is mostly recorded. The majority of learners attend lessons regularly and on time. Punctuality is properly monitored by the Institute, though it is not always recorded within the attendance sheets and there are a few cases of learners who arrive late to their lessons.

## **The quality of provision**

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

#### **Grade: Satisfactory (3)**

Teachers are highly knowledgeable and have relevant vocational experience in the subjects they teach. They are able to respond to learners' questions and provide relevant examples. An adequate range of teaching methods and activities are used which are suitable in engaging and motivating the majority of learners; these include discussions, in-class exercises and occasional role-play. However, in a minority of cases passive learners are insufficiently motivated to participate effectively throughout the lesson. Learners' levels of understanding and their abilities to complete in-class exercises are properly assessed through a variety of formative and summative assessment methods which are suitably focused on the course objectives, including targeted and open questioning, pre- and post-course assessment and quizzes. However, assessments for a minority of courses are not sufficiently rigorous.

Generally, since June 2015 learners' performance records have been adequately maintained. Teachers regularly provide instant and useful verbal feedback to help learners improve. However, feedback on learners' written work is not sufficiently detailed on where and how they can improve further. Teachers use suitably structured and detailed lesson plans, though a few of them have not been used well in the delivery of the lessons. Lesson plans outline the topics to be covered, teaching methodologies and the resources to be used, but are insufficiently detailed in how the outcomes of learners' prior attainment or continuous assessment are utilised. Most lessons are appropriately managed, with clear objectives which are shared with learners; they usually start with useful recapitulation of the previous lesson or ice-breaker activities, occasionally ending with a focused summary of what has been covered. The teachers appropriately accommodate learners' varying needs by supporting the less-able learners through providing more specific explanations, and they occasionally challenge the more-able learners. Teachers occasionally use teaching methods that encourage self-learning and stimulate learners' critical thinking, such as by further questioning techniques. The available learning resources and materials are used suitably to ensure smooth delivery of teaching and facilitate learning.

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

#### **Grade: Satisfactory (3)**

Al Awael Institute offers a range of tutorial courses covering the Ministry of Education's school curriculum, mainly in mathematics, English and physics. These courses are offered in a variety of modes such as regular courses, homework support lessons, private lessons and evening examination revision classes. The Institute also offers general English and computer courses, though these have not been utilised. Feedback from learners and parents reveals that they are very satisfied with the range of courses offered, which suitably meet their needs and requirements. The Institute gauges the local community's educational needs on an ad-hoc basis, for instance by utilising the requests received from parents and learners. Besides that the Institute has conducted a proper survey to seek learners' needs, though it is not sufficiently detailed. Notwithstanding the above, the Institute lacks a relevant written policy for analysing learners' specific educational needs.

Owing to the nature of the Institute's offerings, teachers use government school curricula supported with handouts and activities. Al Awael has recently developed basic policy for designing, reviewing and updating courses, though it is not sufficiently detailed and not fully implemented. The handouts are adequately resourced and updated regularly. The majority of courses offered are adequately structured and planned, with clear objectives and assessment methods. Handouts are provided based on the type of course, such as midterm, end of semester and regular class handouts. These contain activities and exercises with a brief

summary of the topics covered, and are suitably planned progressively to ensure a gradual increase in the acquisition of knowledge and skills for a better understanding of the subjects. Learners enter the courses according to their current level at school.

The Institute only recently conducted two competitions as extra-curricular activities, for learners of primary and intermediate stages. Although these contain questions relevant to the learners' studies, they are basic and their impact is limited as far as enhancing the level of learners' knowledge is concerned.

### **How well are learners supported and guided?**

#### **Grade: Satisfactory (3)**

Considering the Institute's courses which are mainly tutorial/remedial courses, learners receive suitable support and guidance. This helps them improve their achievement at schools but does not necessarily to reach their full potential. Teachers and staff are supportive and approachable by learners and their parents. During course registration, learners and parents are provided with verbal advice and guidance on the available courses, which include basic course information and the modes of delivery. Parents and learners are informed on upcoming courses through promotional leaflets and posts on social media such as 'WhatsApp' and 'Instagram' applications. Learners are advised of their rights and responsibilities and they are made aware of the importance of regular and punctual attendance. Useful hand-outs and supplementary materials are provided to learners to help them prepare for their examinations at schools. Learners' behaviour and achievement are sufficiently monitored and necessary actions are taken. Nonetheless, further follow-up on academic support in order to improve performance is not evident. Moreover, the Institute has not yet developed a comprehensive policy and procedures to ensure consistency and effectiveness of the provided support and guidance to help learners achieve better outcomes.

The learning environment is generally suitable for its intended use. There are a sufficient number of furnished classrooms, equipped with the necessary learning resources. However, in a few cases classrooms are crowded and learners are not inspired through display of their work or relevant educational posters. Although the Institute has a fixed schedule for course delivery, the times and dates of courses can be changed to meet learners and parents' needs. Verbal communication is maintained with parents to update them on their children's behaviour, attendance and progress. A recent innovation is that detailed reports are shared with parents to update them on their children's performance throughout the course. The Institute has a written policy on reasonable general adjustments to support learners with special needs; there is a case of a visually impaired learner who has been adequately supported by increasing the font size for the assessment and the relevant educational materials.

## **Leadership, management and governance**

### **How effective are leadership, management and governance in raising achievement and improving the quality of the provision?**

#### **Grade: Satisfactory (3)**

Al Awael Institute has clear vision and mission statements which are focused appropriately on improving learners' achievement and raising the standards of quality of the Institute's offerings; these are shared with staff and learners. The management has a three-year strategic plan with specific goals and clear objectives, based on a SWOT analysis and the recommendations of the previous BQA review report. This is monitored through an operational plan which sets specific actions, responsibilities, time scales, resources and the budget needed, but the stated actions are not always specific and a few of the Key Performance Indicators (KPIs) are not measurable or are irrelevant to the Institute's offerings. Moreover, the progress made in achieving the objectives is not systematically monitored. Generally, the self-evaluation process is suitable. Practices are occasionally evaluated and the outcomes are linked to the strategic planning, though the process is inconsistently carried out. The SEF submitted for this review is also insufficiently detailed but is accurate.

Proper arrangements are in place to quality assure the provision. The available QA manual is suitable which contains policies and procedures, though they are only partially implemented and a few of them are insufficiently detailed, specifically those relevant to monitoring of teachers' performance and verification of learners' achievement. The Institute's internal verification and moderation processes only cover the summative assessment and the quality of the completed forms is ineffective or insufficiently detailed. Learners' prior attainment is suitably measured through relevant written pre-course assessment and identification of learners' strengths and areas of improvement, but the outcomes are insufficiently used in lesson planning. Achievement data is properly kept, aggregated and analysed. Learners and parents' views and feedback about the provision are sufficiently sought, analysed and issues raised are often addressed.

Considering the type and range of courses offered and the number of enrollments, the current organisational structure is fit-for-purpose and meets the Institute's aims and objectives. Roles and job responsibilities are clearly defined and frequent meetings are held for follow-up. QA responsibilities are currently carried out by the supervisor and the senior teachers. Qualified staff and capable teachers are recruited, suitably inducted and effectively deployed. Teachers' performance is regularly monitored through a standard lesson observation form. Although the completed lesson observation forms are critical and generally identify overall areas for improvement, they are not always informative on how the identified issues are followed-up to ensure continuous quality improvement. On the other hand, teachers are generally guided

through meetings on how to improve, and their training needs are assessed and acted upon through knowledge-sharing sessions and focused workshops. Staff performance is suitably monitored.

The learning environment is safe and free of any obvious hazards. Essentials of health and safety measures are in place and learners are provided with relevant guidance.

## **The provider's key strengths**

---

- Teachers are highly knowledgeable and have relevant command of their specialisms and are deployed effectively.
- Arrangements for delivering courses is highly flexible to accommodate the needs of learners and parents.

## Recommendations

---

In order to improve, Al Awael Institute should:

- improve the quality of learning and training by:
  - ensuring that learners further develop competencies, successfully achieve their school subjects and make sufficient progress to the level of the attended courses
  - ensuring that learners are rigorously assessed and provided with effective feedback on areas to improve further
- further enhance the mechanism for seeking learners' specific educational needs and use the outcomes to improve the provision
- improve the internal quality assurance arrangements to effectively and continuously monitor the overall performance of teachers and the provision.

## Appendix

---

### Description of the provision

Al Awael Learning Institute was established in February 2010. It is licensed by the Ministry of Education (MoE) to provide school tutorial/remedial classes for learners aged between six and eighteen years. The Institute also offers local completion courses in Information Technology (IT) and General English.

Since the last BQA review, the Institute has enrolled a total of 463 learners in the various regular tutorial classes. Mathematics subjects make up 62% of the total enrolment over the past three years, with English and physics subjects comprising almost 11% and 10% respectively. The remaining enrolments are in the other schools' subjects such as Arabic, chemistry and French. However, the Institute does not keep enrolment data for the other modes of delivery such as private, examination evening revision and homework support classes.