



Directorate of Vocational Reviews

Second Monitoring Visit Report

**Al Arael Institute
East Riffa
Kingdom of Bahrain**

**Date of last review: 2-4 December 2013
Date of 1st monitoring visit: 24 December 2014**

Date of 2nd monitoring visit: 6 December 2015

VO072-C2-Mb009

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Monitoring visit

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

Information about the provider

Al Awael Institute was established in February 2010; it is licensed by the Ministry of Education to provide tutorial, General English and French language courses with levels.

Al Awael institute operates from one centre located in East Riffa. The institute is owned by two partners; one of the two partners has the position of the institute's supervisor who manages the day-to-day activities. Al Awael employs two receptionists, a bus driver who also works as a cleaner and a part-time office boy. The institute uses a pool of teachers on part-time basis.

The total number of enrolment on courses since January 2015 has reached 548 learners.

Last review/monitoring visit outcomes

The overall effectiveness of Al Awael Institute as well as the capacity to improve were judged as inadequate in the review conducted on 2-4 December 2013. Consequently the institute was subjected to a monitoring visit by the QQA on 24 December 2014, the progress achieved by Al Awael was judged insufficient progress as it made no progress in addressing all the three recommendations contained in the review report, although it has taken action to address the issue of expanding the management structure.

Any significant changes to the provider since the last review:

Since the first monitoring visit, the institute has introduced a new data collection procedure to maintain records about learners' achievement and progress they make on courses. It has developed a strategic plan and has a written detailed action plan based on the outcome of the institute's self-evaluation. The management has recruited more teachers and administration staff in part-time basis to meet its aim. Additionally, the institute has contracted an external consultant firm to improve its internal policies and procedures.

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

Table 1: Judgement per recommendation

Judgement	Standard
Fully Addressed	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.
Partially Addressed	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.
Not Addressed	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	Sufficient progress	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. No further monitoring is required.
B	In progress	The provider has at least partially addressed all of the recommendations contained in the review report and/or previous monitoring report.
C	Insufficient progress	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

Recommendation 1:

Ensure that learners make the progress expected from them

Judgment: partially addressed

Comment:

Overall, learners develop relevant skills and knowledge appropriate to their education level. The attainment level of the majority of learners has improved since the last monitoring visit, as evident from the observed sessions and sample of scrutiny of learners' work. In the recent conducted courses during November 2015, the institute has started a useful procedure to assess learners' achievement through an adequate formative and summative assessment. Additionally, it uses suitable diagnostic tests that assess learners' prior attainment to decide on their starting point. From comparing assessment results for the completed courses, it indicates that learners make sufficient progress from their starting point. However, the process of measuring learners' prior attainment and progress is at its early stage, and summative assessments for the current courses are not completed yet.

Recommendation 2:

Enhance the teaching and learning experience received by the learners by:

- ensuring that teachers use more effective teaching methodologies to engage and motivate learners
- introducing more comprehensive assessment strategies including summative assessment, keeping records of learners' progress and sharing them with learners and their parents

Judgement: partially addressed

Comment:

Since the first monitoring visit, the institute management has taken a few measures to address this recommendation. In almost half of lesson observed, teachers utilize effective range of teaching methodologies and utilises learning resources to engage and motivate learners during lessons. These include direct questioning, role-playing, individual, collaborative class activities and icebreakers along with motivational gifts and positive comments. However, the less effective lessons were mostly teacher-centered with insufficient participation and opportunities for learners to reflect on their own learning were limited.

The institute has recently introduced assessment strategies in the form of formative and summative assessments. Although, the majority of assessments are relevant, grading scheme and marking are not always accurate particularly in the chemistry courses. Furthermore, English language course formative assessment is not sufficiently rigorous for measuring learners' continuous progress and skills.

The institute's management has started keeping suitable records about learners' grades in addition to teacher' identified commentary about each learner strength and areas for further improvement; which is shared with parents. However, the commentary information provided is of a generic nature and does not always highlight specific areas of improvement in relation to the course objectives.

Recommendation 3:

Improve the impact of leadership and management by:

- devising and implementing formal procedures for assessing, analysing and utilising learners' prior attainment
- developing a strategic planning mechanism which is informed by a critical self-assessment and is translated to an action plan with clear targets and monitoring mechanism

- expanding the management structure to enable the institute to monitor the overall performance of the provision, particularly the performance of teachers in class and trends of learners' achievement

Judgment: partially addressed

Comment:

Since the first monitoring visit, the institute has established a useful mechanism to assess learners' prior attainment using suitable diagnostic tests for most of the conducted courses. However, this practice has recently been implemented and the impact is not disseminated across all courses. In addition, in a few cases the level of assessment is not always up to the required course level and standard. Currently, Al Awael collects school results for group of learners. These results are used to identify teaching and learning needs prior to start of a course. However, the impact of this practice cannot be measured as yet.

The institute's management has lately introduced a useful strategic plan which is based on a detailed SWOT analysis. The strategic plan has clear goals and objectives with a specific accountability and has defined monitoring procedure. The operational plan has set of priorities and is linked well to the strategic plan and focuses well on the QQA's previous recommendations. However, the strategic plan is not fully cascaded throughout its operation as yet and its impact cannot be measured due to its recent deployment. Additionally, Al Awael has started maintaining and aggregating sufficient records about learners' achievements, but these do not always reflect actual standard reached by learners.

The management structure is now fit for purpose; the institute has assigned a head of curricula for each major subject such as English, mathematics and science. The head teacher quality assures teaching by random visits to some lessons. A useful form is completed after each visit that properly measures most teaching aspects. Although, the areas that teachers need to improve further are identified and conveyed to them, the action planning and follow-up are not systematic.

Overall Judgement and Further Recommendations

Overall Judgement: in progress

Comment:

Al Arael Institute management has taken serious steps towards addressing the first monitoring visit recommendations in order to improve the provision. The management structure is now fit for purpose; the institute has introduced a clear strategic plan to manage its operation, and has a useful procedure to collect and maintain information about learner's' achievements and progress. Additionally, the institute has recently introduced useful assessment strategies in the form of formative and summative assessments. Although there is evidence that these actions have produced noticeable improvements in certain areas. However, most of the actions taken since the first monitoring visit are recently introduced and deployed. Hence, Al Arael Institute is now judged to have 'In Progress' as all recommendations of the review are partially addressed.

Monitoring visit recommendations:

- ensure that learners make the progress expected from them
- enhance the teaching and learning experience received by the learners by:
 - ensuring that teachers use more effective teaching methodologies to engage and motivate all learners
 - introducing more comprehensive assessment strategies including summative assessment, keeping records of learners' progress and sharing them with learners and their parents
- devise and implement formal procedures for assessing, analysing and utilising learners' prior attainment

Summary of progress grades

Overall progress grade	Grade: B	Description: In progress
Recommendations	Description	
Recommendation 1	Partially addressed	
Recommendation 2	Partially addressed	
Recommendation 3	Partially addressed	

The institute has taken steps towards addressing the monitoring visit recommendations and has improved its overall performance. However, the institute is judged to have achieved 'In Progress' as it has partially addressed all of the review recommendations. Improvement actions taken so far are not fully disseminated through its operation and most actions are recent and not fully deployed. As per the QQA regulations, the Institute is to be scheduled in the normal review cycle with a crucial need to improve its overall performance further.