



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

Directorate of Vocational Reviews Monitoring Visit Report

**Al Moheet Institute
Nuwaidrat
Kingdom of Bahrain**

Date of last review: 13-15 October 2014

Date of the 1st monitoring visit: 7 February 2016

Date of the 2nd monitoring visit: 19 February 2017

VO077-C2-Mb011

Table of Contents

Monitoring visit	3
Progress on recommendations	7
Summary of overall progress grades	11

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 Moheet Institute was established in 2009 and is licensed by the Ministry of Education to deliver General English Language, Information Technology (IT) and school tutorial and remedial courses. All courses are short, non-accredited courses except the International Computer Driving License (ICDL) which is externally-accredited. Currently, the Institute mainly offers general English courses for kids and adults. At the time of the first monitoring visit, few tutorial courses were conducted since the last review. The general English courses constitute 97.43% of the total enrolment where kids' courses make 45.23% and adults' courses make 52.2%. Tutorial courses make only 2.57% of the total enrolment. There was no ICDL course conducted since the last review. All courses conducted after the first monitoring visit are general English courses. Kids courses make 58% of the total enrolment and adults courses make 42%.

The Institute operates from one location in Nuwaidrat and is managed by an executive director and Institute director. The Institute has two senior teachers who act as subject coordinators and also teach, and a pool of teachers who are all employed on part-time basis. The Institute also has three administration staff and a person responsible for housekeeping who are all employed on a full-time basis. The Institute has a Board of Directors comprising four members.

Last review/first monitoring visit outcomes

The overall effectiveness of Al Moheet Institute was judged as inadequate in the last review and therefore the Institute was subjected to a first monitoring visit on 7 February 2016 to assess the progress it is making in addressing the recommendations detailed in the review report. In the first monitoring visit, the progress made by Al Moheet Institute was not sufficient. Teaching strategies have not improved and teaching remained teacher-centred with minimal opportunities for learners to reflect on their learning.

Learners' individual needs were insufficiently addressed. As a result, learners were not progressing as expected. Lesson plans although improved, they were still not informed by learners' prior and continuous assessment. The support and guidance provided to learners were not sufficient to impact their achievement. Health and safety issues were fully addressed during the first monitoring visit. Al Moheet Institute started to utilise Oxford on-line placement test by September 2015 however, the implementation was not fully streamlined. Insufficient measures were taken to monitor learners' and teachers' performance.

Any significant changes to the provider since the last monitoring visit:

- Introducing marking moderation.

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

Improve essential health and safety aspects immediately and ensure that learners are provided with suitable emergency exit.

Judgment: Fully addressed

Comment:

This recommendation was fully addressed since the first monitoring visit.

Recommendation 2:

Ensure that learners are successfully achieving their courses objectives and make sufficient progress by enhancing teaching and learning experience through:

- ensuring teaching strategies are effective in engaging and accommodating their needs
- ensuring that learners are provided with useful feedback on how to improve further
- improving lesson planning by effectively using the outcome of prior and continuous assessments of learners.

Judgement: Partially addressed

Comment:

Learners develop useful and relevant English skills and knowledge which is evidenced through their participation during class activities in most of lessons observed by the review team. The Learners' Performance Data sheet (LPD) shows high retention and success rates in most of the courses, and learners' work reflects appropriate level of understanding and achievement of the course objectives. The Institute measures learners' progress by comparing the results of the diagnostic and the final tests. In addition, a new system is recently introduced called the (Zibgrades) to measure learners' progress through the pre- and post- course assessment. The

two approaches although serve as general indicators of the progress made by learners, are insufficient to show how the four main language skills improved. Although, teachers provide useful instant and verbal feedback during lessons, the written feedback on learners' work is still insufficient to help learners improve further.

From the observed sessions, teachers utilize effective teaching strategies that are successful in engaging and motivating learners well. Teachers encourage active learning through the use of further questioning techniques, different class activities that are interesting and suit learners adequately. However, in a few of the observed sessions, class and time management was an issue. Teachers accommodate individual learners' needs appropriately through extra explanation directed towards learners who are struggling and extended activities for the more able learners.

Lessons plans are standardised and clearly structured. Lesson objectives are identified and shared with learners. Recently, initiatives have been implemented to utilize learners' prior and continuous assessment into planning of lessons. However, it is still very early to judge the impact of these on the quality of teaching in accommodating learners' individual varying needs.

Recommendation 3:

Ensure that learners are provided with suitable support and guidance that help them reach their potential and receive regular updates on their progress

Judgment: Partially addressed

Comment:

Suitable forms are in place to follow up on support and guidance provided to learners during their learning such as the follow-up and the individual support forms. Through these forms, the Institute usually follows up on absenteeism and provide generic guidance. However, the implementation of these practices needs to be improved further to effectively address issues relevant to learners' achievement. In addition, learners and parents are provided with progress reports upon course completion. However, the quality of the comments provided on learners' performance varies. The Institute also conducted an open day to inform parents of their children performance.

Recommendation 4:

Improve the effectiveness of leadership and management by:

- effectively monitoring learners' achievement and improvement actions are acted upon
- ensuring that effective methods are utilised to assess learners' prior skills, knowledge to place learners at a level suitable for them
- ensuring that teachers' performance is improved through critical and constructive lesson observation.

Judgment: Partially addressed

Comment:

Currently, achievement data are consistently kept for all courses. Al Moheet management has introduced some initiatives to measure the progress made by learners though these could be further improved to be more focused on the main language skills. The diagnostic test is improved and now it is appropriate, and used to further adjust the placement process to ensure that learners are at the most suitable course level. Assessment marking is moderated and useful comments are provided. Nevertheless; assessment is not verified to ensure its reliability for measuring course objectives.

The Institute is implementing Oxford on-line placement test which is fit for purpose to place the learners at a suitable course level. Learners' prior attainment is further assessed through the Institute own diagnostic test. Although courses are aligned with European framework, in few cases, course level and course material are inconsistently matched.

Currently teachers' performance is appropriately monitored through internal class observations conducted by a consulting company and the senior teacher. Although the forms used both are inconsistent these have relevant criteria focused on teaching and learning. The completed forms identified areas for further improvement. However, follow-up observations are not yet evident. Teachers are provided with opportunities for relevant training, and the lessons observed by the review team show appropriate improvement in teachers' performance.

Overall Judgement and Further Recommendations

Overall Judgement: In progress

Comment:

It is evident that Al Moheet Institute has partially addressed the majority of the recommendations, particularly those related to improving learners' achievement, strategies used by teachers which succeed in engaging and motivating learners, and learners' and teachers' performance monitoring. Learners' produced work reflect appropriate standard, and quality of teaching has appropriately improved. However, there are areas which need more effort to be effectively addressed such as utilising learners prior and continuous assessment to inform lesson planning for better accommodation of learners' individual varying needs, provide constructive written feedback on learners' work to help them improve further, and focusing the measurement of learners' progress to reflect the improvement made on the main language skills. In addition, further evidence is required to show how effective is the provided support and guidance in helping learners to achieve better outcomes.

Summary of progress grades

Overall progress grade	Grade: B	Description: In progress
Recommendations		Description
Recommendation 1		Fully addressed
Recommendation 2		Partially addressed
Recommendation 3		Partially addressed
Recommendation 4		Partially addressed

The Institute has at least partially addressed all of the recommendations included in the review report. Hence, it is graded as 'In progress'. As per the Education and Training Quality Authority (BQA) regulations, the Institute will be subjected to a full review. More serious efforts are needed to improve the provision.