



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

Directorate of Vocational Reviews

Monitoring Visit Report

Al Mawred Institute
East Riffa
Kingdom of Bahrain

Date of last review: 3-5 January 2017

Date of the 1st monitoring visit: 8 March 2018

VO053-C3-Ma003

Table of Contents

Monitoring visit	3
Progress on recommendations	6
Summary of overall progress grades	9

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 Mawred Institute (Al Mawred) was established in 2008 and is licensed by the Ministry of Education (MoE) to offer tutorial courses covering the MoE school curricula of main subjects (Arabic, English, mathematics and science) for all stages. Most learners come from government schools and are aged seven and above.

Since the last BQA review conducted in January 2017 the Institute has enrolled a round 400 learners. The Institute is managed by a manager who is also the owner. It employs a full-time supervisor and a secretary responsible for the part-time teachers. A pool of 10 part-time teachers is available as needed. The Institute operates from one location in East Riffa.

Last review/first monitoring visit outcomes

The overall effectiveness of Al Mawred was judged as inadequate in the last review and therefore the Institute is subjected to monitoring visits to assess the progress it is making in addressing the recommendations detailed in the review report. The review report concluded that all aspects of the provision were inadequate.

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

- There are no significant changes done by the provision since the last review.

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:

Ensure that learners develop skills, knowledge and competences, sufficiently progress to the level set for the course, and achieve their course objectives in a timely manner.

Judgment: Not addressed

Comment:

Al Mawred does not have a mechanism to ensure that learners make the expected progress throughout the course. Teachers in general, use open-ended questions, and discussions to assess learners' understanding of lesson objectives and as a result, records of formative and summative assessment are insufficiently kept for all courses. Moreover, during the observed lessons approximately half of learners were not achieving the lesson objectives and the progress of a minority was extremely minimal. A few learners were solely depending on the teacher while responding to questions raised or solving given exercises. Moreover, there is no effective system to assess learners' prior attainment and establish their starting point from which progress could be measured. Thus, this recommendation is not addressed by the Institute as yet.

Recommendation 2:

Ensure that learners are rigorously assessed with a clear rubric by utilising the outcomes of assessment in lesson planning to address learners' varying needs.

Judgement: Not addressed

Comment:

Since the last review, the Institute management did not take effective measures to address this recommendation. It did not provide any evidence of learners' work that is assessed using relevant rubrics. Teachers still do not have a structured lesson plans to guide their delivery. Lesson planning is not informed with prior and continuous assessment of learners to determine the most appropriate method of assessment to be used, and accommodate learners varying needs.

From lesson observations, teachers mostly assess learners by utilizing the question and answer technique and using worksheets exercises that are linked to the lesson objectives. However, in a few cases the assessment was not planned effectively and teachers did not spend enough time to check learners' work or their understanding.

Recommendation 3:

Devise and implement a clear mechanism to review, approve, update and sufficiently resource courses

Judgment: Not addressed

Since the last review, the Institute management did not take effective initiatives towards addressing this recommendation. Al Mawred does not have a formal mechanism to review, approve, update, plan and sufficiently resource the courses on offer. Courses lack clear outlines and structures that include delivery methods and assessment of learners' performance. The general English courses have no specific outcomes, clear level descriptors or progression routs. Moreover, the Institute did not provide the review team with information on the resources used to deliver a course.

Recommendation 4:

Strengthen the leadership and management by:

- improving internal quality assurance systems to monitor the overall performance of learners and teachers effectively and support learners
- ensuring that learners' achievement records for all courses are accurately maintained throughout the course, closely monitored and analysed to inform improvement decisions.

Judgment: Not addressed

Comment:

Since the last review, the Institute management did not take effective measures to address recommendations that contribute to strengthening the leadership and management. The Institute provided the review team with a brief SWOT analysis for the period of 2016-2020 that considers the internal and external environment of the Institute, however, no evidence was provided on how the outcomes of this analysis is utilised to improve the performance of the provision. On the other hand, the Institute has initiated a comprehensive and detailed operational plan. However, this plan is not relevant to the Institute's nature of business and organisation structure. Links between the strategic objectives and the operational plan is ambiguous and not clear. The management did not conduct any lesson observations to quality assure courses' delivery, and teachers are not guided on how to improve further. Moreover, record on learners' achievement are not systematically maintained

The Institute still needs to work on developing a quality system that enables it to closely monitor the overall performance of learners and teachers to trigger improvement decisions.

Overall Judgement and Further Recommendations**Overall Judgement: Insufficient progress****Comment:**

It is evident that Al Mawred Institute has not taken sufficient steps to address recommendations identified by the previous review report, which include ensuring and assessing learners' skills development and progress, establish a mechanism to regularly review, approve, update and sufficiently resource courses. As well as, considering recommendations related to enhancing teaching and assessment. Al Mawred yet to have clear rubric for assessing learners' performance. In addition, areas identified to strengthen leadership and management role in monitoring the overall quality of the provision such as recording and monitoring of learners' performance, provide learners sufficient support, and internal lesson observation still are not considered.

Summary of progress grades

Overall progress grade	Grade: C	Description: Insufficient progress
Recommendations		Description
Recommendation 1		Not addressed
Recommendation 2		Not addressed
Recommendation 3		Not addressed
Recommendation 4		Not addressed

The Institute has not addressed all the recommendations included in the review report. Hence, it is graded as 'Insufficient progress'. As per the Education & Training Quality Authority (BQA) regulations, the Institute will be subjected to a second monitoring visit. More serious efforts are needed to improve the provision.