

Quality Assurance Authority for Education & Training

Annual Report 2011



For a Better Future



هيئة ضمان جودة التعليم و التدريب
Quality Assurance Authority for Education & Training

“Education comes first and foremost to enhance our endeavours to achieve more prosperity and progress in our blessed country. Beloved students, you are the pillars, hope and backbone of the future, upon which the nation depends for generations to come.”

His Majesty King Hamad bin Isa Al Khalifa

The King of the Kingdom of Bahrain

December 2010, Bahrain First Festival (Bahrain Awalan)



**HIS ROYAL HIGHNESS PRINCE
KHALIFA BIN SALMAN
AL KHALIFA**

THE PRIME MINISTER



**HIS MAJESTY
KING HAMAD
BIN ISA AL KHALIFA**

THE KING OF THE KINGDOM
OF BAHRAIN



**HIS ROYAL HIGHNESS
PRINCE SALMAN BIN HAMAD
AL KHALIFA**

THE CROWN PRINCE AND
CHAIRMAN OF THE ECONOMIC
DEVELOPMENT BOARD



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Mandate

As part of the wider Education Reform project, which is an initiative of the Crown Prince, a decision was taken to ensure that there is quality of education at all levels within the Kingdom of Bahrain. The Quality Assurance Authority for Education & Training was established by Royal Decree No. 32 of 2008 and amendments were published in Royal Decree No. 6 of 2009.

In terms of Article (4) of the Decree, its mandate is to 'review the quality of the performance of education and training institutions in light of the guiding indicators developed by the Authority'. The Authority is also required to publish Review Reports as well as to report annually on the status of education within the Kingdom; this includes findings as well as improvements that have occurred as a result of the work of the Authority.

VISION

To be partners in developing a world-class education system in Bahrain

MISSION

As an independent entity, we assure the quality of education and training in Bahrain by:

- Reviewing public and private schools, vocational training and higher education institutions, both for accountability and improvement purposes
- Developing and implementing a national examination system for schools
- Publishing reports of findings
- Advancing Bahrain's reputation as a leader in quality assurance in education regionally and internationally

VALUES

The values that we embrace in our work are:

- Professionalism
- Fairness
- Transparency
- Consistency
- Integrity
- Credibility
- Commitment to international good practice

Chairman's Statement

In the Name of God, the Compassionate, the Merciful

As QAAET enters its third year, the road ahead has become clearer, and the aspirations of this young organisation have begun to materialise in its pursuit to promote the importance of quality education and training in Bahrain. The QAAET has worked to demonstrate that this is a basic requirement for development and progress; and to manage growth and promote a transparent environment that encourages creativity and innovation, as fostered by our great leader, His Majesty King Hamad Bin Isa Al Khalifa, King of the Kingdom of Bahrain. Not long ago, His Majesty launched Bahrain's 'Economic Vision 2030, which places a high quality education for Bahrainis as its cornerstone for achieving tomorrow's aspirations.

This year, at the QAAET, we continued with our initiative to learn about the latest developments in the field of quality assurance as well as other similar experiences in the Arab world and globally. This is to compare their findings to ours, in line with the government's interest in all aspects of the education and training sector.

In this context, the first QAAET conference, 'Quality Education and Training: Towards a Better Future', was held in February 2011 under the auspices of His Highness Shaikh Mohammed bin Mubarak Al Khalifa, Deputy Premier and Chairman of the Education and Training Reform Committee. The conference was a remarkable success which manifested itself through outstanding attendance, active interaction and a healthy exchange of expertise, views and experiences by qualified Bahraini and foreign participants. This conference will now mark a major milestone in the achievements of QAAET, as it has been scheduled to take place on a biannual basis to regularly measure our progress and plan our way ahead. Another major benefit of these conferences is that they provide the opportunity for many QAAET staff members to benefit and learn from world-class experts from around the globe, which helps us achieve our goal of constant self-improvement.

This successful event was only one of many measures adopted by QAAET's Board of Directors to promote and ensure a sustainable culture of quality entrenched in the professional lives of all those involved in education and training. In order to promote and internalise this culture, we need time and perseverance, but we are confident that our objectives will be accomplished as planned. The Kingdom of Bahrain has always been known as a

pioneer in this field with the help of its supportive leadership, which always seeks the best interests of its citizens.

Filled with hope and optimism, we see this interaction between the QAAET and the various educational and training institutions involved as being highly productive. We also see the keenness of these institutions to improve their performance through their own initiatives as they are beginning to reap positive results reflected in the educational process as a whole, and as a result of them implementing the recommendations published in the QAAET reports.

This vision has led us to complete what we have started since the launch of the QAAET in 2009. The QAAET has successfully managed to implement its general framework in record time and has expanded its activities in all areas of its work. A major qualitative expansion took place in May 2011, when the Education and Training Reform Committee approved the move of the National Qualifications Framework as an additional unit into the QAAET. This called for the development of mechanisms which are necessary for this project to succeed, as well as its being incorporated into QAAET's organisational structure. With this new mandate, various components of the QAAET have become integrated and efforts have been consolidated and directed within a clear framework and plans that share a comprehensive vision.

This year has proven to be another year of significant achievements for the QAAET, and we will strive to achieve many more years of success to accomplish the high aspirations of our Kingdom.

Indeed, QAAET would have never come this far without the blessings of God the Almighty, the support of His Majesty King Hamad Bin Isa Al Khalifa, may God protect him, and the persistent follow-up and wise instructions of His Royal Highness Prince Khalifa Bin Salman Al Khalifa, the Prime Minister, and His Royal Highness Prince Salman Bin Hamad Al Khalifa, Crown Prince and Deputy Commander-in-Chief.

I would also like to express my thanks and gratitude to His Highness Shaikh Mohammed bin Mubarak Al Khalifa, Deputy Premier and Chairman of the Education and Training Reform Board, for his vigorous oversight and great care, which facilitated a lot of our work towards fulfilling our mission. Thanks are also due to the members of the Board of Directors, the Authority's

Chief Executive, Dr. Jawaher Shaheen Al Mudhahki, and to all QAAET staff.

I am honoured to present this third annual report to our wise leadership, assuring that we, the QAAET Board of Directors, are resolved to follow the worthy national visions which promote the progress of our Kingdom and its citizens through hard work, perseverance and communication with all stakeholders to build a better future.

May God the Almighty help us all achieve the aspirations of our generous Kingdom, its wise leadership and its sincere citizens.



Khalid Bin Abdullah Al Khalifa
Chairman of the Board



Chief Executive's Statement

In the Name of God, the Compassionate, the Merciful

With the start of every new year, the Quality Assurance Authority for Education & Training (QAAET) takes the time to reflect upon the challenges that were overcome and the goals that were accomplished. These moments allow us to learn from our experience and create an even better future, one year at a time.

Since QAAET's establishment by Royal Decree No. 32 of 2008, we have faithfully followed the plan laid out by our Board of Directors under the Chairmanship of His Excellency Shaikh Khalid Bin Abdullah Al Khalifa, Deputy Prime Minister and Chairman of the Authority's Board of Directors. By following this path, we have been able to overcome any challenges and we have exceeded all expectations, allowing us to consider 2011 a year of realised opportunities.

One of last year's major milestones was bringing the Bahrain Qualifications Framework (BQF) under the umbrella of QAAET. This will provide QAAET with a comprehensive vision regarding education by emphasising interconnectedness and by establishing rigorous review processes for institutions to help fill any learning gaps. There is no doubt that the BQF is a valuable addition to the education and training process and will be of great benefit to thousands of learners.

Last year, the QAAET had the opportunity to organise its first conference, under the theme of 'Quality Education and Training: Towards a Better Future', on 10-11 February 2011. This event was attended by around 300 participants and experts from all around the world who enlightened us with their presentations and gave us the chance to discuss their experience and recommendations, introducing us to new possibilities to consider for the future. This conference clearly demonstrated the great benefit of regularly gathering knowledgeable education and training experts from different backgrounds; which motivated us to schedule a second conference for 2013. The next conference will be focused upon areas which the QAAET considers most urgent and contemporary, while also building upon the 2011 conference's themes. This will help create a wealth of accumulated knowledge that can be extended to different sectors of society, while especially focusing upon the various educational and training providers of all levels.

Meanwhile, the reviews of all 202 government schools were completed in 2011, providing a comprehensive overview of Bahrain's public education system and the state of each school within it, which is valuable information for the QAAET, the schools and other stakeholders. These reviews allowed the

QAAET to consider the different situations the schools face by identifying their strengths and weaknesses and by raising school staff awareness on what 'quality' is and what it requires. It also provided an opportunity for each school in Bahrain to identify what is needed to improve its performance and determine where it stands in relation to other schools in the Kingdom according to international standards. Today, all public schools in the Kingdom understand the main methods to draft development plans, improve performance and achieve and ensure quality; which are the objectives that QAAET has constantly strived to establish as an independent assessment body.

We are also in the process of developing national examinations for all four school cycles. Having conducted national examinations for grades 3, 6 and 9 in all public schools, we are now determined to also hold national examinations for grade 12, which is a target that QAAET is planning to implement in March 2012. These examinations have been developed by recognised testing experts to serve as unified admission criteria for all public and private universities, reducing the considerable efforts, search and expenses that are incurred every year.

All of these wide-scale education and training development efforts have enabled us to issue a set of review and monitoring reports of the higher education institutions' performance in Bahrain, and especially for the Business Administration, Law and IT programmes, which also undergo re-reviews. Additionally, we are currently in the process of reviewing these institutions' Master of Business Administration (MBA) Programmes.

Likewise, review reports for vocational training providers have also been issued, and repeat reviews were undertaken for providers that were not judged at least 'satisfactory'. By the end of the 2010-2011 academic year, the Vocational Review Unit (VRU) had completed first reviews of a total of 108 providers licensed or regulated by the Ministry of Labor (MoL) or the Ministry of Education (MoE). The second cycle of reviews is set to start at the beginning of 2012.

These thorough reviews of schools, universities, and training providers have given us important information on the ongoing progress and obstacles these institutions face. This information can help institutions recognise and address any defects, shortcomings or gaps in their day-to-day activities, motivating them to race towards excellence within the ever evolving domain of quality. To achieve this goal, a culture of quality must be established and nurtured by institutions through monitoring their daily activities, undertaking periodic self-evaluation and being reviewed by QAAET. If this roadmap is followed, we are confident that these

efforts will help achieve the great aspirations and goals that people hope for in education, which would contribute meaningfully to the lasting progress of our country and its citizens.

Needless to say, none of QAAET's successes in 2011 could have been possible without the dedicated administrative and technical staff and other employees recruited to undertake these vital tasks. They have shown a great amount of ingenuity in their various responsibilities, including in their delegation of duties between QAAET and other relevant stakeholders. In the medium and long term, their groundwork will help prepare future quality reviewers who believe in our mission and provide further cooperation by striving to facilitate this task in their institutions.

On behalf of all QAAET staff, I would like to extend the most sincere thanks and gratitude to His Majesty King Hamad Bin Isa Al Khalifa, King of Bahrain, for all the support he has given to us in undertaking this national task. We also express our deep gratitude and thanks to His Royal Highness Prince Khalifa Bin Salman Al Khalifa, the Prime Minister, for his most valued directions to all of the institutions, for them to become our dedicated partners in this national endeavour. I also sincerely express my thanks and gratitude to His Royal Highness Prince Salman Bin Hamad Al Khalifa, Crown Prince and Deputy Commander-in-Chief, for his continuous encouragement of all efforts exerted to develop education in our beloved Kingdom.

Our thanks are also extended to His Highness Shaikh Mohammed bin Mubarak Al Khalifa, Deputy Prime Minister and Chairman of the Education and Training Reform Board for providing us with his wise instructions and extensive expertise in this area. We also extend our thanks to Shaikh Khalid Bin Abdullah Al Khalifa, Deputy Prime Minister and Chairman of the Authority's Board of Directors, who along other respected board directors, set the policies of our activities. In addition, I would also like to express my sincerest thanks and gratitude to all the Authority's staff for their dedication, devotion and hard work to practice what they preach, i.e. quality in every aspect of their day-to-day work activities.

May God the Almighty help us all achieve the aspirations of our generous Kingdom, its wise leadership and its sincere citizens.



Jawaher Shaheen Al Mudhahki
Chief Executive



Board of Directors



**H.E. SHAIKH KHALID
BIN ABDULLAH AL KHALIFA**

Deputy Prime Minister,
Chairman of the Board of Directors of
The Quality Assurance Authority
for Education & Training

H.E. MR. AHMED ABDUL LATIF AL-BAHAR

Vice Chairman

H.E. DR. DHAIFER AHMED AL OMRAN

Director, Bilateral Relations Directorate,
Ministry of Foreign Affairs

H.E. DR. HASHIM HASSAN AL BASH

Ambassador to Russian Federation

H.E. MR. KAMAL AHMED MOHAMMED

Minister of Cabinet Affairs

H.E. DR. MOHAMMED ALI HASSAN

General Director,
Central Municipal Council

H.E. DR. BAHIA JAWAD AL JISHI

Member, Shura Council

H.E. DR. AYSHA SALEM MUBARAK

Member, Shura Council

H.E. DR. SHAKIR ABDUL HUSSAIN KHAMDAN

Head of Environmental Monitoring,
Public Commission for the Protection of Marine Resources,
Environment and Wildlife

Executive Teams



EXECUTIVE MANAGEMENT, *from left to right*

Dr. Ahmed Khudair

Kevin Corrigan

Dr. Jawaher Al Mudhahki – Chief Executive

Sylke Scheiner

Christopher Green

Professor Dolina Dowling

Khalid Al Mannai



VOCATIONAL REVIEW UNIT, *from left to right*

Kareema Abbas
Ebrahim Al A'ali
Kevin Corrigan – Executive Director
Jamal Dahneem
Maitham Al Oraibi
Esmat Jaffar



HIGHER EDUCATION UNIT, *from left to right*

Dr. Basma Al Baharna
Dr. Fawzi Al Balooshi
Professor Dolina Dowling – Executive Director
Dr. Tariq Al Sindi
Dr. Wafa Al Mansoori



SCHOOLS REVIEW UNIT, *from left to right*

Hala Al Jawder, Adel Hasan
Dr. Hasan Al Hammadi
Raja Al Mahmood, Ahmed Al Badri
Christopher Green – Executive Director
Faiza Al Mannai, Asma Al Mehza
Dr. Khaled Al Baker, Abdulhakeem Al Shaer



NATIONAL EXAMINATIONS UNIT, *from left to right*

Dr. Haya Al Mannai
Abulridha Al Aradi
Sylke Scheiner – Executive Director
Stephen Stocker
Wafa Al Yaqoobi

Executive Summary



Under the patronage of H.H. Shaikh Mohammed bin Mubarak Al Khalifa, Deputy Premier, and the presence of His Excellence Shaikh Khalid bin Abdullah Al Khalifa, Deputy Prime Minister and Chairman of the Board of Directors, the First QAAET Conference was held in February 2011.



Executive Summary

In this third annual report, the QAAET is pleased to report on its work during the 2010 – 2011 academic year in fulfilling its mandate to contribute to the continuous improvement of the Bahraini education sector. During this time the QAAET held its first international conference under the patronage of His Highness Shaikh Mohammed bin Mubarak Al Khalifa, the Deputy Premier and Chairman of the Education and Training Reform Board. Of the three review units - schools, vocational, higher education - two completed the first cycle of reviews; the Schools Review Unit completed its reviews of all government schools in Bahrain, and the Higher Education Review Unit completed its institutional reviews of private and higher education institutions operating in Bahrain. The Vocational Review Unit continued with its first cycle of reviews which will be completed by December 2011. The third year of national examinations for all government schools took place under the auspices of the National Examinations Unit. This means that three examination sessions for Grades 3 and 6 have been completed, and two examination sessions for Grade 9.

The **Schools Review Unit** (SRU) has now completed the first cycle of reviews (2008 – 2011) of all 202 government schools. This report considers the performance of the 18 schools reviewed during the academic year 2010 – 2011 and also reports on the overall findings of all 202 schools.

Overall, 80% of government schools in the Kingdom are at least satisfactory, with almost 33% being 'good' or 'excellent'. In 2010 – 2011, however, 11% of the 18 schools reviewed were 'inadequate'; these were two boys' schools, one at primary level and the other at secondary.

When considering the review outcomes of all schools, in 10% of schools the quality of leadership and management is 'outstanding', and in well over half the schools the quality is at least 'good'. However, in 15% of schools overall, and in almost 11% of schools reviewed in 2010 – 2011, leadership and management is 'inadequate'. A common issue here continues to be schools' inability to undertake critical self-evaluation to provide a good basis for effective long-term strategic planning. Schools continue to be impeded in this because of high staff turnover including that of school principals. Frequent changes of principals and in the membership of the senior leadership team do little to support sustained improvement.

There is a clear correlation between the overall effectiveness of schools and the quality of their leadership and management. In several schools the leadership and management grades

were higher than the grades for overall effectiveness. This indicates the review teams' confidence in good school leadership having the capacity to bring about improvements, especially where the principal is able to remain in post for a period sufficient to implement effective change. From the full cycle of the 202 school reviews, the quality of teaching and learning is similar to that reported in 2010. Teaching and learning was judged 'good' or 'outstanding' in about one third of schools, with the teaching and learning being 'inadequate' in one school in every five. In 2010 – 2011, there was a lower proportion of schools where the teaching was 'inadequate'; almost one school in every ten. This decrease in the proportion of teaching and learning judged as 'inadequate' in the last phase of school reviews corresponds to a higher proportion of primary schools amongst those 18 schools being reviewed.

The **National Examinations Unit** (NEU) has now completed three examination sessions for Grades 3 and 6, and two examination sessions for Grade 9. These examinations were conducted in all government schools with students in Grades 3, 6 and 9. A total of approximately 31,500 students took the examinations, which in Grade 3 were in Arabic and Mathematics, and in Grades 6 and 9 in Arabic, Mathematics, English and Science. In all subjects the examinations covered the whole curriculum. All examinations were marked in Bahrain by teachers working in Bahraini government schools, and results were published to students and schools in October 2011, upon receiving the final approval from the QAAET's Board of Directors and endorsement from the Cabinet.

As in previous years, the results of the examinations varied across subjects and across grades. Overall, students again found the examinations challenging and their raw marks were low as a proportion of the total available marks. This year Grade 3 students achieved better results in Arabic than in Mathematics. In both Grades 6 and 9, students performed best in English. In Grade 6 Arabic and Mathematics were the weakest subjects, and in Grade 9 Arabic was the weakest subject. In general, students' results declined compared with both 2009 and 2010 results. The only exception to this general trend in performance is English in Grade 9, which improved by 0.5 performance score points from its 2010 baseline.

It is thought that the situation in the Kingdom during the second term of the school year impacted on students' motivation, as well as on learning time in schools, and that therefore, this year's results need to be considered in context and should not be compared with 2009 and 2010 on a like-

Executive Summary

for-like basis. It is expected that future year-on-year analyses will show that the 2011 examination results are an exception.

As in the previous two years, girls outperformed boys in all Grades and all subjects. However, in Grade 3, gender differences have declined year on year since the first examinations in 2009, the same as in Grade 6 Mathematics. In all other subjects and Grades, gender differences increased in 2011.

Bearing in mind the above cautionary comments about examination results in 2011, the pattern of student performance in both the NEU tests and school reviews is similar to the findings published in the two previous Annual Reports, 2009 and 2010. In primary schools, in both Arabic and in English, students' skills in listening and reading are stronger than their writing skills; school review reports link this weakness to the finding that students do not get enough practice in extending their writing skills in different styles and in creating longer pieces. When considering age-related performance with regard to mathematics, school reviews found that achievement was better in the lower primary years than it was for the older primary students. This is again confirmed by the national tests in which students' test results in Mathematics at Grade 3 are better than they are at Grade 6. In Arabic, however, there is a closer match between the expected level of the performance observed by SRU reviewers and the students' examination results particularly at Grade 3.

Analysis of the test results by student performance in particular topic areas of the tests confirms the SRU's frequent finding that, especially in Mathematics and Science, students' analysis and problem-solving skills are relatively underdeveloped compared with their ability to recall knowledge and facts. In the Grade 6 Science examination, however, students' capacity to apply science and use this capacity to solve problems is at least satisfactory; though this test performance is not consistently borne out in the findings from school reviews. In its reviews the SRU found that students' achievement in several intermediate schools is 'inadequate', and this weak performance is confirmed by the students' poor performance in the national tests at Grade 9.

In the **Vocational Review Unit's** (VRU) third year of operation, 32 reviews were undertaken. With regard to the providers licensed or regulated by the Ministry of Labour (MoL) and those licensed by the Ministry of Education (MoE), in the case of the former 11 of the 18 and in the latter ten of

the 14 reviews were first reviews. The second reviews were repeat reviews of providers previously judged 'inadequate' (either 'below satisfactory' or 'very weak'). The most popular MoL vocational areas offered continue to be in management or commercial subjects, IT and health and safety. The most popular courses offered by providers licensed by the MoE are in English language, IT and tutorial classes. Of the 11 MoL providers reviewed in 2010 – 2011 for the first time, three were judged 'good', five 'satisfactory' and three inadequate for 'overall effectiveness'. Of the ten MoE providers reviewed, three were similarly judged 'good', four 'satisfactory' and three 'inadequate'. Of the 11 repeat reviews undertaken, nine had improved to 'satisfactory' for their overall effectiveness, with one each from the MoL and MoE remaining 'inadequate'.

By the end of the 2010 – 2011 academic year, the VRU had completed first reviews of a total of 74 providers, 52 licensed or regulated by the MoL and 22 by the MoE. The total number of providers judged 'satisfactory' or better for their first review stood at 64%, the MoL figure is slightly higher than this at 65% and the MoE lower at 59%. Unlike the first year of reviews, most providers are now able to provide some information on learner achievement and those that offer externally accredited courses are able to provide examples of good achievement in these courses, particularly if they lead to a relevant qualification that is industry-specific and meets the needs of employers. However, assessing progress and the achievement of learners on internally assessed and certificated courses, normally with attendance as the sole criteria for success, remains an issue and an area for development for the majority of providers offering these courses.

Leadership and management remains the worst performing aspect of the reviews, with currently just 56% of providers overall judged 'satisfactory' or better. The appropriateness and quality of provider programmes and the support offered to learners, albeit often being given on an informal basis only by individual teachers or trainers, remain the better performing review areas. Except for the programme offering, MoL providers do better than MoE providers in terms of being judged 'satisfactory' or better. However, the former have a higher proportion judged 'good' or better for this aspect, with two MoL institutions so far judged to have an 'outstanding' range of programmes on offer.

The full report includes a number of specific recommendations for providers. These include ensuring there is a clear and explicit focus by providers on raising learners' achievement, where only 63% of first reviews conducted so far have had

achievement graded as 'satisfactory' or better. In addition, many providers do not know how well learners are progressing because they do not have accurate measurement procedures in place. Whilst the vast majority of providers recruit and employ well-qualified and experienced trainers or teachers, so much of the actual teaching or training observed remains too teacher-centred with little or no opportunities for learners to be engaged in their own learning. National initiatives are now underway to provide incentives to providers to offer externally-accredited qualifications and providers are being encouraged to weight their programme offerings in favour of these types of courses. Finally, some providers still do not pay sufficient attention to health and safety issues.

The **Higher Education Review Unit (HERU)** completed its first cycle of institutional reviews in the 2010 – 2011 academic year with the review of Bahrain Polytechnic; in all two public institutions and 12 private institutions have undergone whole-of-institution reviews. In line with its published methodology HERU started follow-up visits on three institutions where the progress in meeting the recommendations contained in the institutional review reports is assessed. This requires institutions to submit a portfolio containing year-on progress reports along with supporting evidence.

In addition to institutional reviews and institutional follow-up visits, ten programmes in two disciplinary fields and at two levels, Bachelor of Law and Master of Information Technology, were reviewed nationally in the 2010 – 2011 academic year to ascertain whether or not minimum standards are being met. Expert Panels were constituted to review the programmes. In the Bachelor of Law programme reviews, one programme received a 'confidence' judgement, two received 'limited confidence' and two received 'no confidence' judgements. In the field of Information Technology at Master level, five programmes were reviewed. One received a 'confidence' judgement, and four received 'no confidence'.

Two programmes in the field of Business Administration at Bachelor level were re-reviewed. Both had received 'no confidence' judgements in their 2009 reviews. Both received 'limited confidence' in the re-reviews. Follow-up visits were also carried out for those programmes that received 'limited confidence' in the Bachelor of Business Administration reviews; the primary purpose of which is to assess the progress that has been made in meeting the Indicators that were not satisfied during the original review. One programme had successfully met the recommendations contained in the original Review Report, the other had not.

The **first QAAET Conference** was held in February 2011, under the theme of 'Quality Education and Training: Towards a Better Future'. The conference aimed to promote the application of international quality standards in the national education and training sectors as well as provide education and training institutions operating in the Kingdom with the

opportunity to learn more about the concept of quality assurance. Around 300 participants and experts from a number of developed countries interested in improving the quality of education took part in the conference. The conference themes centred on the role of the QAAET: namely, quality assurance of compulsory and secondary education, higher education, and vocational training institutions, in addition to the national examinations; and the challenges faced by those sectors; and finally linking their findings to the general economic development of the Kingdom.

The conference attracted a group of regional and international experts in quality assurance. Their participation gave the delegates from various education and training institutions operating in the Kingdom, as well as decision-makers in the Kingdom's licensing authorities, the opportunity to get acquainted with the latest developments in the field of quality assurance. The conference contributed to raising the status of education in the Kingdom, which has become the main focus of all development projects, and highlighted the key role the QAAET is playing in improving education and training in the Kingdom and helping to drive the prosperity of Bahrain.

Executive Summary



Schools Review Unit

HUDA, AGE 6

FUTURE SCHOOL TEACHER

Primary School 2030

INTERESTS

DRAWING

PONIES

PLAYING WITH SAND

ALGEBRA



Schools Review Unit

INTRODUCTION

The Schools Review Unit (SRU) has completed the first cycle of reviews of all government schools in the Kingdom. This report provides an overview of the standards and quality in these government schools during the first cycle of school reviews conducted since 2008. There is now more evidence to amend, refine and confirm the emerging issues identified in the first and second annual reports of the QAAET.

During the academic year 2010 – 2011, the SRU carried out reviews in 18 schools in line with the practice established in the previous two years of school reviews, 2008 – 2009 and 2009 – 2010. Based on the school size, this practice involves teams, typically, of between five and eight reviewers spending three days in school observing lessons, analysing students' performance, meeting with key school leaders, parents and students, and scrutinising students' written work. The review framework structures the evaluation of school effectiveness in terms of learning outcomes and educational provision. These are:

- students' academic achievements and their progress in personal development
- the quality of the school's provision in terms of teaching and learning
- curriculum delivery and enrichment
- the quality of support and guidance
- the quality of the school leadership and management.

Schools are awarded a grade for overall effectiveness and a grade on their capacity to improve. Review grades are awarded on a four point scale:

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

Schools, which have been judged to be 'outstanding', are encouraged to strive for more improvement by sharing their best practice within the school and amongst other schools. Those which receive an overall grade of 'inadequate', are subject to a monitoring procedure by the SRU. Their progress towards meeting the recommendations in the review report is assessed by a monitoring team which visits the school between six months to a year after the review. Over the course of the 2010 – 2011 academic year, the SRU has been

conducting monitoring visits in 12 schools that were judged as 'inadequate'. Three schools were considered to have made sufficient improvement to be removed from the monitoring phase and included once more in the regular cycle of school reviews. The remaining nine are all subject to regular monitoring visits according to QAAET procedures. The main focus for improvement for the schools that have been judged as 'inadequate' is on the quality of teaching, gauging students' progress more accurately and on the quality of their self-evaluation and development planning.

OVERALL SCHOOL EFFECTIVENESS

Of the 18 schools reviewed in 2010 – 2011, 39% were 'good' or better and 11% were 'inadequate' (see Figure 1). In general, girls' schools are performing much better than boys' schools (Figures 2 and 3) in the general competencies exhibited. In 2010 – 2011, five out of ten of the girls' schools were 'good' or 'outstanding' and the rest were 'satisfactory' with none found to be 'inadequate'. In the same period, two of the boys' schools were 'inadequate', four were 'satisfactory', two were 'good' and none judged to be 'outstanding'. Over the first cycle of school reviews, 14% of boys' schools were 'good' or better, whilst 35% were 'inadequate'. By contrast more than half of the girls' schools were 'good' or better with almost 5% judged as 'inadequate'.

FIGURE 1:
OVERALL EFFECTIVENESS



Schools Review Unit

FIGURE 2:
GIRLS' SCHOOLS

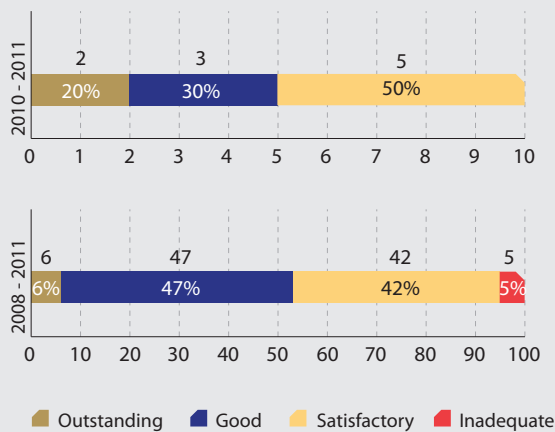


FIGURE 3:
BOYS' SCHOOLS

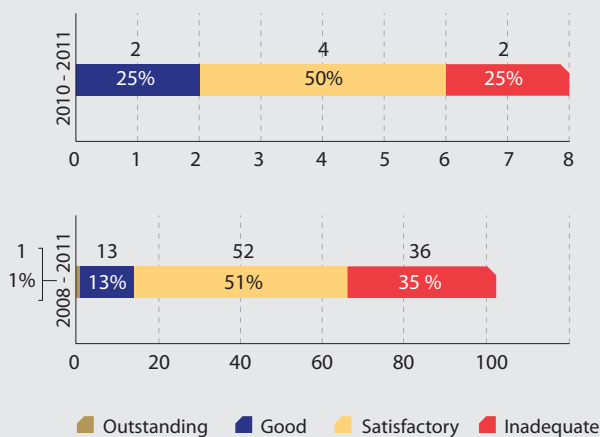


FIGURE 4:
PRIMARY SCHOOLS (INCLUDING PRIMARY-INTERMEDIATE SCHOOLS)

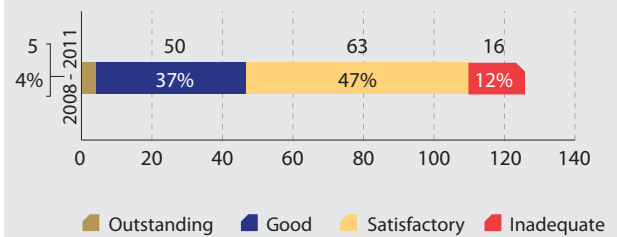


FIGURE 5:
INTERMEDIATE SCHOOLS

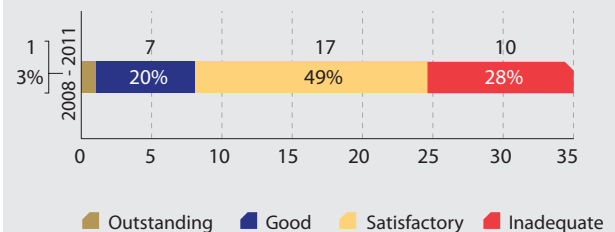
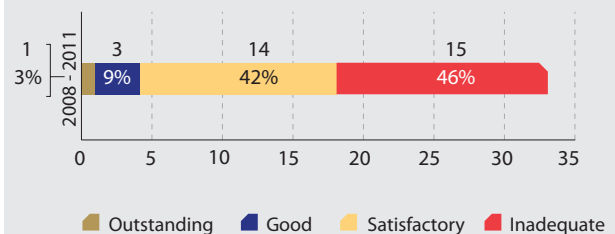


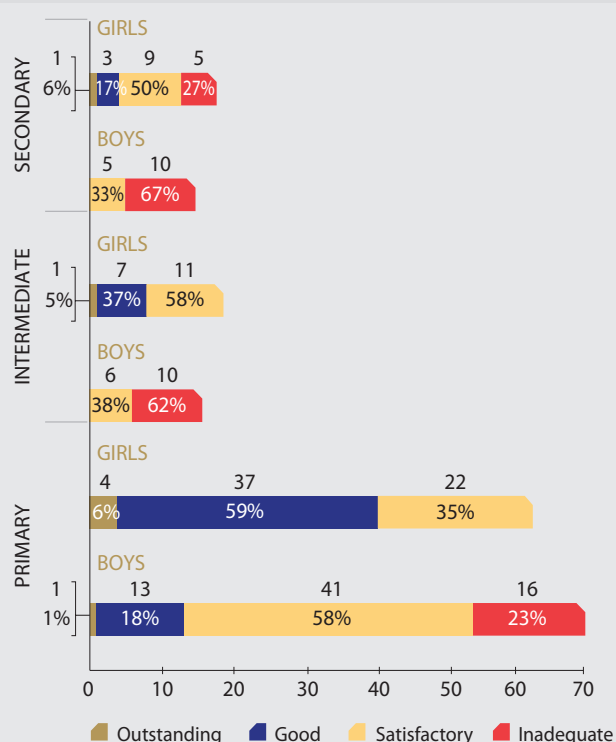
FIGURE 6:
SECONDARY SCHOOLS (INCLUDING INTERMEDIATE-SECONDARY SCHOOLS)



The review evidence points towards primary schools performing better than the intermediate and secondary schools (see Figures 4, 5 and 6). For example, when considering the cumulative findings of reviews in the period 2008 – 2011, the majority of 'outstanding' schools have been found at primary level. Nearly half of the secondary schools were judged as being 'inadequate', the majority of these inadequate schools being boys' schools.

Most boys' primary schools were 'satisfactory', whilst most girls' primary schools were 'good'. In the good schools, the strongest features were effective leadership and management, which promoted positive attitudes and behaviour as well as high standards. However, in the weakest schools, poorly focused leadership coupled with students' poor behaviour were the major factors leading to low standards of achievement.

FIGURE 7:
OVERALL EFFECTIVENESS BY STAGE & GENDER

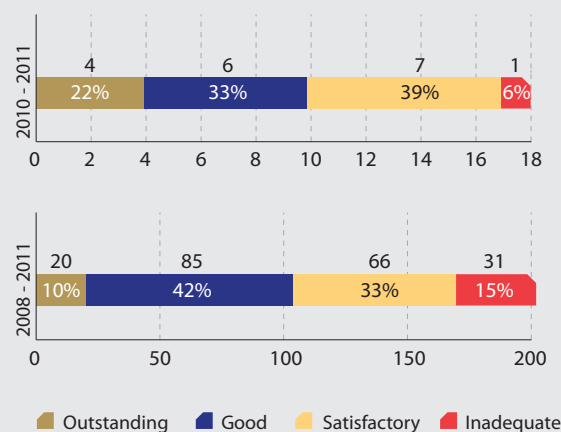


Primary including Primary-Intermediate schools, and Secondary including Intermediate-Secondary schools

CAPACITY TO IMPROVE

The judgement about a school's capacity to improve is based on indicators of future improvement which are reflected in current practice, such as direction of leadership, realistic strategic planning and effective systems for monitoring the quality of provision and performance outcomes against targets. During the academic year 2010 – 2011, 55% had a good capacity to improve or better and only one school out of the 18 schools reviewed had inadequate capacity to improve. Out of all the schools reviewed between 2008 and 2011, just over half the schools have a good or outstanding capacity to improve, but 15% do not have satisfactory capacity to improve and require significant support (see Figure 8).

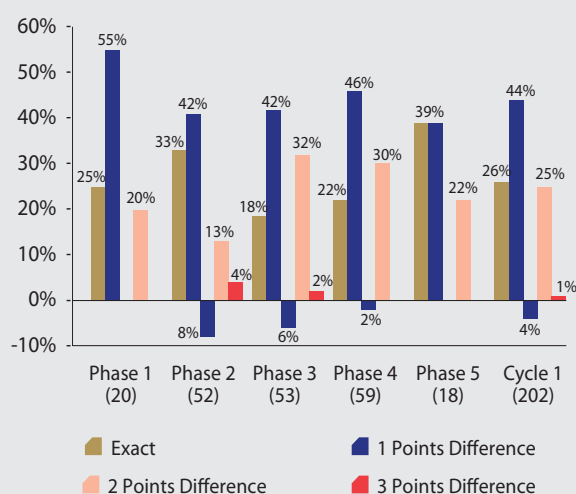
FIGURE 8:
THE SCHOOLS' CAPACITY TO IMPROVE



One of the most important and significant areas of variance is in the schools' beliefs about their capacity to improve. Although almost all reviewed schools felt that their capacity was 'satisfactory' or 'good', the SRU reviewers found that about one school in six had an 'inadequate' capacity to improve.

This situation is likely to improve over time as schools learn to calibrate their expectations in line with the standards in the *Review Framework and Guidance* used by the SRU review teams. An important aspect of this is the ability of schools to self-evaluate accurately and record their judgements in their self-evaluation forms (SEFs). The SRU has conducted a review of the schools' judgements in SEFs compared to the judgements made by reviewers in reports. The following graph (Figure 9 Comparison of Schools' Overall Effectiveness Between SEF and Review Judgement), indicates the extent of that match and variation.

FIGURE 9:
COMPARISON OF SCHOOL'S OVERALL EFFECTIVENESS BETWEEN SEF AND REVIEW JUDGEMENT



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The low incidence of these judgements being the same in the early phases of reviews is evident. The increase in the proportion with a better match for those schools in the phase 5 reviews is significant, with 39% matching exactly and 39% being one grade different. However with 22% showing two grades of difference, there is more work to be done on improving calibration. Schools are invariably more generous in their judgements about the quality of performance than reviewers. Considerably less than 10% of judgement grades in SEFs were more critical than those in the subsequent reports in phases 2 to 4 and none were so in phases 1 and 5. The SRU has reported that where schools need to build greater capacity to improve, a better understanding of the evaluation criteria is vital and judgements in the SEF must be realistic.

STUDENTS' ACHIEVEMENT IN THEIR ACADEMIC WORK

When evaluating the standards achieved by students, review teams take into consideration a wide range of evidence. This includes the students' performance in Ministry of Education (external) school examinations and the achievement and progress they make in the lessons observed by the review teams. There is not a consistently close relationship between the results achieved in the tests and the standards seen in the classroom. In many cases, review teams check standards in the classroom and students' work and find that these are not as high as would be indicated by the examination results. There is a close correlation in reports between the schools' overall effectiveness and the students' achievement. This is because successful schools have a positive impact on the students' progress and attainment.

The cumulative findings over the first cycle of reviews reveal that at primary level (see Figure 10) 68% of girls' schools are reaching levels of achievement which are 'good' or 'outstanding', whilst for boys 23% are good. In 58% of boys' schools, achievement is 'satisfactory' and in 19% it is 'inadequate'. The findings of student achievement reveal that at the intermediate level (see figure 11) 42% of girls' schools are reaching levels of achievement which are 'good' or 'better', whilst no boys' schools are 'good' or 'outstanding'. In 38% of boys' schools, achievement is 'satisfactory' and in 62%, it is 'inadequate'. This gap in the achievement of boys and girls widens at secondary level, as can be seen in Figure 12. In 75% of girls' secondary schools, achievement is 'satisfactory' or better and in 25% it is 'inadequate'. In 36% of boys' schools, achievement is satisfactory and in 64% it is 'inadequate'. This is a very serious finding as no secondary boys' schools were judged to have good achievement. Reasons for this comparatively low achievement overall point to weaknesses in teaching and in the quality of curriculum implementation due to perceptions by some students about limited interest and lack of enrichment. Consequent problems arise when the lesson content is viewed by many older students as lacking relevance.

FIGURE 10:
STUDENT ACHIEVEMENT - PRIMARY SCHOOL (2008-2011)

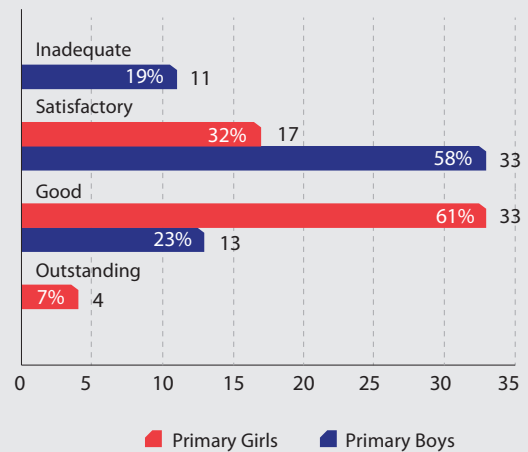


FIGURE 11:
STUDENT ACHIEVEMENT - INTERMEDIATE SCHOOL (2008-2011)

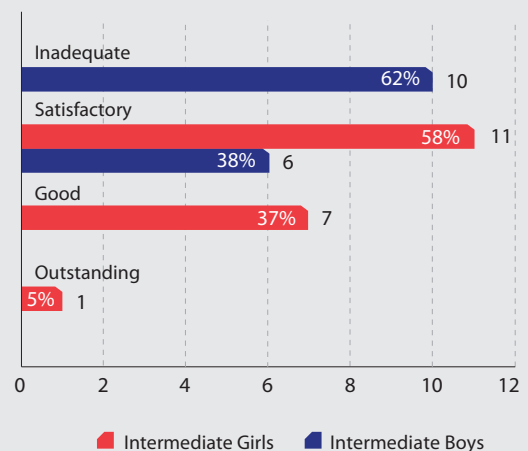
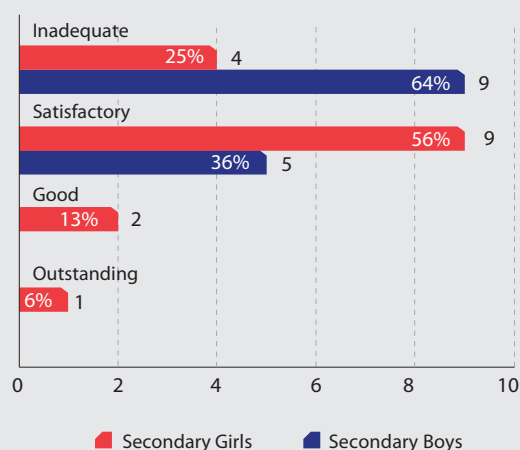


FIGURE 12:
STUDENT ACHIEVEMENT - SECONDARY SCHOOL (2008-2011)

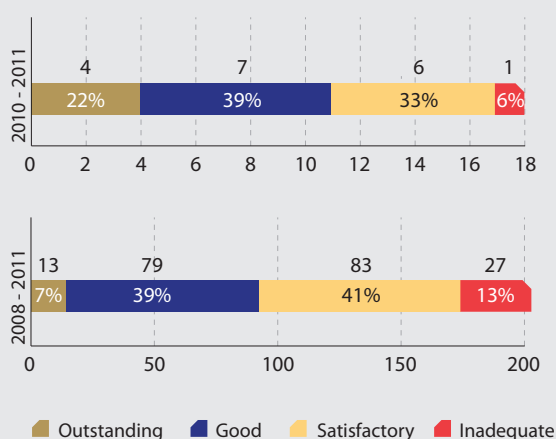


STUDENTS' PERSONAL DEVELOPMENT

This aspect of the review is concerned not only with students' attendance, punctuality and their attitudes to school, but also their attitudes to learning. Reviewers evaluate students' ability to work together, think analytically and act with self-confidence and independence. The review team also assesses whether students feel safe and secure at school.

Of the schools reviewed in 2010 – 2011 as can be seen in Figure 13, 6% were judged as being 'inadequate', with 61% being 'good' or 'outstanding'. Amongst the successful schools the most common strengths are students' attendance and punctuality, their capacity to work together effectively and their feeling safe and secure at school. The most common weakness in the schools reviewed during 2010 – 2011 is the inability of students to think analytically, with 6% of schools being judged 'inadequate' in this respect and 39% of schools promoting this feature to a 'good' degree. None were judged 'outstanding'.

FIGURE 13:
STUDENTS' PERSONAL DEVELOPMENT



In the weakest schools, students' poor attendance and poor motivation towards schooling are the most significant areas to be addressed. The situation is particularly critical in those intermediate and secondary schools that were judged to be 'inadequate' overall. In these schools, a high rate of absenteeism, coupled in some cases with a lack of parental support, means that schools have to struggle to create the basic conditions under which learning can take place. In schools that fail to provide an adequate quality of education, it was found that in some cases students' safety and security are at risk through physical intimidation and verbal threats. Under these conditions, students' self-confidence is undermined and they are unable to take responsibility for their own learning. Students also show a careless attitude towards the school environment; for instance, they casually drop litter and deface the school.

By contrast, in 'good' and 'outstanding' schools, students' attendance is good and students' self-confidence makes a major contribution to their capacity to operate with some degree of independence from their teachers. Relationships are based upon mutual respect and this, in turn, enables students to work effectively and productively both on their own and in groups. Most of the students in these schools are eager to assume positions of responsibility and make positive contributions towards the life of the school as an inclusive learning community.

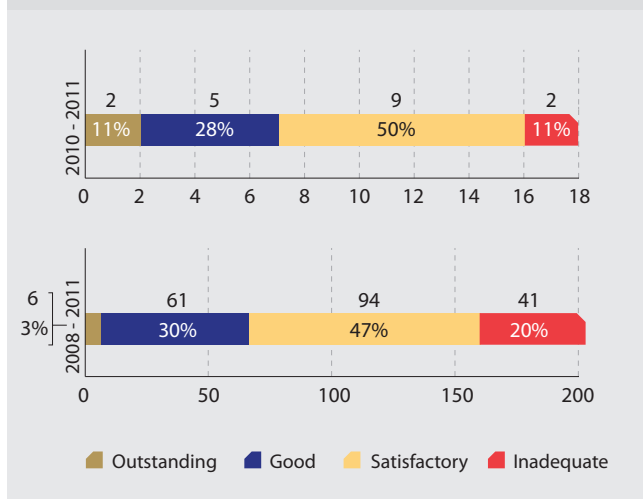
EFFECTIVENESS OF TEACHING AND LEARNING

In this aspect of the review process, reviewers assess the effectiveness of different components of teaching and learning: teachers' capacity to engage, motivate and inspire learners; how they match their lessons to meet the learning needs of students of differing abilities; teachers' subject knowledge; the extent to which pedagogy is appropriate for different types of learning and the varying abilities of different groups of students; teachers' ability to plan effectively and to use a range of resources for learning; evidence of consolidation of learning for some students whilst extending the opportunities for others. Importantly, the reviewers assess the extent to which teachers' work is underpinned by an effective use of assessment in order to provide students with feedback about their strengths, areas for development and the next steps in their learning.

Of all the aspects of the school's provision upon which review teams focus, teaching and learning are the areas that raise the most concern. In 2010 – 2011, teaching and learning was judged to be 'inadequate' in two schools (11%) and two were rated 'outstanding' (see Figure 14). Overall, when considering all the schools reviewed in the first cycle of reviews, in only a tiny proportion, 3%, was teaching 'outstanding', whereas a significant proportion of schools were rated 'inadequate' (20%) for teaching and learning.

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FIGURE 14:
EFFECTIVENESS OF TEACHING AND LEARNING



The most significant shortcoming as reported in the previous *Annual Report* remains in teachers not matching their lessons to the needs of all the students. In too many lessons, teachers plan with a single set of expectations about how the lesson will be conducted; they plan with the average learner in mind and they do not provide sufficient challenge for the higher attaining students and support for those who need more assistance with their learning. Students are too often required to sit passively listening to teachers and, where they are doing activities, these are frequently based upon short and restricted exercises from a textbook. Independent learning skills are not promoted and students are seldom required to solve problems that require them to apply their knowledge and so demonstrate their understanding. Exercises are often mechanical, repetitive and unstimulating. In 'inadequate' schools, teachers do not assess learning properly and therefore do not use assessment results to provide constructive feedback to students on their strengths and their areas for development. These schools are not in a position to use assessments to plan the appropriate next steps of learning for their students.

The first cycle findings show that reviewers concentrate their lesson observations upon the four core subject areas of Arabic, English, mathematics and science for older students. For younger students in primary schools, these subjects are often taught through general teaching, where specific subject content is integrated into cross-curricular themes and topics. Typically, teaching is at its best in the first three years of primary school. The quality and suitability of teaching declines as students get older and they move into secondary schools. The quality of teaching and learning is at its poorest in the last three years of education at secondary level where lessons are 'inadequate' in almost one quarter of schools. Of all the subjects, the teaching of English raises the most concern, since in 30% of lessons teaching was

judged to be 'inadequate' and only 29% were rated 'good'. The main problem is teachers' poor command of standard spoken English and, consequently, their inability to model the language authentically for the students who are learning English as their second language. Similarly in their written work, students are not expected to write in an extended fashion in order to improve their vocabulary and capacity to develop fluency and style. The effectiveness of teaching Arabic remains of concern since 15% of lessons were judged to be 'inadequate', while 35% of the lessons are judged to be 'good' or better. The most common weakness in teaching Arabic is that the vast majority of teachers are using dialect language rather than the formal Arabic language. The quality of teaching and learning in the other core subject areas remains of concern, with more than 13% of lessons judged as 'inadequate' in mathematics and science, while 38% & 37% of Mathematics & Science lessons were judged to be 'good' or better as shown below:

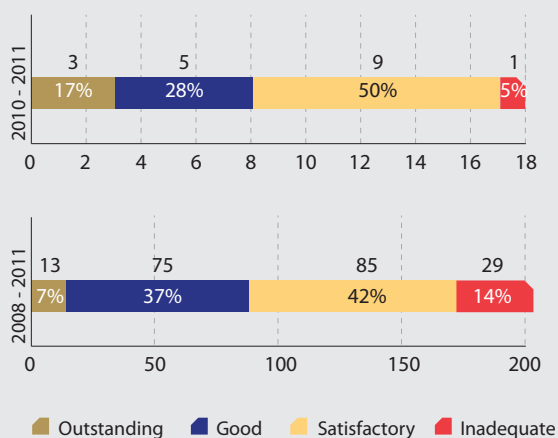
Lessons	Good or better teaching in core subjects	Inadequate teaching in core subjects
English	29%	30%
Arabic	35%	15%
Math	38%	13%
Science	37%	13%

CURRICULUM IMPLEMENTATION AND ENRICHMENT

In this aspect of the school review, reviewers evaluate the ways in which schools implement the Ministry of Education curriculum. Primarily, review teams look at how the curriculum is enriched and how, for example, links are made between different subjects and how relevance is reinforced by extra-curricular activities, such as educational trips. Curriculum implementation is also a means by which the school promotes amongst learners their rights and responsibilities as citizens. The curriculum delivery is also judged by how effectively it promotes basic skills, such as numeracy, literacy, and the use of information and communication technology (ICT).

Amongst the schools that were reviewed during 2010 – 2011, the curriculum implementation was found to be 'good' or 'outstanding' in 45% of schools (see Figure 15). In these schools, an imaginative approach is used to make the curriculum more interesting and relevant to the students. In these successful schools, the curriculum is enriched by extra-curricular activities that enable students to build on what they have learned in lessons. By improving the relevance of the way in which the curriculum is implemented and enriched and by aligning it with the world outside school, students in the best schools develop an improved understanding of their rights and responsibilities. In this way effective curriculum implementation prepares students for their next stage of education and the world of work, but less than half the schools reviewed are good at this.

FIGURE 15:
CURRICULUM DELIVERY AND ENRICHMENT



In those schools where curriculum enrichment is well developed, the greatest strengths are in having a school environment that stimulates learning, having a good range of extra-curricular activities and good links between subjects. For example, ICT is used to promote learning in mathematics, science and languages; also in 'good' schools strong links exist, for example, between mathematics, science and technology, which enable basic skills to be applied and extended.

Taking into account all the schools visited during the first cycle review period as a whole, the inadequate schools shared common weaknesses in their curriculum implementation. 14% of schools failed to deliver and enrich the curriculum (Figure 15). They did not make links between subjects and students' basic skills were underdeveloped. In this scenario, basic skills are not embedded and developed, and often skills decline through a lack of meaningful application of curriculum content that does not appeal to the students' interests or meet their needs well enough.

STUDENT SUPPORT AND GUIDANCE

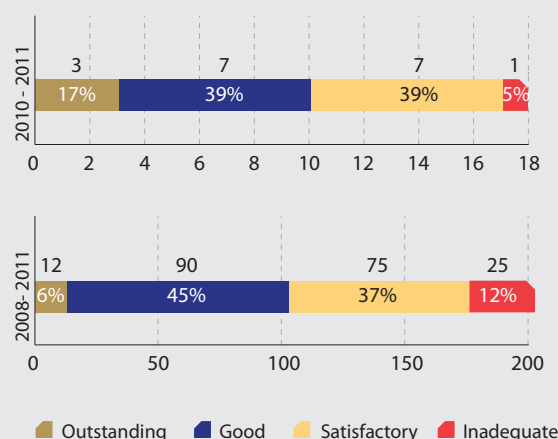
This aspect is concerned with the quality of support and guidance that a school provides. It includes consideration of how well students are inducted into the school and how well their personal needs are assessed; consideration is also given to the quality of guidance they receive about academic and developmental matters, and how well parents are informed about the progress of their children.

Most schools have at least one dedicated member of staff designated as the social worker whose main responsibility is to provide a link with the families and to support and guide students in their life at school. Of all the aspects of a school's work which reviewers evaluate, this is amongst the strongest.

Overall, as shown in Figure 16, in 2010 – 2011, 56% of schools

were graded as 'good' or 'outstanding' in this aspect whilst 5% were 'inadequate'. The most common weakness is in the schools' capacity to assess and provide support, which is sensitively and appropriately shared with the students; additionally these few weaker schools do not provide good career and educational guidance.

FIGURE 16:
STUDENTS' SUPPORT AND GUIDANCE



A notable strength amongst nearly all the schools reviewed during 2010 – 2011 is in their capacity to provide effective induction programmes to introduce new students to school life. Almost 95% of schools were rated 'good' or 'outstanding' and the reviewers judged that in no schools were the arrangements 'inadequate'. In this particular aspect of students' support and guidance, of the 18 schools reviewed during 2010 – 2011, the arrangements in five were found to be 'outstanding'.

A common finding across all the schools reviewed over the past two years is that the strength of the support and the general awareness of students' needs were not evident in the classrooms. The student records relating to their personal and social needs are not well-integrated with their academic progress records; teachers are often insufficiently aware of students' wider social and developmental needs and how these may impact on their classroom behaviour.

EFFECTIVENESS OF SCHOOL LEADERSHIP AND MANAGEMENT

This aspect concentrates on how effective school leaders are in inspiring and motivating their staff and the extent to which they have a clear vision of success and long-term school improvement through detailed development planning.

During 2010 – 2011 in 56% of 18 schools, the leadership was judged as 'good' or 'outstanding', with 33% 'satisfactory' and 11% 'inadequate' (see Figure 17). Taking into account all

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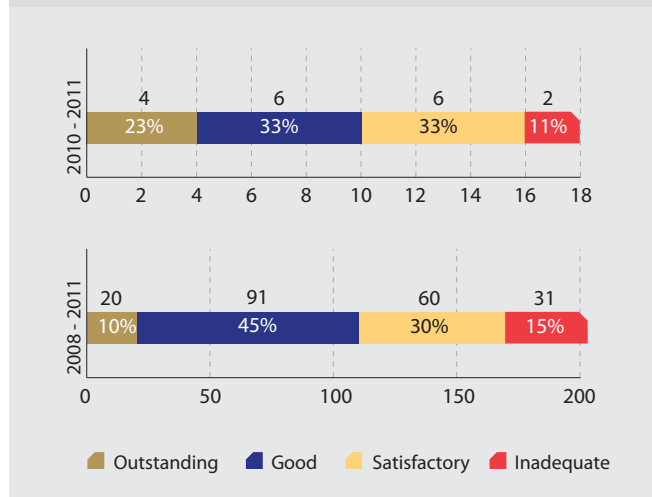
schools reviewed since the beginning of the school reviews in 2008, the SRU found that approximately in one school in every seven, leadership and management are 'inadequate'. A significant difficulty which schools face in maintaining quality and continuous improvement is in the regularity with which principals are moved from school to school. In a small number of cases, the leadership and management grade is higher than that for overall school effectiveness. This is usually due to the review team evaluating the quality of a new principal or leadership team who had only been at the school for a short time and where their presence, plans and policies had only just started to have a significant impact on the life of the school.

It is an accepted principle amongst the international community of school improvement specialists, that it takes between three and five years for a new leadership team to bring about transformation in schools which are struggling. In a significant proportion of the schools reviewed, the teams found principals who had only been at the school for a relatively short period of time, some a matter of just a few weeks. Good school leadership, however, does not just rely upon the skills of the principal alone; to be effective the leadership needs to be a team effort and set in a strategic framework for improvement which extends beyond the institution itself. In those schools where the principals were relatively new, the SRU evaluated the strength of the team as a whole in coming to a judgement about a school's capacity to improve.

Good school leadership teams' main strength is in their capacity to inspire, motivate and support staff effectively. In 56% this feature was 'good' or 'outstanding'. Other important strengths evident in successful schools and leadership teams are the clarity of their vision and purpose and their responsiveness to the views of stakeholders; about 61% of successful teams were 'good' or 'outstanding' at this. Effective self-evaluation that is rigorously used to assure quality should be the basis of all meaningful strategic planning, to ensure that it is firmly focused on improvement. An interesting finding is that in about 51% of schools, both self-evaluation and improvement planning are 'good' or 'outstanding', whereas in almost 16% of schools self-evaluation and improvement planning are 'inadequate'. Overall, schools have improved the quality of their self-evaluation procedures during the first cycle of reviews. Amongst those schools where self-evaluation is inadequate, many are where the principals have been in place for only a short period of time and where the self-evaluation and improvement strategies are at an early stage of development.

In weak schools, there is a lack of follow-up or analysis of the impact of professional development on the teaching practice.

FIGURE 17:
EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT



AFTER THE REVIEW

After the review, schools are asked to complete an action plan to address the areas for improvement identified in the review report. Schools are given six weeks after the publication of the review report to formulate an action plan and submit it to the Ministry of Education for scrutiny; the Ministry, in turn, forwards the action plan to the SRU for comments. In the case of schools where there is an overall grade of 'inadequate' the SRU undertakes monitoring visits within six months to a year to assess schools' progress towards addressing those areas which were identified as being in need of improvement.

RECOMMENDATIONS

School improvement requires planning and action. Planning should be based on an accurate evaluation of current performance and describe priorities and actions set against measurable steps so that progress can be identified and tracked. Whilst the quality of leadership by the principal and senior team is probably the most single important factor in driving school improvement, it is the implementation of planned actions by the whole team across the school community which brings real change and development. In cases where schools are seriously inadequate, a more radical approach to intervention, strategic planning, implementation and direct action is required.

This report has identified several specific areas for improvement:

- Schools should take firm action on the specific recommendations made in the SRU reports and be able to demonstrate progress made on each recommendation within 6 months of the publication of the report and certainly by the time of the second review of the school.
- A realistic approach to self-evaluation is required. This must

be based upon firm information, evidence and careful reflection and use of the criteria in the Review Framework and Guidance, for example where a self-evaluation form (SEF) grades the provision as 'good', the information and evidence to support that statement should be clearly made and matched against the appropriate criteria in the framework.

- The assessment of students' achievement needs to be more accurate and make more use of external benchmarking. School reviews continue to report that the standards witnessed in classrooms do not correspond to the standards reported in Ministry of Education and school assessments. The school-based element of the overall assessment grade should be substantiated with accurate and timely evidence of student performance to go alongside the Ministry of Education and school examination results. Valid assessments that are shared with students should inform them about their progress, strengths and areas for improvement.
- The quality of teaching and learning should be improved by increasing the range of strategies used in order to provide appropriate levels of challenge for students of all abilities in lessons and in their independent learning.
- The curriculum should be implemented in imaginative and practical ways, with a wide range of extra-curricular activities to make it relevant to the students' levels of interests and needs and with opportunities for the students to make links between subjects. In too many schools the curriculum is delivered in unchallenging ways directly from textbooks. There needs to be less dependency on textbooks as the sole teaching and learning resource.
- Improvement plans should be a shared responsibility indicating duties for named post-holders, evidential success criteria and realistic timelines in order to provide progression in the drive for improvement actions to continue and raise the standard of students' outcomes through the normal turbulence of school management.

PILOT REVIEWS OF PRIVATE SCHOOLS AND KINDERGARTENS

In 2010, QAAET took the significant step of incorporating both private schools and kindergartens (KGs) into the quality assurance and school improvement programme. In March, the SRU consulted widely with all private schools and KGs on the principles upon which the proposed review model should be based.

From June 2010, in association with an international partner, the Centre for British Teachers (CfBT) Education Trust, the SRU developed a pilot framework for reviewing both private schools and KGs and a range of associated documents to

support the process. Schools and KGs were offered the opportunity to volunteer for the pilot programme. Ten private schools and eight KGs were selected to be reviewed in the pilot phase. The pilot took place from October to December 2010. The selected schools and KGs varied in size as well as in the kind of curricula they offer. The reviewed schools offer the main study stages, primary, intermediate, secondary, and some offer KG. The main outcome of the pilot phase was the establishment of a unified review framework to be used for all schools (government and private) and KGs in Bahrain. Copies of the unified review framework were sent to all schools and KGs in Bahrain for comments. A final copy of the framework was submitted to the Board for approval in January 2011 and then to the Cabinet for endorsement.

Schools Review Unit



National Examinations Unit

ALI, AGE 8
FUTURE PILOT
GULF AIR 2030

INTERESTS

FOOTBALL

COMPUTER GAMES

SWIMMING

AERODYNAMICS





National Examinations Unit

INTRODUCTION

In May 2011, Grade 3 and 6 students in all government schools took the national examinations for the third time, whereas Grade 9 students in all government schools took them for the second time. Overall, a total of approximately 31,500 students sat for the examinations: Grade 3 in Arabic and Mathematics, and Grade 6 and 9 in Arabic, Mathematics, English and Science.

The examination papers were marked in June and, for the majority of students, marks were captured at the level of question paper totals. However, for each grade and subject, marks were also captured at the item level for a common sample of 10% of the students. This was done to gather the data for the detailed analysis of student performance by curriculum competencies. The following outlines the results of the analyses of the May 2011 examinations, and any relevant comparisons with the 2009 and 2010 results. While the data show results for all three years, it must be emphasised that this year's examination results (2011) are heavily influenced by the situation in the Kingdom during the second term of the academic year, and they must, therefore, be seen in this particular context. For these reasons they should not be compared with the previous years' results on a like-for-like basis. As will be clear from the text, some of the following conclusions are based on the analyses of the performance of the total cohort of students, while some conclusions are based on the analyses of the performance of the 10% sample of students mentioned above. This was done to gather data for the detailed analysis of student performance by curriculum competencies.

PERFORMANCE SCORES AND BASELINES

Performance of students is measured and reported by a performance score on a scale from 0.0 to 8.0.

The performance score is an absolute measure of the student's ability against the skills and topics in the test specifications. The national average performance score was defined as 4.0 in the first year of assessment (2009 for Grades 3 and 6 and 2010 for Grade 9) as the baseline against which to measure future year's performance. The tests use an equating design which enables the comparison of the performance of the subsequent years against the baseline year's performance.

For security purposes, the NEU constructs a different test every year while ensuring that content and statistical specifications are similar to tests used in previous years. Despite such efforts to ensure similarity, assessments from year to year may differ somewhat in their difficulty. To account for this, the NEU uses a process called equating, which adjusts for differences

in difficulty among the tests from year to year¹. This ensures that students in one year are not given an unfair advantage over students in another year and that reported changes in achievement levels are due to differences in student performance, and not to differences in test difficulty. The NEU uses a common-item non-equivalent group design to equate tests over different years so the performance score results that are reported here for 2011 assessments are statistically comparable to the 2010 and 2009 results.

STUDENT PERFORMANCE

The mean performance scores are presented in Table 1.

TABLE 1:
GRADE 3, 6 AND 9 2009 – 2011 MEAN PERFORMANCE SCORES

Grade	Subject	2009	2010	2011
3	Arabic	4.00	4.05	3.70
	Mathematics	4.00	4.35	3.40
6	Arabic	4.00	3.90	2.50
	Mathematics	4.00	4.05	2.50
	English	4.00	4.05	3.30
	Science	4.00	4.05	2.85
9	Arabic	–	4.00	2.75
	Mathematics	–	4.00	3.85
	English	–	4.00	4.05
	Science	–	4.00	2.80

The mean performance scores seem to indicate that students' performance in 2011 declined in almost all subjects and in almost all Grades, with the exception of Grade 9 English, which increased by 0.05 performance score points from its 2010 baseline. However, it is thought that the exceptional situation in the Kingdom during the second term of the 2010/2011 school year impacted on students' motivation, as well as on learning time in schools, and that therefore, this year's results need to be considered in context and should not be compared with 2009 and 2010 on a like-for-like basis, even though statistically this comparison is reliable.

Tables 2 to 4 show the cumulative percentages of performance scores, and Figures 18 to 27 illustrate these. The colour yellow in the tables highlights the performance at 4.0, which is the baseline derived from the average student performance in the first year of the examination.

¹ Kolen, M. J. & Brennan, R. L. (2004). *Test equating, scaling, and linking. Methods and practices*, 2nd ed. New York: Springer-Verlag.

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TABLE 2:

2009 – 2011 GRADE 3 CUMULATIVE PERCENTAGES OF PERFORMANCE SCORES

Performance Score	Arabic			Mathematics		
	2009	2010	2011	2009	2010	2011
0.0	100.0	100.0	100.0	100.0	100.0	100.0
1.0	92.3	95.4	88.4	93.3	94.5	89.0
2.0	84.5	85.3	79.7	85.1	90.2	78.2
3.0	69.4	69.4	64.9	72.9	79.2	58.6
4.0	49.1	50.1	46.8	48.7	60.4	35.0
5.0	29.2	30.7	28.5	24.8	39.4	15.6
6.0	13.5	13.4	13.9	9.9	21.0	5.3
7.0	4.6	4.0	3.7	2.2	7.5	1.5
8.0	1.0	1.1	1.5	0.5	2.5	0.3

TABLE 3:

2009 – 2011 GRADE 6 CUMULATIVE PERCENTAGES OF PERFORMANCE SCORES

Performance Score	Arabic			Mathematics			English			Science		
	2009	2010	2011	2009	2010	2011	2009	2010	2011	2009	2010	2011
0.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1.0	90.9	94.3	75.8	85.8	88.6	77.4	97.3	97.8	94.6	95.8	97.6	88.8
2.0	83.0	85.2	61.4	76.9	81.6	55.0	94.5	95.8	81.6	92.4	94.9	75.4
3.0	70.6	72.0	40.0	64.5	66.2	32.7	76.8	82.3	49.6	78.7	83.9	50.0
4.0	52.4	50.5	20.5	43.4	46.9	14.2	36.7	49.6	21.6	49.8	57.3	20.6
5.0	28.2	26.2	6.6	21.3	23.3	4.4	15.1	20.4	10.0	19.8	22.0	4.3
6.0	8.7	8.0	1.3	7.7	8.9	1.3	5.5	7.7	4.1	2.8	3.6	0.4
7.0	1.7	1.1	0.0	2.0	3.1	0.2	1.8	2.7	1.7	0.2	0.3	0.0
8.0	0.1	0.1	0.0	0.3	0.7	0.0	0.6	0.8	0.5	0.0	0.0	0.0

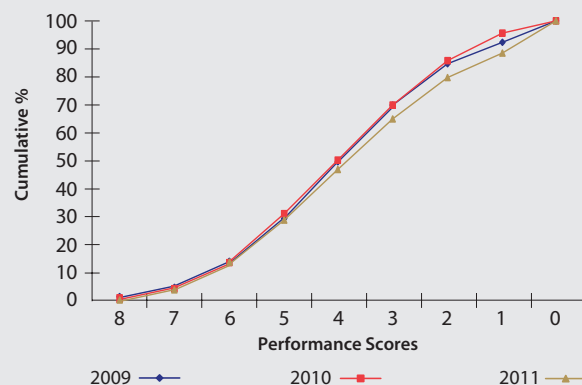
TABLE 4:

2010 – 2011 GRADE 9 CUMULATIVE PERCENTAGES OF PERFORMANCE SCORES

Performance Score	Arabic		Mathematics		English		Science	
	2010	2011	2010	2011	2010	2011	2010	2011
0.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
1.0	93.0	74.8	85.7	77.3	93.1	91.4	94.2	90.9
2.0	87.0	62.3	79.3	71.8	84.5	85.4	92.1	71.4
3.0	72.6	47.9	69.3	57.1	66.5	71.1	80.5	42.6
4.0	49.9	28.7	44.7	38.8	40.2	41.0	51.5	17.1
5.0	27.2	13.8	22.6	20.4	22.7	19.8	20.1	3.2
6.0	9.8	4.5	7.7	6.9	9.7	9.3	4.6	0.2
7.0	2.1	1.1	2.3	1.3	3.4	3.4	0.3	0.0
8.0	0.4	0.2	0.5	0.2	0.9	0.7	0.0	0.0

FIGURE 18:

PERFORMANCE SCORES IN GRADE 3 ARABIC


FIGURE 19:

PERFORMANCE SCORES IN GRADE 3 MATHEMATICS

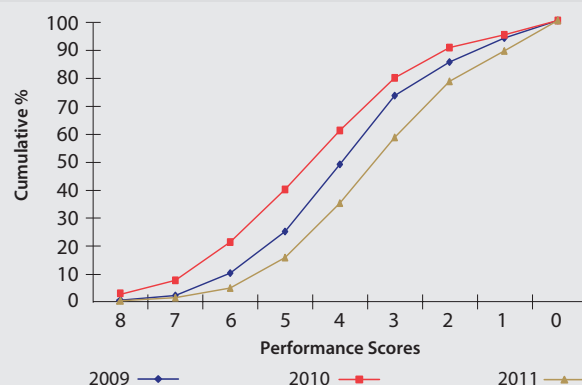


FIGURE 20:
PERFORMANCE SCORES IN GRADE 6 ARABIC

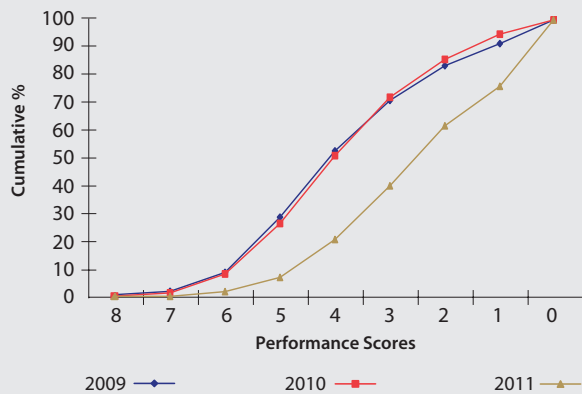


FIGURE 23:
PERFORMANCE SCORES IN GRADE 6 SCIENCE

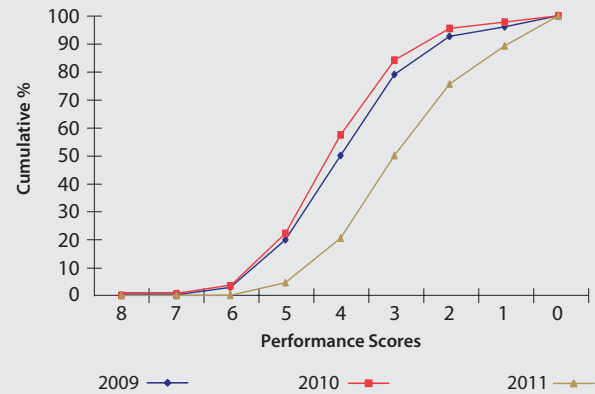


FIGURE 21:
PERFORMANCE SCORES IN GRADE 6 MATHEMATICS

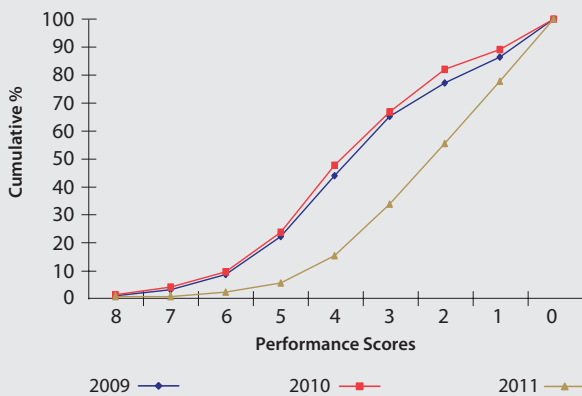


FIGURE 24:
PERFORMANCE SCORES IN GRADE 9 ARABIC

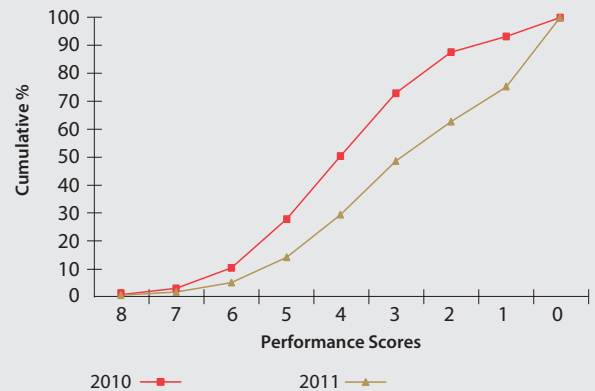


FIGURE 22:
PERFORMANCE SCORES IN GRADE 6 ENGLISH

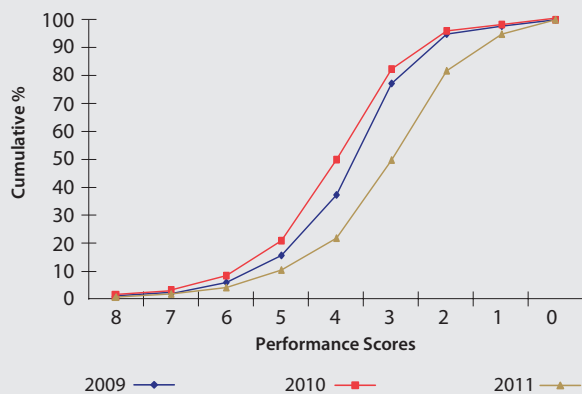
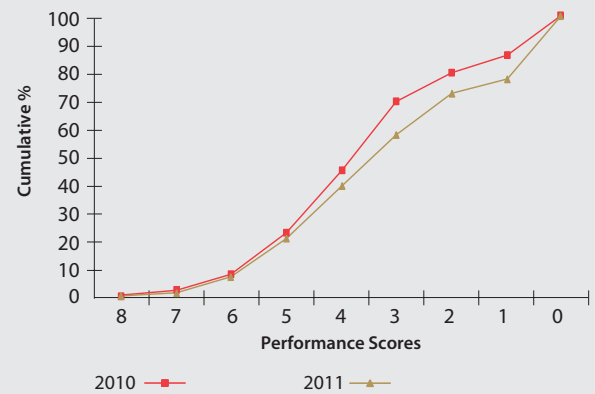


FIGURE 25:
PERFORMANCE SCORES IN GRADE 9 MATHEMATICS



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FIGURE 26:
PERFORMANCE SCORES IN GRADE 9 ENGLISH

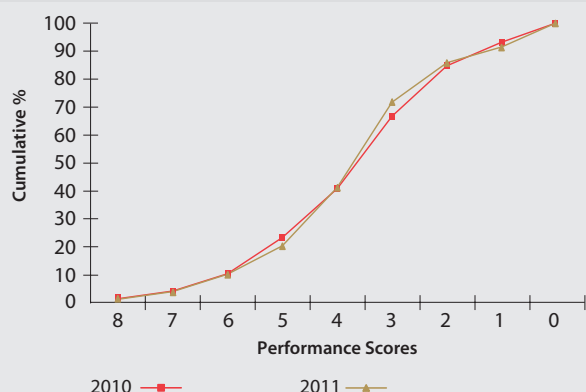
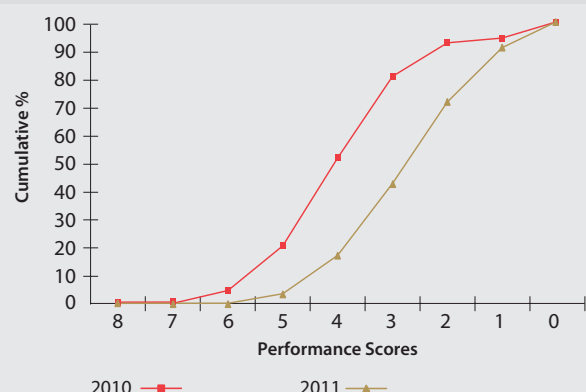


FIGURE 27:
PERFORMANCE SCORES IN GRADE 9 SCIENCE



GENERAL COMMENTS ON THE PERFORMANCE SCORES IN RELATION TO TOPICS AND SKILLS

The following Tables are for subjects examined at Grades 3, 6 and 9, and refer specifically to the 'Topics' within subjects (for example, listening, reading, and writing in the case of languages), and to the 'Skills' within 'Topics' (for example, 'understanding explicit meaning', 'structure and grammar', 'main points of argument', in the case of English).

The performance score, reported on a scale of 0.0 to 8.0, is given for each 'Topic' and 'Skill' in each of the subject tables below.² It should be noted that the whole subject performance score is **not** an average of the Topics or Skills performance scores. The whole subject performance score is calculated from whole cohort data, while the Topic and Skills performance scores are calculated from the 10% sample of students in the cohort.

The general comments below are also based solely on data taken from the 10% random sample of all students in the cohort. The discussions represent an exploratory scrutiny of

the data, and may be used as the basis for further investigation, particularly bearing in mind the above cautioning remarks on the 2011 student performance, which suggest that like-for-like comparisons between 2009 and 2010 on the one hand, and 2011 on the other hand, should not be made – 2011 data should be treated as an exception.

PERFORMANCE BY THE NATIONAL COHORT AT GRADE 3

Arabic (Table 5)

- Performance across 'Topics' (*Reading, Writing and Listening*) is broadly similar to each other and across all three years.
- Writing seemed to pose the greatest challenge to students in 2009 and 2010, whereas *Reading* seemed more challenging *than Listening* and *Writing* in 2011.
- Some skills are based on very few marks, for example *Detail of the conversation* (based on one mark), and that is why student performance fluctuates from year to year.
- 'Skill' areas where students generally appear to be strongest include: *Follow detail or instruction, Select or retrieve information*, and *Identifying Main ideas of the conversation*. However, *Suggest what happens next* and *Give meaning of words* appear to provide students with the most difficulty.

² The performance score is calculated from students' abilities on a Rasch ability scale. The national average was defined as 4.0 in the first year of testing, and subsequent years' examinations are securely anchored to the scale that was set in the first year. The national average performance score will normally change year on year. If the performance of students improves from one year to the next, then the national average performance score will go up. Thus, we obtain an absolute measurement of performance over time.

TABLE 5:
GRADE 3 2009 – 2011 ARABIC RESULTS BY TOPIC AND SKILL

Arabic Grade 3				
		2009	2010	2011
Topic	Listening	4.2	4.2	4.0
	Reading	3.9	4.0	3.7
	Writing	3.8	3.9	4.0
Skill	Main ideas of the conversation	5.5	4.9	4.7
	Detect tone of voice	4.7	3.7	4.1
	Appreciate writers' language	4.4	3.8	3.0
	Select/retrieve information ³	4.3	4.7	5.1
	Spell a range of words	3.9	3.9	4.0
	Use a range of vocabulary	3.7	3.9	4.0
	Understand implicit meaning	3.7	2.6	3.3
	Punctuation and vocalisation ⁴	3.5	2.8	4.4
	Order sentences coherently ⁵	3.4	3.8	N/A
	Write a simple letter	N/A	N/A	3.8
	Write a short story	N/A	N/A	4.1
	Follow detail or instructions	3.2	3.3	5.3
	Understand explicit meaning	3.0	3.6	4.8
	Suggest what happens next	2.5	1.6	2.2
	Detail of the conversation	1.3	3.2	4.5
	Give meanings of words	1.2	3.1	2.9
	National Average	4.0	4.1	3.7

Mathematics (Table 6)

- Performance across the 'Topics' (*Statistics and probability, Number and algebra, Geometry and measurement*) is very similar to each other across all three years.
- Again, performance in the 'Skill' areas: *Using and applying mathematics*, and *Mathematical knowledge*, is very similar to each other in all three years.

TABLE 6:
GRADE 3 2009 – 2011 MATHEMATICS RESULTS BY TOPIC AND SKILL

Mathematics Grade 3				
		2009	2010	2011
Topic	Geometry and measurement	4.0	4.5	3.4
	Number and algebra	3.9	4.5	3.3
	Statistics and probability	3.8	4.7	3.3
Skill	Mathematical knowledge	4.0	4.5	3.3
	Using and applying mathematics	3.9	4.4	3.3
	National Average	4.0	4.4	3.4

PERFORMANCE BY THE NATIONAL COHORT AT GRADE 6

Arabic (Table 7)

- Across 'Topic' areas (*Reading, Writing and Listening*) there are notable differences, with students performing particularly well on Listening compared with Reading and Writing in 2009 and 2010. However, 2011 saw a marked drop in students' Reading performance against *Listening* and *Writing*.
- In 2011 the strongest skills were *Identify the general idea*, followed by *Presentation and handwriting*, and *Basic elements of narrative*. This is quite different from the previous two years.
- As in Grade 3 Arabic, some Skills are measured by items with very few marks which means that performance can fluctuate strongly from year to year.

³ Select/retrieve information was called Summarise main points in 2009.

⁴ Punctuation and vocalisation was called Punctuate correctly in 2009.

⁵ Order sentences coherently was divided in 2011 into Write a simple letter and Write a short story.

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TABLE 7:
GRADE 6 2009 – 2011 ARABIC RESULTS BY TOPIC AND SKILL

Arabic Grade 6				
		2009	2010	2011
Topic	Listening	4.9	4.3	2.9
	Reading	3.9	3.9	1.6
	Writing	3.7	3.8	3.6
Skill	Summarise	6.2	3.4	3.6
	Identify the general idea	5.9	3.8	6.9
	Identify the main points	5.6	5.0	4.0
	Identify sequence	5.3	5.9	3.7
	Identify fact and opinion	4.7	4.5	3.0
	Spelling	4.0	4.8	4.0
	Presentation and handwriting	4.0	4.8	4.6
	Basic elements of narrative	3.9	3.9	4.2
	Use expressive language	3.9	3.8	4.0
	Write for a specified audience	3.8	3.6	3.7
	Structure and grammar	3.8	3.7	3.9
	Logical sequence of argument	3.6	3.6	3.7
	Comment on grammar	3.6	3.4	1.7
	Pass judgment on the argument	3.4	3.4	2.0
	Understand implicit meaning	3.2	3.6	2.3
	Writer's purpose and viewpoint ⁶	3.2	2.5	2.0
	Give meanings of words ⁷	3.1	3.4	0.9
	Comment on writer's words	3.1	2.9	1.0
	Punctuation and vocalisation ⁸	3.1	3.1	3.0
	Identify characteristics ⁹	2.8	3.3	0.8
	Main points of argument	4.6	4.0	1.3
	National Average	4.0	3.9	2.5

Mathematics (Table 8)

- There is a wide range of performance across 'Topics' (*Measurement, Number, Statistics, and Geometry*) with *Measurement* being the weakest in 2011.
- Student performance is very broadly similar in all three years across skills which address *Using and applying mathematics* and *Mathematical knowledge*; and with performances on both skills being the weakest in 2011.

⁶ Writer's purpose and viewpoint was called Writer's purpose and attitude in 2009.⁷ Give meanings of words was called Meanings of words in context in 2009 and 2010.⁸ Punctuation and vocalisation was called Punctuation in 2009.⁹ Identify characteristics was called Identify features and justify in 2009.**TABLE 8:**
GRADE 6 2009 – 2011 MATHEMATICS RESULTS BY TOPIC AND SKILL

Mathematics Grade 6				
		2009	2010	2011
Topic	Geometry	4.1	3.9	2.5
	Statistics	3.8	4.3	2.4
	Number	3.4	3.3	2.3
	Measurement	2.3	2.7	1.7
Skill	Mathematical knowledge	3.7	3.9	2.4
	Using and applying mathematics	3.4	3.4	2.1
	National Average	4.0	4.1	2.5

English (Table 9)

- In all three years students are significantly weak in *Writing*, though performing similarly well in *Listening* and *Reading*.
- Students are generally strongest in the skill areas of *Understanding short dialogues*, *Identifying detail (dialogue)*, *Understanding signs or notices*, *Use of grammar in context*, *Skimming and scanning*, *Understanding detail and gist* and *Use of language in context*.
- In all three years students are particularly weak in *Brief guided writing*, *Retrieving detail (monologue)*, and *Story writing from pictures*.

TABLE 9:
GRADE 6 2009 – 2011 ENGLISH RESULTS BY TOPIC AND SKILL

English Grade 6				
		2009	2010	2011
Topic	Listening	4.2	4.3	3.1
	Reading	4.1	4.2	3.2
	Writing	2.0	2.8	2.3
Skill	Understanding short dialogues	5.2	4.8	3.5
	Understanding signs or notices	4.2	4.7	3.2
	Skimming and scanning	4.1	4.0	3.1
	Understanding detail and gist	4.1	4.0	3.0
	Use of language in context	4.0	3.9	3.0
	Using grammar in context	3.9	3.8	3.2
	Identifying detail (dialogue)	3.7	4.8	3.3
	Matching multiple short texts	3.2	3.8	2.9
	Retrieving detail (monologue)	2.9	1.0	1.1
	Story writing from pictures	2.0	2.7	2.2
	Brief guided writing	1.5	2.4	1.9
	National Average	4.0	4.1	3.3

Science (Table 10)

- In all three years students perform equally well in *Earth and space science*, *Life science and environment*, and *Natural science*; although, students' performance in all three topics has markedly dropped this year from the previous years (2009 and 2010).
- Performance in the skill areas of *Enquiry skills and analysis*, *Applications and implications*, *Recall and understanding*, is very similar across all three years; with performances in the various skill areas being weakest in 2011.

TABLE 10:
GRADE 6 2009 – 2011 SCIENCE RESULTS BY TOPIC AND SKILL

Science Grade 6				
		2009	2010	2011
Topic	Natural science	4.1	4.1	2.9
	Life science and environment	3.9	4.1	2.8
	Earth and space science	3.9	4.1	2.8
Skill	Recall and understanding	4.0	4.1	2.9
	Applications and implications	4.0	4.1	2.9
	Enquiry skills and analysis	3.8	3.9	2.8
	National Average	4.0	4.1	2.9

PERFORMANCE BY THE NATIONAL COHORT AT GRADE 9**Arabic (Table 11)**

- In 2011 students performed much better in *Writing* than in *Listening* and *Reading*.
- The strongest skills in both 2010 and 2011 are *Express relevant ideas*, *Use a creative style*, and *Write accurately*.
- As in Grade 3 and Grade 6, some skills are measured by very few marks, so student performance may fluctuate significantly year-on-year.

TABLE 11:
GRADE 9 2010 – 2011 ARABIC RESULTS BY TOPIC AND SKILL

Arabic Grade 9			
		2010	2011
Topic	Listening	4.8	2.8
	Writing	3.8	4.3
	Reading	3.8	1.9
Skill	Identify the main points	6.3	3.7
	Understand exact content	4.3	2.6
	Give opinion objectively	4.0	3.8
	Express relevant ideas	3.9	4.4
	Comment on writer words	3.7	2.0
	Meaning of word in context	3.7	2.3
	Use a creative style	3.7	4.3
	Write accurately	3.7	4.3
	Identify writer's attitude	3.6	2.0
	Create a simple plan	3.5	4.0
	Summarise main points	3.6	2.0
	Comment on grammar	3.2	2.4
	Identify detail	2.7	1.8
	National Average	4.0	2.8

Mathematics (Table 12)

- There is a wide range of performance across 'Topics' (*Number and operations*, *Algebra*, *Geometry* and *Data analysis and statistics*). In 2011, student performance is weakest in *Data analysis and statistics*, which has seen the biggest drop.
- Student performance across skills, which address *Using and applying mathematics* and *Mathematical knowledge* is very similar in 2011; although, performance on the latter skill has dropped from the previous year.

TABLE 12:
GRADE 9 2010 – 2011 MATHEMATICS RESULTS BY TOPIC AND SKILL

Mathematics Grade 9			
		2010	2011
Topic	Data analysis and statistics	4.6	2.3
	Geometry	4.0	3.1
	Number and operations	3.5	3.3
	Algebra	3.4	2.8
Skill	Mathematical knowledge	4.2	3.2
	Using and applying mathematics	3.1	3.1
	National Average	4.0	3.9

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English (Table 13)

- Repeating the pattern of performance at Grade 6, in both years students are significantly weak in *Writing*, though performing similarly well in *Listening* and *Reading*.
- Students are strongest in the skill areas of *Listening for detail*, *Use lexis/grammar in context*, *Understand longer texts*, and in *General comprehension*. However, they are weaker in *Write continuous prose* and in *Listening/writing information*.

TABLE 13:
GRADE 9 2010 – 2011 ENGLISH RESULTS BY TOPIC AND SKILL

English Grade 9			
		2010	2011
Topic	Listening	4.2	4.9
	Reading	4.1	4.7
	Writing	2.9	1.9
Skill	Listening for detail	5.0	5.8
	General comprehension	4.4	4.6
	Use lexis/grammar in context	4.3	4.8
	Understand longer texts	4.3	4.7
	Skimming and scanning	4.1	3.8
	Write transaction letter/email	3.0	2.1
	Transfer key information	2.7	2.6
	Write continuous prose	2.6	1.4
	Listening/writing information	2.6	2.3
	National Average	4.0	4.1

Science (Table 14)

- With regards to topics, in both years students performed similarly well in *Earth sciences and astronomy*, and *Biology and environmental science*; with performance being slightly better in the *Natural Science*. Although, across all three topic areas students' performance has markedly dropped this year from 2010.
- Performance in the skill areas of *Enquiry skills and analysis*, *Applications and implications*, *Recall and understanding*, is very similar; with performances across all skills being weaker this year than in 2010.

TABLE 14:
GRADE 9 2010 – 2011 SCIENCE RESULTS BY TOPIC AND SKILL

Science Grade 9			
		2010	2011
Topic	Biology and environmental science	4.1	2.7
	Natural science	4.1	2.8
	Earth sciences and astronomy	4.0	2.7
Skill	Recall and understanding	4.1	2.8
	Applications and implications	4.1	2.7
	Enquiry skills and analysis	3.9	2.7
	National Average	4.0	2.8

PERFORMANCE BY GENDER

As in the previous two years, girls outperformed boys in all subjects and in all grades. The differences in performance for all three years can be seen in the data presented in Table 15 and in Figures 28 to 31 below. Both show that the mean performance for girls is higher than for boys. Figure 28 indicates that overall the gender gap decreased from 2009 to 2010, and that this trend continued to 2011 for both Grade 3 subjects and for Grade 6 Mathematics. In all other grades and subjects the gender gap increased again in 2011.

TABLE 15:
GENDER DIFFERENCES IN MEAN PERFORMANCE SCORES, 2009–2011

Grade	Subject	Mean Performance Scores for Girls			Mean Performance Scores for Boys			Difference Between Boys and Girls		
		2009	2010	2011	2009	2010	2011	2009	2010	2011
3	Arabic	4.6	4.5	4.1	3.3	3.6	3.6	1.3	0.9	0.5
	Mathematics	4.3	4.7	3.4	3.5	4.3	3.3	0.8	0.4	0.1
6	Arabic	4.8	4.7	3.4	3.0	3.2	1.8	1.8	1.5	1.6
	Mathematics	4.3	4.4	2.8	2.9	3.1	1.7	1.4	1.3	1.1
	English	4.1	4.4	3.6	3.6	3.7	2.8	0.5	0.7	0.8
	Science	4.3	4.4	3.3	3.6	3.8	2.4	0.7	0.6	0.9
9	Arabic	-	4.6	3.8	-	3.4	2.1	-	1.2	1.7
	Mathematics	-	4.3	3.8	-	3.5	2.7	-	0.8	1.1
	English	-	4.2	4.5	-	3.8	3.7	-	0.4	0.8
	Science	-	4.3	3.1	-	3.8	2.4	-	0.5	0.7

FIGURE 28:
GENDER DIFFERENCES IN MEAN PERFORMANCE SCORES BY SUBJECT, 2009 – 2011

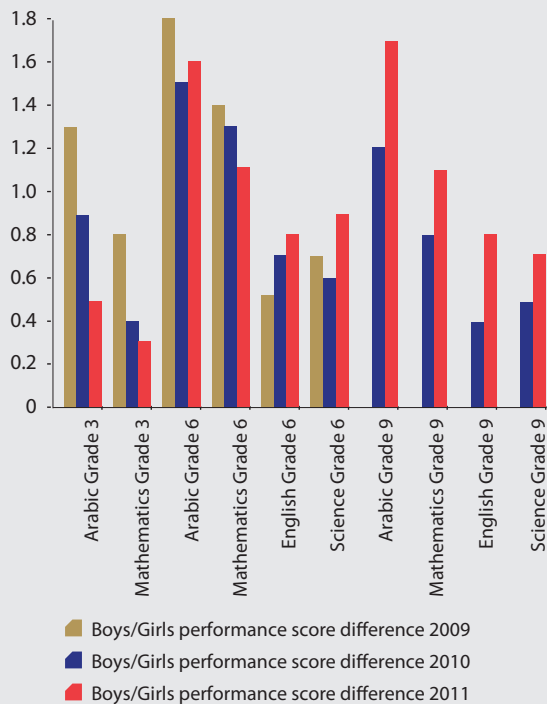


FIGURE 29:
PERFORMANCE BY GENDER, GRADE 3, 2009 – 2011

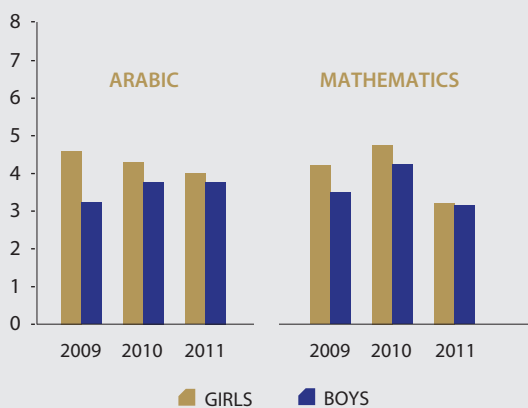


FIGURE 30:
PERFORMANCE BY GENDER, GRADE 6, 2009 – 2011

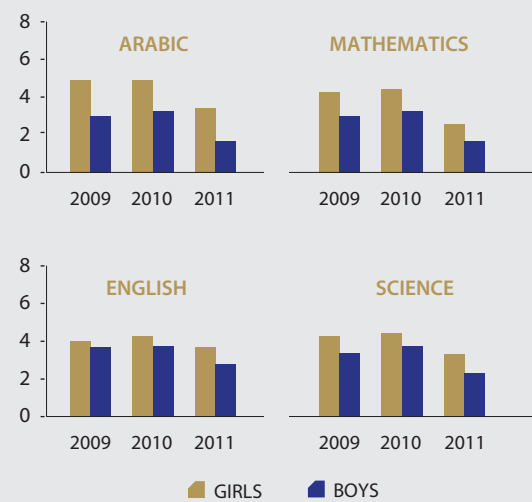
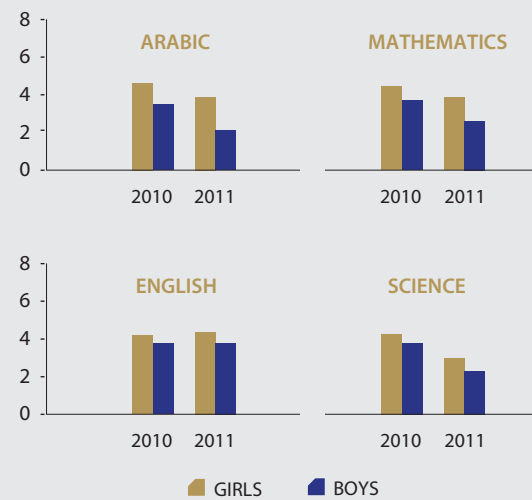


FIGURE 31:
PERFORMANCE BY GENDER, GRADE 9, 2009 – 2011



The 2011 performance of boys and girls on individual items has been examined from graphs of facility for girls against facility for boys. These show that the better performance of girls cannot be attributed to particular groups of questions. In general, girls have performed better across the board. The differences are not, in other words, caused by a subset of questions in each examination which favour girls over boys.

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The reasons for these substantial differences in performance cannot be determined from examination data alone. There is need for further investigation and research in this area. However, possible reasons could include differences in resources (including class sizes, space, and materials such as books), differences in pedagogy, in classroom discipline, in the qualifications or competence of teachers, cultural differences in male and female attitudes to learning, or differences in motivation during the administration of the examination.

Performance of the Examinations

The most common internationally established measure of the reliability of an examination is Cronbach's Alpha (α). It is a measure of the internal consistency of the examination, i.e. how well the scores of the individual items correlate with the overall score, on average. As a commonly held international standard, the value of α should not be lower than 0.7, and values above 0.8 indicate strong internal reliability.

The value of α is related both to the number of items on the examination and to the standard deviation of the marks – it will tend to be lower on examinations with only a few items and with a narrow concentration of marks than on examinations with many items and a wide spread of marks.

The values of α for the 2009 to 2011 core examinations are given in Table 16 below, together with the means and standard deviations of the raw marks achieved by all students (expressed as percentages of the maximum mark available). Also included are the maximum raw marks and the number of questions.

Table 16:
2009 – 2011 Means, Standard Deviations and Cronbach's Alpha

Grade	Subject	Number of questions	Max. marks	Mean mark			Standard deviation			Cronbach's alpha		
				2009	2010	2011	2009	2010	2011	2009	2010	2011
3	Arabic	27	45	43%	38%	49%	22%	22%	24%	0.91	0.91	0.92
	Mathematics	53	60	40%	51%	38%	19%	22%	21%	0.93	0.94	0.93
6	Arabic	30	78	46%	42%	37%	20%	19%	20%	0.93	0.92	0.92
	Mathematics	70	90	20%	21%	21%	14%	15%	15%	0.93	0.93	0.92
	English	11	65	33%	34%	29%	16%	16%	18%	0.84	0.83	0.85
	Science	77	90	47%	41%	42%	17%	12%	18%	0.90	0.88	0.93
9	Arabic	27	76	-	39%	37%	-	19%	24%	-	0.90	0.93
	Mathematics	51	90	-	17%	11%	-	13%	12%	-	0.90	0.92
	English	10	85	-	25%	20%	-	19%	17%	-	0.83	0.85
	Science	119	135	-	33%	30%	-	14%	16%	-	0.93	0.94

The data show that the reliabilities of all ten examinations were good, and examination results can be treated with confidence. On average, the standard deviations remained stable. The means for Grade 9 are particularly low, with none at or around the mid-point mark of 50%. Low performance was most pronounced in Mathematics. This is lower than can be attributed simply to an unfamiliar style of examining, and might indicate a more deep-seated mismatch between the demand of the examinations and the abilities of the students being examined. In principle, this could be:

- because the demands inherent in the National Curriculum are not realistic for the education system to achieve;
- because the National Curriculum is not being taught or not being taught well;
- because students are not motivated to give their best, as national examinations do not count towards the students' grade nor in deciding their promotion to the next grade.

Compared with 2009 and 2010, the 2011 National Examinations showed an overall decrease in performance by all students in almost all Grades and subjects. The exception is Grade 9 English, which improved by 0.05 performance score points against the 2010 baseline. A small number of trends are beginning to emerge and have been observed in all three years of the National Examinations:

- The examinations showed good levels of reliability at all three grades and in all subjects.
- Students found the examinations challenging and their raw marks were low as a proportion of the total available marks. This is particularly pronounced in Grade 6 and 9 Mathematics, where it seems that the National Curriculum is either mismatched to the abilities of the students or is different from what is taught in schools. This is worthy of discussion and investigation.
- There is a difference between the performance of boys and girls, with girls overall outperforming boys by a very large margin. However, for Grade 3 the gap between boys and girls has been closing over the three years of the examinations. This is not the case for all Grade 6 subjects and not the case at all in Grade 9.
- The general comments on the performance scores in relation to Topics and Skills represent an exploratory scrutiny of the data, and may be used as the basis for further investigation, particularly in light of the 2011 examination results being an exception from students' usual performance.

Vocational Review Unit

NAJWA, AGE 16

FUTURE INTERIOR DESIGNER

INTERIOR DESIGN COMPANY 2030

INTERESTS

HORSE RIDING

READING

TENNIS

SCULPTURE





Vocational Review Unit

INTRODUCTION

The Vocational Review Unit (VRU) conducted phases five and six of its first cycle of reviews between September 2010 and June 2011, reviewing a total of 32 training providers. Of these, 18 were licensed by the Ministry of Labour (MoL) and 14 by the Ministry of Education (MoE). Of the 18 MoL providers, 11 were first reviews and seven repeat reviews where the outcome of the previous review had been a judgement of 'below satisfactory' or 'very weak' for 'overall effectiveness'. Of the 14 MoE providers the numbers were ten and four respectively.

By the end of the 2010-2011 academic year, the VRU had completed first reviews of a total of 74 providers, 52 licensed or regulated by the MoL and 22 by the MoE. Of these, a total of eleven MoL and four MoE providers also underwent a repeat review during this period. The results of the reviews conducted in 2010-2011, and a summary of the outcomes of the total number of reviews conducted so far in this first cycle, are detailed in the sections below. The figures in the tables refer to first reviews only, with a brief analysis of the outcomes of the repeat reviews contained in the section 'After the Review'.

Reviews are based on the VRU's *Review Framework* and are carried out on providers' premises by teams of carefully selected and trained reviewers. In making judgements about the quality of an institution's provision, reviewers examine a wide range of review evidence. This includes an analysis of the provider's self-evaluation documents and other relevant management information, data on learners' achievement, observations of lessons or training sessions and interviews with stakeholders, including staff, learners, employers and parents.

The review team judges the effectiveness of particular aspects of an organisation's provision in the following five areas: learners' achievement, the effectiveness of teaching and training, the extent to which programmes meet the needs of learners and stakeholders, the quality of support and guidance for learners, and the effectiveness of the leadership and management of the organisation. The review team also makes two summary judgements; one on the provider's overall effectiveness and the other on its capacity to improve.

The outcomes of the five main questions and the two summary judgements are graded according to the following five point scale:

Outstanding.....	1
Good.....	2
Satisfactory.....	3
Inadequate.....	4
Very Weak.....	4

The size of providers licensed by the two ministries varies from those with just a handful of learners each year to those with several thousand enrolled annually. The vast majority of learners attending courses and training programmes offered by MoL providers are from the private sector, having been sponsored by their employers. Providers licensed by the MoE offer mainly tutorial or revision classes to learners in full-time education or language classes, usually in English.

Figures 32a and 32b give a breakdown of the proportion of small, medium and large providers based on the approximate annual numbers of learners. For MoL providers the analysis is based on the actual number of learners, and for MoE providers it is based on the number of enrolments, as many individual learners enrol for more than one course, sometimes as many as four or five in any one year.

For MoL providers:

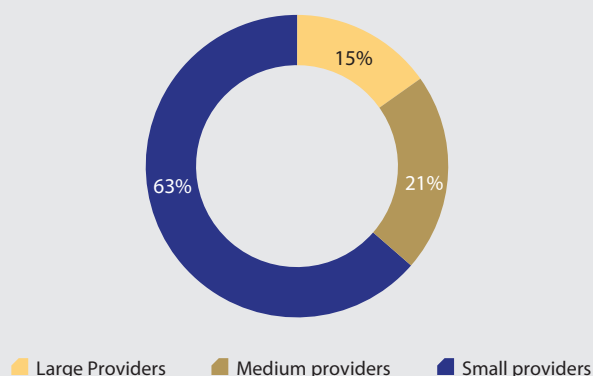
Large provider: usually more than 1000 learners
Medium provider: usually between 500 and 1000 learners
Small provider: usually less than 500 learners.

For MoE providers:

Large provider: usually more than 5000 enrolments
Medium provider: usually between 1000 and 5000 enrolments
Small provider: usually less than 1000 enrolments.

As Figures 32a and 32b show, both MoL and MoE providers vary in size with the majority of providers deemed to be 'small' according to the above definitions.

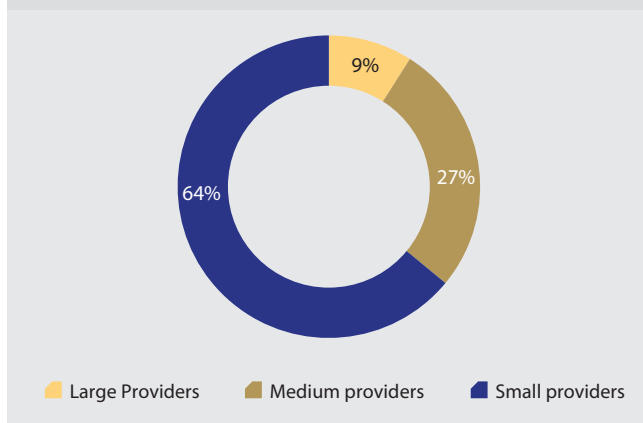
FIGURE 32a:
SIZE OF PROVIDERS LICENSED OR REGULATED
BY THE MoL – 2008 – 2011¹⁰



¹⁰ Note that in the figures, the percentages do not always add up to exactly 100% because of the effects of rounding.

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FIGURE 32b:
SIZE OF PROVIDERS LICENSED BY THE MoE – 2008 – 2011



Providers licensed or regulated by the MoL cover a range of vocational areas as shown in Figure 33a, the most popular being management or commercially based programmes, IT and health and safety. Other areas offered include specific courses in banking and finance, insurance, hospitality and hair and beauty. Most MoL providers offer some externally accredited courses as part of their total programme offerings. Hence learners' achievements on these courses are subject to some form of independent, externally assured assessment. These courses are invariably accredited with bodies based outside Bahrain. However, as with the findings detailed in the two previous annual reports, the vast majority of courses offered by these providers are of short duration, lasting five days or less.

Due to the nature of the provision, courses offered by institutions licensed by the MoE tend to be non-accredited, attendance-based programmes with minimal formal assessment procedures in place to measure the impact of the provision on learners' achievement or progress. In both types of providers, there still remains a predominance of these non-accredited, internally certificated courses, where learners' attendance record continues to be the main measure of achievement. However, a few providers offer courses leading to UK qualifications (GCSE, IGCSE and A Levels). About a third of all programmes offered by MoE providers are English language courses, some as preparation for IELTS (International English Language Testing System) or TOEFL (Test of English as a Foreign Language) assessment, and some larger providers offer a range of courses in other languages. 19% of courses offered by these providers are tutorial courses, often as

revision for MoE examinations. Other programmes include courses in management, business and mathematics.

FIGURE 33a:
VOCATIONAL AREAS OFFERED BY MoL PROVIDERS

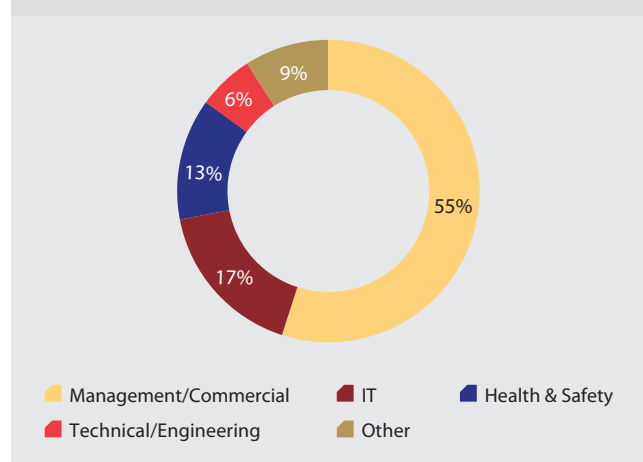
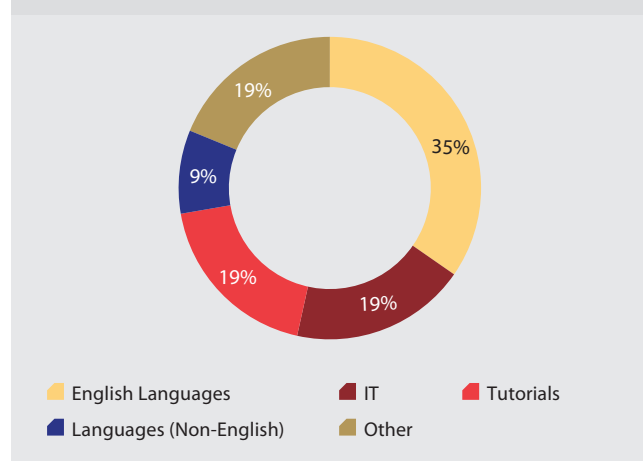


FIGURE 33b:
PROGRAMMES OFFERED BY MoE PROVIDERS



PROVIDERS' OVERALL EFFECTIVENESS

The most important review judgement is that of providers' overall effectiveness, which summarises the quality of each institution's provision. The review teams use the judgements made for the five main questions as the basis for this overall judgement, most importantly the achievement of learners as defined by the standards reached by them and the progress they make in their learning from their course starting points. Reviewers analyse how the specific outcomes for each of the five main questions impact on each other, in particular how

the institution's leadership and management plans, organises and evaluates the quality of its teaching and training, its programmes, and the care and support it offers learners in order to promote their achievement.

Of the total number of MoL providers reviewed between 2008-2011, 65% have been judged to have 'satisfactory' or better overall effectiveness; the remainder were judged to be inadequate (either 'below satisfactory' or 'very weak') as can be seen from Figure 34. It remains the case that so far, no provider has been awarded 'outstanding' for overall effectiveness. However, the picture shown in Table 17 indicates that 2010-2011 saw an improvement in this summary judgement for these providers with 73% (eight out of eleven) judged 'satisfactory' or better, with three judged to be 'good'. As noted in the previous report, one of the reasons for this improvement could be an increasing awareness among providers of the quality assurance process and review requirements.

Of the ten providers licensed by the MoE reviewed in 2010-2011, a similar picture emerged with seven judged to have 'satisfactory' or better overall effectiveness and a cumulative figure of 59% for the past two years (Figure 35). Taken together, the combined MoL and MoE cumulative figure for this outcome is 63% (Figure 36) although a more positive picture can be viewed as 13 out of 15 inadequate providers have subsequently gained a satisfactory outcome from their repeat review.

Providers judged to be 'good' overall tend to: have a leadership and management team which knows the institution's strengths and weaknesses well and bases its strategic and action plans on the outcomes of systemic evaluation; have experienced, well-qualified teachers and/or trainers who motivate and engage learners using a range of relevant teaching methodologies, resources and activities; offer well-researched programmes which meet the needs of stakeholders; have an effective, structured range of learner support mechanisms in place; have a relevant mixture of externally and internally accredited courses; and have accurate systems in place for recording and measuring learner achievement, including diagnostic testing at the start of courses.

TABLE 17:
ANALYSIS OF GRADES AWARDED FOR OVERALL
EFFECTIVENESS 2010 – 2011

Overall Effectiveness	1	2	3	4	5	Ungraded	Total
MoL	0	3	5	2	1	0	11
MoE	0	3	4	2	1	0	10
Total	0	6	9	4	2	0	21

FIGURE 34:
CUMULATIVE ANALYSIS OF GRADES AWARDED FOR
OVERALL EFFECTIVENESS MoL 2008 – 2011

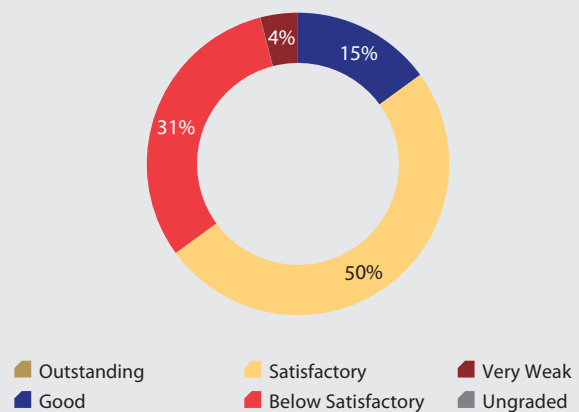


FIGURE 35:
CUMULATIVE ANALYSIS OF GRADES AWARDED FOR
OVERALL EFFECTIVENESS MoE 2009 – 2011

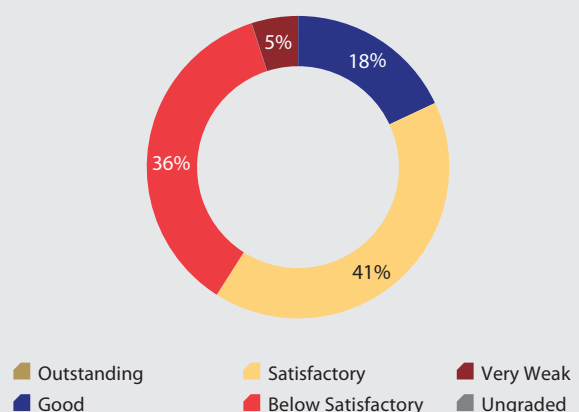
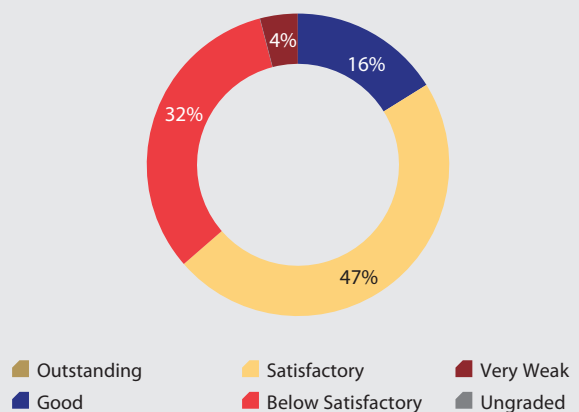


FIGURE 36:
CUMULATIVE ANALYSIS OF GRADES AWARDED FOR OVERALL
EFFECTIVENESS MoL AND MoE COMBINED 2008 – 2011



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PROVIDERS' CAPACITY TO IMPROVE THE QUALITY OF THEIR PROVISION

This is the second overall judgement made at the end of a review and focuses on the impact of a provider's strategic planning and the history of improvements to its quality of provision. There is a particular emphasis in making this judgement on how effective the institution has been in raising learners' achievement and improving course retention rates and whether they have the resources and appropriate planning in place to continue to do so.

For the 2010-2011 first reviews undertaken, eight out of 11 MoL providers and seven out of ten MoE providers were judged to have at least 'satisfactory' capacity to improve with three of each judged to have 'good' capacity to improve (Table 18). Cumulatively, 72% of MoL providers (Figure 37) but only 59% of MoE providers (Figure 38) were similarly judged, with no provider yet judged to have 'outstanding' capacity to improve.

Those providers who had 'good' capacity to improve, 30% or a total of 22 of the first 74 reviews undertaken so far (Figure 39), invariably knew their strengths and weaknesses well, identifying these through a robust and realistic self-evaluation process. This then ensured that they were able to target their efforts and resources more effectively and to plan for, and bring about, appropriate quality improvements. In addition, strategic and action planning documents were clear, and importantly, had an appropriate focus on raising learner achievement. Where capacity to improve was judged to be less than satisfactory, a common theme was that providers simply did not have comprehensive or robust measures in place to analyse learner achievement or course outcomes or did not have appropriate and sufficient resources in place to make appropriate improvements.

TABLE 18:
ANALYSIS OF GRADES AWARDED FOR CAPACITY
TO IMPROVE 2010 – 2011

Capacity to Improve	1	2	3	4	5	Ungraded	Total
MoL	0	3	5	2	1	0	11
MoE	0	3	4	3	0	0	10
Total	0	6	9	5	1	0	21

FIGURE 37:
CUMULATIVE ANALYSIS OF GRADES AWARDED FOR
CAPACITY TO IMPROVE MoL 2008 – 2011

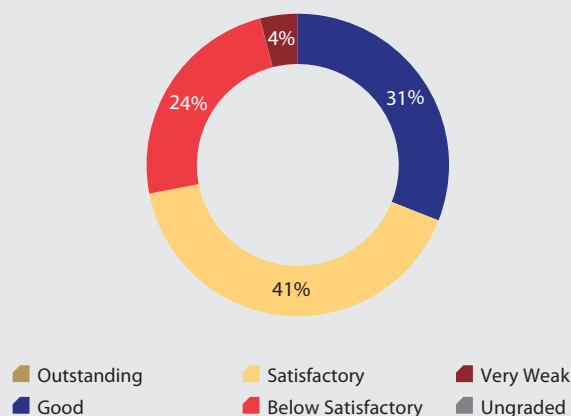


FIGURE 38:
CUMULATIVE ANALYSIS OF GRADES AWARDED FOR
CAPACITY TO IMPROVE MoE 2009 – 2011

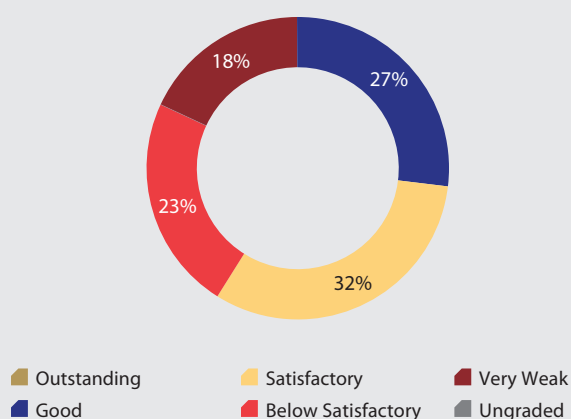
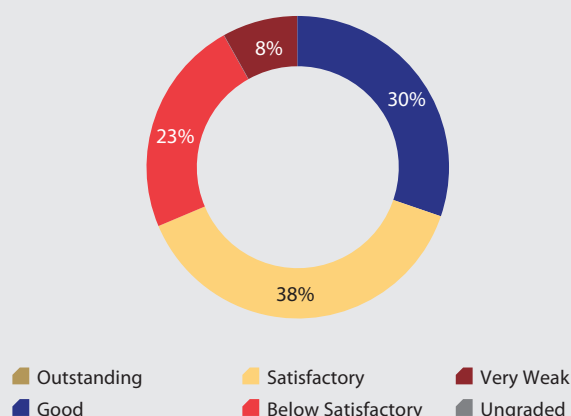


FIGURE 39:
CUMULATIVE ANALYSIS OF GRADES AWARDED FOR CAPACITY
TO IMPROVE MoL AND MoE COMBINED 2008 – 2011



LEARNERS' ACHIEVEMENT

This main question focuses on the extent to which learners develop appropriate, vocationally relevant skills and whether they achieve the qualifications for which they are aiming. The judgement also includes an assessment of learners' personal skills and attitudes to the programmes on which they are enrolled, for example whether they enjoy and take pride in their work, are self-motivated, can reflect critically on their studies, and are able to work collaboratively with colleagues. A key indicator of these personal skills' outcomes is whether learners attend regularly and punctually. Unfortunately instances of poor attendance and punctuality continue to be found in almost all reviews undertaken. Additionally for this main question, providers are judged on how well they assess the standards achieved by learners in all their courses and whether learners have made sufficient progress given their starting points. In order to do this, providers are expected to have undertaken some form of initial assessment of learners, a practice undertaken only by the most effective institutions, invariably those judged to be 'good' for this main question and 'good' overall.

As can be noted from Table 19, only one provider was not graded for this main question in 2010-2011, compared with a total of 14 in the previous two years, where review teams had insufficient recorded evidence to make a sound judgement. Nonetheless, assessment of the attainment and progress of learners on internally designed and certificated courses, particularly those of short duration, continues to be a weak feature of most providers, even the more effective ones. The awarding of a certificate based solely on attendance continues to be the main, often only, success criterion used for these courses.

Of the 21 first reviews undertaken in 2010-2011, eight MoL and seven MoE providers were judged to be 'satisfactory' or better for learners' achievement. A total of just 14 providers, ten MoL and four MoE, so far reviewed in the first cycle have been graded 'good', 19% of first reviews, with none graded as 'outstanding' (Figures 40, 41, 42). 'Good' achievement is evident in those providers where learners are motivated and engaged with the training or teaching being delivered and there are effective procedures in place for measuring and monitoring learner progress. As stated above, learner attainment and progress on non-accredited courses is difficult to judge unless providers routinely collect, synthesise and analyse relevant learner data on these types of courses. Because of this, some providers themselves do not know how well their learners are achieving or what impact their provision is having.

Where courses are externally accredited and assessed, providers are able to evaluate the performance of learners with national or international figures and set appropriate benchmarks for the institution. Learners on these industry-relevant, externally accredited courses achieve well and in

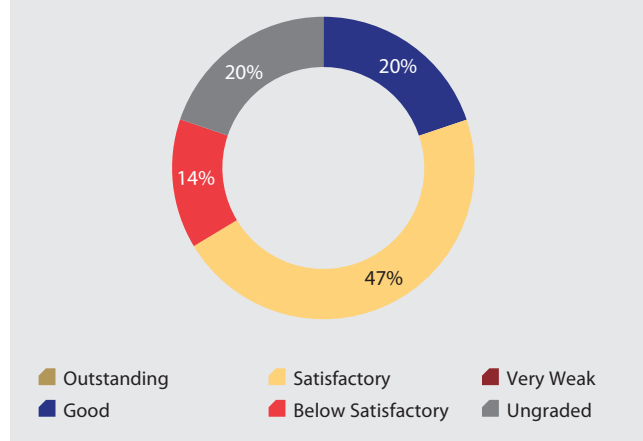
some instances, for example in IT, banking and finance and English language, pass rates of over 90% were achieved on some courses in some institutions, which is comparable or better than some international rates. Learners on these courses are developing useful vocational or subject-specific skills that they can implement in the workplace or lead to further or extended study. Employers have indicated to review teams that where learners have benefited from courses this is evident in improved performance or through promotion at work.

Measuring the impact of tutorial and revision courses run by MoE providers for young learners in full-time education continues to be difficult, as isolating the precise 'value-added' contribution by a provider, rather than the learner's own study or their school, is rarely undertaken by these institutions. However, discussions with parents of learners have revealed that where learners benefit from these courses this is usually evidenced by the passing of the relevant curriculum examinations.

TABLE 19:
ANALYSIS OF GRADES AWARDED FOR LEARNERS'
ACHIEVEMENT 2010 – 2011

MQ1	1	2	3	4	5	Ungraded	Total
MoL	0	3	5	2	0	1	11
MoE	0	3	4	3	0	0	10
Total	0	6	9	5	0	1	21

FIGURE 40:
CUMULATIVE ANALYSIS OF GRADES FOR LEARNERS'
ACHIEVEMENT MoL 2008 – 2011



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FIGURE 41:
CUMULATIVE ANALYSIS OF GRADES FOR LEARNERS'
ACHIEVEMENT MoE 2009 – 2011

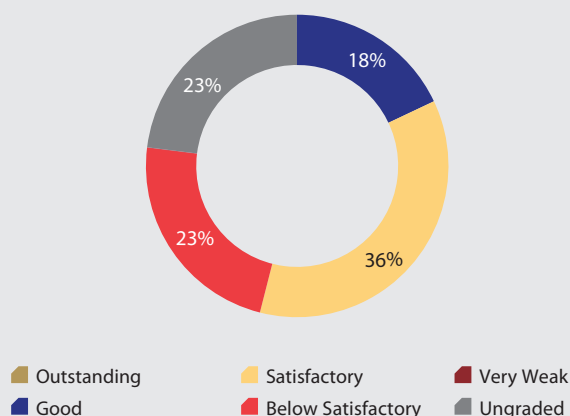
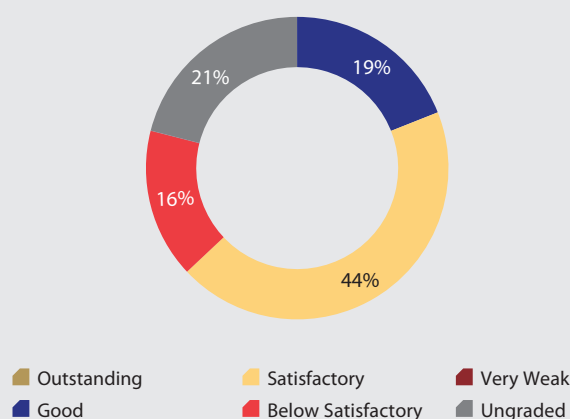


FIGURE 42:
CUMULATIVE ANALYSIS OF GRADES FOR LEARNERS'
ACHIEVEMENT MoL AND MoE COMBINED 2008 – 2011



EFFECTIVENESS OF TEACHING AND TRAINING

This main question focuses on how well lessons and training sessions are prepared and delivered and whether learners are developing skills and receiving instruction that is vocationally relevant and a reflection of current industry standards and/or whether the course objectives are being appropriately accommodated by teachers and trainers. In coming to a judgement on this question, reviewers observe lessons or training sessions, hold discussions with learners and examine samples of learners' work and assessment materials. Reviewers also make an assessment about the relevance and currency of teachers' and trainers' experience and whether they have an effective command of their vocational or subject specialisms. It is pleasing to report that in the majority of cases, teachers and trainers were found to be appropriately qualified to deliver the stated courses.

Of the 21 first reviews undertaken in 2010-2011, a total of 16 providers, nine MoL and seven MoE, were judged to be 'satisfactory' or better for teaching and training (Table 20). A total of just twelve providers, nine MoL and three MoE, so far reviewed have been graded 'good', 16% of first reviews, but with none graded as 'outstanding' (Figures 43, 44, 45). The most effective teachers or trainers observed are those who set and explain clear lesson objectives, use a range of delivery methods including group work, role play, practical exercises and activities, and use open and directed questioning to assess learners' understanding and progress. Assessment outcomes are then used well to inform lesson planning and to cater for individual learners' needs, including providing effective support for less able learners whilst stretching and challenging the more able and providing meaningful and effective feedback to learners on what they need to do to improve. Sessions which do not involve some form of assessment of learners' progress, including using the outcomes of an initial pre-course assessment, are unlikely to be judged any better than 'satisfactory'. Good providers have formal monitoring procedures in place which focus on the above key characteristics of effective teaching and training.

Generally, across all providers, it is still the case that few opportunities are offered for learners to participate in, and contribute to, their own learning and reflect critically on how well they are doing. In addition, in the majority of lessons observed by reviewers, many teachers and trainers continue to show little awareness of the importance of some differentiated planning and delivery of sessions to accommodate the full range of learners' abilities and aspirations. It is also still the case that some teachers and trainers, particularly those delivering tutorial or revision sessions, deliver lessons which are poorly planned or simply have not been planned at all.

TABLE 20:
ANALYSIS OF GRADES AWARDED FOR TEACHING AND
TRAINING 2010 – 2011

MQ2	1	2	3	4	5	Ungraded	Total
MoL	0	2	7	2	0	0	11
MoE	0	3	4	3	0	0	10
Total	0	5	11	5	0	0	21

FIGURE 43:
CUMULATIVE ANALYSIS OF GRADES AWARDED FOR
TEACHING AND TRAINING' MoL 2008 – 2011

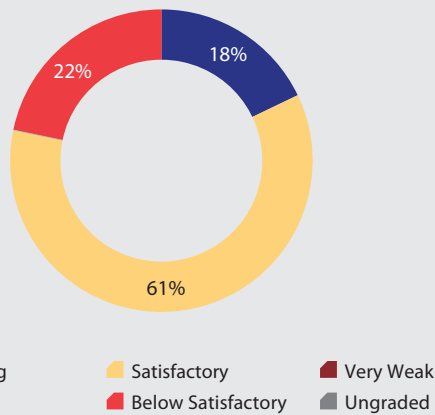


FIGURE 44:
CUMULATIVE ANALYSIS OF GRADES AWARDED FOR
TEACHING AND TRAINING' MoE 2009 – 2011

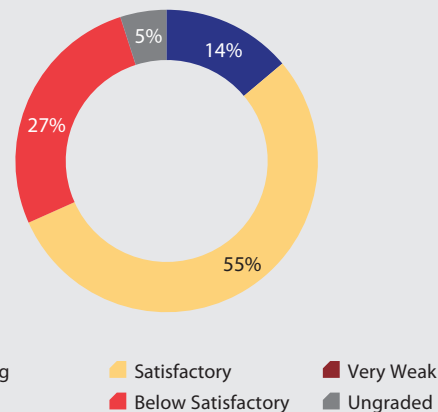
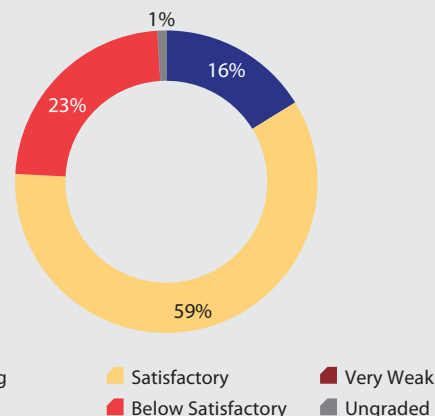


FIGURE 45:
CUMULATIVE ANALYSIS OF GRADES AWARDED FOR TEACHING
AND TRAINING' MoL AND MoE COMBINED 2008 – 2011



THE EXTENT TO WHICH PROGRAMMES MEET THE NEEDS OF LEARNERS AND STAKEHOLDERS

The main criteria for judging the review outcome for this main question include how well programmes offered by providers match both stakeholders' (employers, and/or parents and other relevant persons) and learners' needs. Providers are expected to have undertaken an analysis of labour market or local and national needs, including where specific skills gaps exist in the Bahraini workforce, and it is expected that this information has then been used to inform the type, range and level of provision. Reviewers also consider the extent and impact of opportunities for learners to engage in enrichment or additional activities and work experience outside their main programme of study.

Of the 21 first reviews undertaken in 2010-2011, a total of 18, nine each from the MoL and MoE, were judged to have a 'satisfactory' or better range of programmes offered (Table 21) with one MoL provider judged as 'outstanding'. 19 providers, 14 MoL and five MoE, so far reviewed have been graded 'good', 26% of first reviews, with two MoL providers judged as 'outstanding' (Figures 46, 47, 48). This latter outcome is the only one where providers have been awarded the highest grade for a main question.

The most effective MoL providers have effective links with employers or employer groups and undertake appropriate market research to design and deliver bespoke employer-specific programmes which enhance employee productivity or career prospects. They also make use of appropriate market labour data to identify particular skills' gaps which their programmes can fill. The most effective providers invariably offer a range of externally-accredited programmes which are both vocationally relevant to learners and are recognised internationally.

Providers judged to be 'good' for this main question usually provide an extensive range of additional resources and experiences for learners including support workshops, access to research materials and the internet, visits from guest speakers, and workplace visits. Parents with learners at MoE institutions appear generally satisfied with the courses offered, particularly where useful summaries of course content are provided to assist with tutorial work and revision. MoE providers judged 'below satisfactory' or 'very weak' invariably rely solely on a course manual, which is sometimes poorly designed and produced. Nonetheless, as can be seen from the figures below, providers continue to score relatively well overall on this particular judgement compared with the other main questions.

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TABLE 21:
ANALYSIS OF GRADES AWARDED FOR QUALITY OF
PROGRAMMES 2010 – 2011

MQ3	1	2	3	4	5	Ungraded	Total
MoL	1	3	5	2	0	0	11
MoE	0	4	5	1	0	0	10
Total	1	7	10	3	0	0	21

FIGURE 46:
CUMULATIVE ANALYSIS OF GRADES AWARDED FOR
QUALITY OF PROGRAMMES MoL 2008 – 2011

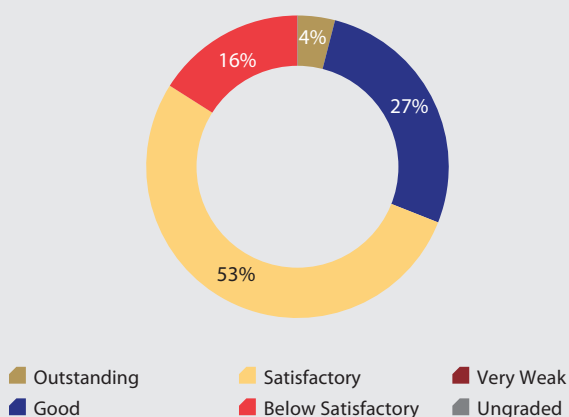


FIGURE 47:
CUMULATIVE ANALYSIS OF GRADES AWARDED FOR
QUALITY OF PROGRAMMES MoE 2009 – 2011

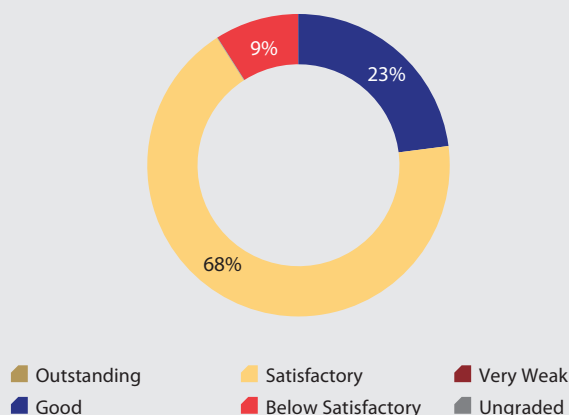
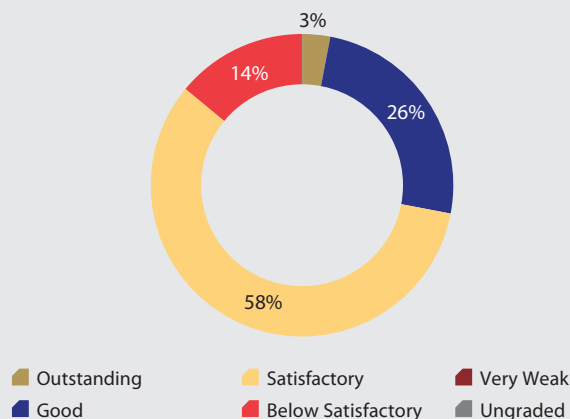


FIGURE 48:
CUMULATIVE ANALYSIS OF GRADES AWARDED FOR QUALITY
OF PROGRAMMES MoL AND MoE COMBINED 2008 – 2011



QUALITY OF SUPPORT AND GUIDANCE FOR LEARNERS

The fourth main question focuses on the effectiveness of support and guidance offered to learners to help them make progress with their learning and achieve well. Reviewers make judgements about the quality of advice and guidance provided for learners on the programmes offered by institutions and, where relevant, on opportunities for career progression and further professional development.

Of the 21 first reviews undertaken in 2010-2011, a total of 16 providers, nine MoL and seven MoE, were judged to offer and deliver 'satisfactory' or better support and guidance (Table 22). None were judged as 'outstanding'. 17 providers, eleven MoL and six MoE, so far reviewed have been graded 'good', 23% of first reviews, with no providers judged as 'outstanding' (Figures 49, 50, 51).

It remains the case that the vast majority of MoL providers reviewed continue to offer at least satisfactory support and guidance for learners. However, over a quarter of MoE providers reviewed so far had support and guidance judged as 'inadequate' for this main question. In these instances, learners were usually offered little additional, formal support outside the main tutorial sessions, particularly in terms of guidance on course content, choices of courses or levels or opportunities for further study and personal development. However, review teams were pleased to note that all providers invariably had some approachable and committed members of teaching or administration staff who were prepared to provide some form of individualised support and encouragement to learners when requested, albeit on an ad hoc basis. The larger MoL institutions invariably have learning environments which are pleasant, fit for purpose and are equipped with appropriate resources to support learners' progress on courses. These include resources such as computer laboratories, well-stocked resource centres, and facilities for workplace simulations.

One significant aspect of this main question that review teams consider is whether institutions provide a safe, secure and healthy learning environment to ensure the well-being of learners. This issue continues to impact negatively on judgements for this main question. Few providers undertake formal, internationally recognised risk assessments with associated contingency arrangements documented. In addition, few providers appear to have inducted learners into appropriate health and safeguard procedures as a routine aspect of their induction programme. In the most extreme cases, young learners were often exposed to hazardous objects and safety equipment was not regularly checked and maintained.

TABLE 22:
ANALYSIS OF GRADES AWARDED FOR SUPPORT
AND GUIDANCE – 2010 – 2011

MQ4	1	2	3	4	5	Ungraded	Total
MoL	0	3	6	2	0	0	11
MoE	0	4	3	3	0	0	10
Total	1	7	9	5	0	0	21

FIGURE 49:
CUMULATIVE ANALYSIS OF GRADES AWARDED FOR
SUPPORT AND GUIDANCE MoL 2008 – 2011

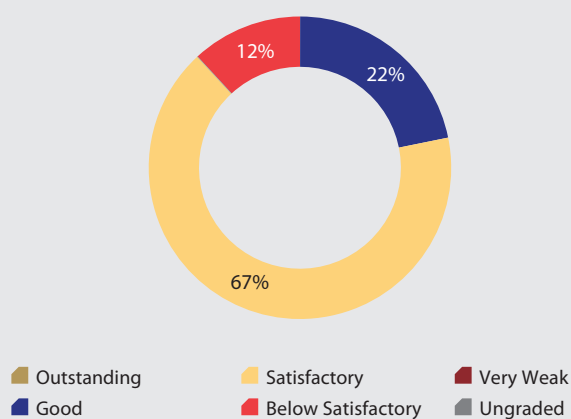


FIGURE 50:
CUMULATIVE ANALYSIS OF GRADES AWARDED FOR
SUPPORT AND GUIDANCE MoE 2009 – 2011

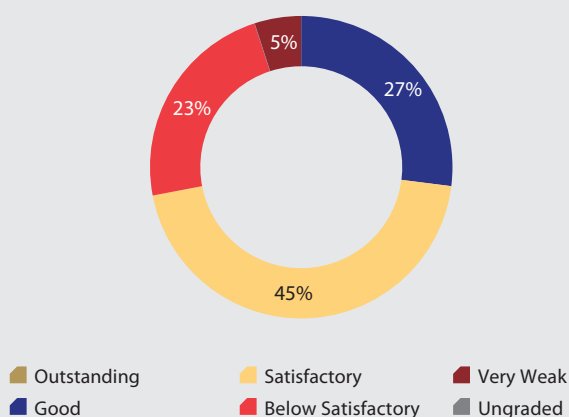
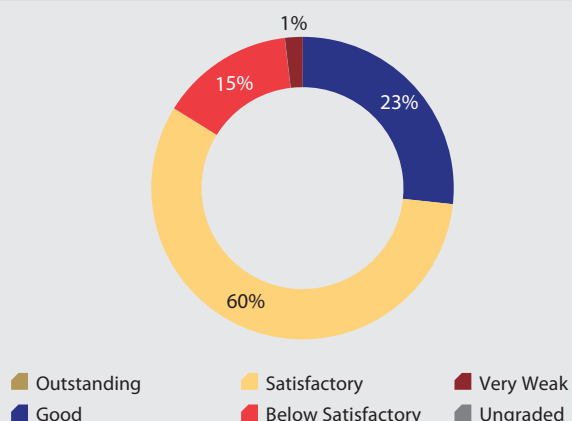


FIGURE 51:
CUMULATIVE ANALYSIS OF GRADES AWARDED FOR SUPPORT
AND GUIDANCE MoL AND MoE COMBINED 2008 – 2011



EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT IN RAISING ACHIEVEMENT AND SUPPORTING ALL LEARNERS

The quality of leadership and management in planning, organising, delivering and reviewing teaching, programmes and learner support, the key inputs which impact on learner achievement, provides the focus for this main question. In particular, review teams consider the clarity and relevance of a provider's vision and mission statements and whether these show a clear commitment to improvements in its provision and that they are appropriately focused on learner achievement. Providers are expected to record, monitor and analyse learner achievement in a systematic and rigorous way on all their courses.

Of the 21 first reviews undertaken in 2010-2011, a total of 15 providers, eight MoL and seven MoE, were judged as 'satisfactory' or better for leadership and management

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(Table 23). During the first cycle of reviews, none were judged as 'outstanding'. 17 providers, 12MoL and five MoE, so far reviewed have been graded 'good', about a quarter of first reviews, with no providers judged as 'outstanding' (from Figures 52, 53, 54). This has been the worst performing of the seven outcomes during this cycle, with only just over half of all providers judged as 'satisfactory' or better.

The key to improvements in providers' overall effectiveness, in particular the major contribution that the 'achievement' judgement makes to this outcome, lies in improvements in the quality and impact of leadership and management. Those providers who have successfully overturned an 'inadequate' judgement from their first review have invariably improved key aspects of leadership and management such as its self-evaluation, strategic planning, monitoring the effectiveness of teaching and/or training and assessing learner progress more accurately. It remains the case though that there is still little evidence of providers addressing this latter aspect for internally certificated, unmoderated courses.

The most effective providers engage in self-evaluation which is rigorous, relevant and accurate and clearly identifies the institution's strengths and areas for development. However, the required self-evaluation form (SEF) invariably overestimates provider grades and further, very often provides little relevant or comprehensive evidence on which the grades were based. In some cases, grades have been awarded which are two or three times higher than the final review grades.

The most effective providers have training plans or continuing professional development based on a robust analysis of needs as a result of effective monitoring of teacher or trainer performance. These providers also tend to have well-planned and collaborative strategic planning based on an accurate assessment of the institution's strengths and weaknesses. In addition, they have effective systems in place for communicating with stakeholders (employers and parents) which enable them to gather, evaluate and act on theirs, as well as learners' needs.

TABLE 23:
ANALYSIS OF GRADES AWARDED FOR LEADERSHIP
AND MANAGEMENT – 2010 – 2011

MQ5	1	2	3	4	5	Ungraded	Total
MoL	0	3	5	2	1	0	11
MoE	0	3	4	2	1	0	10
Total	1	6	9	4	2	0	21

FIGURE 52:
CUMULATIVE ANALYSIS OF GRADES AWARDED FOR
LEADERSHIP AND MANAGEMENT MoL 2008 – 2011

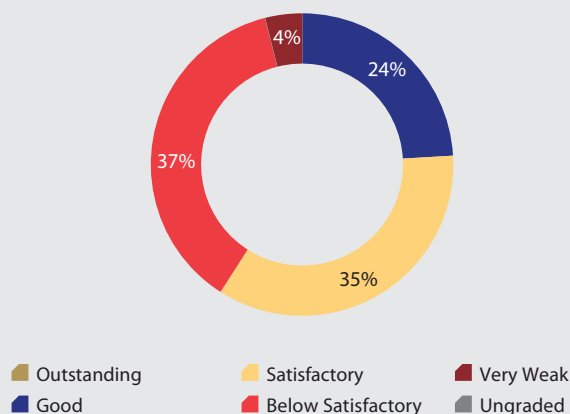


FIGURE 53:
CUMULATIVE ANALYSIS OF GRADES AWARDED FOR
LEADERSHIP AND MANAGEMENT MoE 2009 – 2011

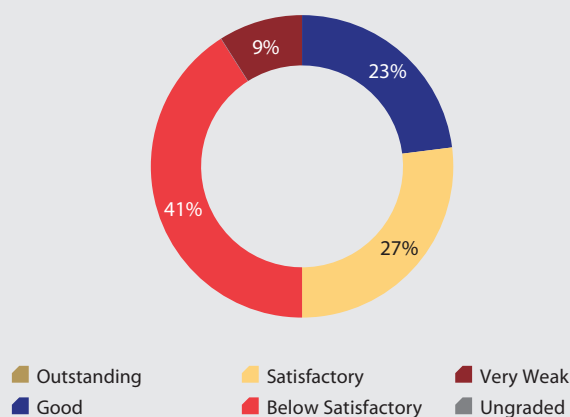
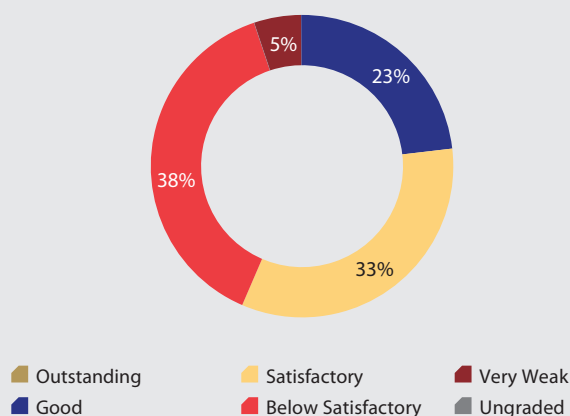


FIGURE 54:
CUMULATIVE ANALYSIS OF GRADES AWARDED FOR LEADERSHIP
AND MANAGEMENT MoL AND MoE COMBINED 2008 – 2011



AFTER THE REVIEW

All providers must complete an action plan based on the areas for development and the recommendations published in the Review Report. The VRU monitors the action plans and provides relevant feedback on their content, structure and coverage. This continues to be an extremely effective means of following up the review findings and assisting providers in their continuing efforts to improve their provision. In addition, those providers who are judged to be 'below satisfactory' or 'very weak' overall are subject to at least two monitoring visits by the VRU to assess how effectively they are implementing the agreed action plan, and as preparation for the repeat review. The latter occurs between twelve and eighteen months after the original review.

During 2010-2011, 11 repeat reviews were conducted, seven MoL and four MoE providers. Of these only one MoL and one MoE provider failed to improve their overall effectiveness to 'satisfactory'. To date, 13 of the 15 repeat reviews have led to a successful outcome and were awarded a grade of 'satisfactory' for overall effectiveness (Table 24). Virtually all other outcomes for these 13 providers were judged as satisfactory, with a few given grades of 'good' for capacity to improve and the occasional 'good' grade for one or two of the other main questions.

The reasons for the improved grades remain the same as before and invariably include:

- changes or improvements in the quality of leadership and management at the institutions (as described above)
- providers having a clear, systematic and relevant focus on the areas for development detailed in their Review Report and highlighted in the agreed action plan
- a better understanding of the review process and the criteria on which providers are assessed.

TABLE 24:
REPEAT REVIEWS - OVERALL EFFECTIVENESS

Repeat Reviews - Overall Effectiveness	1	2	3	4	5	Ungraded	Total
MoL: 2009 – 2010	0	0	4	0	0	0	4
MoL: 2010 – 2011	0	0	6	1	0	0	7
MoL: Cumulative 2009 – 2011	0	0	10	1	0	0	11
MoE: 2010 – 2011	0	0	3	1	0	0	4
Total	0	0	13	2	0	0	15

RECOMMENDATIONS

As Cycle 1 is now coming to an end, with all eligible MoL providers having had their first reviews (and some having

had a second/repeat review) the evidence base continues to expand and a clear picture is emerging of the strengths and areas for development in vocational education and training in the Kingdom of Bahrain. As stated in the last *Annual Report*, increasing familiarity with the review process and the requirements of the review framework remains a key component of a successful review. However, it must again be emphasised that there is nothing in the framework that does not represent or reflect best practice from either a business or education and training perspective.

Highly effective providers will have embedded in their vision and mission statements, and in their planning a relentless and comprehensive focus on improving the quality of their provision. These providers invariably have an accurate and realistic evaluation of their strengths and weaknesses based on a thorough, comprehensive and inclusive system of self-evaluation. Although there continues to be a mismatch among all providers between their evaluation of the seven questions in the SEF, the gap between this and the review team judgements is closing, albeit only marginally.

The following is a list of areas for development and associated recommendations based on the evidence of the reviews conducted in 2010-2011 and, where relevant, remain areas for improvement identified in previous reports.

- As noted in previous reports, all providers have something to celebrate. The best performing indicator during the review, in terms of the proportion graded satisfactory or better, is the quality of provision offered by providers. The vast majority of providers have at least a reasonable grasp about which programmes learners and stakeholders want, even when market analysis is neither formal nor regular. The most effective vocational providers work closely with employers to ensure they are meeting their needs and offer a range of bespoke or customised courses as well as industry-relevant programmes and qualifications.
- The most effective providers have as integral to all they do a clear and explicit focus on raising learners' achievement, the outcome of the provision offered. However, only just over 60% of first reviews conducted so far have had achievement graded as 'satisfactory' or better. One of the issues still prevalent among many providers is that some do not know how well learners are progressing because they do not have accurate measurement procedures in place or do not estimate learner's prior knowledge and understanding at the start of courses. This remains a more difficult process for those learners on short courses or non-accredited, internally assessed programmes. Nonetheless, this remains an important management function if institutions are to evaluate the impact of all their provision on learners' achievement and the successful completion of intended course outcomes, and make the necessary improvements.

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- Whilst the vast majority of providers generally recruit and employ well-qualified and experienced trainers or teachers, much of the actual teaching or training observed remains too teacher-centred with little or no opportunities for learners to be engaged in their own learning. Providers generally do not have effective systems in place for monitoring and raising the quality of teaching or training, particularly having a focus on improving teaching/training methodologies so that all learners are engaged with and motivated in the session, understand what it is they are learning and accommodate the full range of learners' needs. Monitoring the quality of learning in the classroom or workshop is the most important criterion when judging the impact of teaching or training. In addition, planning for the different needs of learners, where these have been identified through an appropriate initial assessment process, also remains a key area for improving the quality of learning.
- As stated in the previous report, significant improvements in the skills and knowledge of the Kingdom's workforce can only be achieved by providers offering a greater proportion of externally accredited and assessed courses. National initiatives are now underway to provide incentives to providers to offer these types of courses, where international comparisons and appropriate benchmarking of learner performance can be undertaken, and to develop a framework of qualifications which meet these needs. Future reviews will consider how providers are responding to these initiatives although it is recognised that internally accredited and assessed courses will always have a role to play in the development of Bahrain's workforce, particularly in developing management and personal or 'soft' skills and in the use of IT. However, as stated above, providers are still expected to measure the progress learners make on these courses and whether the course objectives are being met.
- It is still the case that some providers do not pay sufficient attention to health and safety issues with leadership and management not putting the highest priority on ensuring learners and staff work in safe, secure and inspiring learning environments. This includes having regular, systematic and appropriately reviewed emergency evacuation drills as well as having comprehensive, institution-wide risk assessment procedures. In addition, providers often fail to inform learners of the appropriate safety measures, for example, as part of a formal induction programme.

Higher Education Review Unit

FATIMA, AGE 18
FUTURE SCIENTIST
ALBA 2030

INTERESTS

POETRY

ASTRONOMY

SHOPPING

BIOFUELS



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INTRODUCTION

In the 2010-2011 academic year, the Higher Education Review Unit (HERU) continued with its first cycle of institutional reviews, completed the reviews of the programmes in the fields of Bachelor of Law and Master of Information Technology, which are being offered by higher education institutions in Bahrain, and continued with its programme of building institutional capacity across the higher education sector. Follow-up visits and re-reviews of programmes also took place as a result of Bachelor of Business Administration programme reviews that did not receive a 'confidence' judgement.

INSTITUTIONAL REVIEWS

Two institutional reviews of public higher education institutions took place during 2010-2011 and the reports were approved and published. With the incorporation of the College of Health Sciences into the University of Bahrain underway, this means that institutional reviews in the first cycle are complete and all 14 Review Reports have been published. HERU has now entered the follow-up phase of Cycle 1. This will be discussed in detail below.

The review reports contain: Commendations which means that there is demonstrated and significant good practice; Affirmations where the institution has identified areas in need of attention and can provide the Panel of international and regional experts with evidence that this area has already begun to be addressed; and Recommendations where important areas are identified as in need of improvement.

ANALYSIS OF FINDINGS OF INSTITUTIONAL REVIEWS 2010-2011

Of the two published institutional Review Reports in 2010-2011 as shown in Table 25, one institution (University of Bahrain) received 15 Commendations, 12 Affirmations and 17 Recommendations whilst the other (Bahrain Polytechnic) received seven Commendations, three Affirmations and 18 Recommendations.

TABLE 25:
NUMBER OF COMMENDATIONS, AFFIRMATIONS, AND
RECOMMENDATIONS CONTAINED IN THE 2010 – 2011 INSTITUTIONAL
REVIEW REPORTS

Institution	Commendations	Affirmations	Recommendations
University of Bahrain	15	12	17
Bahrain Polytechnic	7	3	18

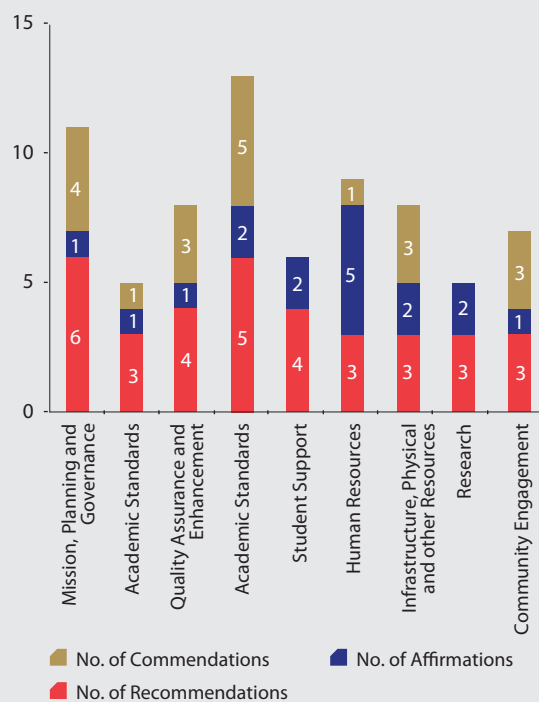
When the findings are considered by theme, a picture emerges of the strengths and areas in need of improvement for both institutions as shown in Figure 55 below. Both institutions received Commendations in the area of student support. The University of Bahrain received particular recognition for its high quality campus infrastructure, library and ICT facilities; quality assurance and enhancement; and community engagement – three Commendations in each. Other Commendations received by the university are in the areas of strategic planning and teaching and learning. Bahrain Polytechnic received Commendations in the areas of governance, policy development and implementation; teaching and learning in terms of the establishment of a virtual learning environment; widening access through a Foundation programme; and the offering of a mandatory tertiary teaching programme for all teaching staff as well as other staff development initiatives.

The University of Bahrain received 12 Affirmations in areas such as management, staffing (which includes professional development), information technology and research; while Bahrain Polytechnic received three Affirmations in its staff professional development, benchmarking and its work to align curricula with international standards.

When it comes to reporting on the Recommendations received, the first point that needs to be noted is that the number of Recommendations given in a Review Report cannot be seen as a straightforward matter of quantification with regards to the quality of the institution. Some Recommendations are more serious in nature than others. Nevertheless, the Recommendations made in the two institutions are 17 (University of Bahrain) and 18 (Bahrain Polytechnic) respectively, which is in the lower percentile of the range. They are distributed throughout the nine Themes and 25 Indicators against which they were measured in line with the published methodology for institutional reviews. The University of Bahrain did not receive any Recommendations under the theme, 'Infrastructure, Physical and other Resources', only Commendations as noted above. The Polytechnic did not receive Recommendations under the theme 'Academic Standards'; no students have yet graduated. However, some of the Recommendations are fundamental in nature particularly in teaching and learning. Hence, a firm effort needs to be made by both institutions to enhance the quality of their provision and to ensure the relevance of their provision to 21st century market needs.

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FIGURE 55:
NUMBER OF COMMENDATIONS, AFFIRMATIONS, AND RECOMMENDATIONS BY THEME 2010 – 2011 FOR BOTH PUBLIC INSTITUTIONS

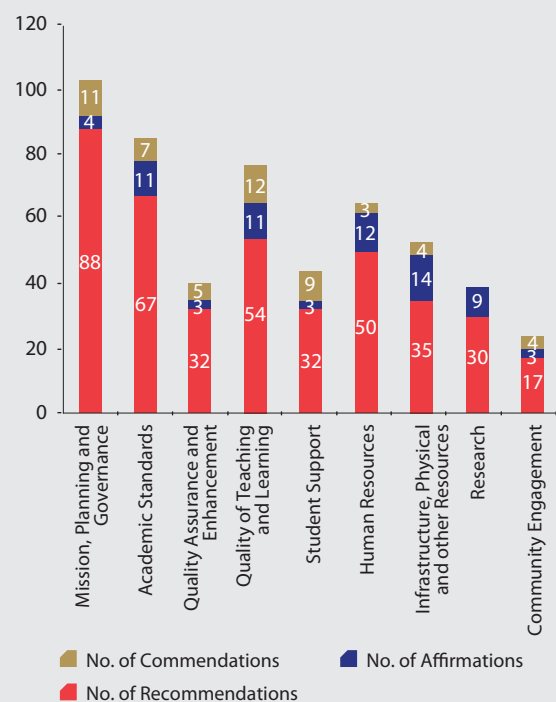


CUMULATIVE FINDINGS OF THE THREE YEARS OF CONDUCTING INSTITUTIONAL REVIEWS 2008-2011

If the Recommendations are aggregated across all 14 institutions in terms of the nine themes as represented in Figure 56 below, it can be seen that most institutions face a number of challenges in establishing their mission, planning and governance structures and activities to be in line with international good practice. A total of 88 Recommendations were made in this regard with only 11 Commendations and four Affirmations being awarded. In the private sector in many cases there is a disjuncture between the institution's vision and mission and its ethos and education provision. Furthermore, governance and management structures are generally not clearly delineated, which means that there is an absence of good corporate governance. Strategic planning and external benchmarking activities are other areas that need attention, particularly in the private sector. Whilst most institutions had drafted such plans, as noted in last year's Annual Report, they were typically incomplete and did not provide information on key performance indicators; allocation of financial, physical and human resources; nor did they allocate responsibility for the achievement of the goals set. On the other hand, one public institution (the University of

Bahrain) received two Commendations on strategic planning, which is one of the important factors for the success of the institution. A lack of understanding of the use of appropriate external benchmarking is another issue that needs to be addressed. This is one of the means by which an institution can determine the quality of its activities in the three core functions (teaching and learning, research, and community engagement) or of its performance as a whole, especially in key areas such as retention and throughput rates.

FIGURE 56:
NUMBER OF COMMENDATIONS, AFFIRMATIONS, AND RECOMMENDATIONS BY THEME 2008 – 2011 FOR 12 PRIVATE AND TWO PUBLIC HIGHER EDUCATION INSTITUTIONS



With respect to Quality Assurance and Enhancement, a total of 32 Recommendations were made across all the higher education institutions. Of the five Commendations awarded, as noted above, three were received by one university. Most institutions have established quality assurance units and/or committees, however, many are still in the early stages of their work.

Regarding academic standards and the quality of teaching and learning, when the results of the Review Reports are aggregated in these themes across all 14 institutions, the former theme amassed a total of seven Commendations, 11 Affirmations and 67 Recommendations; while the

latter had 12 Commendations, 11 Affirmations and 54 Recommendations. As has been noted in previous years, the Commendations received are mainly due to having a committed and well-qualified faculty. Major recurring issues identified as lacking are: the development and implementation of a Teaching and Learning Strategy that includes the consistent implementation and monitoring of policies and procedures across departments and colleges; the development of innovative teaching strategies and different types of assessment that ensure students acquire critical thinking and problem-solving skills; and the development of infrastructure, in particular in the library and in information and communication technology. All of these need to be in place to provide a platform for students to have a quality learning experience.

Student support is an area that needs to be given particular attention. Across the 14 institutions nine Commendations, three Affirmations and 32 Recommendations were given. While many institutions have a student-centred approach there is still a need to track student progress and identify students at risk of failing so that appropriate academic support interventions can be made early in the learning programme and so increase their chance of success.

Human resources is generally a matter that also needs urgent attention; a total of 50 Recommendations were given in this area with only three Commendations being awarded. As in the previous two Annual Reports, academics' workload is generally too high and sometimes was found to be outside the maximum Higher Education Council regulatory requirements. As good quality teaching is underpinned by scholarship and discipline-specific research, high workloads constitute a major academic risk to the institution. Furthermore, institutions typically lack a Human Resources Strategy that includes recruitment and retention and staff development programmes.

In nine of the 14 institutions reviewed, there was a serious lack of adequate campus infrastructure and facilities; a total of 35 Recommendations were given in this regard. This impacts negatively on the quality of provision and the quality of the learning experience for students. Most of the private institutions have plans to build new campuses and these are at various stages of development.

When the findings on research and community engagement respectively are examined, no institution received a Commendation for research. Two institutions received Commendations for community engagement; one received three, the other received one. Generally, these two core functions are underdeveloped with 30 Recommendations being given for research and 17 for community engagement.

Research that is relevant to the mission of each higher education institution needs to be developed through

a carefully planned strategy that makes use of existing academic expertise and is supported appropriately in terms of resources. As yet none of the institutions have identified niche areas appropriate to their particular context, which would assist the institutions in beginning to develop a sustainable research culture and which would be relevant to the needs of the Kingdom of Bahrain.

As stated in last year's Annual Report, 'community engagement' is a term that can be broadly defined and most institutions have yet to define for themselves its meaning in the light of their vision and mission statements. A framework for community engagement needs to be developed and adequate human and financial resources need to be provided. Many institutions do undertake community engagement activities but these are generally done on an ad hoc basis.

To conclude: while no formal summative judgements have been made in this first cycle of institutional reviews since the focus was on development and establishing a baseline of quality across all institutions against the nine themes, some tentative conclusions can be reached. When the results shown in Figure 56 are disaggregated for each institution, they can be placed into one of three broad categories; the first being that an adequate level of achievement in terms of governance, management and teaching and learning has been reached thus far. Four institutions fit into this category. These are: University of Bahrain, Ahlia University, Royal College of Surgeons in Ireland-Medical University of Bahrain, and Arab Open University-Bahrain. Three institutions can be placed in the second category: Royal University of Women, Birla Institute of Technology, and Applied Science University. This means that they are on the right pathway; they have some good structures in place to support the quality of their provision but need more time to establish and embed their quality assurance arrangements across most of their functions. (Birla Institute of Technology has since decided to withdraw from Bahrain and is in the final stages of teaching out its pipeline students.) A significant number of institutions (six) fall into the third and last category. These are: Gulf University, AMA International University, Kingdom University, Delmon University, New York Institute of Technology and University College of Bahrain. These have major fundamental shortcomings in all nine themes and when these are taken together, the quality of education provision offered by these institutions is poor. New York Institute of Technology notified the Higher Education Council in 2011 of its intention to withdraw from Bahrain and has now developed its 'teaching out' plan which is in the process of being implemented. Bahrain Polytechnic only enrolled its first students in September 2008 for the Foundation Programme. It is too early to place it in a category.

INSTITUTIONAL IMPROVEMENT PLANS

Institutional Reviews are about accountability and are

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developmental in nature. Accountability is satisfied through the review process and the publication of reports so that government, parents, students and other stakeholders know about the status of the quality of institutional arrangements for ensuring good higher education provision. With respect to the developmental aspect, the preparation of a self-evaluation portfolio forms part of an institution's self-development as the institution does not only describe its quality management arrangements across the nine themes but also is expected to be self-reflective and identify areas for improvement.

In accordance with the *Institutional Review Handbook*, three months after publication of the Review Reports, all institutions are required to submit to the HERU an Improvement Plan which states how the institution will use the findings of the Review Report to improve and enhance the quality of its activities, both at institutional level and in the core functions of teaching and learning, research, and community engagement.

To date, HERU has received Improvement Plans from 11 institutions. These reports have been analysed within HERU and constructive follow-up meetings have taken place with the senior members of staff of these institutions. The purpose of these meetings is to ensure that the plans are viable and to clarify any queries that the institution may have on particular aspects of the Review Report with respect to their plans. Of course, a plan in itself does not mean that improvement will occur but it is the starting point.

ONE YEAR FOLLOW-UP REPORT

One year after publication of its Review Report, an institution submits to the HERU a progress report, which outlines how it has met the goals of its Improvement Plan and in particular what activities have been undertaken and progress made towards addressing the received Recommendations. Four institutions submitted their one year progress reports and supporting evidence; the progress portfolio. Three of these have been analysed by the HERU and site visits have been undertaken by senior members of the HERU to verify the claims made by the institution. The three Follow-up Reports have been approved and published. Of the three institutions, one made satisfactory progress overall in addressing the Recommendations contained in their Review Reports, and two were not satisfactory given the period of time that has elapsed since the publication of their Review Reports. The fourth progress portfolio has been analysed and the site visit will take place in November 2011.

PROGRAMME REVIEWS

Ten programmes in two disciplinary fields and at two levels, Bachelor of Law and Master of Information Technology, were reviewed nationally in the 2010-2011 academic year to ascertain whether or not minimum standards are being met. Expert Panels were constituted to review the programmes.

The HERU Programme Review Handbook which contains the framework for evaluation of programmes states that four Indicators have to be satisfied for the programme to receive a 'confidence' judgement. If two or three Indicators are satisfied, the judgement would be 'limited confidence'. If none or only one is satisfied, a 'no confidence' judgement is made.

The Indicators are:

- **Indicator 1 - Curriculum.** The programme complies with existing regulations in terms of the curriculum, the teaching and assessment of students' achievement; the curriculum demonstrates fitness for purpose.
- **Indicator 2 - Efficiency of the programme.** The programme is efficient in terms of the use of available resources, the admitted students and the ratio of admitted students to successful graduates.
- **Indicator 3 - Academic standards of the graduates.** The graduates of the programme meet acceptable standards in comparison with equivalent programmes in Bahrain and worldwide.
- **Indicator 4 - Effectiveness of quality management and assurance.** The arrangements in place for managing the programme, including quality assurance, give confidence in the programme.

ANALYSIS OF FINDINGS OF PROGRAMME REVIEWS IN THE FIELD OF BACHELOR OF LAW 2010-2011

Of the five Law programme reviews carried out in the 2010-2011 academic year, as can be seen in Figure 57 below, one received a 'confidence' judgement (University of Bahrain); two 'limited confidence' (Applied Science University and Kingdom University); and two 'no confidence' (Gulf University and Delmon University). Of the two programmes which received 'limited confidence', one satisfied three of the four Indicators with Indicator 1 (Curriculum) being unsatisfactory; the other satisfied two with Indicators 1 and 2 being unsatisfactory (Curriculum and Efficiency of the programme). In the two programmes that received a 'no confidence' judgement, neither satisfied any of the four Indicators (See Figure 58.) It is a serious matter that four of the five Law programmes reviewed did not satisfy Indicator 1 on Curriculum. This is also a matter of national concern as the next generation of Bahraini lawyers are not receiving an appropriate and quality education in the field of law.

FIGURE 57:
FINDINGS OF FIVE PROGRAMME REVIEWS IN THE FIELD OF
LAW AT BACHELOR LEVEL

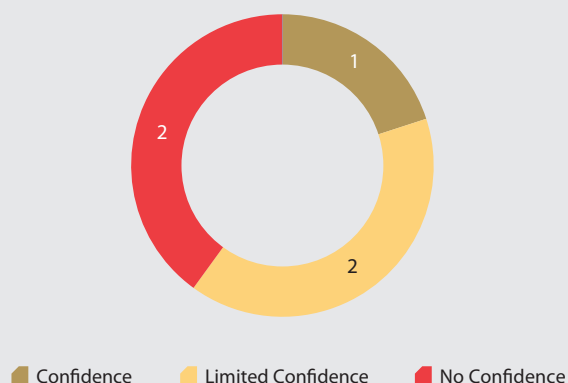


FIGURE 59:
FINDINGS OF FIVE PROGRAMME REVIEWS IN THE FIELD OF
INFORMATION TECHNOLOGY AT MASTER LEVEL

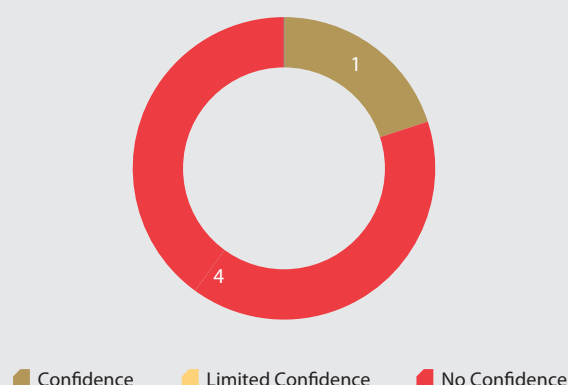


FIGURE 58:
NUMBER OF PROGRAMMES IN THE FIELD OF LAW AT BACHELOR
LEVEL THAT SATISFIED EACH INDICATOR

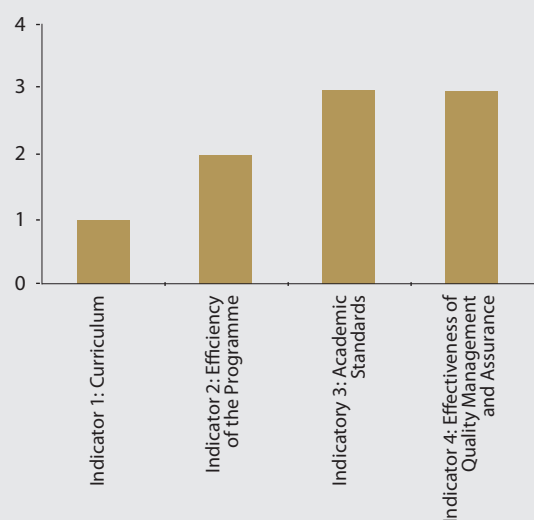
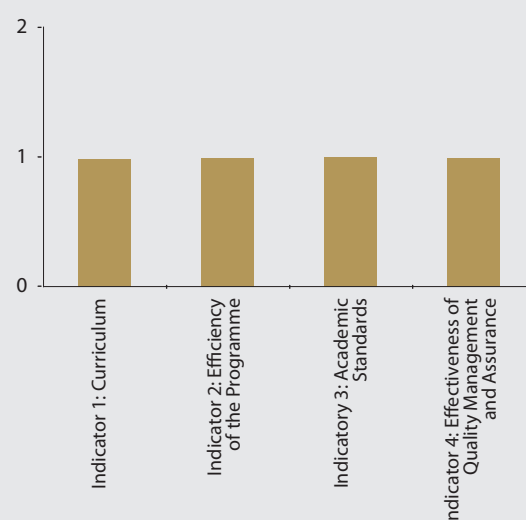


FIGURE 60:
FINDINGS OF FIVE PROGRAMMES IN THE FIELD OF INFORMATION
TECHNOLOGY AT MASTER LEVEL THAT SATISFIED EACH INDICATOR



ANALYSIS OF FINDINGS OF PROGRAMME REVIEWS IN THE FIELD OF MASTERS OF INFORMATION TECHNOLOGY 2010-2011

Of the five Information Technology programme reviews carried out in the 2010-2011 academic year, as can be seen in Figures 59 and 60, one received a 'confidence' judgement (Ahlia University), and four received 'no confidence' (Delmon University, Gulf University, AMA University, New York Institute of Technology). In each of these four programmes, no indicators were satisfied.

PROGRAMME REVIEWS IMPROVEMENT PLANS

As for institutional reviews, an Improvement Plan needs to be developed for the programme under review, which addresses the Recommendations made in the Review Report. This Plan should be submitted to the HERU three months after publication of the Review Report. To date, 11 Improvement Plans have been submitted and analysed by the HERU. Visits are undertaken by senior HERU staff to the institution to discuss the plans with the programme teams. These plans are now in various stages of implementation by the faculty of the programme in each institution.

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BACHELOR OF BUSINESS ADMINISTRATION FOLLOW-UP AND RE-REVIEWS

Of the 12 Bachelor of Business Administration programme reviews conducted by HERU between 2009-2011, as shown in last year's Annual Report, four received 'confidence', four 'limited confidence' and four 'no confidence' judgements. Two Follow-up visits were undertaken for programmes that received 'limited confidence'. These visits were conducted by a Panel to evaluate the institution's progress in implementing these plans. The two Follow-up Reports have been approved and published. Of the two programmes in which Follow-ups were conducted, one satisfied the Panel that the programme has adequately addressed the Recommendations contained in the Review Report. The Panel has confidence in the programme. The other still has some way to go to address the Recommendations.

Two programmes that received 'no confidence' were re-reviewed as a result of which each received a 'limited confidence' judgement (Kingdom University, Delmon University) as shown in Table 26 below. One (Kingdom University) satisfied three Indicators (1, 3 and 4) with Efficiency of the Programme not being satisfied. The other (Delmon University) satisfied two Indicators, 1 and 4 with Efficiency of the Programme and Academic Standards of the Graduates not being satisfied.

TABLE 26:
FINDINGS OF TWO PROGRAMME RE-REVIEWS IN THE FIELD OF
BUSINESS ADMINISTRATION AT BACHELOR LEVEL

Institution	Indicator 1: Curriculum	Indicator 2: Efficiency of the programme	Indicator 3: Academic standards of the graduates	Indicator 4: Effectiveness of quality management and assurance	Conclusion
Kingdom University	Satisfied	Does not Satisfy	Satisfied	Satisfied	Limited Confidence
Delmon University of Science and Technology	Satisfied	Does not Satisfy	Does not Satisfy	Satisfied	Limited Confidence

CUMULATIVE FINDINGS OF THREE YEARS OF CONDUCTING PROGRAMME REVIEWS 2009-2011

In the years 2009-2011, 22 programme reviews in the three fields outlined above have been undertaken in which six received 'confidence' judgements, six received 'limited confidence' and ten received 'no confidence' (see Figure 61). While the majority of programmes satisfied Indicator 2 most institutions have still to develop new campuses that are more appropriate in providing students with a holistic learning environment. Nine programmes satisfied the Indicator on Curriculum which means that 13 did not, and only ten programmes satisfied Indicators 3 and 4 (see Figure 62). This profile is a matter of concern. However, it is anticipated that the self-evaluations done by the institutions themselves along with the site visits and the Review Reports will provide

a sound basis for institutions to improve the quality of their programmes, which in turn will benefit students and the people of Bahrain.

FIGURE 61:
CUMULATIVE FINDINGS OF 22 PROGRAMMES
REVIEWED 2009 – 2011

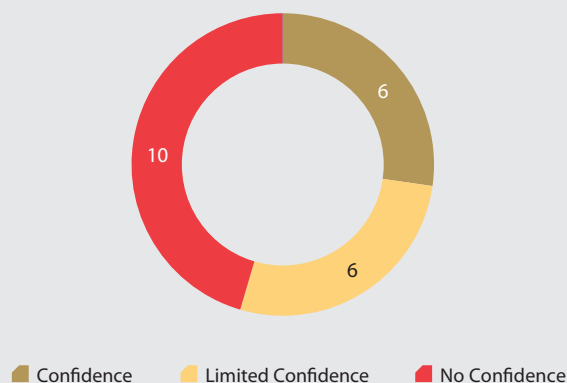
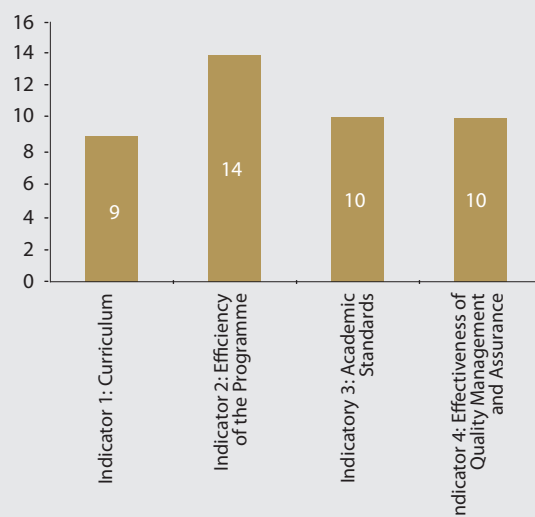


FIGURE 62:
NUMBER OF PROGRAMMES REVIEWED THAT SATISFIED EACH
INDICATOR 2009 – 2011

**CONCLUDING REMARKS**

It is evident from the results of reviews that for many higher education institutions operating in Bahrain there is still a long way to go in bringing the quality of provision to acceptable standards. The same remark applies to the quality of the institutions as a whole. Nevertheless, there are some signs that improvements are beginning to emerge. Most institutions have started to adopt a more systematic approach to their operations. This can be seen in the number of policies and procedures that have been developed across most institutions. However, policy development by itself will not

be sufficient to raise the standards of the institutions or their programmes. There needs to be consistent implementation of policies with mechanisms in place to monitor and evaluate these so that continuous improvement occurs. Staff awareness and understanding of policies need to be raised through workshops.

Much more attention needs to be paid to the workload of academic staff. Good teaching which is underpinned by scholarship and/or robust industry experience lies at the heart of the quality of programme provision and the production of graduates who are ready to enter the labour market successfully. If academics are overloaded and do not have time for reflection on their teaching methods, assessment practices and to keep abreast with academic and industry innovations in their subject discipline, the quality of teaching and learning in an institution is at risk.

Lastly, institutions need to give much more attention to programme development and review to ensure the quality of programme offerings; that they are fit for purpose and that graduate attributes are relevant to the 21st century both for individual growth and for the social and economic development of the Kingdom.

Higher Education Review Unit



First QAAET Conference

February 2011

Under the patronage of HH Shaikh Mohammed bin Mubarak Al Khalifa, Deputy Premier and Chairman of the Education and Training Reform Board, the First QAAET Conference was held in the Kingdom of Bahrain from 9-10 February 2011, under the theme of 'Quality Education and Training: Towards a Better Future'. The conference aimed to promote the application of international quality standards in the national education and training sectors as well as provide all education and training institutions operating in the Kingdom with the opportunity to learn more about the concept of quality assurance. Furthermore, it provided opportunities for them to get acquainted with the most important findings of the application of this system and its benefits to stakeholders in offering Bahrainis a better standard of educational opportunities. Around 300 participants and experts from a number of developed countries interested in improving the quality of education took part in the conference.

In an opening speech delivered during the first Conference of the Authority, His Excellence Sheikh Khalid bin Abdullah Al Khalifa, Deputy Prime Minister and Chairman of the Board of Directors stated that education occupied an important space. In particular, attention was given to the importance of upgrading the scientific capacity of the individual Bahraini that would enable him to join the finest universities as well as entering the job market. His Excellency also noted that 'in this sense and with the keen care of the wise leadership of the Kingdom of Bahrain to promote the human being of this country, the issue of ensuring the quality of education and training is placed at the top of priorities, and has become a main concern of the Government. His Majesty King Hamad bin Isa Al Khalifa, King of the Kingdom of Bahrain, may Allah protect him, is the first sponsor of science and scientists in this country and their largest supporter.

The conference was opened by Dr. Jawaher Al Mudhaki, the Chief Executive Officer of the QAAET. Dr. Jawaher welcomed His Highness Shaikh Mohammed bin Mubarak Al Khalifa, the Deputy Premier and Chairman of the Education and Training Reform Board and other invited dignitaries as well as the experts and delegates attending the conference.

With the participation of regional and international experts in quality assurance and national examinations, the emphasis of the conference was on the practical exchange of ideas and best practices and suggesting potential solutions that

would contribute to improving and developing this sector. The conference themes centred on the role of the QAAET; namely, quality assurance of compulsory and secondary education, higher education and vocational training institutions, in addition to the national examinations, and the challenges faced by those sectors and linking their findings to the general economic development of the Kingdom.

QAAET executive directors delivered three sessions relevant to their specific areas of work. Professor Dolina Dowling, the Executive Director of the Higher Education Review Unit, delivered a paper entitled 'Higher Education in the 21st Century: Challenges and Opportunities for Bahrain'. She discussed the increasingly important role of higher education in contributing to a country's success as the move from industrial and manufacturing bases to that of a knowledge economy gains momentum. Further, in order to compete successfully in the global economy and to play a role in influencing the geo-political situation, a country needs to have a highly educated and skilled workforce and citizenry. Hence, Bahrain needs to ensure that it plays its part in knowledge production and dissemination as 'economic advantage will accrue to countries in which the population acquires competence in processing information into knowledge and applying it in work and everyday life'.

Ms. Sylke Scheiner, Executive Director of the National Examinations Unit, delivered a paper entitled 'National examinations – friend or foe?' The session began with the premise that even in a national testing regime as developed as that in the UK, the UK National Tests still attract a lot of publicity, both positive and negative. Opponents of the UK National Tests, which began in full 1992, say that at best they are unreliable and excessive, and at worst they lead to stress, anxiety and mental health problems in students. However, looking at the international scene, most countries, including those whose education systems we consider being effective ones, undertake national testing in some shape or form. All of them do it because they believe that it is, in the long run, beneficial to students and informs the education system so that improvements can be made. They can provide reliable performance data and a baseline from which to measure improvements, a key purpose of the Bahraini National Examinations. They can give feedback on whole system performance and they can be used for benchmarking and comparisons internally and externally. Stakeholders believe

that the national examinations are now an integral part of the education reform and are playing their part in working towards the Kingdom's economic vision and Bahrain's prosperity.

Mr. Kevin Corrigan, the VRU Executive Director, delivered a paper entitled 'Leadership and Management in Vocational Education – the Bahrain Experience' which detailed the key role of leadership and management in determining the quality of a VET institution's provision and, as a consequence of this, its review outcomes. As part of this drive for further improvements, the argument was made as to the importance of having more effective leadership and management in providers. It is the leadership of an institution which sets the strategic vision and plans, delivers and monitors the effectiveness of teaching and/or training, the quality and appropriateness of the programmes on offer, and the impact of support and guidance that are offered to learners. The interaction and effectiveness of these three aspects will then determine the extent of learners' achievement and their acquisition of vocationally relevant skills and knowledge. This latter is then used as a benchmark for assessing the overall effectiveness of provision. Hence the starting point for making improvements in overall effectiveness is to start with the least effective aspects of leadership and management.

The final panel session was chaired by Dr. Jawaher Al-Mudhahki and gave an opportunity for the delegates to ask the panel members questions about the role of quality assurance in education systems and the specific role played by the QAAET. Dr. Jawaher Al-Mudhahki closed the conference by thanking the eminent speakers who had given such stimulating sessions to the conference delegates, and wished everyone success in their endeavours and in their role in promoting improvements in education and training in the Kingdom of Bahrain.

In conclusion, the conference contributed to raising the status of education in the Kingdom, which has become the main focus of all development projects, and highlighted the key role the QAAET is playing in improving education and training in the Kingdom and helping to drive the prosperity of Bahrain.

Conclusion





Conclusion

In this last section of the Annual Report the four units within the QAAET report on their capacity building activities that took place during the 2010 – 2011 academic year. Capacity building across the education and training sector is viewed by the QAAET as a vital part of its remit to improve the quality of education and training in the Kingdom. In the second part of this section each Unit outlines its plans and activities for the 2011 – 2012 year.

CAPACITY BUILDING

The **SRU** has established itself as a major player in the promotion and development of quality education in government schools both through conducting reviews, reporting and through capacity building activities. The latter activities have been undertaken in five important ways.

First, with regard to capacity building delivered to SRU staff, the QAAET cooperates with CfBT, UK, to accredit reviewers based on international standards. The Unit seeks to continuously accredit its reviewers and an agreement was entered into with CfBT in this regard.

Secondly, by training Ministry of Education teachers seconded to the SRU for a period of one to three years during which they are trained to become review specialists and conduct reviews.

Thirdly, the SRU trains the schools' principals on how to complete the self-evaluation form. The school's own systems of self-evaluation and the use that it makes of the findings are crucial aspects of effective leadership and management. The summary of the school's own self-evaluation is a most important document in informing the school's stakeholders and the review team. This document is central in the pre-evaluation steps of the review for both key members of the school community and the review team. It gives schools the opportunity to question their readiness for quality review and receive formative feedback from the SRU in the form of a pre-review brief. The schools will also be able to compare the details of their performance against the indicators specified in the SRU's review framework.

Fourthly, the SRU holds consultation meetings with school principals to seek formative feedback on completed reviews bridging the gap between the SRU and the schools, ensuring adherence to the code of conduct and to make necessary improvements if appropriate.

Lastly, workshops and meetings are held with principals whose schools have been judged 'inadequate' to explain

this judgement and help them prepare for the subsequent monitoring visits.

Capacity building is part of the **NEU** culture, whether internally or externally. Internally, NEU takes pride in ensuring the continuous development of its workforce as it seeks to ensure the delivery of its examinations to the expected quality level. During the 2010 – 2011 academic year, NEU had arranged with Cambridge International Examinations (CIE) for intensive training programmes to be delivered to various members of its staff across the whole Unit. This was aimed at gaining knowledge and skills relating to all aspects of planning and scheduling of examinations and related processes, data processing systems and result analyses as well as intensive programmes covering all aspects of dealing with students requiring special arrangements, special consideration, and malpractice, and other aspects of drafting and implementing examination regulation procedures. NEU also participated in an intensive programme given by CIE covering aspects of producing adapted and braille papers for blind students. In addition, the Data Processing and Planning & Logistics' teams attended an intensive programme on producing Crystal Reports which was run by a specialist trainer in February 2011.

With regard to external capacity building delivered to stakeholders, such as the Ministry of Education (MoE) specialists, senior teachers and teachers of core subjects (Arabic, English, Mathematics and Science), this involved training on writing items, invigilation, script selection, and marking of scripts for the national examinations. In addition, the majority of the seven hundred and thirty two markers used for the 2011 May live National Examinations came from the MoE. Training of this sort embraces the interests of both the MoE and QAAET with the participation of the former ensuring growth of its staff to international standards, and the delivery of training by the latter ensures that the expected services or products will be delivered to the expected quality. For the 2011 May live examinations, the NEU delivered training to 22 Principal Examiners, 76 Team Leaders and 732 Markers.

Since the start of the programme of reviewing training providers in Bahrain in 2008, the **VRU** has undertaken a number of capacity building initiatives to assist providers with the review process and ultimately, with improving the quality of their provision. All providers, regardless of type, size or licensing arrangements are invited to a training workshop prior to the review period to assist them with the self-evaluation process and the completion of their self-

Conclusion

evaluation form (SEF) and the Learners' Performance Data (LPD) workbook. The full and accurate completion of the SEF is a vital first step for providers in identifying their strengths and areas for development.

In addition to this, the review team holds highly effective planning meetings prior to the on-site review to prepare the provider by going through the review process details, and to address any concerns they may have.

Written feedback is provided on their SEF in the form of a Pre-Review Brief (PRB) which highlights to them areas and issues they need to consider to enhance their self-evaluation and the quality of their SEF and to help them prepare for the review. After the review, feedback on providers' post-review action plan also offers providers effective assistance on the implementation of the review recommendations.

Internally, the VRU continues to build capacity within its staff through attending relevant training courses and workshops.

HERU continued with its programme of capacity building activities to support the institutions' preparation for review and to facilitate events in which international experts delivered workshops for higher education institutions. HERU held workshops and support meetings with the two public higher education institutions with regard to the preparation of their self-evaluation portfolio that needed to be submitted for their whole-of-institution reviews. For those institutions that were going to have a programme review, workshops were held with the programme teams regarding the expectations of the portfolio of evidence including the self-evaluation report that needed to be submitted to the HERU.

With respect to the events, the HERU held a two-day workshop in November 2010 on 'Benchmarking in Higher Education'. As noted earlier in this report, this area was found to be a major concern in the reviews of the institutions. Senior managers from fourteen higher education institutions participated. Three of the institutions represented were public providers and eleven private. The workshop was facilitated by an expert in higher education studies, and in benchmarking in particular, from the United Kingdom.

OUTLOOK 2011 – 2012

The **SRU** plans to re-review all government schools over a three and a half year cycle and private schools over a five year cycle. Over this cycle all education stakeholders in Bahrain will be kept informed of the progress that schools are making. A key component of this sharing of information is the

QAAET Annual Report. In addition, the SRU will continue to produce high quality, accurate and objective reports on the performance of all schools in Bahrain, disseminate, through seminars and workshops, the best of professional practice and share the lessons learned throughout the different sectors of education, as it has been doing with the government schools. Due to the central importance of schools conducting an accurate self-evaluation of their performance upon which the SRU external review is conducted, the SRU is planning a symposium in February 2012 to share best practice in self-evaluation procedures amongst the private and government schools in Bahrain. Ways in which good procedures can be embedded in management systems, the outcomes summarised and then used to bring about improvement are the focal points of the symposium. Members are to be drawn from the government and private school community in Bahrain with visiting experts in the field of school self-evaluation. A part of the symposium is to be devoted to self-evaluation of performance in kindergartens, in preparation for external reviews in this sector in the future.

In the year 2011 – 2012 it is planned to review 51 government schools and 14 private schools, and perform 38 monitoring visits to check progress in those schools judged 'inadequate' from the first government schools review cycle.

During the academic year 2011 – 2012 **NEU** as in its approved plan will conduct examinations in the core subjects of Arabic, English, Mathematics and Science as in the previous years for Grade 3, 6 and 9 students in public schools. National examinations for Grades 3 and 6 will be in their fourth year, whilst Grade 9 examinations will be in their third year next year. In addition, March 2012 will see the piloting of the postponed Grade 12 national examinations for all grade 12 public school students in Arabic, English and Problem Solving (Applied Mathematics). Moreover, with the recent approval for Grade 3 English Examinations to be officially effective from 2014, the NEU is planning for its 2012 pre-test to be delivered in October 2012. Furthermore, by January 2012 it will have delivered its updated Code of Practice which was endorsed by the Cabinet in October 2011 and its updated Administration Handbook for 2012 sent to all public schools in the Kingdom. NEU in 2012 will experience major work on implementing a new IT system for item-banking and examinations processing. NEU will be working in parallel with CIE on 'Result Analyses' to ensure and confirm the accuracy of the results that will be produced in NEU via the implementation of the new IT System. The NEU will hold a one-day conference on the impact of assessment in November 2011.

By the end of the year 2011, the **VRU** will complete the first reviews of all eligible training providers in Bahrain. Those eligible providers regulated or licensed by the Ministry of Labour were completed by the end of 2010. This completion of Cycle 1 will then provide evidence for a comprehensive and effective baseline for measuring and analysing improvements in vocational education and training in the Kingdom. This period will also include a number of repeat reviews for those providers with a judgement of 'inadequate' in the preceding period.

Cycle 2 begins in February 2012 and is due to be completed by June 2014. Around 20 new providers will become eligible for review during that period. The majority of Vocational Education and Training (VET) providers have benefitted from the experiences of their first reviews to improve the quality of their provision. The VRU will continue to play its part in helping to improve the vocational education and training provision in Bahrain by undertaking reviews, and producing review reports that are fair, accurate and consistent across all providers. It is through these review reports that strengths can be celebrated and good practice shared and, especially, that the main areas of development are identified to ensure the continuing improvements in vocational education and training in Bahrain.

Cycle 2 will also see the introduction of a new review framework and guidance, which will be as rigorous as the one used in the previous cycle but which will provide greater clarity for providers and reviewers. Finally, the VRU will continue to work closely with its main partners, the Ministries of Labour and Education, the Economic Development Board and the Labour Fund (Tamkeen) to improve the quality of vocational education and training in the Kingdom.

As part of QAAET capacity building initiatives, VRU is planning to hold a two day seminar/conference during early 2012 targeted mainly at training providers and stakeholders. The main focus of the key note presentations is to highlight latest trends and developments in the VET system including lessons from the UK, Bahrain Qualifications Framework (BQF), Tamkeen's VET support projects and lessons from the first review cycle. Selected success stories and best practices from providers and main development in the review framework will also be presented. Three practical workshops, targeting specifically providers, focusing on preparing for a successful review, documentation for internal quality assurance measures and post-review action planning will accompany the conference.

In the 2011 – 2012 academic year, the **HERU** will complete the first cycle of institutional reviews in Bahrain through the follow-up visits. Once these reports have been finalised and approved, HERU will have established a baseline on the quality of higher education provision in the Kingdom of Bahrain.

With respect to programme reviews, HERU will review the Master of Business Administration programmes being offered in Bahrain and continue with its follow-up and re-review process for programmes that received 'limited confidence' or 'no confidence'. A second framework and methodology will be developed for Cycle 2 of programme reviews to be known as 'Programmes-within-College Reviews'. The framework will go through a consultation process with the stakeholders after which it will be revised as appropriate. When it has gone through the QAAET quality assurance processes it will be presented to the QAAET Board for approval and the Prime Minister's Court for endorsement. Once this has been given, Cycle 2 will commence. Initially this will be conducting workshops to familiarise institutions with the new framework and methodology and to prepare them for review. After this has been done the Programme-within-College Reviews will commence.

HERU will hold a two day forum in October 2011 in which senior academics from higher education institutions are invited to participate. The forum is divided into two parts with the first day being devoted to reflection and discussion on the first cycle of programme reviews. One of the expert panel members on the Bachelor of Business reviews will make a presentation reflecting on his experiences with the programme review methodology. Feedback from the stakeholders who underwent programme reviews will also be given on *inter alia* the four Indicators and their sub-indicators. The second day will be in the form of a workshop with the focus being on the new framework; the proposed new indicators and sub-indicators. This gives institutions the opportunity to comment and contribute on the proposed framework and so contribute to its development.

Conclusion



Appendix





SCHOOLS REVIEWS PUBLISHED REPORTS

#	School name	Overall Judgement
1	A'Ali Intermediate Boys School	4: Inadequate
2	A'Ali Intermediate Girls School	3: Satisfactory
3	A'ali Primary Boys School	3: Satisfactory
4	A'ali Primary Girls School	2: Good
5	Abdulrahman Al Dakhel Intermediate Boys School	4: Inadequate
6	Abdul-Rahman Al Naser Primary Intermediate Boys School	4: Inadequate
7	Abu Al-Alaa Al-Maari Primary Boys School	3: Satisfactory
8	Abu Baker Al Seddeeq Primary Boys	4: Inadequate
9	Abu Feras Al Hamadani Primary Boys School	3: Satisfactory
10	Abu Saiba' Primary Boys School	3: Satisfactory
11	Ahmed Al Fateh Primary Intermediate Boys School	3: Satisfactory
12	Ahmed Al Omran Secondary Boys School	3: Satisfactory
13	AinJaloot Primary Girls School	2: Good
14	Al Ahd Al Zaher Secondary Girls School	3: Satisfactory
15	Al Alaa' Al Hadrami Primary Boys School	3: Satisfactory
16	Al Busaiteen Intermediate Girls School	3: Satisfactory
17	Al Busaiteen Primary Boys School	3: Satisfactory
18	Al Busaiteen Primary Girls School	3: Satisfactory
19	Al Daih Primary-Intermediate Girls	3: Satisfactory
20	Al Dair Primary Boys School	3: Satisfactory
21	Al Dair Primary Intermediate Girls School	3: Satisfactory
22	Al Diraz Intermediate Boys School	4: Inadequate
23	Al Diraz Primary Girls School	3: Satisfactory
24	AL Diya Primary Boys School	4: Inadequate
25	Al Farabi Intermediate Boys School	4: Inadequate
26	Al Hidaya Al Khalifa Secandary Boys School	3: Satisfactory
27	Al Hidd Intermediate Secondary Girls School	2: Good
28	Al Hidd Pimary Boys School	2: Good
29	Al Honaynia Primary Girls School	3: Satisfactory
30	Al Hoora Secondary Girls School	3: Satisfactory
31	Al Imam Al Ghazali intermediate Boys School	4: Inadequate
32	Al Istiglal Secondary Commercial Girls School	4: Inadequate
33	Al Jabreyah Technical Secondary Boys School	4: Inadequate
34	Al Jaffery Religious Institute Primary Intermediate Boys Institute	3: Satisfactory
35	Al Jasra Primary Boys School	4: Inadequate
36	Al Khaleej Al Arabi Intermediate Girls School	3: Satisfactory
37	Al Khalil Bin Ahmed Intermediate Boys School	3: Satisfactory
38	Al Khamis Primary Boys School	3: Satisfactory
39	Al Khansa Primary Girls School	2: Good
40	Al Ma'ameer Primary Boys School	3: Satisfactory
41	Al Maarefa Secondary Girls School	2: Good
42	Al Muharraq Secondary Boys School	4: Inadequate
43	Al Muharraq Secondary Girls School	1: Outstanding
44	Al Mutanabi Prinary Boys School	1: Outstanding
45	Al Nabeih Saleh Primary Girls School	3: Satisfactory
46	Al Naim Secondary Boys School	3: Satisfactory
47	Al Noor Secondary Girls School	4: Inadequate
48	Al Orouba Primary Girls School	1: Outstanding

49	Al Qadisla Primary Girls School	2: Good
50	Al Qayrawan Intermediate Girls School	3: Satisfactory
51	Al Quds Primary Girls School	3: Satisfactory
52	Al Safa Primary Girls School	2: Good
53	Al Salam Primary Girls School	2: Good
54	Al Salmaniya Intermediate Boys School	4: Inadequate
55	Al Sehla Primary Girls School	2: Good
56	Al Sehla Primary Intermediate Boys School	3: Satisfactory
57	Al Tawon Secondary Boys School	4: Inadequate
58	Al Yarmook Primary Boys School	3: Satisfactory
59	Al Zallaq Primary Intermediate Girls School	3: Satisfactory
60	Al-Andalus Primary Girls School	3: Satisfactory
61	Al-Gudhaybiya Primary Intermediate Boys School	3: Satisfactory
62	Al-Hidd Primary Intermediate Boys School	3: Satisfactory
63	Al-Imam Ali Bin AbiTaleb Primary-Intermediate Boys School	3: Satisfactory
64	Al-Imam Al-Tabary Primary Boys School	3: Satisfactory
65	Al-Jazeera Primary Boys School	2: Good
66	Al-Khawarezmi Primary Boys School	3: Satisfactory
67	Al-Manhal Primary Girls	2: Good
68	Al-Mustaqbal Primary Girls School	2: Good
69	Al-Nuzha Primary Girls School	3: Satisfactory
70	Al-Rasheed Primary Boys School	3: Satisfactory
71	Al-Razi Primary Boys school	3: Satisfactory
72	Al-Rowdha Primary Boys School	3: Satisfactory
73	Al-Wadi Primary Boys School	3: Satisfactory
74	AmenaBintWahab Primary Girls School	1: Outstanding
75	Ammar Bin Yasser Primary Boys School	3: Satisfactory
76	Arad Intermediate Girls School	2: Good
77	Arad Primary Boys School	2: Good
78	Arad Primary Girls School	2: Good
79	Arad Primary Intermediate Boys School	4: Inadequate
80	Askar Primary Intermediate Boys School	2: Good
81	Asma That Al-Nitaqayn Primary Intermediate Girls School	2: Good
82	Awal Intermediate Boys School	3: Satisfactory
83	Bader Al Kubra Primary Boys School	4: Inadequate
84	Bait Al-Hikma Primary Girls School	3: Satisfactory
85	Balqees Primary Girls School	2: Good
86	Barbar Primary Boys School	3: Satisfactory
87	Barbar Primary Girls School	3: Satisfactory
88	Bilad Al Qadeem Intermediate Boys School	4: Inadequate
89	Bilad Al Qadeem Primary Girls School	2: Good
90	Boori Primary Boys School	4: Inadequate
91	Bouri Primary Girls School	2: Good
92	Budaiya Primary Boys School	4: Inadequate
93	Budaiya Primary Intermediate Girls School	3: Satisfactory
94	Duraz Intermediate Girls School	3: Satisfactory
95	East Riffa Intermediate Girls School	3: Satisfactory
96	East Riffa Primary Boys School	2: Good
97	East Riffa Primary Girls School	3: Satisfactory
98	East Riffa Secondary Boys School	4: Inadequate
99	Fatima Al Zahraa Primary Girls School	2: Good
100	Fatima Bint Al Khattab Primary Girls School	3: Satisfactory
101	Fatima BintAsad Primary Girls School	2: Good

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102	Gharnata Primary Girls School	2: Good
103	Hafsa Primary Girls School	2: Good
104	Hajar Primary Girls school	2: Good
105	Haleema Al Sadia Intermediate Girls School	2: Good
106	Hamad Town Intermediate Boys School	4: Inadequate
107	Hamad Town Intermediate Secondary Girls School	3: Satisfactory
108	Hamad Town Primary Boys School	2: Good
109	Hamad Town Primary Girls School	2: Good
110	Hamad Town Secondary Boys School	4: Inadequate
111	Hamad Town Secondary Girls School	4: Inadequate
112	Hassan Bin Thabet Primary Boys School	2: Good
113	Huteen Primary Boys School	2: Good
114	Ibn Al Nafees Primary Boys School	3: Satisfactory
115	IbnRushd Intermediate Boys School	3: Satisfactory
116	IbnSina Primary Boys School	3: Satisfactory
117	IbnTufail Primary Boys	3: Satisfactory
118	Imam Malik Bin Anas Primary Boys	3: Satisfactory
119	Isa Town Intermediate Boys School	3: Satisfactory
120	Isa Town Intermediate Girls School	2: Good
121	Isa Town Primary Boys School	4: Inadequate
122	Isa Town Secondary Boys School	4: Inadequate
123	Isa Town Secondary Commercial Girls School	4: Inadequate
124	Isa Town Secondary Girls School	4: Inadequate
125	Jaber Bin Hayan Primary Boys School	4: Inadequate
126	Jaw Primary Intermediate Girls School	2: Good
127	Jidhafs Intermediate Boys School	4: Inadequate
128	Jidhafs Primary Boys School	3: Satisfactory
129	Jidhafs Secondary Boys School	3: Satisfactory
130	Jidhafs Secondary Girls School	3: Satisfactory
131	Karrana Primary Girls School	2: Good
132	Karzakan Primary Boys School	4: Inadequate
133	Khadija Al Kubra Intermediate Girls School	3: Satisfactory
134	Khalid Bin Al-Waleed Primary Boys	2: Good
135	Khawlah Secondary Girls School	2: Good
136	Manama Secondary Girls School	3: Satisfactory
137	Mariam BintOmran Primary Girls School	2: Good
138	Muharraq Primary Girls School	2: Good
139	NusaibaBintka'ab Primary Girls School	3: Satisfactory
140	Nuwaidrate Primary Girls School	2: Good
141	Om Salama Intermediate Girls School	2: Good
142	Omar Bin Abdul Aziz Primary Boys School	3: Satisfactory
143	Omar bin Al-Kattab Primary Intermediate Boys School	4: Inadequate
144	OmaymaBint Al Noaman Commercial Secondary Girls School	3: Satisfactory
145	Oqba Bin Nafea Primary Boys School	3: Satisfactory
146	Osama Bin Zaid Primary Boys School	3: Satisfactory
147	Othman Bin Affan Intermediate Boys School	4: Inadequate
148	Qalali Primary Boys School	2: Good
149	Qurtoba Intermediate Girls School	3: Satisfactory
150	Raba'a Al-Adawiya Primary Girls School	1: Outstanding
151	Religious Institute Intermediate Secondary Boys	4: Inadequate
152	Religious Primary Boys Institute	3: Satisfactory
153	Riffa Intermediate Boys School	3: Satisfactory
154	Rowdha Primary Girls School	1: Outstanding

155	Ruqaya Primary Girls School	3: Satisfactory
156	Saad Bin AbiWaqas Primary Boys School	3: Satisfactory
157	Saar Primary Boys School	2: Good
158	Saar Primary Girls School	2: Good
159	Saar Secondary Girls School	3: Satisfactory
160	Sab'a Primary Girls School	2: Good
161	SaffeyaBintAbdulmutaleb Primary Intermediate Girls School	2: Good
162	Safra Primary Intermediate Girls School	2: Good
163	Safra Primary-Intermediate Boys School	4: Inadequate
164	Salahudin Al-Ayoubi Primary Boys	2: Good
165	Salmabad Primary Girls School	3: Satisfactory
166	Samaheej Primary Intermediate Boys School	4: Inadequate
167	Sanabis Intermediate Girls School	2: Good
168	Sanabis Primary Boys School	3: Satisfactory
169	Sanabis Primary Girls School	2: Good
170	Sanad Primary Boys School	3: Satisfactory
171	Sanad Primary Girls School	3: Satisfactory
172	Sh. Isa Bin Ali Secondary Commercial Boys School	4: Inadequate
173	Sh. Mohammed Bin Isa Al Khalifa Primary Boys School	4: Inadequate
174	Shahrakan Primary Boys School	3: Satisfactory
175	Shahrakan Primary Girls School	3: Satisfactory
176	Shaikh Abdul Aziz bin Mohammed Al Khalifa Secondary Boys School	3: Satisfactory
177	Shaikh Abdullah Bin Isa Al-Khalifa Technical Secondary Boys School	4: Inadequate
178	Shaikh Khalifa Bin Salman Institute of Technology Boys	4: Inadequate
179	Shaikh Mohammed Bin KhalifaAAlKhalifa Primary Intermediate Boys School	3: Satisfactory
180	Sitra Intermediate Girls School	3: Satisfactory
181	Sitra Primary Boys School	3: Satisfactory
182	Sitra Primary Girls School	2: Good
183	Sitra Secondary Girls School	3: Satisfactory
184	Sukaina Bent Al Hussain Primary Girls School	2: Good
185	Sumaiya Primary Girls School	2: Good
186	Tariq Bin Ziyad Intermediate Boys School	3: Satisfactory
187	Toobli Primary Boys School	3: Satisfactory
188	Toobli Primary Girls School	2: Good
189	Tulaitela Primary Girls School	2: Good
190	Um Alhasam Primary Boys School	4: Inadequate
191	Um Al-Qurra Primary Intermeditate Girls School	3: Satisfactory
192	Um Ayman Primary Girls School	2: Good
193	Um Kulthoom Intermediate Girls School	2: Good
194	West Riffa Intermediate Girls School	1: Outstanding
195	West Riffa Primary Boys School	2: Good
196	West Riffa Primary Girls School	3: Satisfactory
197	West Riffa Secondary Girls School	3: Satisfactory
198	Yathreb Intermediate Girls School	3: Satisfactory
199	Zainab Intermediate Girls School	2: Good
200	Zallaq Primary Intermediate Boys School	3: Satisfactory
201	Zanoobia Intermediate Girls School	3: Satisfactory
202	Zubaida Primary Girls school	2: Good

VOCATIONAL REVIEWS
GRADES OF 1ST REVIEW AND REPEAT REVIEW

#	Name of the Provider	First Review	Repeat Review
1	A.I.T Centre	3: Satisfactory	
2	Al - Badeel for Training Development	3: Satisfactory	
3	Al Adwha Institute	4: Below satisfactory	
4	Al Amjaad Institute	3: Satisfactory	
5	Al Awael Institute	4: Below satisfactory	
6	Al Banna Training Institute	3: Satisfactory	
7	Al Hayat Institute for Human Resources Development	5: Very weak	4: Below satisfactory
8	Al Jazeera Modern Institute	3: Satisfactory	
9	Al Madina Training & Human Resources Development	4: Below satisfactory	
10	Al Mawred	4: Below satisfactory	
11	Al Meer Training Center	4: Below satisfactory	3: Satisfactory
12	Al Moalem Institute	3: Satisfactory	
13	American Cultural and Educational Centre	3: Satisfactory	
14	Aptech Computer Education	4: Below satisfactory	3: Satisfactory
15	Arabian East Training Center	3: Satisfactory	
16	Bahrain Institute	4: Below satisfactory	3: Satisfactory
17	Bahrain Institute for Banking and Finance (BIBF)	2: Good	
18	Bahrain Institute for Entrepreneurship & Technology (BIET)/ Bahrain Institute for Technology prev.	4: Below satisfactory	3: Satisfactory
19	Bahrain Institute of Hospitality & Retail (BIHR)	2: Good	
20	Bahrain International Retail Development Center (BIRD)	2: Good	
21	Bahrain Society of Engineers Training Centre (BSETC)	4: Below Satisfactory	
22	Bahrain Training Institute (BTI)	3: Satisfactory	
23	Bait Al Taleem Institute	3: Satisfactory	
24	Berlitz Training Centre	2: Good	
25	Bridge Training Solutions	4: Below satisfactory	3: Satisfactory
26	Capital Institute	2: Good	
27	Daar Al Maarefa Language Centre	2: Good	
28	Deena Institute of Technology	3: Satisfactory	
29	Design Technology Training Center	3: Satisfactory	
30	Dynamics Training Institute	3: Satisfactory	
31	English Language Skills Centre	4: Below satisfactory	3: Satisfactory
32	English Plus Institute	4: Below satisfactory	
33	Ernst and Young Training Center	3: Satisfactory	
34	Excellence Training Solutions	3: Satisfactory	
35	Expert Group Training Institute	3: Satisfactory	
36	Experts Training Institute	4: Below satisfactory	
37	Fastrack Training & Development Consultancy	4: Below satisfactory	
38	Flextrain for Training & Development	3: Satisfactory	

39	Genetech Training & Development	2: Good	
40	Global Institute for Management Science	3: Satisfactory	
41	Golden Trust for Management & Commercial Training & Consultancy	3: Satisfactory	
42	Group Talal Abu-Ghazaleh Training Group	4: Below satisfactory	3: Satisfactory
43	Gulf Business Machine Education Centre	3: Satisfactory	
44	Gulf Insurance Institute	3: Satisfactory	
45	Gulf International Institute	3: Satisfactory	
46	Gulf World Institute for Career Development & Quality	2: Good	
47	Hanan Training Institute	5: Very weak	
48	Horizon for Human Resource Development (Horizons HRD)	3: Satisfactory	
49	I Design Training Centre	3: Satisfactory	
50	Industrial Petroleum Training Services (I.P.T.S.)	3: Satisfactory	
51	Institute of Finance (Capital Knowledge)	2: Good	
52	IT Camp International	4: Below Satisfactory	
53	Kumon- Bahrain (Janabiya)	2: Good	
54	Leaders Institute for Training & Development	3: Satisfactory	
55	Lingo Ease Centre for Young Learners and Adults	3: Satisfactory	
56	London Training Center	4: Below satisfactory	3: Satisfactory
57	Management Development Centre	4: Below Satisfactory	4: Below satisfactory
58	Modern Institute of Science and Computer	3: Satisfactory	
59	National Institute for Industrial Training	2: Good	
60	National Institute of Technology (NIT)	3: Satisfactory	
61	New Horizons Computer Learning Centre	4: Below satisfactory	3: Satisfactory
62	New Vision Training Institute (NTI)	4: Below satisfactory	3: Satisfactory
63	Osho Training	3: Satisfactory	
64	Prestige Institute for Training Human Resources	4: Below satisfactory	
65	Professional Training Institute/ (previously Al Amal Institute for Studies & Training)	5: Very weak	3: Satisfactory
66	Projacs Training Centre	3: Satisfactory	
67	RRC Middle East	3: Satisfactory	
68	Safety Training and Consultants Center	3: Satisfactory	
69	Success Training Centre (STC)	3: Satisfactory	
70	Sylvan Institute	2: Good	
71	The European Institute	4: Below satisfactory	3: Satisfactory
72	The Gulf Academy For Development of Human Resources	4: Below satisfactory	
73	Tylos Human Development	4: Below satisfactory	3: Satisfactory
74	Victory Training and Development Institute (VTDI)	3: Satisfactory	

Appendix

HIGHER EDUCATION INSTITUTIONAL* REVIEWS

#	Institution	Number of Commendations	Number of Affirmations	Number of Recommendations
1	Ahlia University	9	12	24
2	AMA International University - Bahrain	0	0	47
3	Applied Science University	2	7	34
4	Arab Open University - Bahrain	6	3	15
5	Bahrain Polytechnic	7	3	18
6	Birla institute of Technology	4	3	17
7	Delmon University	0	9	32
8	Gulf University	1	4	40
9	Kingdom University	1	3	36
10	New York Institute of Technology	0	1	42
11	Royal College of Surgeons in Ireland - MUB	5	9	23
12	Royal University for Women	3	2	19
13	University College of Bahrain	2	2	41
14	University of Bahrain	15	12	17

* No. of Commendations, Affirmations, and Recommendations is not a directed measure of the quality of the institution. Commendations: Areas of strength; Affirmations: Areas in need to improvement recognised by the institution itself, and Recommendations: Areas in need to improvement recognised by the review panel.

HIGHER EDUCATION PROGRAMME REVIEWS BACHELOR OF BUSINESS ADMINISTRATION

#	Institution	No. of Satisfied Indicators	Conclusion	Follow-up visit Conclusion	Re-review
1	Ahlia University	4	Confidence		
2	AMA International University - Bahrain	1	No Confidence		
3	Applied Science University	2	Limited Confidence	Confidence	
4	Arab Open University - Bahrain	4	Confidence		
5	Birla Institute of Technology - Bahrain	3	Limited Confidence		
6	Delmon University of Science and Technology	1	No Confidence		Limited Confidence
7	Gulf University	3	Limited Confidence	Limited Confidence	
8	Kingdom University	1	No Confidence		Limited Confidence
9	New York Institute of Technology - Bahrain	1	No Confidence		

10	Royal University for Women	4	Confidence		
11	University College of Bahrain	2	Limited Confidence		
12	University of Bahrain	4	Confidence		

HIGHER EDUCATION PROGRAMME REVIEWS BACHELOR OF LAW

#	Institution	No. of Satisfied Indicators	Conclusion
1	Applied Science University	3	Limited confidence
2	Delmon University of Science and Technology	0	No confidence
3	Gulf University	0	No confidence
4	Kingdom University	2	Limited confidence
5	University of Bahrain	4	Confidence

HIGHER EDUCATION PROGRAMME REVIEWS MASTER OF INFORMATION TECHNOLOGY

#	Institution	No. of Satisfied Indicators	Conclusion
1	Ahlia University	4	Confidence
2	AMA International University-Bahrain	0	No confidence
3	Delmon University of Science and Technology	0	No confidence
4	Gulf University	0	No confidence
5	NYIT-Bahrain	0	No confidence



لأجل غدٍ أفضل

For a Better Future

