

Education for a Better Future





**His Royal Highness Prince
Khalifa bin Salman Al Khalifa**

The Prime Minister of the
Kingdom of Bahrain



**His Majesty King
Hamad bin Isa Al Khalifa**

The King of the
Kingdom of Bahrain



**His Royal Highness Prince
Salman bin Hamad Al Khalifa**

Crown Prince and Deputy
Supreme Commander

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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

I am honoured to write my first annual statement as Chairman of the Quality Assurance Authority for Education and Training's Board of Directors. It has been four years since the establishment of this young Authority, which has given much, but still has a long path in front of it to contribute more and improve the field of quality assurance of education and training in the Kingdom of Bahrain.

Firstly, I would like to express my thanks and gratitude to His Excellency Shaikh Khalid bin Abdulla Al Khalifa, the Deputy Prime Minister, for carrying the load of the first four years of the establishment of the Authority, which was a critical period that needed his experience, as he carefully and meticulously followed up on all the details. Thanks to him, and to the cooperation of the Board of Directors and the Executive Team, the Authority succeeded in blazing a trail in front of everybody and achieved its goals and purposes; it has established the distinct features that guide us today. So, I sincerely thank him for his unparalleled efforts, for he paved the way with distinct features, so that we will follow in his footsteps, which established the foundation for a comprehensive quality assurance system for education and training institutions in the Kingdom.

In the fourth year of the Quality Assurance Authority, we see a number of signs that we cannot ignore, whether concerning the Authority's internal organisation or its interaction with education and training institutions.

In the academic year 2011-2012, the second cycle of schools and vocational training institutions' performance reviews started. The Authority attained a great deal of information and data in feedback from institutions that had already been reviewed during the first cycle, which helped us analyse them, review our work through them, adjust courses in accordance with new developments and formulate future plans in light of them, as they go hand in hand in ensuring the improvement of practices in numerous relevant education and training institutions in-between the first and second cycles, which is one of the most important objectives the Authority is trying to embed culture-wise and practice-wise into the hearts of those working in the education and training sectors.

One of the things that the Authority celebrates is the implementation of the pilot examinations for Grade 12 (third-secondary) in schools, which we hope will become the student's pass to college after development over the next few years.

This year also witnessed the Higher Education Review Unit beginning to implement the new framework for reviews, "Programmes-within-College Reviews", by which the Authority aims to review all the academic programmes offered within a college simultaneously. It will take five to seven years to review all programmes offered within all universities in the Kingdom and we are full of hope that these reviews will bring about practices that live up to the overall improvement that we anticipate in all our higher education programmes.

As for the National Qualifications Framework, whose responsibilities and operation were assigned to the Quality Assurance Authority for Education and Training recently, the Authority understands well the sensitivity of this task which the rest of the world's countries look forward to, whether by implementation, development or improvement of what is being instigated. There should be a complete national system that evaluates available qualifications, analyses and assesses them according to their levels, and checks the qualifications granted to citizens and residents according to national standards.

After the respected Cabinet ratified the decision to add the National Qualifications Framework, the Authority awaits the issuance of a Royal Decree to reorganise the Authority and rename it the "National Authority of Qualifications and Quality Assurance for Education and Training" in order to meet the new needs stemming from such an extension in the context of coordinated efforts to improve education and training.

I would like to seize this opportunity to commend the Authority's main partners in the National Qualifications Framework who played a vital role, especially during the pilot phase which started at the beginning of October 2012, and continues until the actual implementation of the Framework in 2014.

I extend my sincere thanks and gratitude to the relevant public and private institutions in the education and training sectors for their effective participation and essential role in the Kingdom's education and training endeavour, as each of these institutions left its footprint through improvement efforts on the road to develop education and training in our beloved Kingdom.

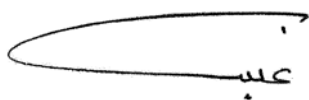
I particularly praise the entities in charge of education and training institutions that implemented improvement projects that serve the development and improvement goals in related areas of coordinated collective work. Those include the Ministry of Education, Ministry of Labor and Higher Education Council; all their tireless efforts are appreciated.

After the splendid success of the first conference on Quality Education and Training which the Authority organised in 2011, the incentive for organising a second conference grew and it will be held as scheduled in 2013. Now, stakeholders and experts look forward to the conference due to the benefits they reaped at the first conference which gathered the top Arab and international experts under the same roof, where rich experiences in the field of quality assurance in education and training as well as the future horizons of such vital issues were exchanged abundantly.

Since I was honoured and entrusted by His Majesty to become Chairman of the Authority's Board of Directors, I have had the full support and close follow-up of His Majesty King Hamad Bin Isa Al Khalifa, King of the Kingdom of Bahrain, may Allah protect him, and the wise opinions and futuristic visions of His Royal Highness Prince Khalifa Bin Salman Al Khalifa, the revered Prime Minister, may Allah protect him, in addition to the endless support and great attention demonstrated by His Royal Highness Prince Salman Bin Hamad Al Khalifa, Crown Prince and Deputy Supreme Commander, and the constant guidance of His Highness Shaikh Mohammed bin Mubarak Al Khalifa, Deputy Prime Minister and Chairman of the Education and Training Development Committee, all of whom contributed greatly in pushing the Authority's workflow forward since its establishment in 2009. I also extend my thanks and gratitude to the members of the Quality Assurance Authority for Education and Training's Board of Directors, the Authority's Chief Executive, Dr. Jawaher Shaheen Al Mudhahki, and all members of staff who demonstrated great enthusiasm and endless commitment in order to accomplish the huge amount of hard work they are assigned.

Therefore, in my name and in the name of all members of staff of the Quality Assurance Authority for Education and Training, I am honoured to present the annual report for the year 2012 to our wise leadership, as one of the building blocks of welfare, improvement and contribution for the sake of achieving the Economic Vision 2030, and thus fulfilling our promise to establish a culture in education and training institutions which is centred upon quality and quality assurance in all aspects of the educational, teaching and values' structure of this beloved country.

May Allah's peace, mercy and blessings be upon you.



Abdul Aziz bin Mohammed Al Fadhel
Chairman of the Board



Chief Executive's Statement

In the Name of God, the Compassionate, the Merciful

Before starting a review of last year's achievements and accomplishments, we must express our sincere thanks and gratitude to His Excellency Shaikh Khalid Bin Abdulla Al Khalifa, Deputy Prime Minister and the previous Chairman of the Quality Assurance Authority for Education and Training, for the strenuous and sincere efforts championed by His Highness since the Authority was merely an idea, until he established its foundations over the subsequent years and set us all off in the right direction. His Highness overcame numerous obstacles and was the leader through the critical period of establishing the Authority, which was full of concepts, ideas and visions. By overcoming the challenges of that period our Chairman succeeded in moulding all the different conceptions and cultural and professional background of the Authority's staff members into one team. Therefore, His Excellency Shaikh Khalid Bin Abdulla Al Khalifa's constant support and wide experience were fundamental, may Allah reward him immensely, as an initiator and he will always be held in the highest esteem.

I would like to seize this opportunity to express my gratitude and welcome His Excellency Mr. Abdulaziz Bin Mohammed Al-Fadhel, Minister of Shura Council and Parliament Affairs, as the Quality Assurance Authority for Education and Training's new Chairman, who, since the very first days of his appointment as Chairman of the Authority's Board of Directors, did not hesitate to show his dedication, devotion, commitment and great attention to reaffirm the Authority's direction and aspirations for education and training in the Kingdom, which in turn, will provide development plans with a solid foundation for going forward.

While we are on the verge of submitting the 2012 annual report, when we reflect upon that year, we will definitely see it as a year in which the Quality Assurance Authority for Education and Training continued its ever-growing endeavours to execute its plans on all different levels, whether inside or outside the Authority, despite all the challenges the Kingdom of Bahrain has faced, and to remain as a beacon for hard work, coordinated efforts and ambitious aspirations for our Kingdom, may Allah preserve it and its people from all evil and mishaps.

The last year demonstrates a productive period full of accomplishments that witnessed an expansion in the Authority's scope of work, best represented by what the Authority has accomplished at the level of its strategic operational plans with regard to reviewing all education

and training institutions and moving on to the second cycle of reviewing public schools and vocational training institutions, starting to review private schools, which were subject to a pilot review in 2010 and which included a number of schools and kindergartens, and preparing to start the pilot phase of implementing the National Qualifications Framework in October 2012, to facilitate its work as a main unit that will join the Authority's other four units, God willing, pursuant to a soon-to-be-issued Royal Decree.

The expansion of the Authority's scope of work in the recent period provides tangible proof of the seriousness of the endeavour to raise educational and vocational standards which the Kingdom is looking forward to see in the future for the Bahraini people, and which will be accomplished through reinforcing the Authority's involvement in the achievement of comprehensive curriculum reforms within the initiatives of the National Project to Develop Education and Training. Furthermore, one of the tangible indicators that the Authority identified while reviewing school performance was the progress achieved by numerous schools, their adherence to the standards set by the Authority, the improvement in the performance of many schools, the increase in the numbers of schools that received an evaluation grade of "Outstanding" and the progression of other schools that had previously received low evaluations (inadequate) to better evaluation outcomes.

In spite of this significant progress, the path of improvement and development is still long; all stakeholders must work together in order to reach its end. There is a lot to be done to raise all schools to outstanding levels, especially since the Authority has found that a number of schools have regressed in the second review; this might be attributed to a number of reasons, namely: lack of clarity regarding the concepts of the teaching and learning process, development at the school administration level, or the lack of adequate follow-up with the planning process to preserve and improve performance levels. In the same context, girls' schools still surpass boys' schools in regard to performance and achieving high evaluation grades, which is considered a phenomenon which requires research in order to identify its reasons and formulate effective solutions, in addition to the persistent need for stakeholders to provide boys' schools with the necessary support in order to ensure improvement and development of performance year after year.

What also distinguished this year were the first private school reviews, which make the year 2011/2012 a reference point that, God willing, we will use as a baseline for the coming years in re-reviewing the performance of those 14 schools.

Although all efforts and accomplishments are at your fingertips within the pages of this report, which follows the same methodology the Quality Assurance Authority for Education and Training has adopted in past years with respect to clarity and transparency, we hope to improve and reform until we achieve the ultimate national goals for which this Authority was established and therefore, the internal improvements and developments of the Authority's functions are continuous and unending.

The Quality Assurance Authority for Education and Training still attracts the top national professionals who have proved their great ability to adapt to new challenges, performed exceptionally well, and who have now become renowned experts whom other similar authorities eagerly try to attract due to their high proficiency and their expertise which has proved beneficial for several countries including China, Saudi Arabia and Oman. Moreover, the Authority provides continuous professional development to its members of staff due to its belief that knowledge is limitless.

In this context, we are committed to organising the second conference on the Quality Assurance of Education and Training under the name "Quality Education and Training: Opportunities and Challenges", on 20-21 February 2013, under the generous sponsorship of the Deputy Prime Minister and Chairman of the Education and Training Development Committee, His Highness Shaikh Mohammed Bin Mubarak Al Khalifa, who will honour us by inaugurating the conference.

The conference will differ from the first conference with regard to the topics which will be discussed, the speakers and attendance, and it is scheduled to be held every other year, in order to discuss new developments in this important and vital aspect of governments' and peoples' interests alike, which is at the same time a rare opportunity for those working in this field, whether from Bahrain or not, and for those heading education and training institutions of different levels to experience at first-hand the developments occurring in this field.

Everybody knows that the path we are following has no end and no stops; it is a continuous process. For this reason we must always develop and equip ourselves with the knowledge, science and mechanisms through which we can develop the functions of the Quality Assurance Authority for Education and Training, in order to maintain the modernisation rhythm that is occurring at

all of the Kingdom's educational and training institutions. Accordingly, we draw our will and determination from the great support provided by our wise political leadership, starting with His Majesty King Hamad Bin Isa Al Khalifa, King of the Kingdom of Bahrain, may Allah protect him, who never hesitated to support anything related to education and training, and to enhance the country's status through them. Then, His Royal Highness Prince Khalifa bin Salman Al Khalifa, the revered Prime Minister, may Allah protect him, who was very generous to us with his wise guidance and urged relevant official bodies to cooperate effectively with the Quality Assurance Authority for Education and Training. In addition, His Royal Highness Prince Salman Bin Hamad Al Khalifa, Crown Prince and Deputy Supreme Commander, may Allah protect him, who promoted the Authority's work and supported its efforts to reform and upgrade education, as well as His Highness Sheikh Mohammed bin Mubarak Al Khalifa, Deputy Prime Minister and Chairman of the Education and Training Development Committee, who paid great attention to everything related to the Authority and paved the way for it with his wisdom and experience.

Finally, all these efforts and achievements that we have accomplished and aspire to realise, would not have been attained, if it had not been for the devotion, dedication, understanding and desire to serve our country that the employees and members of staff of the Quality Assurance Authority for Education and Training have exhibited in order to fulfill the vision that our wise leadership has provided for the future of this country.

And for the future of this country we are all honoured, we - members of the Quality Assurance Authority for Education and Training, to present this annual report, and ask God to protect the Kingdom of Bahrain from any harm and help us serve it under the leadership of our wise king, may God protect him.

May Allah's peace, mercy and blessings be upon you.



Jawaher Shaheen Al Mudhahki
Chief Executive

Board of Directors



from left to right

H.E. DR. RASHEED JASSIM ASHOUR

H.E. DR. MOHAMMED ALI HASSAN
General Director,
Central Municipal Council

H.E. DR. AYSHA SALEM MUBARAK
Member, Shura Council

H.E. MR. KAMAL AHMED MOHAMMED
Minister of Transportation

**HIS EXCELLENCY MR. ABDUL AZIZ BIN
MOHAMMED AL FADHEL**
Chairman

H.E. DR. DHAFAH AHMED AL OMRAN
Director, Bilateral Relations Directorate,
Ministry of Foreign Affairs

H.E. DR. BAHIA JAWAD AL JISHI
Member, Shura Council

H.E. MR. AHMED ABDUL LATIF AL BAHR
Vice Chairman

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

Sylke Scheiner
Dr. Ahmed Khudair
Christopher Green
Dr. Jawaher Al Mudhahki – Chief Executive
Kevin Corrigan
Professor Dolina Dowling
Khalid Al Mannai



VOCATIONAL REVIEW UNIT, from left to right

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



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

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



NATIONAL EXAMINATIONS UNIT, from left to right

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

Executive Summary





Executive Summary

The QAAET is pleased to report on its work during the 2011-2012 academic year whereby it fulfils its mandate to contribute to the continuous improvement of the Bahraini education & training sector. During this academic year the three review units – schools, vocational, higher education – continued the work of the previous years and expanded into new areas. The Schools Review Unit started its second cycle of reviews of all government schools and its first cycle of private schools in Bahrain. The Vocational Review Unit finished its first cycle of reviews and began the second cycle of reviews of licensed providers by Ministry of Labor and Ministry of Education. The Higher Education Review Unit continued with the institutional follow-up reviews and reviewed the Masters of Business Administration programmes being offered by higher education institutions. It also developed, gained approval, and began implementing a new framework 'Programmes-within-College Reviews'. It started by reviewing programmes in Medicine. The fourth year of national examinations for all government schools took place under the auspices of the National Examinations Unit. Four examination sessions for Grades 3 and 6 have been completed, and three examination sessions for Grade 9. A pilot examination for Grade 12 was also carried out this year.

The **Schools Review Unit** (SRU) completed the first cycle (Cycle 1) of reviews of all 202 government schools and reported these in detail in the QAAET *Annual Report 2011*. During the academic year 2011-2012 the SRU reviewed 51 government schools for a second time within the first year of the second cycle (Cycle 2) for these schools. This report compares the performance of these 51 schools reviewed in Cycle 2 with their performance in Cycle 1.

In Cycle 1, 80% of government schools in the Kingdom were at least 'satisfactory', with 3% being 'outstanding' and 30% 'good' and almost 50% 'satisfactory'. However 41 schools (20%), were judged to be 'inadequate'. Whilst significant improvement for some of these schools has been seen in their subsequent monitoring visits, others have deteriorated. Of the 51 government schools reviewed in Cycle 2, eight are 'inadequate'; these eight schools had been judged 'satisfactory' in Cycle 1. All eight are boys' schools, four at primary, one at primary-intermediate and three at intermediate level.

Fluctuations in performance have occurred in the other schools reviewed in Cycle 2, some improving from 'satisfactory' to 'good' whilst others have slipped in the reverse direction. The main improvement is reflected in the

increase of 'outstanding' schools. Only one of the 51 schools in Cycle 1 was judged 'outstanding', whereas now in Cycle 2 there are six; five girls' schools (four primaries and one secondary) and one primary boys' school. This indicates a significant trend of improvement as only seven schools out of the total of 202 schools in Cycle 1, 3%, were judged 'outstanding'.

These six 'outstanding' schools in Cycle 2 represent an increase to 12%. Girls' schools represent the vast majority of 'good' and 'outstanding' schools, over fourfold the number of boys' schools. In phases above primary level, no boys' school is judged better than 'satisfactory' and girls' achievement is significantly exceeds that of boys.

The academic year 2011-2012 is the first year that private schools have been reviewed and their reports published by the SRU, therefore there is no prior data to draw comparisons. Of the 14 private schools reviewed, in terms of their overall effectiveness, two are 'outstanding', three are 'good', six are 'satisfactory' and three are 'inadequate'.

The SRU conducted monitoring visits in 38 government schools that were judged as 'inadequate' in Cycle 1 reviews, three of the 41 government schools reported as 'inadequate' in the Annual Report 2011 had been returned to the normal review cycle in 2010-2011 after their first monitoring visit. When visited, four of these 38 schools were considered to have made sufficient improvement at their first monitoring visit and 18 at their second, so these schools were removed from the monitoring phase and included back in the regular cycle of school reviews, in accordance with review procedures. However, two schools were considered to have made insufficient improvement at this second visit.

The **National Examinations Unit** has now completed four examination sessions for Grades 3 and 6, and three examination sessions for Grade 9. As before, all government schools took part in the examinations, and this year they were also joined by one private school on a voluntary basis. The student cohort number remained very similar to previous years with approximately 31,500 students taking part. Grade 3 examinations took place in the subjects of Arabic and mathematics; and Grade 6 and 9 examinations were in the subjects of Arabic, mathematics, English and science. All examinations were based on the whole relevant curriculum. As in previous years, the examinations were marked in Bahrain by teachers working in government schools, and results were published to schools and students in October 2012.

The results of the examination varied across subjects and across grades. Students again found the examinations challenging and the raw marks were again low as a proportion of the total available marks. Overall the 2012 results showed a decrease across all grades and all subjects compared with results from 2011 and previous years. As in 2011 Grade 3 students performed better in Arabic than in mathematics. In Grade 6 and Grade 9 performance in English was better than in all other subjects. In Grade 6 Arabic was the weakest subject and in Grade 9 science was the weakest subject.

As in all previous years, girls outperformed boys in all Grades and all subjects. There is no discernible trend that this gender gap is closing.

In 2012 the NEU also completed pilot examinations for Grade 12 in the subjects of Arabic, English and Problem-Solving. These were undertaken together with the NEU's international partner, CIE (Cambridge International Examinations). The test specifications and question papers were produced jointly by the NEU and CIE. All students in all government schools and students from one private school, which joined on a voluntary basis, sat the pilot examinations. These were then marked by teachers from government schools under the supervision of the NEU and CIE. Whilst it was evident that student motivation for the pilot examinations was low, the subsequent review of the pilot, which was undertaken with stakeholders from the MoE, concluded that both test specifications and question papers were pitched at the level expected by stakeholders and only minor amendments to them were recommended.

During the academic year 2011-2012, the **Vocational Review Unit** reviewed nine training providers licensed by the Ministry of Education (MoE) in the final phase of Cycle 1, thus completing the first reviews of all eligible Vocational and Education Training (VET) providers. Two repeat reviews were also undertaken in the phase. In addition, 23 providers licensed by the Ministry of Labor (MoL) were reviewed in the first phase of Cycle 2, six which became eligible for their first review and 17 who were reviewed for a second time.

By the end of Cycle 1, the VRU had completed first reviews of 83 providers, 52 licensed or regulated by the MoL and 31 by the MoE. Of these, a total of twelve MoL and five MoE providers also underwent a repeat review during the cycle. For Cycle 2, the Review Framework was revised in the light of the experiences of the former cycle and included having judgements on 'learning' and 'progress' being made more explicit and influential throughout the framework.

Of the total number of providers reviewed between 2008 and 2012 in Cycle 1, 66% were judged to have 'satisfactory' or better outcomes for overall effectiveness for their first review, with just two providers, both licensed by MoE,

judged as 'outstanding'. About a fifth of providers overall were judged to have 'good' provision.

Those providers who were judged to be 'below satisfactory' or 'very weak' overall in Cycle 1 were subject to at least two monitoring visits by the VRU to assess how effectively they were implementing the agreed action plan and as preparation for their next review. Of the 17 repeat reviews undertaken in the cycle, 13 achieved a successful outcome being judged as 'satisfactory' for overall effectiveness.

Twenty of the 23 reviews undertaken in the first phase of Cycle 2 were judged to be 'satisfactory' or better for overall effectiveness, with two judged to have outstanding provision. Two of the six providers reviewed for the first time were judged to have 'good' overall effectiveness, three judged to have 'satisfactory' and one judged to have 'inadequate'. Nine of the 17 providers who had a second review in Cycle 2 improved their first review grades, they achieved this by having a clear focus on tackling the recommendations contained in the previous report and a leadership team utilising a clear, focused and systematically implemented action plan to enact quality improvements. These providers also tended to offer more externally accredited courses and were thus able to benchmark their outcomes against international standards.

During the 2011-2012 academic year, the **Higher Education Review Unit** (HERU) continued with the institutional follow-up reviews, completing seven with the reports having been approved and published. Of the seven follow-up reviews, only one institution had achieved good progress and met most of the outcomes stated within its improvement plan, and this was from a good baseline. Two had made adequate progress and four had not made the progress that was to be expected within the timeframe from the publication of the original report to the follow-up review and in line with their improvement plans.

Eight Masters of Business Administration programmes were reviewed in the 2011-2012 academic year to ascertain whether or not minimum standards are being met; two received a 'confidence' judgement; three 'limited confidence'; and three 'no confidence'.

During 2009, 12 programmes were reviewed in the Bachelor of Business Administration with four receiving a 'confidence' judgement, four receiving 'limited confidence' and four, 'no confidence'. Two re-reviews in this field were undertaken in 2011-2012. Both programmes received 'no confidence' judgements in their 2009 reviews. Both received 'no confidence' in the re-reviews.

One follow-up review was carried out in the field of Bachelor of Business Administration and satisfied the panel that the programme had adequately addressed the recommendations contained in the review report and the

programme was now of sufficient quality so that there is confidence in the programme. As a result of the re-reviews and follow-up reviews in the Bachelor of Business Administration there is now confidence in six programmes, four have 'limited confidence', and two 'no confidence'.

With respect to the Bachelor of Law programmes, in the original 2010-2011 reviews, one received 'confidence', two 'limited confidence' and two 'no confidence' judgements. Two follow-up reviews were conducted for the programmes receiving 'limited confidence'. The programmes had adequately addressed the recommendations contained in the review report and the programmes were now of sufficient quality. There is now confidence in three of the five Law programmes reviewed.

During the period 2009-2012 the HERU conducted 30 programme reviews; 12 Bachelor of Business Administration, five Bachelor of Law, five Master of Information Technology, and eight Master of Business Administration. When the results of the four re-reviews and five follow-up reviews are considered, a picture emerges of a positive, if small improvement, in the quality of the programmes being offered across these disciplinary fields. Four programmes moved from 'limited confidence' to the panel having confidence in the programmes and two programmes moved from 'no confidence' to 'limited confidence' judgements.

The HERU developed and gained approval for the implementation of a new framework entitled 'Programmes-within-College Reviews', which was developed in line with good international practice through a wide consultation process with different stakeholders in Bahrain and international experts in the field. This new framework makes provision for the simultaneous review of all programmes within a college. The first reviews conducted under the new framework were in Medicine and for two colleges in two higher education institutions. Both offered first degree programmes in Medicine. One received a 'confidence' judgement and the other a 'no confidence' judgement in which all four indicators were not satisfied.



Schools Review Unit

Deep thinking... Achieve greater

TEACHER
THINKER
ACADEMIC
ACADEMIC
SCHOLAR
TEACHER
THINKER
SCHOLAR



Schools Review Unit

INTRODUCTION

The Schools Review Unit (SRU) conducts reviews of all schools in the Kingdom. This report provides an overview of the standards and quality in both the government and private schools reviewed to June 2012.

During the academic year from September 2011 to June 2012 the SRU reviewed 51 government schools for a second time within this first year of the second cycle (Cycle 2) of government school reviews. This report compares the performance of these 51 schools reviewed in Cycle 2 with their performance when they were reviewed in the first cycle (Cycle 1) between 2008 and 2011.

In addition to the 51 government schools reviewed during 2011-2012, the SRU also began the formal reviews of private schools and reported on 14 of these publicly for the first time. It also conducted 38 monitoring visits of government schools that were considered to be 'inadequate' when reviewed during Cycle 1. These monitoring visits and reports evaluate the progress those schools have made since then.

All school reviews, whether of government or private schools, are carried out in line with the practice established in the previous years of school reviews from 2008 to 2011. The review focuses on answering the main question, 'How effective is the school and why?' by evaluating the standards and quality of students' learning outcomes and the schools' educational provision:

Learning outcomes

- students' academic achievements and their progress
- students' personal development.

Educational provision

- 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, management and governance.

To answer the main question, schools are then also graded on:

- their overall effectiveness
- their capacity to improve.

Review grades are awarded on a four point scale:

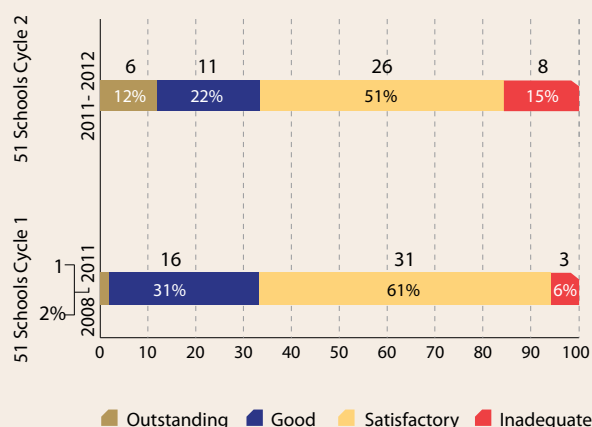
- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Inadequate

Schools, which have been judged to be 'outstanding', are encouraged through recommendations to strive for further improvement and to share their best practice within school and amongst other schools. Those schools which are 'good' and 'satisfactory' are given clearly prioritised recommendations for further improvement. Those which receive an overall grade of 'inadequate' are subject to a monitoring procedure by the SRU, where their progress towards meeting the recommendations given in their review report is assessed by a monitoring team which visits the school within six months to a year after the review.

REVIEWS OF GOVERNMENT SCHOOLS OVERALL SCHOOL EFFECTIVENESS

The current position with regard to the overall effectiveness of the 51 government schools that were reviewed in both Cycles is illustrated in Figure 1.

FIGURE 1:
OVERALL EFFECTIVENESS - COMPARING 51 SCHOOLS
REVIEWED IN CYCLES 1 AND 2



Of the 51 schools reviewed in Cycle 2 a trend of improvement can be seen in the number that have been judged 'outstanding' compared to those same schools in Cycle 1 where they were judged 'good'. This improvement is significant. Whereas only one of this group was 'outstanding' in Cycle 1, six schools are now 'outstanding'. Conversely, eight schools are now judged to be 'inadequate' in Cycle 2 whereas only three were 'inadequate' in Cycle 1.

This overall improvement is brought about mainly because 11 girls' schools have got better. Eight of the boys' schools (four at primary level, one at primary-intermediate and three at intermediate levels) that were 'satisfactory' in Cycle 1, have slipped to being 'inadequate'. Figures 2 and 3 compares the overall effectiveness between girls' schools and boys' schools respectively in both cycles.

FIGURE 2:
OVERALL EFFECTIVENESS – COMPARING GIRLS' SCHOOLS
IN CYCLES 1 AND 2

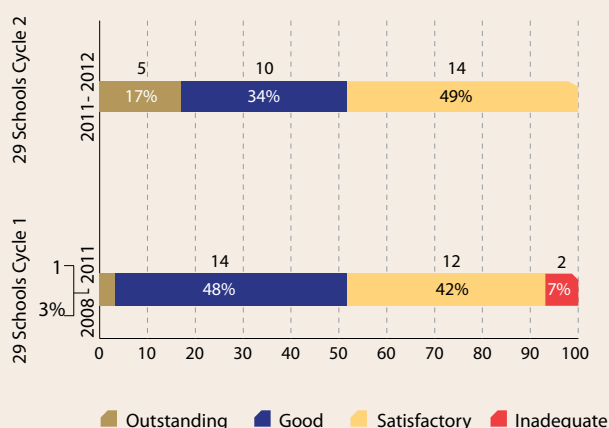
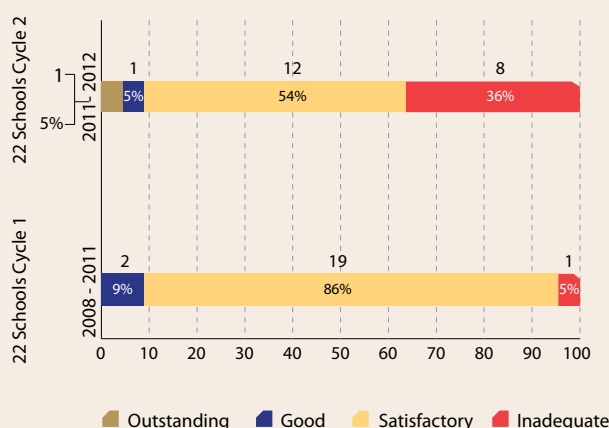


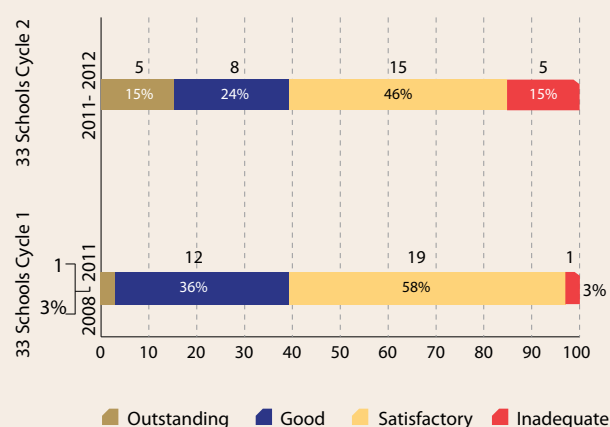
FIGURE 3:
OVERALL EFFECTIVENESS – COMPARING BOYS' SCHOOLS
IN CYCLES 1 AND 2



In the 51 schools reviewed in both cycles, more than half of the girls' schools were 'good' or better, whilst around only 10% of the boys' schools were so. This pattern of girls' schools generally performing better than boys' schools continues to be reported. The gap between the girls' schools and the boys' schools is widening, typified by more girls' schools being 'outstanding' and none being 'inadequate' in Cycle 2, whereas the proportion of 'inadequate' boys' schools has increased by over 30% in that sample of boys' schools.

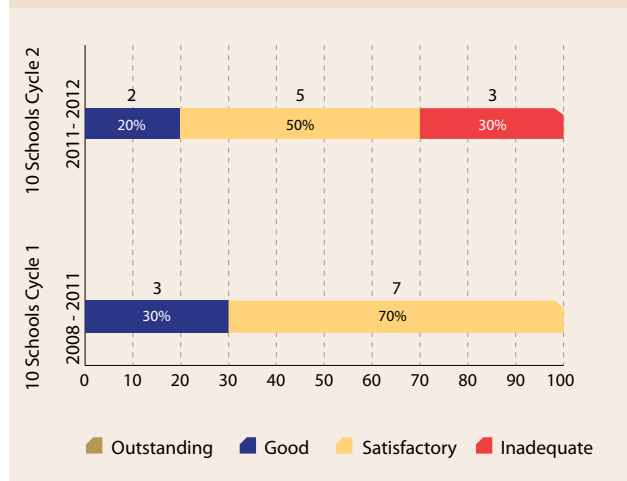
In keeping with previous trends, review evidence continues to point to primary schools performing better than the intermediate and secondary schools, as shown in the comparisons in Figures 4, 5 and 6 below. It is worth noting that for comparison purposes, these figures were limited to only 50 schools, as one primary-intermediate school from Cycle 1 has been transformed into only an intermediate school in Cycle 2. When considering the findings of reviews in Cycle 1 and those conducted so far in Cycle 2, proportionally more of the 'outstanding' and 'good' schools are at primary level as shown in Figure 4.

FIGURE 4:
OVERALL EFFECTIVENESS – COMPARING PRIMARY SCHOOLS
(INCLUDING PRIMARY-INTERMEDIATE) IN CYCLES 1 AND 2



However, between Cycle 1 and 2, three intermediate schools had slipped from being 'satisfactory' to 'inadequate' and one from 'good' to 'satisfactory' as shown in Figure 5.

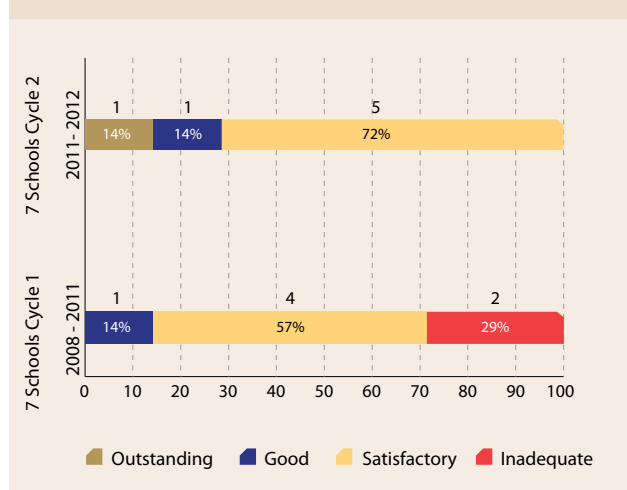
FIGURE 5:
OVERALL EFFECTIVENESS - COMPARING INTERMEDIATE
SCHOOLS IN CYCLES 1 AND 2



The seven secondary schools reviewed in Cycle 2 have improved substantially as none were judged to be 'inadequate' compared to around 30% in Cycle 1. Figure 6 also shows an increase in the proportion of 'good' and 'outstanding' schools.

Five out of these seven secondary schools are girls schools. Generally, schools for girls and those with female teachers perform better than others, as indicated in the 2012 review reports.

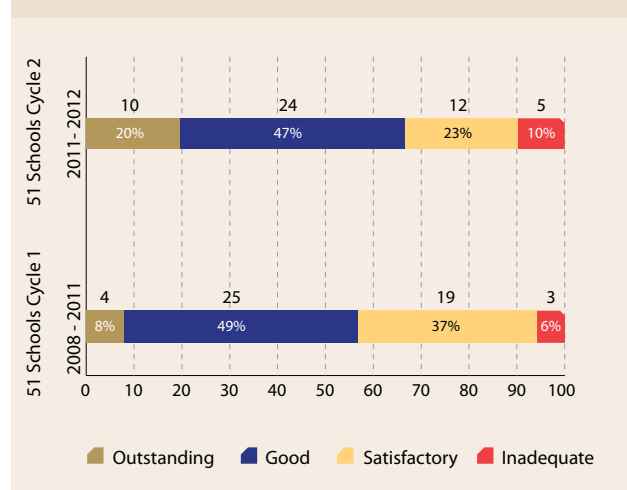
FIGURE 6:
COMPARING SECONDARY SCHOOLS IN CYCLES 1 AND 2



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 and circumstances, such as direction and purposefulness of leadership, realistic strategic planning, and effective systems for implementing and monitoring the quality of provision and performance outcomes against targets. Figure 7 shows that during Cycle 1 just over half the schools were judged to have 'good' or 'outstanding' capacity to improve, but during Cycle 2 a clear improvement can be identified with 67% now showing similar potential. However, 10% do not have adequate capacity to improve and require significant support. This represents two more schools in that group of 51 than in Cycle 1.

FIGURE 7:
THE SCHOOLS' CAPACITY TO IMPROVE IN CYCLES 1 AND 2



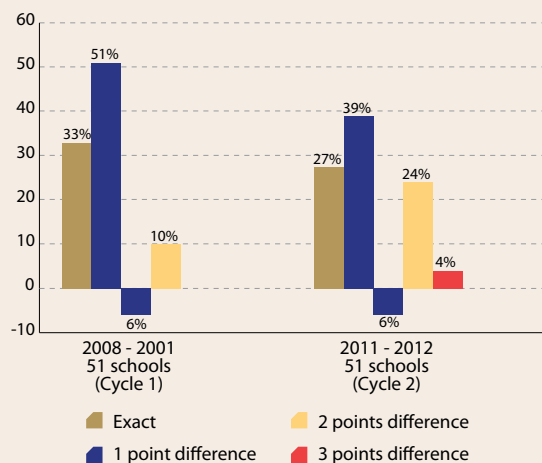
Schools' beliefs about their capacity to improve are often at variance with the views of reviewers. Although almost all reviewed schools felt that their capacity to improve was 'satisfactory' or 'good', SRU reviewers find that schools are not sufficiently realistic in their own judgements about their performance. A pre-requisite for improvement is an accurate assessment of the performance baseline. Currently about a third of schools are not sufficiently skilled in evaluating this and about 10% are 'inadequate'.

An important aspect is schools' ability to self-evaluate accurately and record their judgements in their self-evaluation forms (SEFs). The SRU has conducted a survey of the schools' judgements in SEFs compared to the judgements made by reviewers in reports.

Schools are required to calibrate their expectations in line with the standards in the Review Framework and Guidance. Figure 8, 'Comparison between SEFs and reports', indicates the extent of that match and variation in the aspect of overall effectiveness. The low incidence of these

judgements being similar is evident; at best it is only in a third of schools. There is considerable work to be done in this area of school self-evaluation and calibration. Generally, just less than a third of schools' judgements are matching the reviewers' findings and about a quarter are showing two or more grades of difference, mostly inflated. The SRU has indicated to schools during their SEF training and made recommendations in their review reports that where schools need to build greater capacity to improve, then a better understanding of what constitutes 'good' schooling is required and a better understanding of the evaluation criteria in the Review Framework and Guidance is vital.

FIGURE 8:
COMPARISON BETWEEN SEFS AND REPORTS IN CYCLES 1 AND 2



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' attainment in external examinations, such as the QAAET national examinations and those set by the Ministry of Education (MoE), and performance in internal tests set by the school. Importantly, the achievement and progress students make in their lessons is observed by the review teams and the students' work over time is scrutinised.

There is not a consistently close relationship between the results achieved either in the schools' internal tests or MoE examinations with the standards often seen in classrooms. When review teams check the quality of achievement and the standards of students' work in classrooms, these are not often as high as would be indicated by those test and examination results. The match with the results of national examinations which are set by the National Examination Unit are more in keeping with what might be expected.

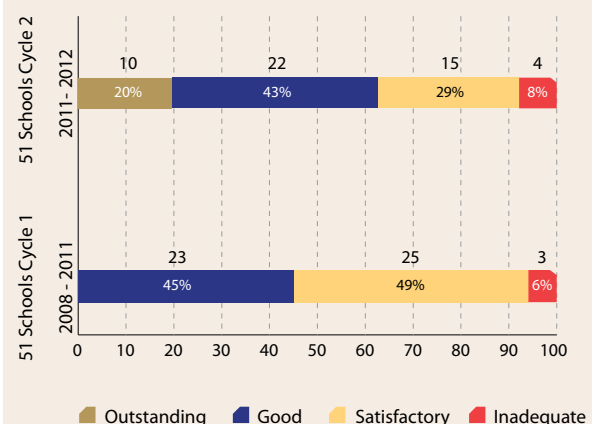
There is a close correlation in reports between the schools' overall effectiveness and the students' academic achievement and the quality of teaching and learning. The students' academic achievement is identified to the grades in figure(1) for overall effectiveness. This is because successful schools secure consistently 'good' or better teaching which has a positive impact on the students' academic progress and attainment. Where teaching is less 'good', students understandably achieve less well.

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 and the way they are growing and developing as young people. Reviewers evaluate students' ability to work together, think analytically and act with self-confidence and independence. Importantly, the review team also assesses whether students feel safe and secure at school.

This is the most improved of the aspects reviewed with almost two thirds of schools in Cycle 2 being judged 'good' or better and with a distinct increase in the proportion being 'outstanding'. Figure 9 illustrates this. However, there are some concerns in about a tenth of boys' schools from all phases where students' personal development is 'inadequate'.

FIGURE 9:
STUDENTS' PERSONAL DEVELOPMENT IN CYCLES 1 AND 2



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. Students often show a careless attitude towards the school environment, for instance by casually dropping litter or more seriously defacing property. In a very small minority of boys' schools that fail to provide an adequate quality of education, students' safety and security are at risk through physical

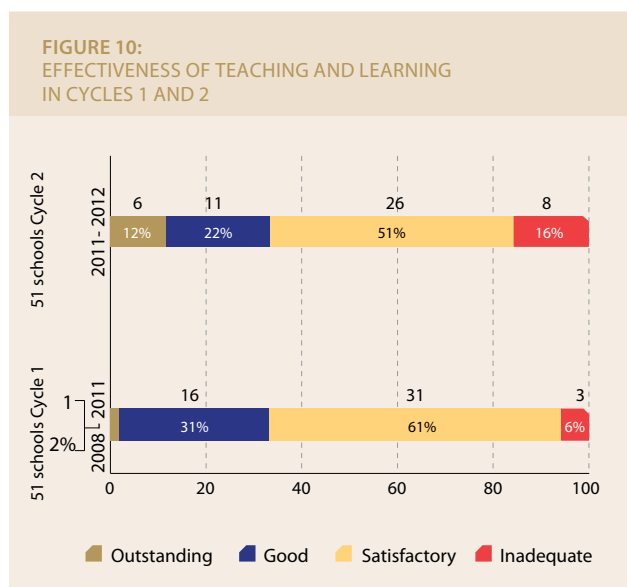
intimidation and verbal threats. This is obviously a very serious situation.

By contrast, in those two-thirds of 'good' and 'outstanding' schools, students attend regularly and receive effective support from home. Their self-confidence makes a major contribution to their capacity to operate with some degree of independence. 'Good' teaching supports this growing independence. 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 community.

EFFECTIVENESS OF TEACHING AND LEARNING

In this aspect of the review process, reviewers assess the effectiveness of different components of teaching and learning and their impact on the progress students make. The emphasis is on whether the teaching is making a difference to the students' learning and developing their knowledge, skills, understanding and values.

Of all the aspects of the school's provision upon which review teams focus, teaching and learning are the areas that most consistently raise the most concern. When comparing the 51 schools reviewed in both Cycles, less progress was evident in eradicating 'inadequate' teaching as it marked 16% of the lessons in Cycle 2. However, an increase in the 'outstanding' lessons was recorded, as Figure 10 illustrates the improved position in Cycle 2 with 12% of schools being judged to have 'outstanding' teaching.



The most significant shortcoming in the 'satisfactory' and 'inadequate' lessons, as stated in previous annual reports, remains in teachers not matching their lessons to the

differing needs of 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 with close 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 only upon short and restricted exercises from a textbook. In 'good' and 'outstanding' lessons, teaching engages students of different abilities actively.

In 'satisfactory' and 'inadequate' lessons, independent learning skills are not promoted enough 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 particularly, teachers do not assess learning adequately and do not use assessment to provide constructive feedback to students on their strengths and their areas for development. In these schools assessments are not used to plan the appropriate next steps of learning for the students. Conversely, where teaching is 'good' or 'outstanding', teachers use accurate assessments of students' prior learning to set challenging and interesting assignments.

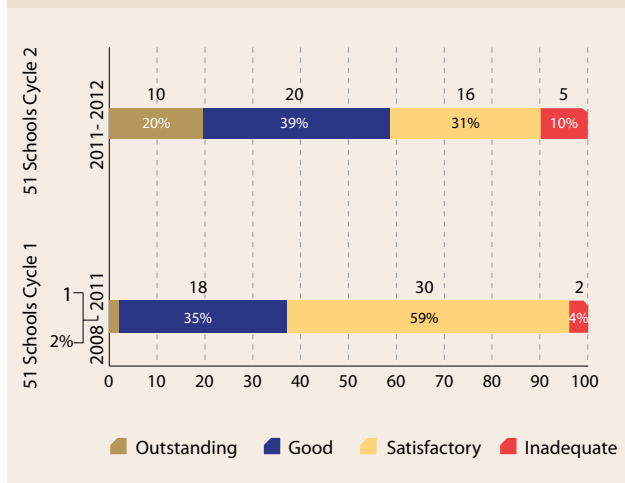
Reviewers concentrate their lesson observations upon the four core subject areas of Arabic, English, mathematics and science for older students. For younger students in primary schools, these subjects are often taught through general teaching, where specific subject content is integrated into cross-curricular themes and topics. This approach appears to facilitate better collaboration among teachers where 'good' practices are shared more readily than in schools where subjects are taught discretely. Typically, teaching is at its best in the first three years of primary schools.

CURRICULUM IMPLEMENTATION AND ENRICHMENT

In this aspect, reviewers evaluate the ways in which schools implement the MoE curriculum. Primarily, review teams look at how the curriculum is enriched and how, for example, links are made between different subjects and how relevance and interest 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 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 Cycle 2, the curriculum implementation was found to be 'good' or 'outstanding' in almost 60% of schools, a significant improvement on previous review results for the same schools, as shown in Figure 11.

FIGURE 11:
CURRICULUM IMPLEMENTATION AND ENRICHMENT
IN CYCLES 1 AND 2



In these successful schools, an imaginative approach is used to make the curriculum more interesting and relevant to the students. In these 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 still a significant proportion of schools reviewed are not 'good' at this, especially in the implementation and delivery of the basic curriculum in lessons.

In those schools where curriculum enrichment is well developed, the greatest strengths are in having an environment that stimulates learning, a wide range of extra-curricular activities and 'good' links between subjects. These strengths are rather more apparent than consistently enhanced curriculum delivery in lessons. Also, strong links across mathematics, science and technology subjects enable basic skills to be applied and extended in a practical cross-curricular pattern.

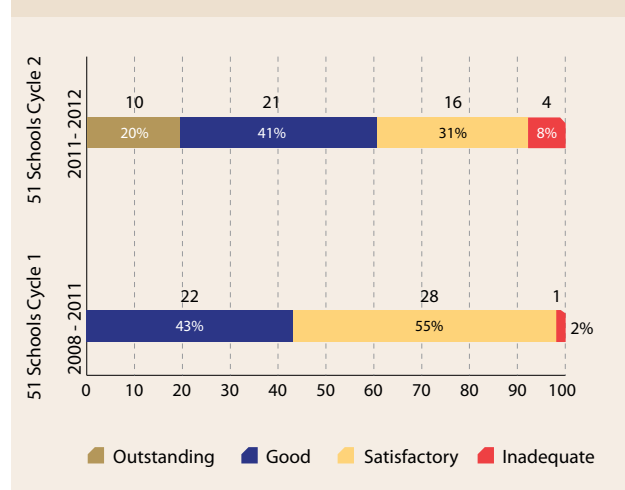
Taking into account all the schools visited during Cycles 1 and 2, the 'inadequate' schools share common weaknesses in their curriculum implementation. About one in ten do not make links between subjects, and planning for students to use their basic skills across the curriculum is underdeveloped. In these cases basic skills are not embedded and often expertise declines because of a lack of meaningful application in the curriculum content under study. Without practical purpose and relevance being evident, the curriculum does not appeal to students' interests or meet their needs well enough.

STUDENT SUPPORT AND GUIDANCE

The quality of support and guidance that a school provides is judged by the degree to which students are cared for, helped to make 'good' progress from their starting points and succeed in their academic achievement through the growth of their personal development. It includes consideration of how well students are inducted into school and how well their personal needs are assessed. Consideration is also given to the quality of guidance they receive about ongoing 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 families and support and guide students in their life at school. Of all the aspects of a school's work which reviewers evaluate this, linked with the resulting personal development, is amongst the strongest. Support and guidance for effective academic achievement is not so strong, as teachers sometimes separate the essential elements of care and support from the teaching process with the result that students' learning is not as 'good' as it might be. Overall, as shown in Figure 12, the situation is improving.

FIGURE 12:
STUDENTS' SUPPORT AND GUIDANCE IN CYCLES 1 AND 2



Almost two-thirds of schools reviewed in Cycle 2 were graded as 'good' or 'outstanding' in this aspect where previously the proportion was much lower, especially in the 'outstanding' category. A notable strength amongst nearly all the schools reviewed is in their success in providing effective induction programmes to introduce new students to school life. The position is not as positive as it might be because the number of schools being judged 'inadequate' increased from only one in Cycle 1 to four in Cycle 2.

A general weakness is in assessing the needs and providing appropriate support in the process of teaching itself, support which is sensitively and appropriately shared according to the particular needs of the different students. A common finding across many of the schools reviewed over the past two years is that the strength of the support and the general awareness of students' needs are not evident in the lessons. Students' 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 and learning. In 'outstanding' schools, such support and challenge is provided both as a part of the teaching in classrooms and across school life.

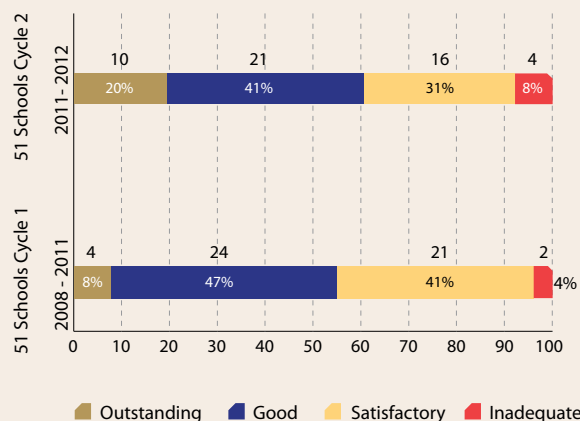
Where schools are 'inadequate' in this aspect there is often associated weakness in these schools' leadership and management. This is particularly the case in those very few boys' schools where students are intimidated and feel unsafe.

EFFECTIVENESS OF SCHOOL LEADERSHIP, MANAGEMENT AND GOVERNANCE

This aspect of SRU reporting on schools concentrates on how effectively school leaders drive learning and inspire and motivate their staff. It particularly considers the extent to which they have a clear vision of success and the route to school improvement through the effective implementation of development planning in the short-, medium- and long-terms.

Due to improvements in leadership and management, mainly in girls' schools, Cycle 2 shows an increase in the proportion of schools judged to be 'outstanding' in this aspect, 20% compared to about 10% for the same schools in previous rounds of reviews. However, Cycle 2 also shows a significant increase in the number of schools that have leadership and management judged to be 'inadequate', now four schools out of the 51 schools reviewed in Cycle 2, whereas previously in Cycle 1, only two schools were 'inadequate' in this aspect, as shown in Figure 13.

FIGURE 13:
EFFECTIVENESS OF LEADERSHIP, MANAGEMENT AND GOVERNANCE IN CYCLES 1 AND 2



A difficulty which schools face in maintaining quality leadership and the management of continuous improvement is in the regularity with which principals and vice principals are moved from school to school, especially where 'good' leaders are moved before improvements are consolidated. In a significant proportion of the schools reviewed, the teams found principals and vice principals who had only been at the school for a relatively short period of time. Whilst staffing changes are inevitable, 'good' senior leaders need time to bring about sustainable improvement, especially in those schools which are judged to be struggling. A minimum period of tenure of at least three years is usually considered necessary, with further continuity provided by the wider membership of the leadership team.

'Good' school leadership does not just rely upon the skills of the principal and vice principals; to be effective the leadership needs to be a broader team effort and set in a strategic planning framework for improvement, which might well need to extend beyond the institution itself. 'Outstanding' schools have models of effective distributed leadership. In those schools where the principals were relatively new, the SRU reviewers evaluated the strength of the senior team members as a whole when coming to their judgement about the different schools' capacities to improve.

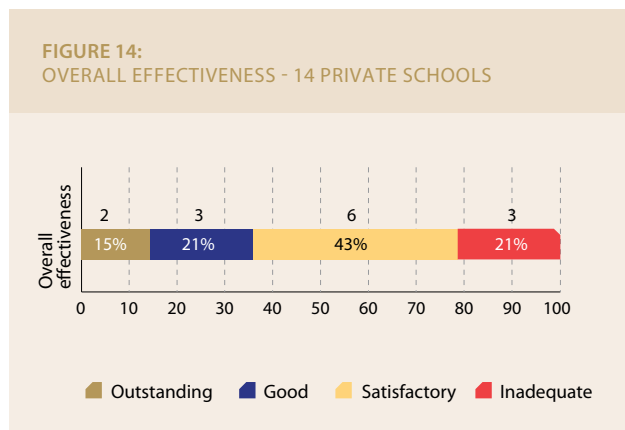
In a small number of cases, the leadership and management grade is higher than that for overall school effectiveness. This is usually due to the review team evaluating the quality of a new principal or leadership team where their presence, plans and policies had only just started to have a significant impact on the life of the school. These reasons also explain why the judgement for the capacity to improve may be higher than overall effectiveness.

'Good' school leadership teams' main strengths are in their capacity to inspire, motivate and support staff effectively. In over 60% of schools reviewed in Cycle 2 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; similarly, about 60% of successful teams were 'good' or 'outstanding' in this.

In weak schools there is a lack of follow-up or analysis of the impact of professional development on the actual practice of teaching. 'Outstanding' schools ensure that investment in teachers' training has a consequent impact on routine classroom practices.

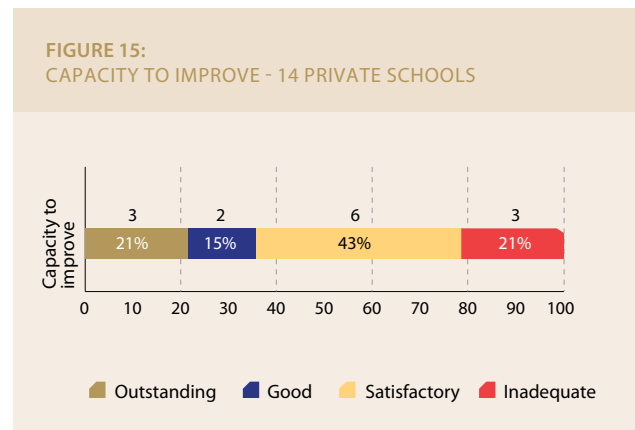
REVIEWS OF PRIVATE SCHOOLS

As the academic year 2011-2012 was the first year that private schools had been reviewed and their reports published by the SRU, there is no prior data to draw any comparisons. Out of 67 private schools, 14 schools had been reviewed, in terms of their **overall effectiveness**, two are 'outstanding', three are 'good', six are 'satisfactory' and three are 'inadequate', as illustrated in Figure 14.

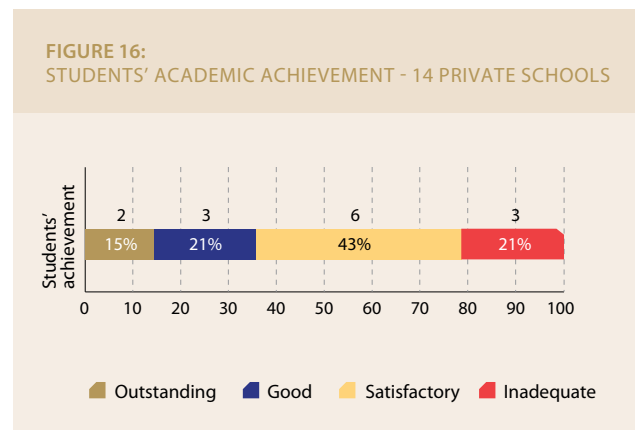


Private schools are often very different in character and organisation to the government schools, mainly because students and staff are of mixed gender and about half of the private schools are all-age 'through-schools', which cater for students of primary and secondary age in the single institution. Although the sample size is too limited to draw any statistically reliable comparisons with government schools, broad similarities are emerging.

Figure 15 illustrates the private schools' **capacities to improve** as slightly greater than the judgements about their schools' overall effectiveness. This is because most of the schools' senior leadership teams have a firm understanding of what their schools need to do to improve and because they are implementing appropriate actions to bring this about. Nevertheless, three schools are judged not to be in this position and are clearly in need of some type of external assistance to bring them from their currently 'inadequate' positions.

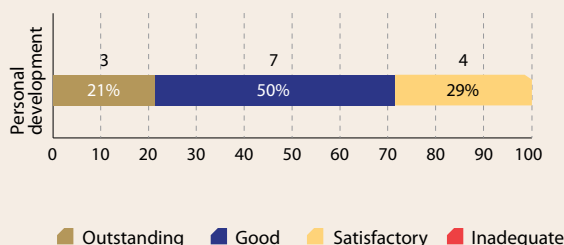


The performance of the private schools is judged in accordance with the aspects of the Review Framework and Guidance. Figure 16 illustrates that in the first cycle of private school reviews five of the 14 schools have **students' achievement** that is 'good' or better. Those three schools where academic achievement is 'inadequate' need serious attention to bring about improvement.



In terms of **students' personal development**, the schools are rather more successful in that none are 'inadequate' in this respect and over 70% are 'good' or 'outstanding', as shown in Figure 17 below. Students develop well when they are well cared for and receive 'good' guidance and so similarities in the judgements made about their personal development and the schools' provision of guidance and support, illustrated in Figure 20 might be expected. Nevertheless in a few schools, the students' personal development is rather better than the support and guidance.

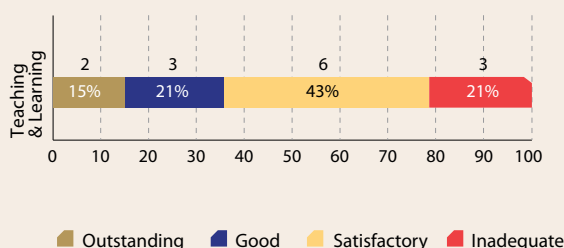
FIGURE 17:
STUDENTS' PERSONAL DEVELOPMENT - 14 PRIVATE SCHOOLS



The quality of teaching and learning is directly equivalent to the impact on students' academic achievement. Figure 18 indicates for teaching and learning the same proportional qualities as the students' academic achievement, illustrated in Figure 16. Where teaching and learning is 'good' or better then there is an equivalent impact on students' achievement; where teaching and learning is less than 'good' then achievement is consequently similar.

There is considerable room for improvement in teaching and learning in well over half the 14 private schools reviewed, seriously so in almost a quarter. In the two 'outstanding' schools, the interplay of effective teaching and learning with a relevant curriculum brings high achievement. Teaching is underpinned by accurate assessment and leadership and management ensure close support for individual students.

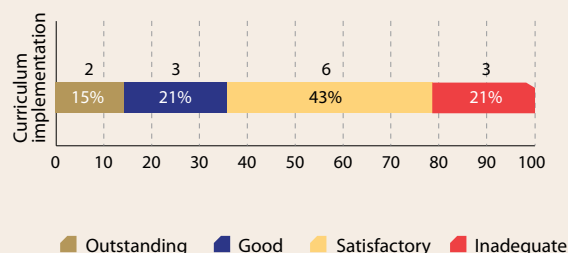
FIGURE 18:
TEACHING AND LEARNING - 14 PRIVATE SCHOOLS



Evaluation by the SRU review teams show that for **curriculum implementation and enrichment**, as illustrated in Figure 19, judgements are unsurprisingly congruent to those for teaching and learning. Private schools, unlike government schools, have greater freedom in their choice of curriculum, so a wide variety of different international curriculum models are followed and adapted to meet the needs of students studying in Bahrain. In the 14 private schools reviewed, curriculum models include those from India, England and the USA, with corresponding sets of their national tests and their external examinations

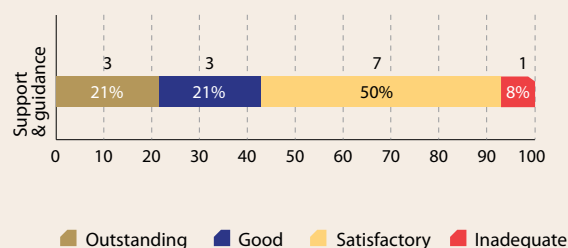
from those countries and in some cases the International Baccalaureate.

FIGURE 19:
CURRICULUM IMPLEMENTATION
AND ENRICHMENT - 14 PRIVATE SCHOOLS



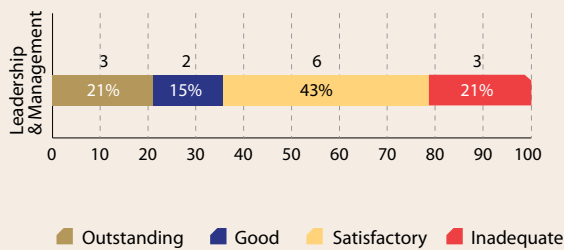
Judgements are somewhat better for **support and guidance**, as illustrated in Figure 20, than for teaching and learning, Figure 18, and curriculum implementation and enrichment, Figure 19. This evaluation of private schools' provision for support and guidance, when compared to other aspects, tends to indicate the need in many schools for closer support for students during teaching. This support and guidance might usefully be linked to greater challenge in the teaching, so that students make more progress in their academic work in line with their capabilities.

FIGURE 20:
SUPPORT AND GUIDANCE
FOR STUDENTS - 14 PRIVATE SCHOOLS



Similar proportions of judgements as for most categories are attributed to the leadership, management and governance of the private schools reviewed. The same proportions are 'outstanding' and 'inadequate', as shown in Figure 21. These judgements represent the range in quality of education provided by these private schools. Three schools have 'outstanding' leadership and management, whereas in three others these aspects are judged as 'inadequate', 21% respectively. Almost 60%, represented by eight schools, are 'good' or 'satisfactory'.

FIGURE 21:
LEADERSHIP, MANAGEMENT AND GOVERNANCE
- 14 PRIVATE SCHOOLS



Clearly the effectiveness of a school's leadership and management is highly significant in its overall performance, as illustrated by these reviews of private schools in Bahrain to date.

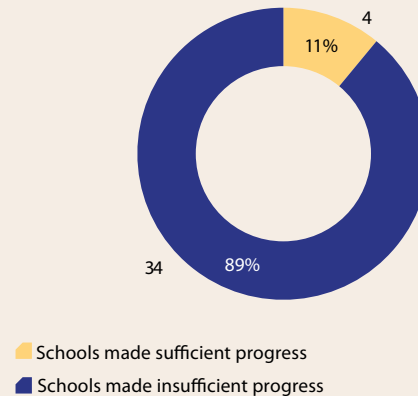
AFTER THE REVIEW

After the review, all schools whether government or private are asked to complete an action plan to address the recommendations outlined for the areas for improvement identified in the review report. Schools are given ten weeks after the review to formulate an action plan. This is submitted to the SRU and in the case of government schools, to the MoE 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 the schools' progress towards addressing those areas which were identified as being in need of improvement.

MONITORING VISITS OF SCHOOL PREVIOUSLY JUDGED 'INADEQUATE'

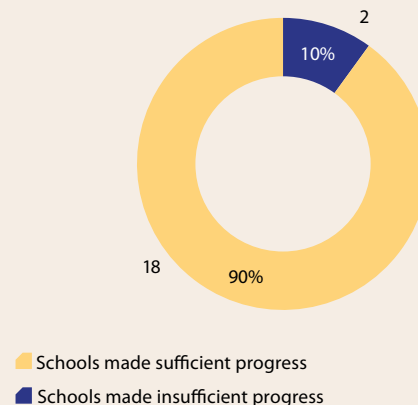
The SRU has conducted monitoring visits in 38 schools of the 41 government schools that were judged as 'inadequate' in Cycle 1 reviews, as three schools were returned to the normal review cycle in 2010-2011 after their first monitoring visit. Figure 22 shows that when visited, four of these 38 schools, 11%, were considered to have made sufficient progress at their first monitoring visit and so were removed from the monitoring phase and included once more in the regular cycle of school reviews.

FIGURE 22:
'INADEQUATE' GOVERNMENT SCHOOLS' PROGRESS
AT FIRST MONITORING VISITS



Of the remaining 34 schools, 20 schools, 59%, received a second monitoring visit, in accordance with review procedures. At this second visit, 18 of these 20 schools, 90%, were considered to have made sufficient progress and therefore were returned to the regular cycle of school reviews. However, two schools, 10%, were considered to have made insufficient progress at this second visit as shown in Figure 23.

FIGURE 23:
'INADEQUATE' GOVERNMENT SCHOOLS' PROGRESS
AT SECOND MONITORING VISITS



In addition to those two schools that remain 'inadequate', 14 'inadequate' schools from Cycle 1 are scheduled to receive their second monitoring visit during the academic year, 2012-2013. Additionally eight schools judged to be 'inadequate' from reviews in Cycle 2 will receive their first monitoring visits during the same academic year. Therefore, at the time of reporting, 24 government schools are undergoing monitoring visits.

CONCLUDING REMARKS

School improvement requires planning and action. Planning needs to 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 'inadequate', then a more radical approach to intervention, strategic planning (short-, medium- and long-term), implementation and direct action is required.

There are a number of main areas that need to be improved as can be seen from the recommendations in the review reports of many of schools and from which important aspects can be extrapolated for more general consideration. These include the poor performance of boys' intermediate schools. This needs to be given attention.

The assessment of students' progress and achievement needs to be accurate and external benchmarking used to support these assessments. School reviews continue to report that the standards witnessed in classrooms do not correspond to the standards reported in MoE and school assessments. The school-based elements of overall assessment grades should be substantiated with accurate and timely evidence of students' performance that go alongside the MoE and school test results. National examination results and other valid assessments that are shared with students should inform schools about their students' progress, achievements, strengths and areas for improvement.

The quality of teaching and learning needs to be improved. The range of strategies used needs to be increased in order to provide appropriate levels of challenge for students of all abilities in lessons and in their independent learning.

The curriculum needs to be implemented in imaginative and practical ways which students see as relevant to their lives. In too many schools, especially intermediate and secondary boys' schools, the curriculum continues to be delivered in unchallenging ways, often directly from textbooks. In many schools there needs to be less dependency on textbooks as the sole teaching and learning resource, and use various resources to enrich subjects and enhance the delivery of curriculum.

A realistic approach to self-evaluation is required. A good self-evaluation is a tool for improvement. However, this needs to be based upon reliable information, tangible evidence and careful reflection which inform the school's development, and action planning. The use of the criteria

in the Review Framework and Guidance is essential, for example, where a self-evaluation form (SEF) grades the provision as 'good', then the information and evidence to support that assertion needs to be clearly stated and matched against the appropriate 'good' criteria in the framework. The same principle applies to the construction, implementation, monitoring and evaluation of the schools' improvement and development plan.



National Examinations Unit

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National Examinations Unit

INTRODUCTION

In May 2012 Grade 3 and 6 students in all public schools took the National Examinations for the fourth time, whereas Grade 9 students in all public schools took them for the third 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. One private school also took the national examinations on a voluntary basis. Both MoE teachers and the teachers at the private school co-operated fully with all NEU administrative arrangements.

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 topics and skills. The following outlines the results of the analyses of the May 2012 examinations, and any relevant comparisons with the 2009 to 2011 results.

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.

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 that is based on an absolute ability scale derived from a Rasch model within item response theory. It is a measure of 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 years' performance. Test equating enables the comparison of the performance of the subsequent years against the baseline years' performance.

For security purposes, the QAAET 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 QAAET uses a process called equating, which adjusts for differences in difficulty among the tests from year to year. Equating 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 common-item non-equivalent group design to equate QAAET tests over different years, so the performance scores reported here for 2012 are statistically comparable to all previous years' results.

STUDENT PERFORMANCE

Students' mean performance scores are presented in Table 1.

TABLE 1:
GRADE 3, 6 AND 9 2009-2012 MEAN PERFORMANCE SCORES

Grade	Subject	2009	2010	2011	2012
3	Arabic	4.00	4.05	3.70	2.69
	Mathematics	4.00	4.35	3.40	2.05
6	Arabic	4.00	3.90	2.50	1.74
	Mathematics	4.00	4.05	2.50	1.83
	English	4.00	4.05	3.30	2.47
	Science	4.00	4.05	2.85	1.94
9	Arabic	–	4.00	2.75	1.51
	Mathematics	–	4.00	3.85	1.77
	English	–	4.00	4.05	3.31
	Science	–	4.00	2.80	1.27

The mean performance scores show that students' performance decreased in all grades and in all subjects. The biggest decreases from 2011 to 2012 are in Mathematics and Science in Grade 9 and the smallest decreases are in Arabic and Mathematics in Grade 6, and in English in Grade 9. This overall decrease follows on from the decrease observed in 2011, which at the time was thought to be an exception caused by the situation in the Kingdom of Bahrain during the second term of the 2010-2011 school year.

The QAAET has no direct evidence to explain this continued decrease in results. However, two questions might be worth exploring:

- Is the situation in the Kingdom during 2011 and 2012 affecting students, and their motivation, for longer and in more severe ways than originally expected?

- Are students' and teachers' initial enthusiasm and excitement with the national examinations waning, particularly since the national examinations do not count towards students' grades and promotion to the next year?

Tables (2) to (4) show the cumulative percentages of performance scores, and Figures 24 to 33 illustrate these. The colour yellow in the tables highlights the performance at 4.0, which is the baseline from which measurement of performance started.

TABLE 2:
2009-2012 GRADE 3 CUMULATIVE PERCENTAGES
OF PERFORMANCE SCORES

Performance Score	Arabic				Mathematics			
	2009	2010	2011	2012	2009	2010	2011	2012
0.0	100	100	100	100	100	100	100	100
1.0	92.3	95.4	88.4	79.3	93.3	94.5	89.0	74.8
2.0	84.5	85.3	79.7	64.9	85.1	90.2	78.2	50.9
3.0	69.4	69.4	64.9	46.1	72.9	79.2	58.6	25.6
4.0	49.1	50.1	46.8	21.2	48.7	60.4	35.0	8.4
5.0	29.2	30.7	28.5	6.9	24.8	39.4	15.6	1.8
6.0	13.5	13.4	13.9	1.6	9.9	21.0	5.3	0.3
7.0	4.6	4.0	3.7	0.5	2.2	7.5	1.5	0.0
8.0	1.0	1.1	1.5	0.1	0.5	2.5	0.3	0.0

TABLE 3:
2009-2012 GRADE 6 CUMULATIVE PERCENTAGES
OF PERFORMANCE SCORES

Performance Score	Arabic				Mathematics				English				Science			
	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
0.0	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100	100
1.0	90.9	94.3	75.8	63.5	85.8	88.6	77.4	63.4	97.3	97.8	94.6	77.1	95.8	97.6	88.8	82.5
2.0	83.0	85.2	61.4	48.7	76.9	81.6	55.0	42.6	94.5	95.8	81.6	53.8	92.4	94.9	75.4	44.6
3.0	70.6	72.0	40.0	28.6	64.5	66.2	32.7	21.9	76.8	82.3	49.6	31.5	78.7	83.9	50.0	15.0
4.0	52.4	50.5	20.5	10.2	43.4	46.9	14.2	8.9	36.7	49.6	21.6	16.9	49.8	57.3	20.6	2.6
5.0	28.2	26.2	6.6	2.0	21.3	23.3	4.4	2.7	15.1	20.4	10.0	6.7	19.8	22.0	4.3	0.2
6.0	8.7	8.0	1.3	0.1	7.7	8.9	1.3	0.8	5.5	7.7	4.1	2.8	2.8	3.6	0.4	0.0
7.0	1.7	1.1	0.0	0.0	2.0	3.1	0.2	0.1	1.8	2.7	1.7	0.9	0.2	0.3	0.0	0.0
8.0	0.1	0.1	0.0	0.0	0.3	0.7	0.0	0.0	0.6	0.8	0.5	0.3	0.0	0.0	0.0	0.0

TABLE 4:
2010-2012 GRADE 9 CUMULATIVE PERCENTAGES
OF PERFORMANCE SCORES

Performance Score	Arabic			Mathematics			English			Science		
	2010	2011	2012	2010	2011	2012	2010	2011	2012	2010	2011	2012
0.0	100	100	100	100	100	100	100	100	100	100	100	100
1.0	93.0	74.8	56.5	85.7	77.3	53.8	93.1	91.4	79.1	94.2	90.9	59.0
2.0	87.0	62.3	42.7	79.3	71.8	37.5	84.5	85.4	61.1	92.1	71.4	25.3
3.0	72.6	47.9	31.5	69.3	57.1	22.8	66.5	71.1	41.4	80.5	42.6	6.0
4.0	49.9	28.7	15.2	44.7	38.8	10.3	40.2	41.0	24.7	51.5	17.1	0.7
5.0	27.2	13.8	4.0	22.6	20.4	4.0	22.7	19.8	9.5	20.1	3.2	0.0
6.0	9.8	4.5	0.6	7.7	6.9	0.8	9.7	9.3	5.1	4.6	0.2	0.0
7.0	2.1	1.1	0.1	2.3	1.3	0.0	3.4	3.4	2.1	0.3	0.0	0.0
8.0	0.4	0.2	0.0	0.5	0.2	0.0	0.9	0.7	0.7	0.0	0.0	0.0

FIGURE 24:
PERFORMANCE SCORES IN GRADE 3 ARABIC

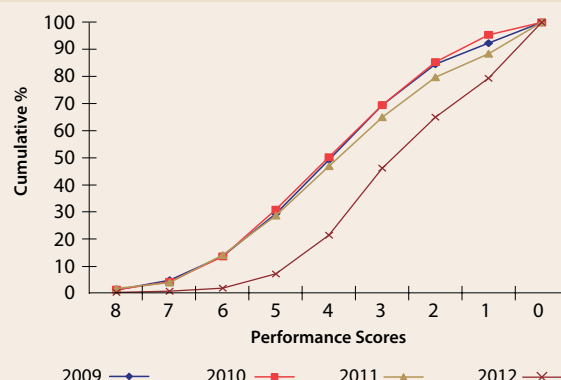


FIGURE 25:
PERFORMANCE SCORES IN GRADE 3 MATHEMATICS

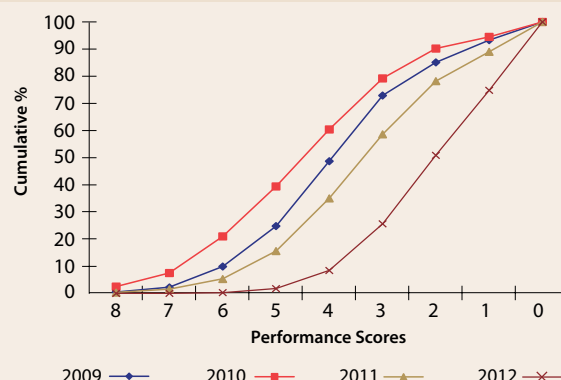


FIGURE 26:
PERFORMANCE SCORES IN GRADE 6 ARABIC

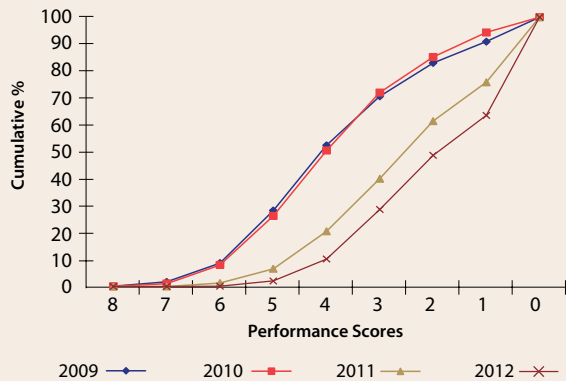


FIGURE 29:
PERFORMANCE SCORES IN GRADE 6 SCIENCE

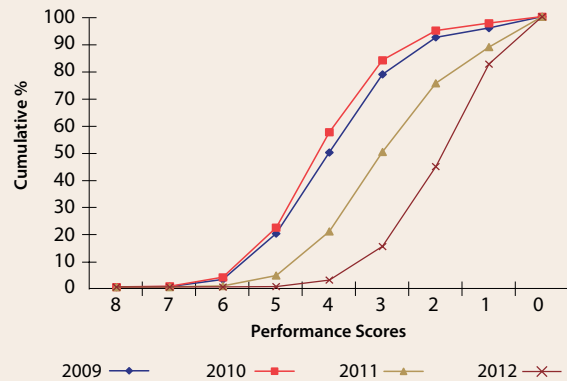


FIGURE 27:
PERFORMANCE SCORES IN GRADE 6 MATHEMATICS

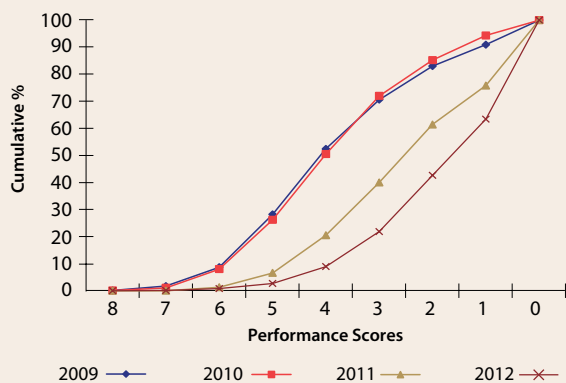


FIGURE 30:
PERFORMANCE SCORES IN GRADE 9 ARABIC

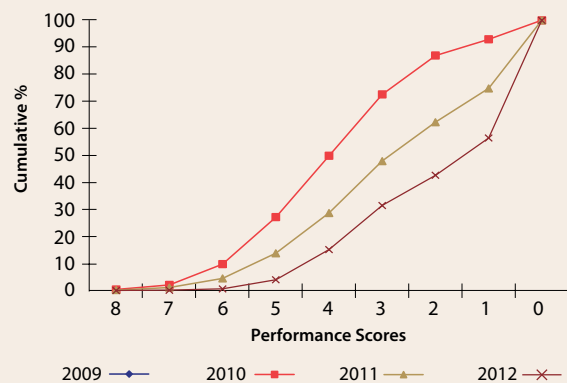


FIGURE 28:
PERFORMANCE SCORES IN GRADE 6 ENGLISH

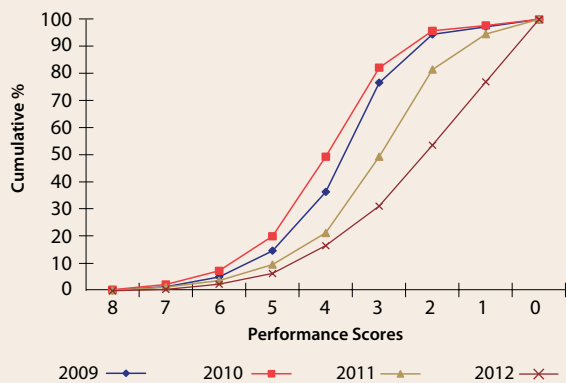


FIGURE 31:
PERFORMANCE SCORES IN GRADE 9 MATHEMATICS

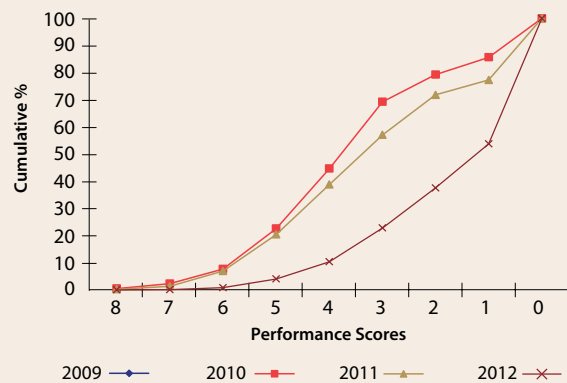


FIGURE 32:
PERFORMANCE SCORES IN GRADE 9 ENGLISH

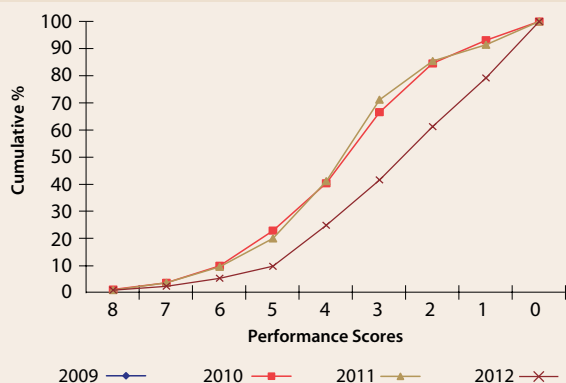
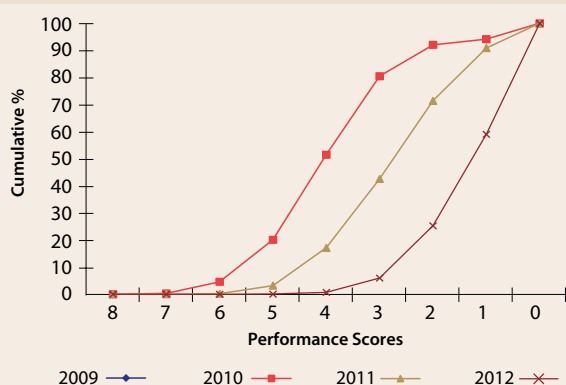


FIGURE 33:
PERFORMANCE SCORES IN GRADE 9 SCIENCE



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

The data 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. 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. Some skills in the languages, which include many individual skill areas, are based on one or two marks only, which means that student performance can fluctuate widely year on year.

PERFORMANCE BY THE NATIONAL COHORT AT GRADE 3 ARABIC (TABLE 5)

- In 2012 performance in *Writing* is significantly stronger than in *Reading* and *Listening*.
- Skills, in which students perform consistently well, are: *Main ideas of the conversation*, *Follow detail or instructions* and *Write a short story*.
- Skills, in which students show consistent weak performance, include *Give meanings of words*, *Suggest what happens next* and *Understand implicit meaning*.
- Some skills are based on a low number of marks so student performance may fluctuate considerably from year to year, for example, *Detail of the conversation*, which is based on one mark.

TABLE 5:
GRADE 3 2009-2012 ARABIC RESULTS BY TOPIC AND SKILL

		2009	2010	2011	2012
Topic	Writing	3.8	3.9	4.0	3.3
	Reading	3.9	4.0	3.7	2.1
	Listening	4.2	4.2	4.0	2.4
Skill	Appreciate writers' language	4.4	3.8	3.0	2.6
	Detail of the conversation	1.3	3.2	4.5	6.0
	Detect tone of voice	4.7	3.7	4.1	2.5
	Follow detail or instructions	3.2	3.3	5.3	3.9
	Give meanings of words	1.2	3.1	2.9	2.3
	Main ideas of the conversation	5.5	4.9	4.7	4.2
	Order sentences coherently	3.4	3.8	N/A	N/A
	Punctuation and vocalization	3.5	2.8	4.4	2.9
	Select/retrieve information	4.3	4.7	5.1	2.8
	Spell a range of words	3.9	3.9	4.0	2.5
	Suggest what happens next	2.5	1.6	2.2	2.6
	Understand explicit meaning	3.0	3.6	4.8	2.1
	Understand implicit meaning	3.7	2.6	3.3	1.9
	Use a range of vocabulary	3.7	3.9	4.0	N/A
	Write a short story	N/A	N/A	4.1	3.7
	Write a simple letter	N/A	N/A	3.8	2.9
	Whole subject	4.0	4.1	3.7	2.7

MATHEMATICS (TABLE 6)

- As in previous years, student performance across all topic and skill areas is almost identical.

TABLE 6:
GRADE 3 2009-2012 MATHEMATICS RESULTS BY TOPIC AND SKILL

		2009	2010	2011	2012
Topic	Geometry and measure	4.0	4.5	3.4	2.0
	Number and algebra	3.9	4.5	3.3	2.0
	Statistics and probability	3.8	4.7	3.3	2.1
Skill	Mathematical knowledge	4.0	4.5	3.3	2.0
	Using and applying mathematics	3.9	4.4	3.3	1.9
	Whole subject	4.0	4.4	3.4	2.1

PERFORMANCE BY THE NATIONAL COHORT AT GRADE 6 ARABIC (TABLE 7)

- Some skills are based on a low number of marks so student performance can fluctuate considerably from year to year, for example *Main points of argument*, which is based on one mark.
- In 2012 performance in *Writing* is noticeably stronger than in *Reading* and *Listening*.
- Skills, in which students perform consistently well, are *Identify the main points*, *Identify sequence* and *Identify the general idea*.
- Skills, in which students show consistent weak performance, include *Comment on writer's words*, *Give meanings of words* and *Writer's purpose and viewpoint*.

TABLE 7:
GRADE 6 2009-2012 ARABIC RESULTS BY TOPIC AND SKILL

		2009	2010	2011	2012
Topic	Writing	3.7	3.8	3.6	3.2
	Reading	3.9	3.9	1.6	1.2
	Listening	4.9	4.3	2.9	1.8
Skill	Basic elements of narrative	3.9	3.9	4.2	3.8
	Comment on grammar	3.6	3.4	1.7	1.3
	Comment on writer's words	3.1	2.9	1.0	1.8
	Give meanings of words	3.1	3.4	0.9	2.4
	Identify characteristics	2.8	3.3	0.8	0.5
	Identify fact and opinion	4.7	4.5	3.0	2.3
	Identify Sequence	5.3	5.9	3.7	4.5
	Identify the general idea	5.9	3.8	6.9	6.5
	Identify the main points	5.6	5.0	4.0	4.4
	Logical sequence of argument	3.6	3.6	3.7	3.8
	Main points of argument	4.6	4.0	1.3	1.0
	Pass judgment on the argument	3.4	3.4	2.0	1.4
	Presentation and handwriting	4.0	4.8	4.6	N/A
	Punctuation and vocalization	3.1	3.1	3.0	N/A
	Spelling	4.0	4.8	4.0	1.8
	Structure and grammar	3.8	3.7	3.9	N/A
	Summarise	6.2	3.4	3.6	2.1
	Understand implicit meaning	3.2	3.6	2.3	2.3
	Use expressive language	3.9	3.8	4.0	N/A
	Write for a specified audience	3.8	3.6	3.7	N/A
	Writer's purpose and viewpoint	3.2	2.5	2.0	1.6
	Whole subject	4.0	3.9	2.5	1.7

MATHEMATICS (TABLE 8)

- There were changes to the national curriculum in 2012, which were reflected in the test specification and the question papers. As a result, not all topics can be compared directly to previous years, for example *Algebra* was not a topic on its own in previous years (see footnotes).
- Student performance across all topics and skills is almost identical in 2012.
- Algebra* shows the strongest overall performance.

TABLE 8:
GRADE 6 2009-2012 MATHEMATICS RESULTS BY TOPIC AND SKILL

		2009	2010	2011	2012
Topic	Geometry & Measure ¹	4.1	3.9	2.5	1.8
	Statistics & Probability ²	3.8	4.3	2.4	1.9
	Number and Operations ³	3.4	3.3	2.3	1.8
	Algebra ⁴	2.3	2.7	1.7	2.0
Skill	Mathematical knowledge	3.7	3.9	2.4	1.8
	Using and applying mathematics	3.4	3.4	2.1	1.9
	Whole subject	4.0	4.1	2.5	1.8

ENGLISH (TABLE 9)

- In 2012 student performance is strongest in *Writing*.
- Skills, in which students perform consistently well, are *Understanding detail and gist* and *Understanding short dialogues*.
- Skills, in which students show consistent weak performance, include *Retrieving detail* and *Brief guided writing*.

TABLE 9:
GRADE 6 2009-2012 ENGLISH RESULTS BY TOPIC AND SKILL

		2009	2010	2011	2012
Topic	Writing	2.0	2.8	2.3	2.7
	Reading	4.1	4.2	3.2	2.1
	Listening	4.2	4.3	3.1	2.3
Skill	Brief guided writing	1.5	2.4	1.9	2.1
	(Identifying detail (dialogue	3.7	4.8	3.3	2.4
	Matching multiple short texts	3.2	3.8	2.9	2.0
	(Retrieving detail (monologue	2.9	1.0	1.1	1.0
	Skimming and scanning	4.1	4.0	3.1	2.3
	Story writing from pictures	2.0	2.7	2.2	2.6
	Understanding detail and gist	4.1	4.0	3.0	2.7
	Understanding short dialogues	5.2	4.8	3.5	3.6
	Understanding signs or notices	4.2	4.7	3.2	2.2
	Use of language in context	4.0	3.9	3.0	2.2
	Using grammar in context	3.9	3.8	3.2	2.3
	Whole subject	4.0	4.1	3.3	2.5

SCIENCE (TABLE 10)

- The test specification was revised for 2012 to reduce the number of questions in the Science examinations. A proportionate reduction in examination time was also implemented.
- Performance in 2012 is identical across all topics and skills.

TABLE 10:
GRADE 6 2009-2012 SCIENCE RESULTS BY TOPIC AND SKILL

		2009	2010	2011	2012
Topic	Natural science	4.1	4.1	2.9	1.9
	Life science and environment	3.9	4.1	2.8	1.9
	Earth and space science	3.9	4.1	2.8	1.9
Skill	Recall and understanding	4.0	4.1	2.9	1.9
	Applications and implications	4.0	4.1	2.9	1.9
	Enquiry skills and analysis	3.8	3.9	2.8	1.9
	Whole subject	4.0	4.1	2.9	1.9

¹ Previously *Geometry*

² Previously *Statistics*

³ Previously *Number*

⁴ Previously *Measurement*

PERFORMANCE OF THE NATIONAL COHORT AT GRADE 9 ARABIC (TABLE 11)

- Some skills are based on a low number of marks so student performance can fluctuate considerably from year to year, for example, *Identify the main points*, which is based on one mark.
- In 2012, as in 2011, students' performance is strongest in *Writing*.
- Skills, in which students perform consistently well, are *Understand content exactly* and *Create a simple plan*.
- Skills, in which students show consistent weak performance, include *Identify detail* and *Comment on writer's words*.

TABLE 11:
GRADE 9 2010-2012 ARABIC RESULTS BY TOPIC AND SKILL

		2010	2011	2012
Topic	Writing	3.8	4.3	3.6
	Reading	3.8	1.9	1.1
	Listening	4.8	2.8	1.7
Skill	Comment on grammar	3.2	2.4	1.3
	Comment on writers words	3.7	2.0	1.2
	Create a simple plan	3.5	4.0	3.6
	Express relevant ideas	3.9	4.4	N/A
	Give opinion objectively	4.0	3.8	2.1
	Identify detail	2.7	1.8	1.3
	Identify the main points	6.3	3.7	2.9
	Identify writer's attitude	3.6	2.0	2.2
	Meanings of words in context	3.7	2.3	1.3
	Summarise main points	3.6	2.0	1.4
	Understand content exactly	4.3	2.6	3.3
	Use a creative style	3.7	4.3	N/A
	Write accurately	3.7	4.3	N/A
	Whole subject	4.0	2.8	1.5

MATHEMATICS (TABLE 12)

- There were changes to the national curriculum in 2012, which were reflected in the test specification and the question papers. As a result, not all topics can be compared directly to previous years: *Geometry & Measure* was only *Geometry* in previous years (see footnotes).
- Student performance across all topics and skills is almost identical in 2012.

TABLE 12:
GRADE 9 2010-2012 MATHEMATICS RESULTS BY TOPIC AND SKILL

		2010	2011	2012
Topic	Statistics and Probability ⁵	4.6	2.3	1.8
	Geometry & Measure ⁶	4.0	3.1	1.8
	Number and Operations	3.5	3.3	1.8
	Algebra	3.4	2.8	1.7
Skill	Mathematical Knowledge	4.2	3.2	1.8
	Using and Applying Mathematics	3.1	3.1	1.8
	Whole subject	4.0	3.9	1.8

ENGLISH (TABLE 13)

- Writing* is still the weakest topic in 2012, although in relation to *Reading* and *Listening* it has improved.
- All three topics show very similar performance in 2012, whereas in previous years there was a very significant difference between *Writing* on the one hand, and *Reading* and *Listening* on the other hand.
- Consistently good performance can be seen in *General comprehension* and *Listening for detail*.
- Consistently weak performance can be seen in *Listening/writing information* and *Write continuous prose*.

TABLE 13:
GRADE 9 2010-2012 ENGLISH RESULTS BY TOPIC AND SKILL

		2010	2011	2012
Topic	Writing	2.9	1.9	2.6
	Reading	4.1	4.7	2.8
	Listening	4.2	4.9	2.8
Skill	General comprehension	4.4	4.6	3.0
	Listening for detail	5.0	5.8	3.3
	Listening/writing information	2.6	2.3	1.5
	Skimming and scanning	4.1	3.8	2.9
	Transfer key information	2.7	2.6	2.2
	Understand longer texts	4.3	4.7	2.7
	Use lexis/grammar in context	4.3	4.8	2.9
	Write continuous prose	2.6	1.4	2.1
	Write transaction letter/email	3.0	2.1	2.5
	Whole subject	4.0	4.1	3.3

⁵ Previously Data Analysis and Statistics

⁶ Previously Geometry

SCIENCE (TABLE 14)

- The test specification was revised for 2012 to reduce the number of questions in the Science examinations. A proportionate reduction in examination time was also implemented.
- Performance across all topics and skills is almost identical.

TABLE 14:
GRADE 9 2010-2012 SCIENCE RESULTS BY TOPIC AND SKILL

		2010	2011	2012
Topic	Life Science and Environment ⁷	4.1	2.7	1.4
	Natural Science	4.1	2.8	1.4
	Earth and Space Science ⁸	4.0	2.7	1.4
Skill	Recall and Understanding	4.1	2.8	1.4
	Applications and Implications	4.1	2.7	1.4
	Enquiry Skills and Analysis	3.9	2.7	1.4
	Whole subject	4.0	2.8	1.3

PERFORMANCE BY GENDER

As in the previous years, girls outperformed boys in all subjects and in all grades. The differences in performance for all four years can be seen in the data presented in Table 15 and in Figure 34. Both show that the mean performance for girls is higher than for boys. Figure 34 indicates that overall the gender gap did not change much between 2011 and 2012.

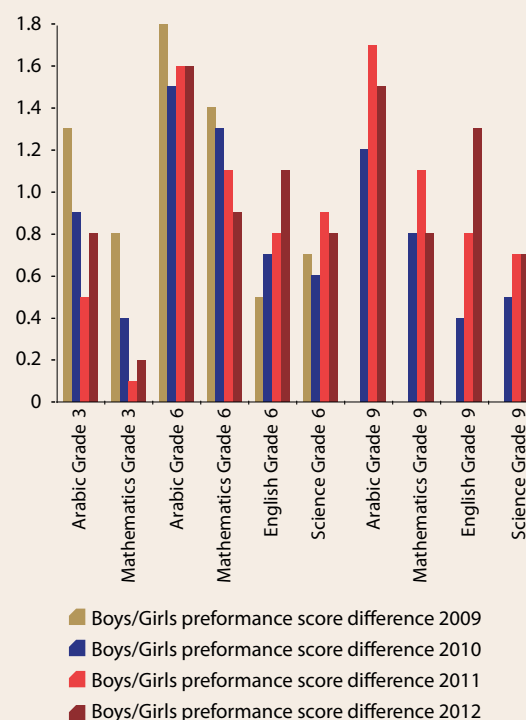
TABLE 15:
GENDER DIFFERENCES IN MEAN PERFORMANCE SCORES, 2009-2012

Grade	Subject	Mean Performance scores for girls				Mean Performance scores for boys				Difference between boys and girls			
		2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
3	Arabic	4.6	4.5	4.1	3.0	3.3	3.6	3.6	2.2	1.3	0.9	0.5	0.8
	Mathematics	4.3	4.7	3.4	2.1	3.5	4.3	3.3	1.9	0.8	0.4	0.1	0.2
6	Arabic	4.8	4.7	3.4	2.8	3.0	3.2	1.8	1.2	1.8	1.5	1.6	1.6
	Mathematics	4.3	4.4	2.8	2.3	2.9	3.1	1.7	1.4	1.4	1.3	1.1	0.9
	English	4.1	4.4	3.6	2.9	3.6	3.7	2.8	1.8	0.5	0.7	0.8	1.1
	Science	4.3	4.4	3.3	2.3	3.6	3.8	2.4	1.5	0.7	0.6	0.9	0.8
9	Arabic	-	4.6	3.8	2.8	-	3.4	2.1	1.3	-	1.2	1.7	1.5
	Mathematics	-	4.3	3.8	2.2	-	3.5	2.7	1.4	-	0.8	1.1	0.8
	English	-	4.2	4.5	3.6	-	3.8	3.7	2.3	-	0.4	0.8	1.3
	Science	-	4.3	3.1	1.7	-	3.8	2.4	1.0	-	0.5	0.7	0.7

⁷ Previously Biology and Environmental Science

⁸ Previously Earth, Space and Astronomy

FIGURE 34:
GENDER DIFFERENCES IN MEAN PERFORMANCE SCORES BY SUBJECT, 2009-2012



The reasons for these large differences in performance cannot be determined from the examination data. The fact that these differences confirm the SRU's observations that girls' schools are generally better than boys' schools would seem to suggest that systemic issues are the cause, possibly reasons like differences in resources, in pedagogy, in classroom discipline, in motivation during examinations, or differences in male and female attitudes to teaching and learning.

STUDENT PROGRESS FROM GRADE 3 TO GRADE 6 AND FROM GRADE 6 TO GRADE 9

For the first time in 2012, students who sat the Grade 6 examinations had already done the Grade 3 examinations in 2009; and students who sat the Grade 9 examinations had already done the Grade 6 examinations in 2009. This allows the NEU to report on individual students' progress from Grade 3 to Grade 6, and from Grade 6 to Grade 9 on a subject-by-subject basis. This is done by comparing student's individual subject performance scores from one cycle to the next, for example a student may have a higher performance score in Arabic in Grade 6 than he had in Grade 3. From this it can be concluded that the student improved in Arabic between Grades 3 and 6. Vice versa, if the performance score in Grade 6 is lower than in Grade 3 or remained the same, the student did not improve.

Figures 35 to 40 show the percentages of students who received either higher or lower performance scores from one cycle to the next, or whose performance scores remained the same.

FIGURE 35:
STUDENT PROGRESS FROM GRADE 3 TO GRADE 6 ARABIC

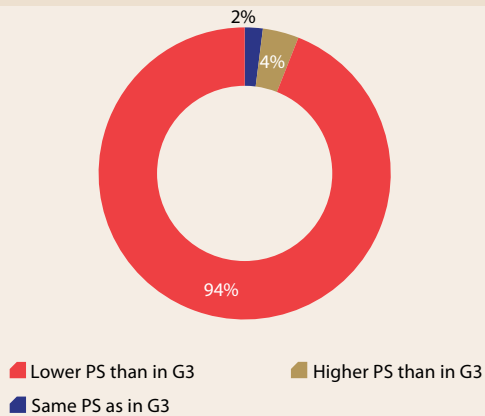


FIGURE 38:
STUDENT PROGRESS FROM GRADE 6 TO GRADE 9 MATHEMATICS

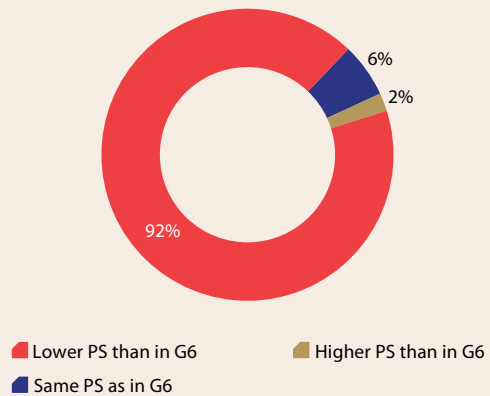


FIGURE 36:
STUDENT PROGRESS FROM GRADE 3 TO GRADE 6 MATHEMATICS

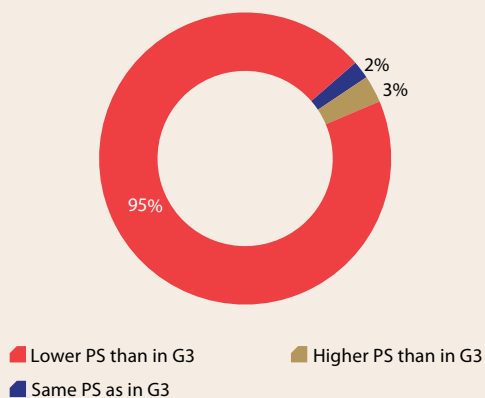


FIGURE 39:
STUDENT PROGRESS FROM GRADE 6 TO GRADE 9 ENGLISH

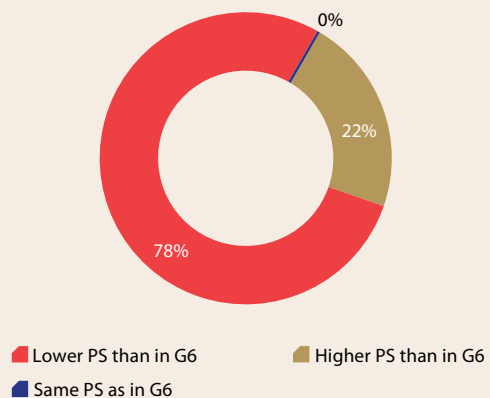


FIGURE 37:
STUDENT PROGRESS FROM GRADE 6 TO GRADE 9 ARABIC

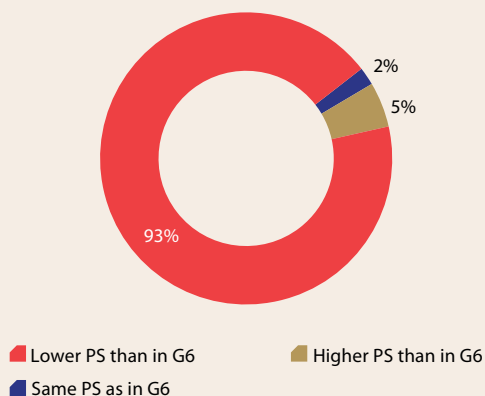
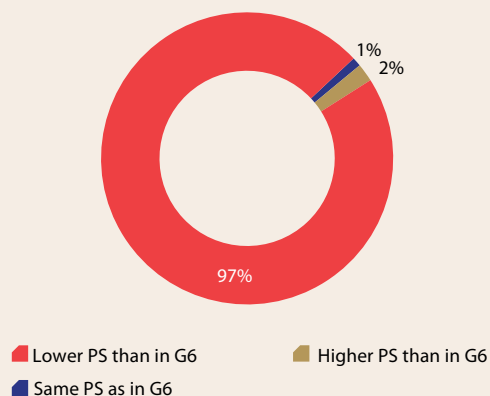


FIGURE 40:
STUDENT PROGRESS FROM GRADE 6 TO GRADE 9 SCIENCE



In almost all subjects at both Grades 6 and 9 students' performance scores are lower from one cycle to the next, indicating that their performance is not improving as they move through school. The exception to this is English, where almost a quarter of students in Grade 9 achieved a performance score higher than their Grade 6 score.

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; 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 2012 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.

TABLE 16:
2009-2012 MEANS, STANDARD DEVIATIONS AND
CRONBACH'S ALPHA

Grade	Subject	Max. raw marks		Mean raw mark				Standard deviation				Cronbach's alpha			
		2009/10-2011	2012	2009	2010	2011	2012	2009	2010	2011	2012	2009	2010	2011	2012
3	Arabic	45	45	43%	38%	49%	45%	22%	22%	24%	22%	0.91	0.91	0.92	0.87
	Mathematics	60	60	40%	51%	38%	42%	19%	22%	21%	20%	0.93	0.94	0.93	0.92
6	Arabic	78	78	46%	42%	37%	39%	20%	19%	20%	21%	0.93	0.92	0.92	0.87
	Mathematics	90	90*	20%	21%	21%	24%	14%	15%	15%	16%	0.93	0.93	0.92	0.93
	English	65	65	33%	34%	29%	31%	16%	16%	18%	18%	0.84	0.83	0.85	0.84
	Science	90	85*	47%	41%	42%	31%	17%	12%	18%	14%	0.90	0.88	0.93	0.89
9	Arabic	76	76	-	39%	37%	35%	-	19%	24%	24%	-	0.90	0.93	0.86
	Mathematics	90	90*	-	17%	11%	13%	-	13%	12%	12%	-	0.90	0.92	0.93
	English	85	85	-	25%	20%	22%	-	19%	17%	19%	-	0.83	0.85	0.82
	Science	135	105*	-	33%	30%	27%	-	14%	16%	15%	-	0.93	0.94	0.92

*revised test specification in 2012

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 mean mark of 50%. Low performance was most pronounced in Grade 9 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 of high absentee rates, particularly in Grade 9;
- because students are not motivated to give their best, as national examinations do not count towards the students' grades nor in deciding their promotion to the next grade.

GRADE 12 PILOT EXAMINATIONS

In March 2012 the NEU conducted pilot examinations for Grade 12. The examinations were held in Arabic, English and Problem-Solving. All government school students in grade 12 took part as did students in grade 12 from one private school, which had joined the examinations voluntarily.

The grade 12 pilot examinations were benchmarked against international standards: Arabic and Problem-Solving against the UK AS Level standard, and English against the B2 Level of the Common European Framework of Reference for Languages (CEFR). Results follow the UK AS/AL model with grades from A (top pass grade) to E (bottom pass grade) and uniform marks issued.

In Arabic the examination consisted of a *Reading* and a *Writing* paper; in English the same two skills were assessed, with the addition of a *Listening* paper. Problem-Solving assessed a variety of skills through two separate papers as follows: *Extracting relevant data; Processing data; Finding procedures for solving problems; Searching for solutions; Identifying similar data; Suggesting hypotheses for variations; Using spatial reasoning; Identifying necessary and sufficient data; Choosing and working with models; Making choices and decisions; Analysing complex data and drawing conclusions; Developing a model.*

The pilot answer papers were marked and graded in Bahrain by teachers from government schools, under the supervision and guidance of CIE, the QAAET's partner organisation. Student results in the pilot were, as expected, best in Arabic and worst in Problem-Solving. A significant minority of students did not attempt to answer any examination questions, most likely because of their lack of motivation in a pilot situation.

The pilot reviews, which were undertaken together with the senior markers and other relevant stakeholders, came to the conclusion that overall the examinations assessed the correct skills and were at the level expected of students at the end of Grade 12. It is expected that students' motivation will be completely different once the examinations count as part of the university entrance requirements and that students' performance will improve with practice, particularly in Problem-Solving, where the types of questions were unfamiliar to students. Therefore, only minor adjustments will be made to the examinations for their first live session in 2013.

CONCLUDING REMARKS

Compared with previous years the 2012 National Examinations showed an overall significant decrease in performance by all students in all Grades and subjects. The NEU has no evidence to explain this continued decrease in results. The examinations at all Grades and in all subjects showed good levels of reliability.

Students found the examinations challenging, as was shown to be the case in previous years. Their raw marks continue to be low as a proportion of the total available marks, particularly in Mathematics.

As in previous years girls outperformed boys by a significant margin in all Grades and subjects. There is no discernible trend that the performance gap between boys and girls is closing.



Vocational Review Unit

Plan bigger... Larger steps

MECHANIC

ENGINEER

MECHANIC

ENGINEER

ELECTRICIAN

ELECTRICIAN



Vocational Review Unit

INTRODUCTION

During the academic year 2011-2012 the Vocational Review Unit (VRU) conducted its final phase of Cycle 1 reviews, completing its first reviews of all eligible vocational and education training (VET) providers for the cycle. In this period, it also completed Phase 1 of its second cycle of reviews. In the former, nine training providers licensed by the MoE were reviewed including six designated performing arts or cultural centres. In the latter, 23 providers licensed by the MoL were reviewed. Of these 23, six became eligible for their first review and 17 were reviewed for a second time. During the final phase of Cycle 1, the VRU also completed two repeat reviews, one from each ministry where the outcome of the previous review had been a judgement of 'below satisfactory' or 'very weak' for 'overall effectiveness'.

By the end of Cycle 1, the VRU had completed first reviews of 83 providers, 52 licensed or regulated by the MoL and 31 by the MoE. One of the 52 providers licensed by MoL was judged as 'non-compliant' with the review process and only received a grade "below satisfactory" for overall effectiveness. A total of twelve MoL and five MoE providers also underwent a repeat review during the cycle. The results of the reviews conducted in 2011-2012, and a summary of the outcomes of the reviews conducted so far in both cycles, are detailed in the sections below. A brief analysis of the outcomes of the repeat reviews is contained in the section 'After the Review'. From Cycle 2 onwards, providers will normally only have just one full review per cycle.

The VET market in Bahrain numbers approximately 95, about two-thirds licensed or regulated by the MoL and a third by the MoE. 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 following the MoE school curriculum or to learners in full- or part-time higher education. The majority offer language classes, predominately for English.

Figures 41a and 41b 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 (41a) and (41b) show, both MoL and MoE current providers vary in size but with the majority of providers deemed to be 'small' according to the above definitions.

FIGURE 41A:
SIZE OF PROVIDERS LICENSED OR REGULATED BY
THE MOL – 2008-2011

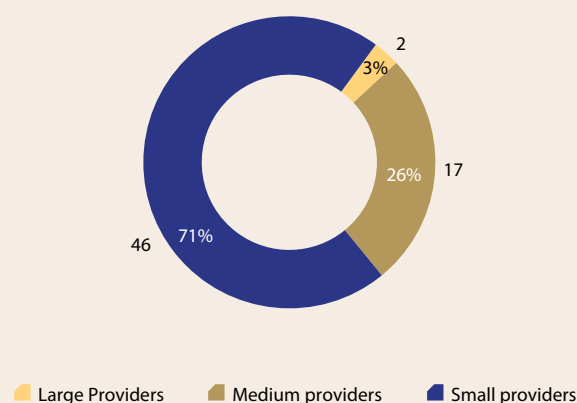
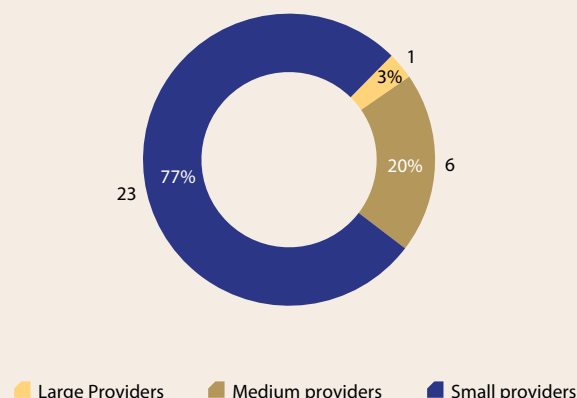


FIGURE 41B:
SIZE OF PROVIDERS LICENSED BY THE MOE – 2009-2011



Providers licensed or regulated by the MoL offer programmes or courses across a range of vocational areas. The most popular courses are in management or are commercially-based programmes, in IT and in health and safety (Figure 42a). Other areas offered include industry-specific courses in banking and finance, insurance, hospitality and catering and hair and beauty.

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. A few providers though continue to offer courses leading to UK qualifications (GCSE, IGCSE and A Levels). The most popular courses offered by MoE providers are English language courses (Figure 42b), some as preparation for IELTS or TOEFL assessment and some as either general English or specific business-related English. Some larger providers offer a range of courses in other languages such as Arabic, Spanish, German and French. Some larger MoE providers focus specifically on tutorial courses, often as revision for MoE examinations. Other programmes include: courses in management, business and mathematics, and early years' teacher training. In the last phase of Cycle 1, the VRU also reviewed several providers offering performing arts courses in dance, music and art.

FIGURE 42A:
VOCATIONAL AREAS OFFERED BY MOL PROVIDERS

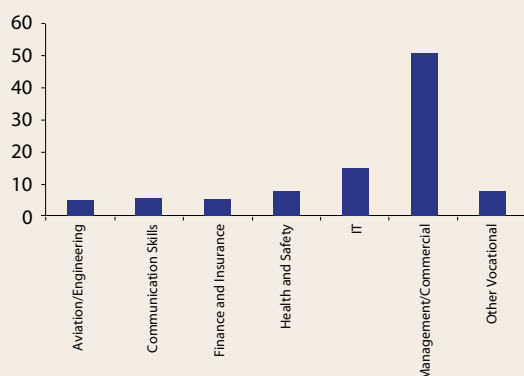
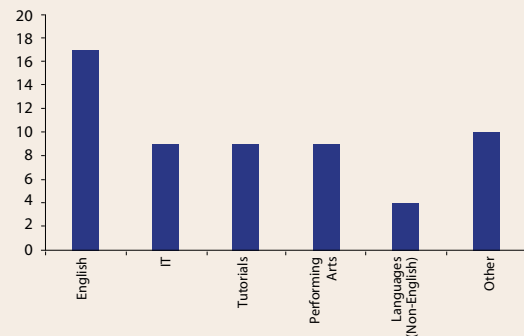


FIGURE 42B:
PROGRAMMES OFFERED BY MOE PROVIDERS



REVIEW OUTCOMES

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/or training, the range of programmes offered, the quality of support and guidance provided for learners, and the effectiveness of the leadership and management of the organisation. The review team also makes a summary judgement on the provider's overall effectiveness and, for Cycle 1, a separately reported judgement on its capacity to improve.

For Cycle 1, the outcomes of the five main questions and the two summary judgements were graded according to the following five point scale:

- 1: Outstanding
- 2: Good
- 3: Satisfactory
- 4: Below Satisfactory
- 5: Very Weak

For Cycle 2, and in line with normal international practice, the Review Framework was revised in the light of the experiences of the former cycle. It now has a four point scale:

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

The revised framework will remain current until the end of the cycle which is due to be completed by June 2014.

The following sections detail the outcomes from the two cycles.

CYCLE 1

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 team 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 have made 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.

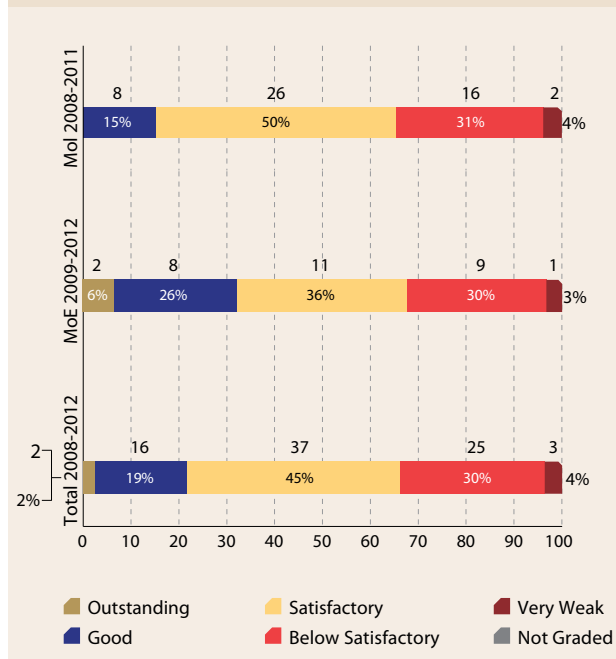
Of the total number of MoL providers reviewed between 2008-2011, 65% were judged to be 'satisfactory' or 'good' for overall effectiveness; the remainder were judged to be 'inadequate' (either 'below satisfactory' or 'very weak'). Only MoE providers were reviewed in the last phase of Cycle 1. Of the nine providers reviewed, two achieved an 'outstanding' grade for overall effectiveness, the first providers to achieve this distinction in the cycle. All but one achieved 'satisfactory' or better in this phase (Table 17) with 68% in total over the whole cycle. Taken together, the combined MoL and MoE cumulative figure for this first review outcome in Cycle 1 is 66% judged 'satisfactory' or better (out of the 83 providers reviewed.) Figure 43 Summarises the grades for overall effectiveness in cycle1.

Six of the nine providers reviewed in this phase were 'cultural' centres offering performing arts subjects such as music, art and dance and invariably attract highly motivated learners on to their generally well-run courses. Four of the six were graded 'good' or better and this was reflected in the better grades for Phase 7 overall. Further details are given in the annex at the back of the report.

TABLE 17:
GRADES AWARDED FOR OVERALL EFFECTIVENESS 2011-2012
(CYCLE 1 PHASE 7, MOE)

Overall Effectiveness	1	2	3	4	5	Ungraded	Total
No. of institutions	2	4	2	1	0	0	9

FIGURE 43:
ANALYSIS OF GRADES AWARDED FOR OVERALL
EFFECTIVENESS 2008-2012



PROVIDERS' CAPACITY TO IMPROVE THE QUALITY OF THEIR PROVISION

As stated previously, for Cycle 1 a second, separate overall judgement was made at the end of a review regarding the provider's capacity to improve the quality of their provision. This judgement is still being made in Cycle 2 but is now a contributory, rather than a separate, judgement towards the assessment of the provider's overall effectiveness. There is a particular emphasis in making a judgement about the provider's capacity to improve on the history of improvements, the quality of the provider's strategic planning and the impact this has had on raising learners' achievement and improving course retention rates and finally, whether they have the resources and appropriate action planning in place to continue to make improvements.

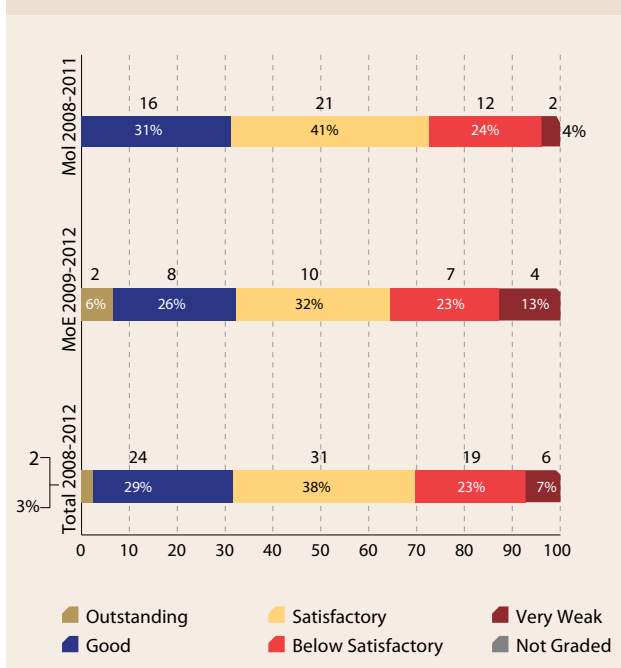
For the Cycle 1 last phase reviews undertaken, seven of the nine MoE providers reviewed were judged to have at least 'satisfactory' capacity to improve including two that were judged 'outstanding' (Table 18). Cumulatively, 72% of MoL providers but slightly less, 64%, of MoE providers were similarly judged.

Those providers that had 'good' or the two which had 'outstanding' capacity to improve, which together represents a total of 26 or 32% of the reviews undertaken in Cycle 1, knew their strengths and weaknesses well, which enabled them to target their efforts and resources more effectively and to plan for, and bring about, appropriate quality improvements. Figure 44 summarises the grades for capacity to improve in cycle 1.

TABLE 18:
GRADES AWARDED FOR CAPACITY TO IMPROVE 2011-2012
(CYCLE 1 PHASE 7, MOE)

Capacity to Improve	1	2	3	4	5	Ungraded	Total
No. of institutions	2	2	3	2	0	0	9

FIGURE 44:
ANALYSIS OF GRADES AWARDED FOR CAPACITY TO IMPROVE 2008-2012



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/or punctuality were found in almost all reviews undertaken in Cycle 1. Additionally, for this main question, providers were

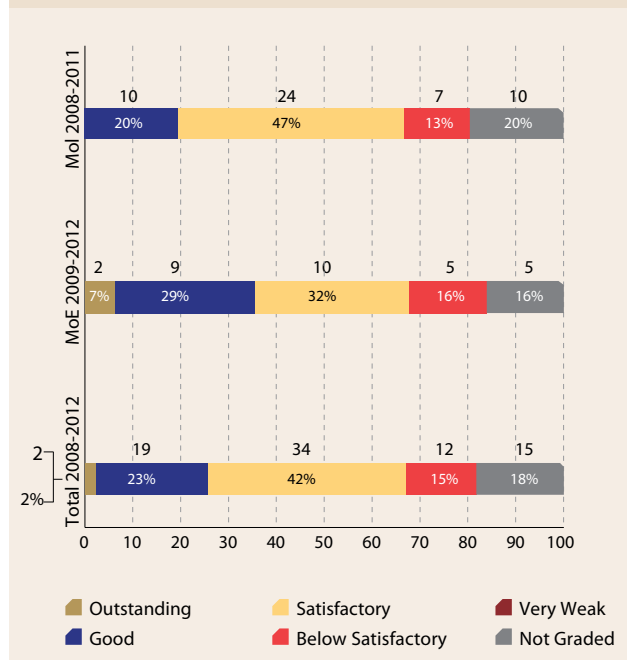
judged on how well they assess the standards achieved by learners on all their courses and whether learners make sufficient progress given their starting points. In order to do this, providers were expected to have undertaken some form of initial assessment of learners, a practice systematically undertaken only by the most effective institutions, invariably those judged to be at least 'good' for this main question and 'good' overall.

For the Cycle 1 Phase 7 reviews undertaken, all nine of the MoE providers were judged to be 'satisfactory' or better for learners' achievement (Table 19), including the one provider judged to be below satisfactory for overall effectiveness, a particular outcome explained by the nature of the provision and the satisfactory progress made by, and the positive attitude of, the learners. 67% of MoL providers and 68% of MoE providers were graded 'satisfactory' or better during the first cycle for this aspect. Nineteen or 23% of providers, 10 MoL and nine MoE, reviewed in the first cycle were graded 'good' and two, both MoE licensed providers, were graded as 'outstanding'. 'Good' or better achievement was evident in those providers where learners were motivated and engaged with the training or teaching being delivered and there were effective procedures in place for measuring and monitoring learner progress. 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, including having in place routinely implemented and effective pre - and post - course assessment practices. Due to the absence of these procedures, some providers themselves did not know how well their learners were achieving or what impact their provision was having on them. Figure 45 summarises the grades for learners' achievement in cycle 1.

TABLE 19:
GRADES AWARDED FOR LEARNERS' ACHIEVEMENT 2011-2012
(CYCLE 1 PHASE 7, MOE)

MQ1	1	2	3	4	5	Ungraded	Total
No. of institutions	2	5	2	0	0	0	9

FIGURE 45:
ANALYSIS OF GRADES AWARDED FOR LEARNERS'
ACHIEVEMENT 2008-2012



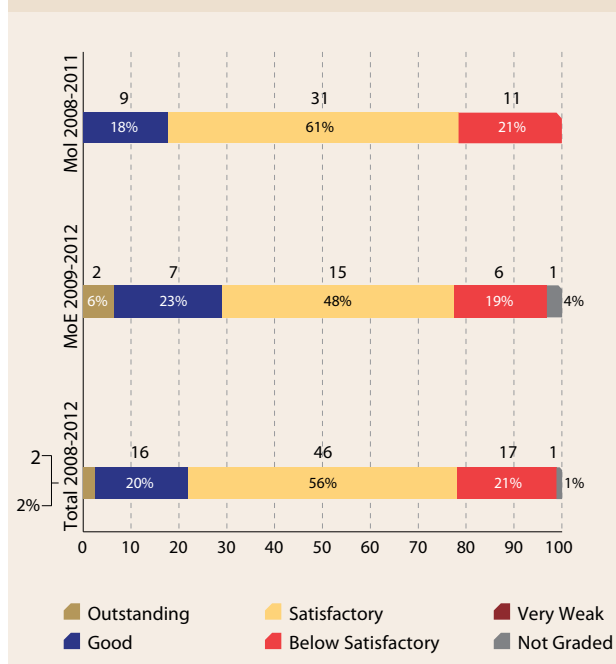
EFFECTIVENESS OF TEACHING AND TRAINING

This main question focuses on how well lessons and/or training sessions are prepared and delivered and whether learners are developing skills and receiving instruction that is vocationally or subject 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 other stakeholders and examine samples of learners' work, assessment materials and other relevant teaching/training 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. For the Cycle 1, Phase 7 reviews undertaken, all nine of the MoE providers were judged to be 'satisfactory' or better for this main question (Table 20), not surprisingly the same overall outcome as for learners' achievement. 79% of MoL providers and 77% of MoE providers were graded 'satisfactory' or better during the first cycle for this aspect. 16 or 20% of providers, nine MoL and seven MoE, reviewed in the first cycle were graded 'good' and two, again both MoE licensed providers, were graded as 'outstanding'. Figure 46 summarises the grades for the effectiveness of teaching and training in cycle 1.

TABLE 20:
GRADES AWARDED FOR TEACHING AND TRAINING 2011-2012
(CYCLE 1 PHASE 7, MOE)

MQ2	1	2	3	4	5	Ungraded	Total
No. of institutions	2	4	3	0	0	0	9

FIGURE 46:
ANALYSIS OF GRADES AWARDED FOR TEACHING
AND TRAINING 2008-2012



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

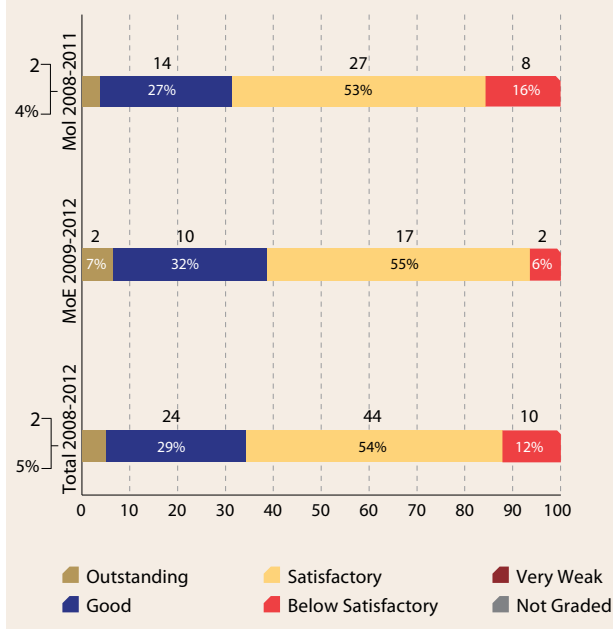
The main criterion for judging the review outcome for this main question includes how well programmes offered by providers match both stakeholders' (employers, and/or parents and other relevant persons or organisations) and learners' needs. Providers are expected to have undertaken an analysis of labour 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 courses on offer. Reviewers also consider the extent and impact of opportunities for learners to engage in enrichment or additional activities and, where appropriate, relevant work experience outside their main programme of study. For the Cycle 1, Phase 7 reviews undertaken, all nine of the MoE providers were judged to be 'satisfactory' or better for this main question (Table 21), the same overall outcome as for the previous two main questions. 84% of MoL providers and 94% of MoE providers were graded 'satisfactory' or better during the first cycle for this aspect. 24 or 29% of providers, 14 MoL and ten MoE, reviewed in the first cycle were graded 'good' and four, two MoL and two MoE licensed providers were graded as 'outstanding' for this aspect of provision. The

'outstanding' grades gained for this main question were the only top grades gained in this cycle by the MoL licensed providers. Figure 47 summarises the grades for quality of programmes in cycle 1.

TABLE 21:
GRADES AWARDED FOR QUALITY OF PROGRAMMES 2011-2012
(CYCLE 1 PHASE 7, MOE)

MQ3	1	2	3	4	5	Ungraded	Total
No. of institutions	2	5	2	0	0	0	9

FIGURE 47:
ANALYSIS OF GRADES AWARDED FOR QUALITY OF
PROGRAMMES 2008-2012



LEARNERS' SUPPORT AND GUIDANCE

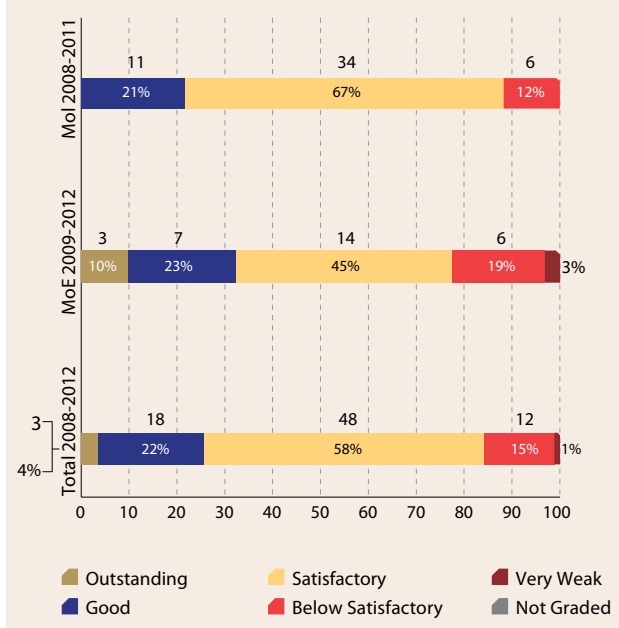
The fourth main question focuses on the effectiveness of support and guidance offered to learners to help them make progress with their learning and achieve well. Reviewers make judgements about the quality of advice and guidance provided for learners on the programmes offered by institutions and, where relevant, on opportunities for career progression and further professional development. This includes support offered in and outside of formal sessions as well as that provided by administrative staff. For the Cycle 1, Phase 7 reviews undertaken, eight of the nine MoE providers were judged to be 'satisfactory' or better for this main question (Table 22). 18 or 22% of providers, eleven MoL and seven MoE, reviewed in the first cycle were graded 'good' and three, all MoE licensed providers, were graded as 'outstanding'.

The vast majority of MoL providers reviewed offer at least satisfactory support and guidance for learners. However, about a quarter of MoE providers reviewed so far had support and guidance judged as 'inadequate' where 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, virtually all providers have some approachable and committed members of the teaching or administration staff who are 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. Figure 48 summarises the grades for effectiveness of learners' support and guidance in cycle 1.

TABLE 22:
GRADES AWARDED FOR SUPPORT AND GUIDANCE 2011-2012
(CYCLE 1 PHASE 7, MOE)

MQ4	1	2	3	4	5	Ungraded	Total
No. of institutions	3	1	4	1	0	0	9

FIGURE 48:
ANALYSIS OF GRADES AWARDED FOR SUPPORT AND
GUIDANCE 2008-2012



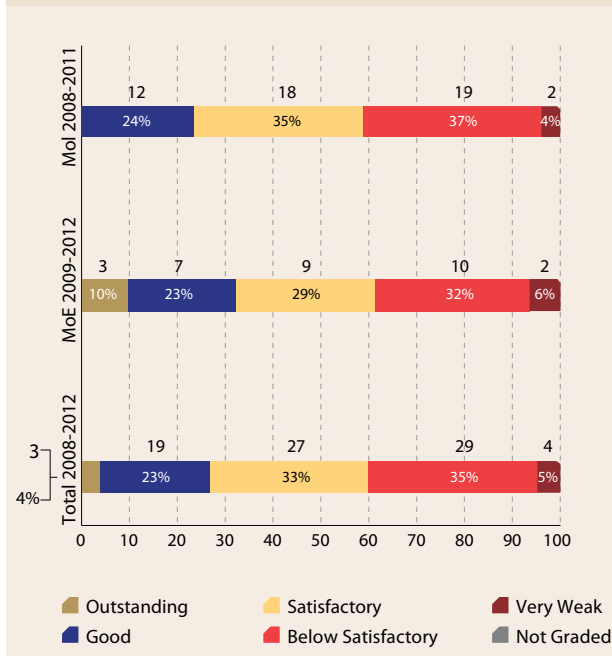
EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT IN RAISING ACHIEVEMENT AND SUPPORTING ALL LEARNERS

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 considered the clarity and relevance of a provider's vision and mission statements and whether these showed a clear commitment to improvements in its provision and that they were appropriately focused on learner achievement. All providers are expected to record, monitor and analyse learner achievement in a systematic and rigorous way on all their courses. For the Cycle 1, Phase 7 reviews undertaken, eight of the nine MoE providers were judged to be 'satisfactory' or better for this main question (Table 23). 59% of MoL providers and 62% of MoE providers were graded 'satisfactory' or better during the first cycle for this aspect. 19 or 23% of providers, twelve MoL and seven MoE, reviewed in the first cycle were graded 'good' and three, all MoE licensed providers, were graded as 'outstanding'. This was the worst performing of the five main questions in Cycle 1, with just 60% of providers judged as 'satisfactory' or better for leadership and management compared to 66%, 78%, 88% and 85% respectively for main questions 1, 2, 3 and 4 (learners' achievement, teaching/training, the quality of programmes and support and guidance). Figure 49 summarises the grades for the quality of leadership and management in cycle 1.

TABLE 23:
GRADES AWARDED FOR LEADERSHIP AND MANAGEMENT 2010-2011
(CYCLE 1 PHASE 7, MOE)

MQ5	1	2	3	4	5	Ungraded	Total
No. of institutions	3	2	3	1	0	0	9

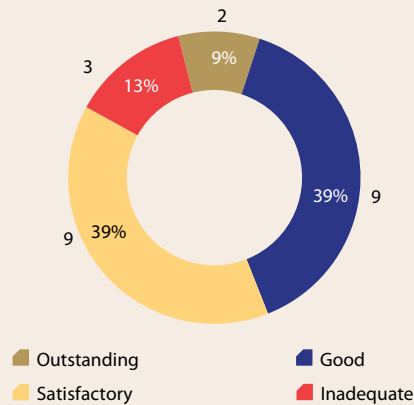
FIGURE 49:
ANALYSIS OF GRADES AWARDED FOR LEADERSHIP AND MANAGEMENT 2008-2012



CYCLE 2 PROVIDERS' OVERALL EFFECTIVENESS (AND COMPARISON OF CYCLES)

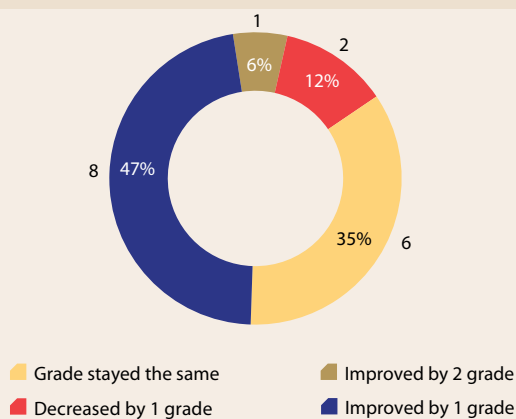
The new review framework differentiated well between the 23 providers reviewed in the first phase of Cycle 2 with a spread of grades bunched around the satisfactory/good outcomes, with a few 'outstanding' and 'inadequate' grades. Twenty of the 23 reviews undertaken were judged to be 'satisfactory' or better for overall effectiveness, with two judged to have outstanding provision. Six of the 23 providers were reviewed for the first time, with two judged as 'good', three as 'satisfactory' and one as 'inadequate' for overall effectiveness. Approximately half of the 23 were graded at least 'good' in this phase (Figure 50). It was clear from these first reviews that those graded 'good' or 'outstanding' not only understood the requirements of the review process and the review framework well, but were offering programmes that met stakeholders' needs very well, had developed effective quality assurance systems and understood the need for measuring the impact of their provision on learners' achievement.

FIGURE 50:
ANALYSIS OF GRADES AWARDED FOR OVERALL
EFFECTIVENESS MOL 2011-2012



Of the first 23 full reviews undertaken in the first phase of Cycle 2, 17 were second reviews. Of these, nine improved their grades (one by two whole grades), six stayed the same (including one who was graded 'inadequate' for a second successive time) and two whose overall effectiveness grade was lower than in Cycle 1 (Figure 51). For details of individual providers' performance across the two cycles refer to the appendix at the end of the report.

FIGURE 51:
GRADES AWARDED FOR OVERALL EFFECTIVENESS 2011-2012



The most effective providers in this first phase of Cycle 2, those making the most significant improvements from the previous review, had a clear focus on tackling the recommendations contained in the report from the previous review, and a leadership team utilising a clear, focused and systematically implemented action plan to enact quality improvements. Other significant positive aspects of this phase included:

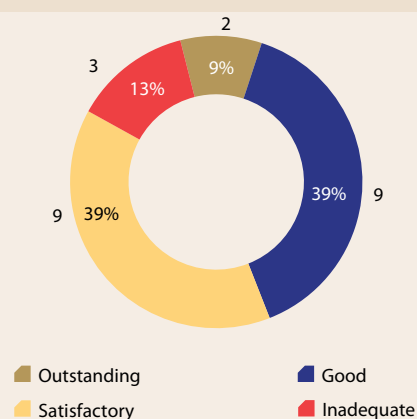
- providers offering more externally accredited courses and benchmarking their outcomes against international standards

- an awareness of the necessity for, and significance of, the verification process and improving all aspects of their quality assurance systems
- better record keeping and assessment of learners' achievement
- more systematic analysis of stakeholders' views
- more systematic and personalised support for learners' individual needs
- health and safety given a higher profile by management
- self-evaluation being more collaborative and realistic
- good or outstanding capacity to improve, including having clear plans for expansion and/or improvements in effectiveness and sufficient resources to enact these and emerging positive trends in enrolments and repeat business.

LEARNERS' ACHIEVEMENT

As stated above, the revised framework now includes only 'outputs' for this main question; importantly, whether learners develop skills appropriate to their chosen trade or profession and/or whether learners are achieving the qualifications for which they are aiming. For the first phase of Cycle 2, 20 (87%) of the 23 reviews undertaken were judged to be 'satisfactory' or better for learners' achievement, with two judged to have outstanding achievement (Figure 52). Unsurprisingly, the grade profile for this main question, a summary of the outcomes or impact of the provision on offer, matches precisely the profile for overall effectiveness. The most effective providers are able to demonstrate the good progress that learners make on their courses and where they offer externally accredited qualifications, have pass rates above or well above international pass rates.

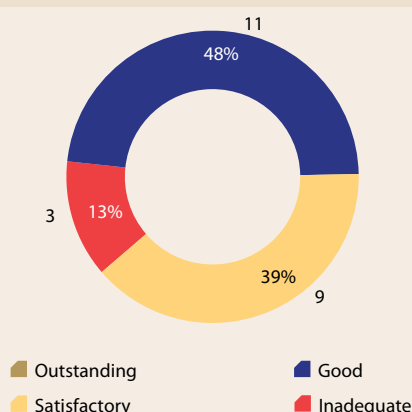
FIGURE 52:
ANALYSIS OF GRADES AWARDED FOR LEARNERS'
ACHIEVEMENT MOL 2011-2012



EFFECTIVENESS OF TEACHING AND TRAINING

As with the previous two aspects in the first phase of Cycle 2, 20 (87%) of the 23 reviews undertaken were judged to be 'satisfactory' or better for the effectiveness or quality of training offered, but with none graded as 'outstanding', even for those graded as 'outstanding' for overall effectiveness (Figure 53). This apparent anomaly is explained by the positive attitude of learners, the appropriateness of the programmes on offer and highly effective, personalised support which ensures all learners achieve very well on the courses for which they enrol. However, review teams have observed and reported on individual trainers or training sessions which were judged as 'outstanding'. In these sessions, trainers were very well prepared, effectively accommodated learners' varying needs and were able to motivate and engage learners using an interesting range of training methods, resources and learner-centred activities.

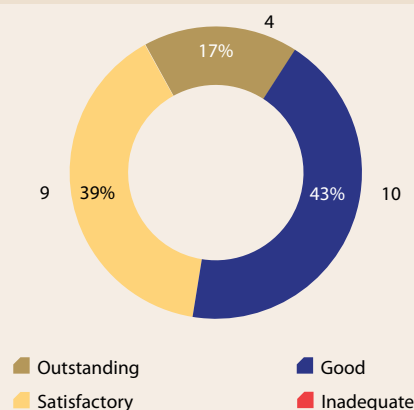
FIGURE 53:
ANALYSIS OF GRADES AWARDED FOR TEACHING
AND TRAINING MOL 2011-2012



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

All 23 providers reviewed in this phase were judged to have at least 'satisfactory' or better programme offers to meet the needs of stakeholders, with four judged to have outstanding provision (Figure 54). As in the previous cycle, providers are expected to have undertaken some form of analysis of labour market needs and to use this to inform their provision. For the revised framework, providers are also assessed on whether they have an appropriate balance of internally-designed and externally-accredited programmes. The most effective providers continue to offer a range of the latter, providing both credibility for learners' achievement as well as being able to make meaningful international comparisons. These providers usually enhance their programme offerings with a range of relevant additional activities as well as regularly reviewing and updating the offerings in response to changing market, learner and stakeholder needs.

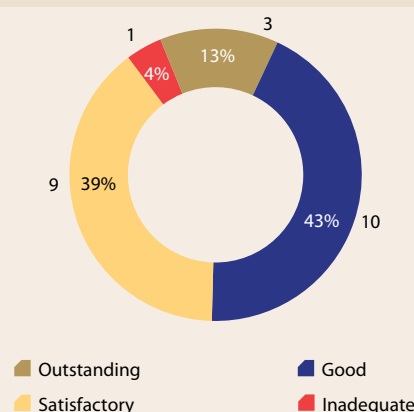
FIGURE 54:
ANALYSIS OF GRADES AWARDED FOR QUALITY OF
PROGRAMMES MOL 2011-2012



LEARNERS' SUPPORT AND GUIDANCE

As well as assessing the general in-class and outside support and guidance offered to learners, the revised review framework has an explicit focus on whether learners' know how well they are doing and whether the progress they make is routinely communicated to stakeholders. The most effective providers do this latter activity very well using comprehensive and systematic reporting procedures. In this first phase of Cycle 2 only one of the 23 providers reviewed was judged to have 'inadequate' support and guidance for the learners on their programmes, with three (13%) judged as 'outstanding' (Figure 55).

FIGURE 55:
ANALYSIS OF GRADES AWARDED FOR SUPPORT
AND GUIDANCE MOL 2011-2012

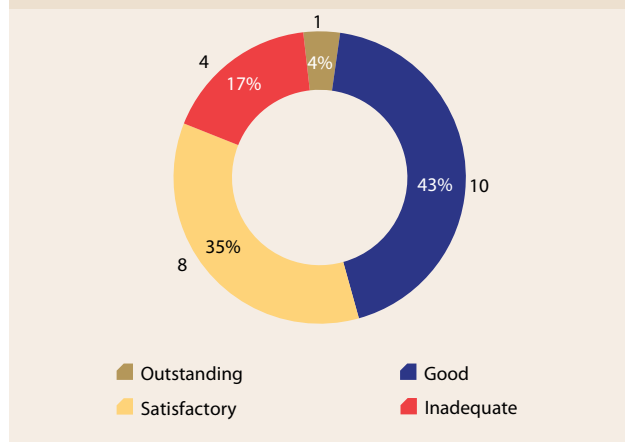


EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT IN RAISING ACHIEVEMENT AND SUPPORTING ALL LEARNERS

The main change to this main question in the revised framework was to make all aspects of health and safety and the learning environment a clear focus when assessing the effectiveness of leadership and management. This

significant aspect of provision has been tackled robustly by providers and is no longer a general area of concern, at least in this first batch of reviews in Cycle 2. Overall, 19 of the 23 providers reviewed were judged to have at least 'satisfactory' leadership and management with approximately half judged 'good' or 'outstanding' (Figure 56). However, with four judged as 'inadequate', this was still the worst performing of the five main questions in this phase, a pattern established in the previous cycle. Inadequate providers tend to have poor or non-existent measures in place to measure learners' progress or as a means of assessing the impact of their provision, rarely monitor trainers' or teachers' performance in a robust, meaningful way and are not good at self-evaluation. The most effective providers though have procedures which are systematic, have performance appraisal systems which are both supportive as well as being appropriately critical, have accurately identified their strengths and areas for development and have comprehensive plans in place for improving their provision.

FIGURE 56:
ANALYSIS OF GRADES AWARDED FOR LEADERSHIP
AND MANAGEMENT MOL 2011-2012



AFTER THE REVIEW

All providers must complete an action plan, regardless of the review outcome, based on the recommendations published in the review report. This remains the case for the current as well as the previous cycle. Once submitted, the VRU provides relevant feedback on its content, structure and coverage, particularly whether it fully covers the report recommendations. This continues to be an extremely effective means of following up on the review findings and assisting providers in their continuing efforts to improve their provision. In addition, those providers who were judged to be 'below satisfactory' or 'very weak' overall in Cycle 1 were subject to at least two monitoring visits by the VRU to assess how effectively they were implementing the agreed action plan and as preparation for their next review.

During the academic year covered by this report, two repeat reviews were conducted, one from each of the two ministries. Unfortunately, both providers failed to improve their overall effectiveness to 'satisfactory'. In total, 17 repeat reviews were undertaken in Cycle 1, with 13 having a successful outcome being judged as 'satisfactory' for overall effectiveness. Virtually all the contributory outcomes for these 13 providers were judged as satisfactory, with a few grades given 'good' for capacity to improve and the occasional 'good' grade for one or two of the main questions.

The reasons for the improved grades include:

- providers having a clear, systematic and relevant focus on the recommendations detailed in the original review report and then being highlighted and implemented in an agreed action plan
- changes or improvements in the quality of leadership and management, particularly in developing and implementing procedures to measure learners' progress and in monitoring the quality of training or teaching
- a better understanding of the requirements of the review process and the criteria on which providers are assessed.

Starting from Cycle 2, the unit will conduct one full review within each cycle. However, from September 2012, all monitoring visit reports will be published alongside the provider's full review report(s).

CONCLUDING REMARKS

A picture of the emerging strengths of providers that comprise the VET market has been mentioned earlier. As stated in previous annual reports, increasing familiarity of providers with the review process and the requirements of the relevant review framework reflecting the best practice in both education and training sectors, remain key components of a successful review. It is also pleasing to report that, generally, the gap between providers' grading of themselves in their SEF and the review grades appears to be closing.

The following is a list of areas for development based on the evidence of the reviews conducted in Cycle 1 and, particularly, those emerging from the first phase of Cycle 2.

- Virtually all providers have some form of planning to enable them to operate, with the most effective having very explicit strategic and action plans based on clear vision and mission statements. However, even providers graded as 'outstanding' that do have a specific focus on raising learners' achievement, do not use explicit, quantitative targets or key performance indicators (KPIs) for specific courses, qualifications or groups of learners.

- It remains the case that providers generally recruit experienced and knowledgeable trainers/teachers who have appropriate vocational or subject knowledge but few have relevant teaching or training qualifications to complement and enhance their delivery.
- Related to this, the monitoring of training or teaching, even when it does take place, is not always critical or comprehensive enough and is not always related to some form of continuing professional development or performance appraisal.
- The measurement of the progress of learners, or simply the impact of the training offered, on short, non-accredited courses remains an issue for many providers who offer these courses.
- As stated above, leadership and management remains the weakest of the five main questions. This includes poor management practices in gathering and analysing data, an absence of or not detailed enough strategic planning, poor governance arrangements (for larger providers) and ineffective quality assurance procedures.



Higher Education Review Unit

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Higher Education Review Unit

INTRODUCTION

During the 2011-2012 academic year, the Higher Education Review Unit (HERU) continued with the institutional follow-up reviews; conducted reviews of the programmes of Master of Business Administration, which are being offered by higher education institutions in Bahrain; and undertook follow-up review site visits and re-reviews of programmes as a result of programme reviews that did not receive a 'confidence' judgement. The HERU conducted two re-reviews in the field of Bachelor of Business Administration, two follow-up reviews in the Bachelor of Law and one follow-up in the field of Bachelor of Business Administration. The HERU developed and, after gaining the relevant approvals, began the implementation of a new framework entitled 'Programmes-within-College Reviews'. The first set of colleges within higher education institutions to be reviewed were in the field of Medicine.

INSTITUTIONAL FOLLOW-UP REVIEWS

During the years 2008-2011 the HERU conducted 14 institutional reviews with the reports having been published. (The Annual Report 2011 provided an analysis of the findings of institutional reviews.) In accordance with the Institutional Review Handbook three months after publication of the review reports, institutions are required to submit to the HERU an improvement plan which states how the institution will use the findings of its 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.

Improvement plans were received from 14 institutions during the 2009-2012 academic year. These reports were analysed within the HERU and constructive follow-up meetings took place with the senior management of these institutions. The purpose of those meetings was to discuss the viability of the plans and to clarify any queries that the institution may have had on particular aspects of the report with respect to their plans.

Following submission and discussion of the improvement plan, and at least one year after publication of its institutional 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. These reports are analysed and follow-up review visits are undertaken by senior members of the HERU to verify the claims made by the institution.

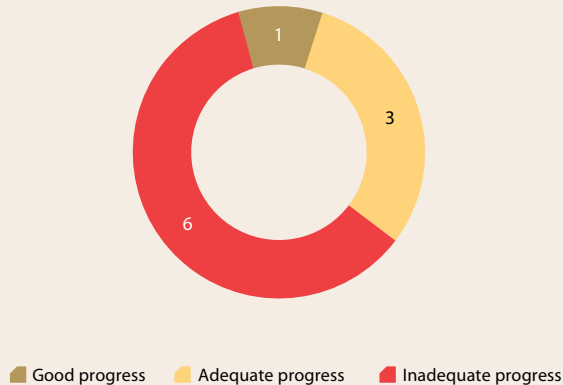
During 2011-2012 seven such follow-up review visits to private higher education institutions (PHEIs) took place. Only one institution had achieved good progress and met most of the outcomes stated within its improvement plan, and this was from a good baseline. Two had made adequate progress and four had not made the progress that was to be expected within the timeframe from the publication of the original report to the follow-up site visit and in line with their improvement plans (Figure 57). It is worth mentioning here that an institution making adequate progress does not mean that its planning and operations are satisfactory, rather it mainly indicates that the amount of progress achieved by the institution is in line with its own improvement plan.

FIGURE 57:
FINDINGS OF THE 7 FOLLOW-UP INSTITUTIONAL
REVIEWS 2011-2012 TO PHEIS



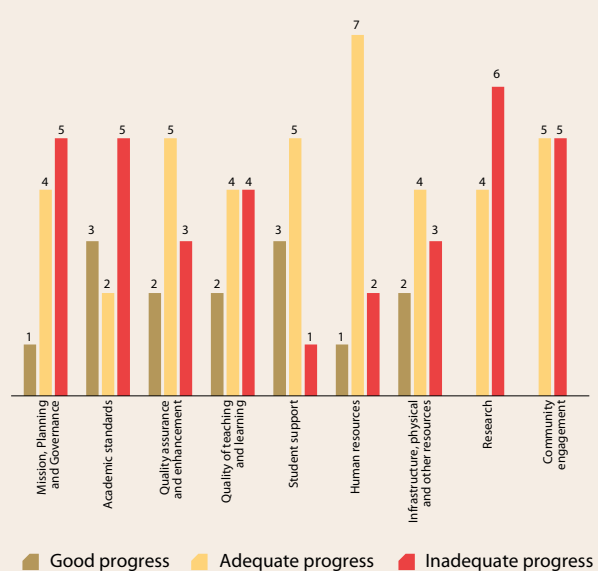
To date altogether 10 follow-up reviews to PHEIs have been undertaken and when the progress of the three institutions which received follow-up reviews in the 2010-2011 academic year is taken together with the seven reviewed in the 2011-2012 academic year, as can be seen in Figure 58, one made good progress, three adequate progress and six inadequate progress.

FIGURE 58:
CUMULATIVE FINDINGS OF THE 10 FOLLOW-UP
INSTITUTIONAL REVIEWS 2010-2012 TO PHEIS



When the findings of the reports are aggregated under the nine themes, as can be seen in Figure 59, improvements in two of the three core functions of a higher education institution, i.e. 'research', and 'community engagement', are generally lacking with no institution having made good progress in these areas. However, given the weaknesses found in academic standards and the quality of teaching and learning in the Cycle 1 institutional reviews with an aggregate of 121 recommendations being given in these themes, it is important that improvement be concentrated in their teaching and learning programmes. In terms of teaching and learning, 60% had made adequate progress, and 50% in academic standards. Human resources improved in 80% of the institutions. Quality assurance activities and infrastructure improved in 60% of the institutions. 80% of institutions had made satisfactory progress in student support. The first theme, 'Mission, planning and governance' still remained problematic with only 50% of the institutions having made the expected progress.

FIGURE 59:
CUMULATIVE PROGRESS OF 10 FOLLOW-UP INSTITUTIONAL
REVIEWS 2010-2012 FOR EACH THEME IN PHEIS



PROGRAMME REVIEWS

Eight Masters of Business Administration programmes were reviewed in the 2011-2012 academic year to ascertain whether or not minimum standards are being met. Expert panels were constituted to review the programmes. All four Indicators have to be satisfied for the programme to receive a 'confidence' judgement. If two or three are satisfied, the judgement is '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.

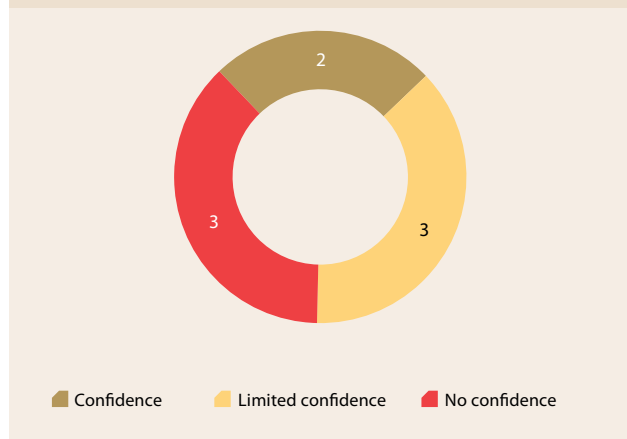
Indicator 4: Effectiveness of quality management and assurance

The arrangements in place for managing the programme including quality assurance, give confidence in the programme.

FINDINGS OF PROGRAMME REVIEWS IN THE MASTER OF BUSINESS ADMINISTRATION (MBA)

Of the eight MBA programme reviews carried out in 2011; as can be seen in Figure 60, two received a 'confidence' judgement; three 'limited confidence'; and three 'no confidence'.

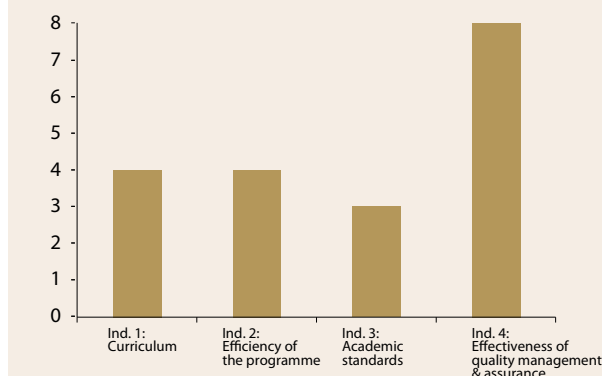
FIGURE 60:
FINDINGS OF EIGHT MBA PROGRAMME REVIEWS



When the results are disaggregated, of the three programmes which received 'limited confidence', two satisfied three of the four Indicators. One did not satisfy 'Efficiency of the programme' and the other did not satisfy 'Academic standards of the graduates'. The third programme satisfied two; with Indicators 1 and 3 being unsatisfactory ('Curriculum' and 'Academic standards of the graduates'). In the three programmes that received a 'no confidence' judgement, none satisfied three of the four Indicators; i.e. 'Curriculum', 'Efficiency of the programme', and 'Academic standards of the graduates'.

As can be seen in Figure 61 all eight programmes satisfied the quality assurance indicator. This could be seen to reflect the determination that institutions have to improve. All now have quality assurance units and/or committees and have developed policies and procedures to assess the quality assurance arrangements within their institutions and programmes. However, generally, these are not translated into effective and consistent implementation as well as analyses of feedback, which in turn should lead to improvements within the institution and programmes. Indicators 1 and 2 on 'Curriculum' and 'Efficiency of the programme' respectively were satisfied in 50% of the MBA programmes reviewed. 'Academic standards of the graduates' (Indicator 3) was only satisfied in three of the eight programmes. This means that there was no evidence showing that learning outcomes for these programmes were achieved which, in turn, may negatively impact on the skills, knowledge and competencies of these graduates as they seek to progress their careers.

FIGURE 61:
NUMBER OF MBA PROGRAMME REVIEWS THAT SATISFIED EACH INDICATOR



PROGRAMME RE-REVIEWS AND FOLLOW-UPS

As with 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. Visits to the institution are undertaken by senior HERU staff to discuss the plans with the programme teams. These plans are now in various stages of implementation by the faculty members of the reviewed programmes in each institution. If an institution receives a 'no confidence' judgement, a re-review is undertaken; if it receives a 'limited confidence' judgement, a follow-up takes place.

Of the 12 Bachelor of Business Administration programme reviews conducted by the HERU between 2009-2011, as shown in the Annual Report 2011, four received 'confidence', four 'limited confidence' and four 'no confidence' judgements as shown in Figure 62.

During the 2011-2012 academic year two re-reviews were carried out in the Bachelor of Business Administration which received 'no confidence' judgements. Both received a further 'no confidence' judgement with each not satisfying three of the four Indicators. It is of concern that neither of these institutions had made progress in improving the quality of their programmes since their first reviews two years earlier.

When the findings of these two re-reviews are added to the two re-reviews conducted in 2010-2011 as can be seen in Figure 63 two institutions had improved to the extent that each received a 'limited confidence' judgement, one satisfying two Indicators and the other, three.

For programmes receiving 'limited confidence' follow-up review visits are conducted by a panel to evaluate the institution's progress in implementing its improvement

plans and in doing so meet the recommendations contained in the original review report. In all, follow-up reviews were conducted for three out of four Bachelor of Business Administration programmes receiving 'limited confidence' during the academic years 2010-2011 and 2011-2012. In two of these programmes, the panels found that the institutions had adequately addressed the recommendations contained in the review report and with regard to the third, it still had some way to go to address the recommendations. As shown in Figure 64 there is now 'confidence' in six of the programmes, 'limited confidence' in four and 'no confidence' in two.

FIGURE 62:
RESULTS OF 12 BACHELOR OF BUSINESS
ADMINISTRATION PROGRAMME REVIEWS 2009

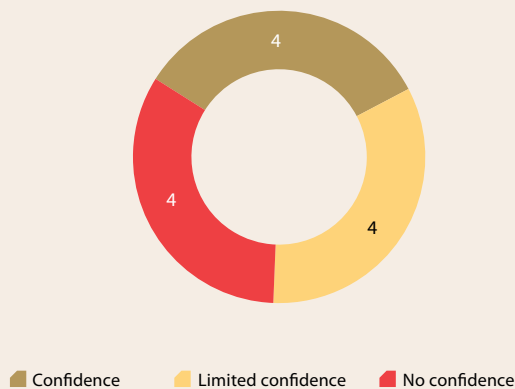


FIGURE 63:
ADJUSTED RESULTS OF 12 BACHELOR OF BUSINESS ADMINIS-
TRATION PROGRAMME REVIEWS AFTER RE-REVIEWS 2010-2012

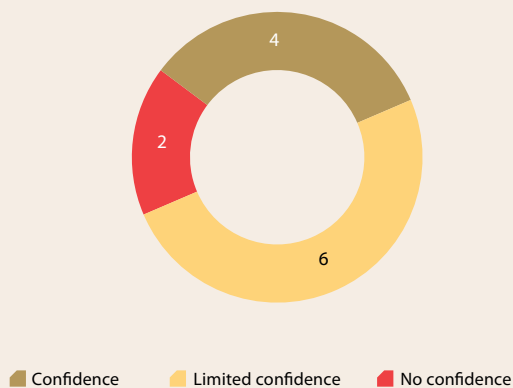
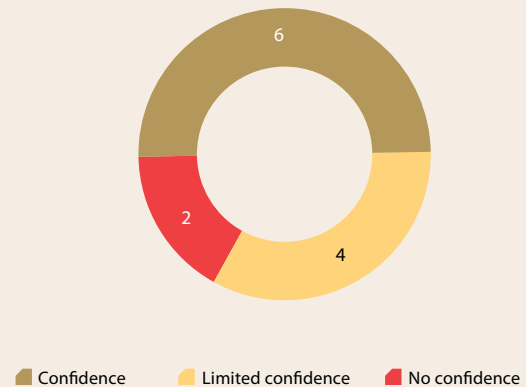


FIGURE 64:
ADJUSTED RESULTS OF 12 BACHELOR OF BUSINESS ADMINISTRATION
PROGRAMME REVIEWS AFTER RE-REVIEWS AND FOLLOW-UP 2010-2012



Of the five Bachelor of Law programmes reviewed during the 2010-2011 academic year one received a 'confidence' judgement, two 'limited confidence' and two 'no confidence' (Figure 65). During this reporting period two follow-up visits were conducted for the two programmes that received 'limited confidence'. Both satisfied the panels that the programmes had adequately addressed the recommendations contained in the review report and the programmes were now of sufficient quality (Figure 66).

FIGURE 65:
RESULTS OF 5 BACHELOR OF LAW PROGRAMME REVIEWS
2010-2011

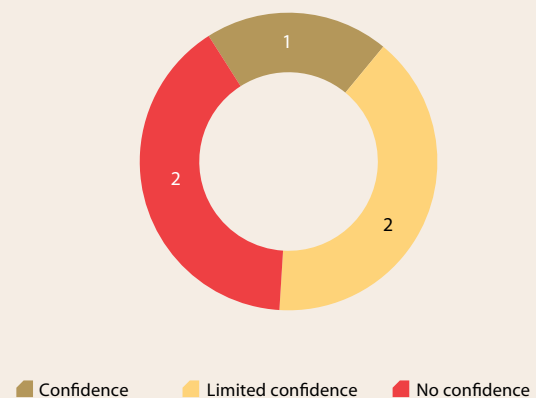


FIGURE 66:
RESULTS OF 5 BACHELOR OF LAW PROGRAMME REVIEWS
AFTER FOLLOW-UP REVIEWS 2011-2012

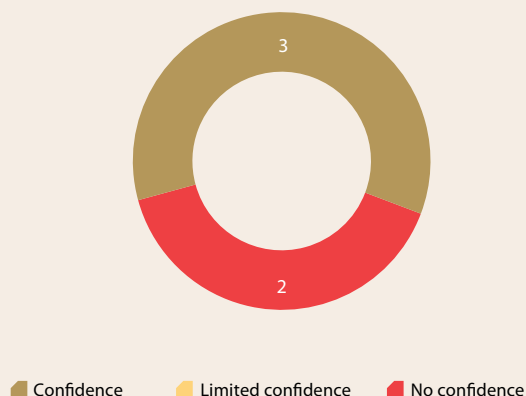
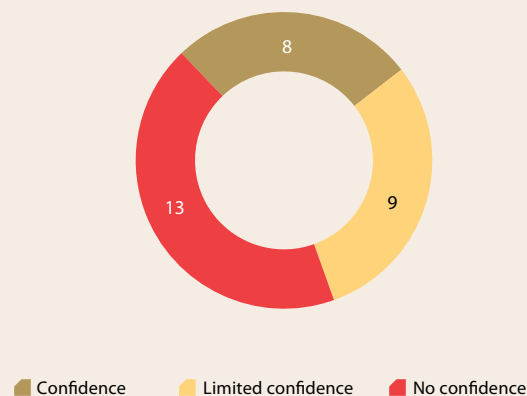


FIGURE 67:
CUMULATIVE FINDINGS OF PROGRAMME REVIEWS 2009-2012



CUMULATIVE FINDINGS OF THE FOUR YEARS OF CONDUCTING PROGRAMME REVIEWS 2009-2012

During the period 2009-2012 the HERU conducted 30 programme reviews (12 Bachelor of Business Administration, five Bachelor of Law, five Master of Information Technology, and eight MBAs) the results of which are shown in Table (24).

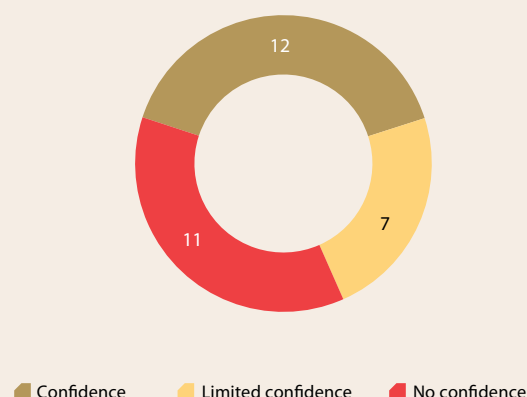
TABLE (24):
FINDINGS OF THE ORIGINAL 30 PROGRAMME REVIEWS BY LEVEL
AND DISCIPLINARY FIELD

Review by level and disciplinary field		Confidence	Limited Confidence	No Confidence
1	12 Bachelor of Business Administration	4	4	4
2	5 Bachelor of Law	1	2	2
3	5 Master of Information Technology	1	0	4
4	8 Master of Business Administration	2	3	3
Total: 30 Reviews		8	9	13

As can be seen in Figure 67 when these are aggregated eight received 'confidence', nine 'limited confidence' and 13 'no confidence' judgements.

When the results of the four re-reviews and five follow-up reviews are considered, a picture emerges of a positive, if small improvement, in the quality of the programmes being offered across these disciplinary fields. Four programmes moved from 'limited confidence' to the panel having confidence in the programmes and two programmes moved from 'no confidence' to 'limited confidence' judgements (Figure 68).

FIGURE 68:
CUMULATIVE FINDINGS OF PROGRAMME REVIEWS 2009-2012
ADJUSTED FOR RE-REVIEWS AND FOLLOW-UP REVIEWS



PROGRAMMES-WITHIN-COLLEGE REVIEWS

Programme reviews were initiated in 2008 to review programmes at Bachelor and Masters level on a sampling basis. It was expected that the institutions themselves thereafter would adopt the method and conduct quinquennial reviews in line with good international practice. The HERU would then quality assure the process through its institutional reviews. However, as seen in the findings discussed in the previous section, while there were generally improvements in the re-reviews and follow-up reviews, these did not translate into better findings in the initial reviews of the Law, IT and MBA programmes; for instance, only two of eight MBA programmes received a 'confidence' judgement. When this trend became apparent it was decided that all programmes would have to be externally reviewed and that this would have to be both efficient and effective. As a consequence a new framework entitled 'Programmes-within-College Reviews' was developed, and after going through various consultation processes, was finalised and gained the relevant approvals.

This new framework makes provision for the simultaneous review of all programmes within a college.

Programmes-within-College Reviews are specialized exercises that focus on the academic standards of each programme and its delivery and the quality assurance arrangements within all learning programmes at Bachelor and Master levels within a college in a particular major disciplinary area. While the term 'college' is used, it includes the terms 'faculty', 'school', or any other equivalent term for an entity within an institution which offers a higher education programme. All programmes leading to a qualification at Bachelor or Master level are in scope and are subject to review with the exception of Masters that are done only by research. Foundation provision may also be reviewed depending on how it has been conceptualised by the institution, for example, if it functions as an extended curriculum rather than a standalone programme.

Like programme reviews, the Programmes-within-College Reviews are carried out using four Indicators each of which has a number of sub-indicators and which are in line with international good practice. However, Indicator 1 is now entitled 'The Learning Programme' and its sub-indicators reflect this move away from the previous title 'Curriculum'. This is not a matter of semantics. Rather it is to stress that Indicator 1 is concerned with more than the type, level and number of courses and experiences offered within a programme and the assessment thereof. The change was made to emphasise that students are at the centre of the learning programme, that they are not passive recipients to whom knowledge is transferred rather they are active participants in their learning. This can be seen in the sub-indicators where evidence to this effect will be sought, for example, that there is 'students' participation in learning' and 'encouragement of personal responsibility for learning'.

All sub-indicators have been strengthened and deepened as the four Indicators are used to measure whether or not a programme meets international standards. These are as follows:

Indicator 1: The learning programme

The programme demonstrates fitness for purpose in terms of mission, relevance, curriculum, pedagogy, intended learning outcomes and assessment.

Indicator 2: Efficiency of the programme

The programme is efficient in terms of the admitted students, the use of available resources - staffing, infrastructure and student support.

Indicator 3: Academic standards of the graduates

The graduates of the programme meet academic standards compatible with equivalent programmes in Bahrain, regionally and internationally.

Indicator 4: Effectiveness of quality management and assurance

The arrangements in place for managing the programme, including quality assurance, give confidence in the programme.

A further change is that Indicator 1: 'The learning programme' is a limiting judgement; i.e. if this Indicator is not satisfied, irrespective of whether the other Indicators are satisfied there will be a 'no confidence' judgement in the programme as shown in Table (25).

TABLE 25:
CRITERIA FOR SUMMATIVE JUDGEMENT FOR PROGRAMMES-WITHIN-COLLEGE REVIEWS

Criteria	Judgement
All four indicators satisfied	Confidence
Two or three Indicators satisfied, including Indicator 1	Limited Confidence
One or no indicator satisfied	No Confidence
All cases where indicator 1 is not satisfied	

The other new aspect to Programmes-within-College Reviews is that local reviewers may be asked to serve on the review panel. Like the other review panel members, these local reviewers will be subject and/or higher education specialists and will be drawn from the HERU's register of international, regional and local reviewers. Local reviewers will be trained by the HERU.

The new framework was developed in line with good international practice through a wide consultation process with different stakeholders in Bahrain and international experts in the field. The first reviews conducted under the new framework were in Medicine and for two colleges in two higher education institutions. One received a 'confidence' judgement and the other a 'no confidence' judgement in which all four indicators were not satisfied.

CONCLUDING REMARKS

When the results of the institutional and programme reviews are taken together, a number of challenges emerge across the institutions. Many of these are in the process of being addressed. This needs to be done if higher education in Bahrain is to succeed in its mission in providing the country with graduates who are able to compete successfully in the 21st century globalized economy. The following includes some of the more important areas for development.

The results of the institutional and follow-up reviews show that most private higher education institutions are weak in planning and governance. While all institutions have taken steps to address these, the progress made is uneven. In some cases the roles between the Board of Trustees and management have been delineated; in others this still needs to take place. There is an overall improvement in strategic planning and linking these plans to operational plans but some strategic plans are only in embryonic form. Whilst benchmarking activities have increased these are often lacking in key areas of provision, particularly the learning programmes.

All institutions now have quality assurance offices, dedicated staff responsible for quality assurance, and quality assurance committees. However, many institutions have still to develop terms of reference for these committees. A quality culture across each institution has still to be established within the institutions.

In line with international trends, Bahrain has a high percentage of school graduates going into higher education. However, in most of the private institutions admission requirements are generally weak which results in some students being underprepared for higher education study. This would not be an issue if the institutions had programmes in place that academically weak students could take, such as foundation programmes or an extended curriculum in order to provide them with the opportunity of successful higher education study. However, many institutions still do not have formalised mechanisms to support students at risk of failure. Institutions need to address this.

The quality of teaching and learning continues to be weak in a number of institutions. There is a paucity of varied and innovative teaching strategies; a lack of different types of formative and summative assessment that ensures students acquire critical thinking and problem-solving skills. This, in turn, means that students are being assessed at the exit level in terms of recall and description rather than higher level skills. This negatively impacts on academic standards and by implication on the marketability of the graduates of these programmes.

In some private providers, higher education is still taking place in inadequate cramped buildings. There is a lack of recreational as well as sufficient library space. In the meantime some private institutions have rented extra space until their new campus is built and is operational. Whilst this attempt to ameliorate the situation is noted, the student learning experience in many institutions is severely compromised and urgent steps need to be taken to provide a quality learning environment for students.

Research underpins teaching at higher education level. Academics need to keep abreast with their discipline. Thus there needs to be a scholarly endeavour in this regard. In all institutions, research policies are being developed and some are moving to the implementation stage. Academics are being incentivised to publish; attend academic conferences. However, this in itself is not sufficient to improve the quality of the learning programmes, professional development opportunities need to be consistently implemented and academics need to keep abreast with the latest research findings in the scholarship of teaching and learning.

It is evident from the results of the reviews carried out to date that the higher education institutions operating in Bahrain are at different stages with respect to the quality of provision; some still have a considerable way to go to reach a good standard both at the programme and institutional levels. Nevertheless, as this report shows there are signs that improvement in all areas is beginning to emerge.

The National Qualification Frame (NQF)

The National Qualifications Framework (NQF) is a comprehensive national qualifications system for all learner achievements. It is classified according to a set of criteria for levels of learning outcomes and allows for horizontal and vertical articulation of all national and externally-accredited qualifications to be aligned with the NQF levels. The main purpose of the National Qualifications Framework (NQF) in the Kingdom is to develop a more coherent, transparent, easy-to-understand and quality assured system for qualifications that meet both national and international requirements.

A partnership approach has been adopted in cooperation with educational and training stakeholders to support all implementation stages of the NQF including design and set-up. The partnership approach will also be the driving force for the implementation stage.

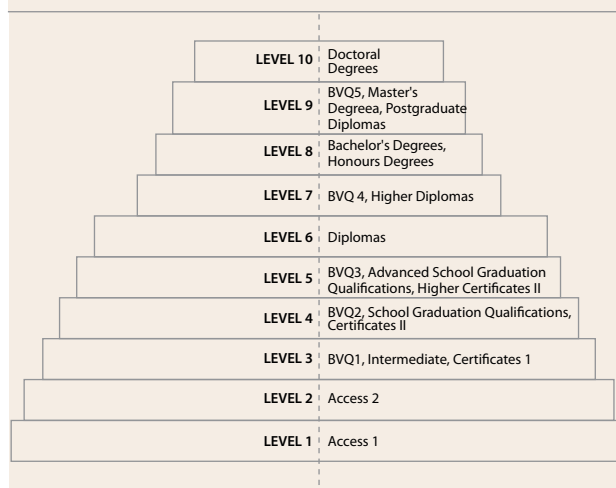
DESIGN STAGE OF THE NQF

Work on the design of the Bahrain National Qualifications Framework (NQF) commenced in January 2010 and concluded in November 2011. The project was funded and managed by Labour Fund (Tamkeen), while the Scottish Qualifications Authority (SQA) was contracted to provide the technical assistance support.

The Education and Training Reform Committee, under the Chairmanship of His Highness Shaikh Mohammed bin Mubarak Al Khalifa, Deputy Prime Minister, approved the Framework design in December 2010. Draft policies and guidelines for the Framework were approved by the National Qualifications Framework Project Committee in November 2011.

The Framework design contains ten levels that are classified vertically and cover all types of learning as indicated in Figure 69. Each level measures the learner achievements and complexity of learning outcomes ranging between (1) elementary and (10) complex. For each level, generic standards of skill, knowledge and competence descriptors are set out to define the outcomes to be achieved by learners.

FIGURE 69:
NATIONAL QUALIFICATIONS FRAMEWORK LEVELS



The Education and Training Reform Committee has formally delegated national responsibility for the development, implementation and maintenance of the National Qualifications Framework to the QAAET Board effective 01 December 2011.

SET UP STAGE OF THE NQF

In March 2012 a contract was signed between QAAET, Tamkeen and the Scottish Qualifications Authority (SQA). SQA will provide ongoing technical assistance in establishing an NQF Unit within the QAAET and the Framework Operations function to facilitate a phased implementation of the Framework. This stage will conclude in February 2014.

PROGRESS TO DATE

17 institutions and 83 existing qualifications nationwide have been selected to participate in the Pilot/Test phase of the NQF. The selection criteria were based on the QAAET review of results of these institutions and qualifications. All 10 levels of the Framework representing all sectors of education and training.

The main purpose of the pilot phase is to test the draft policies, guidelines, procedures manuals, and other mechanisms for the implementation of the NQF and where necessary, propose amendments based on the results of the pilot.

To ensure the sustainability of the NQF operations, a capacity building plan is being implemented during the Setup phase. This includes seminars, forums and training workshops for the NQF Unit staff.

Capacity building activities are also being delivered within the selected pilot institutions to ensure the successful completion of the pilot/test phase, including the mapping of qualifications onto the Framework.

The Scottish Qualifications Authority (SQA) and National Qualifications Authority Ireland (NQAI) have endorsed and confirmed that the NQF design approach meets international requirements. Recently, the QAAET commenced work on referencing the NQF to the Scottish Credit and Qualifications Framework Partnership and the National Qualifications Authority Ireland based on Memorandums of Understanding signed with both international bodies. This will provide the recognition and credibility of the NQF, and facilitate the accommodation and alignment of foreign qualifications with the NQF levels and vice versa.

National Authority for Qualifications & Quality Assurance of Education & Training

On the **Second of December 2012**, His Majesty King Hamad Bin Isa Al Khalifa issued the Decree No. 83 of 2012 re-organizing the **National Authority for Qualifications & Quality Assurance of Education & Training**, to reflect the new mandate and scope of work entrusted to the Authority. A fifth unit, the National Qualifications Framework Unit, was formed to complement the activities of the Authority's other units that are responsible for reviewing the quality of the performance of education and training institutions, and for conducting the National Examinations.



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National Authority for Qualifications &
Quality Assurance of Education & Training

Conclusion





CONCLUSION

In this last section of the Annual Report the four units report on the capacity building activities that took place during the 2011-2012 academic year. Capacity building across the education and training sector is viewed by the QAAET as a vital part of its remit to contribute to the improvement in the quality of education and training in the Kingdom. The report concludes with an outline from each of the four units of the plans and activities for the 2012-2013 academic year as well as the QAAET's biennial conference.

CAPACITY BUILDING

The **SRU** is established in the promotion and development of quality education in government and private schools both through conducting and reporting reviews and through capacity building activities. Capacity building has continued to be undertaken in four important ways. The first is to do with building the capacity of Bahraini teachers to become reviewers. MoE teachers are seconded to the SRU for a period of one to three years during which time they are trained to become review specialists and conduct reviews.

Once trained, review specialists undertake continuous professional development to heighten their skills in the review process and become lead reviewers. During 2011-2012 the SRU team of both permanent and seconded reviewers took part in a range of twenty workshops which covered detailed aspects of review, including making judgements about students' achievement based on local and international measures, report writing and preparation for certification by CfBT Education Trust. The purpose of reviewer certification is to maintain the credibility of the SRU within the QAAET by ensuring that the skills and competence of reviewers in Bahrain are equivalent to those in high performing education systems world-wide. During 2011-2012 certification was provided to 21 lead reviewers and 39 team specialist reviewers.

The other three activities are concerned with the schools that are to be reviewed or have been reviewed. Firstly, the SRU trains 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 and preparing for school improvement and external review. Taking this concept further, the SRU held, in February 2012, a successful two-day forum on the theme 'Embedding School Self-evaluation'. The forum provided insights into the latest international practices in school

self-evaluation. Principals from government and private schools and kindergartens had opportunities to reflect on the 'principles into practice' which were shared by the keynote speaker and international reviewer, Bogusia Matusiak-Varley.

Secondly, the SRU holds consultation meetings with the schools' principals to seek formative feedback on completed reviews, so bridging any gaps between the SRU and the schools, ensuring adherence to the code of conduct and making necessary improvements and adjustments where appropriate. Thirdly, workshops and meetings are held with principals whose schools have been judged 'inadequate' to explain this judgement and help them prepare for leading improvements and the subsequent monitoring visits.

Another part of the SRU's capacity building is contributing to international conferences and events. In this way, learning, understanding and knowledge are developed in participation with others on a world-wide stage. During 2011-2012, directors and review staff at all levels in the SRU contributed to significant and relevant programmes with papers on different aspects of review that contribute to the scientific research, develop such aspects across the Kingdom and present them in a number of international conferences held in Hong Kong and Shenzhen in China, Osaka in Japan, Barcelona in Spain and Stockholm in Sweden. Contributions were also made, with the Chief Executive of the QAAET, to an international conference held by CfBT Education Trust in England who presented a paper on the SRU local reviewers' competencies.

As in previous years the **NEU** undertook a variety of activities to build capacity amongst its own staff and amongst all part-time assessment staff who undertake work for the NEU. CIE delivered a number of intensive training sessions to NEU staff on the assessment and grading model for the Grade 12 pilot examinations. For part-time assessment staff the NEU held a number of training events and workshops on basic and advanced item-writing skills, invigilation, marking, grading and grade review. In particular, the new assessment part-time staff for Grade 12 were trained for the first time. These events spread good practice throughout the assessment community in Bahrain.

In addition, in November 2011 the NEU held a public forum, entitled 'Impact of Educational Assessment: Global Perspectives and Focus on Bahrain'. The forum

was aimed at the education and assessment community in Bahrain. The keynote speaker, Dr. Hanan Khalifa, Head of Research & Publications at Cambridge ESOL, spoke about 'Developing a Model for Investigating the Impact of Assessment within Educational Contexts by a Public Examination Provider'. She was followed by a number of speakers from the MoE and the NEU, who reported on some of the research they had undertaken on the direct impact of the national examinations on students and schools in Bahrain. According to the written feedback the forum was well received by delegates.

The QAAET, as a key driver in the educational reform project, has placed spreading the culture of quality and the capacity building of the VET providers as a priority. The success of the QAAET's first conference in February 2011 and the **VRU's** first forum in March 2010 demonstrated the need for such events to share the accumulated experiences of a panel of experts as well as practitioners. With this in mind, the VRU held its second successful seminar in January 2012 with a range of key speakers providing an insight into the latest international and local developments in vocational education and training. The forum drew on lessons from the first review cycle as experienced by the review team and the reviewed institutes themselves. The forum also provided details of the proposed changes to the review framework. The keynote speaker, Mr. Martyn Roads from the UK, gave an interesting presentation on assessment models for vocational education and training, including the latest use of technology for assessing vocational qualifications.

As part of its ongoing review activities, the VRU has, since 2008, offered a number of other, more regular, 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-evaluation form (SEF) and the Learners' Performance Data (LPD) workbook.

In addition, the review team holds planning meetings prior to the on-site review to prepare the provider by going through the review process details, highlighting the questions on which the review team will be making judgements, what evidence they will be looking at to make those judgements and to address any concerns they may have. This is often supplemented with additional one-to-one meetings with the provider's nominee – the person designated to liaise with the VRU – particularly to discuss issues highlighted by the provider's SEF. Written feedback is provided on their SEF, and other relevant documents, in the form of a Pre-Review Brief (PRB) 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.

The **HERU** continued with its programme of capacity building activities with the aim of supporting the institutions to prepare for review and in facilitating events in which international experts workshop an important activity that higher education institutions need to undertake. Workshops and support meetings were held for the eight institutions that were due to have their Master of Business Administration programmes reviewed regarding the expectations of the portfolio of evidence including the self-evaluation report that needed to be developed. Support meetings were also held for the seven institutions that were due to have an institutional follow-up review.

A two-day consultative forum was held in October 2011 entitled 'Working in partnership for the future of Bahrain' in which senior academics and managers from higher education institutions participated. The forum was divided into two parts with the first day being devoted to reflection and discussion on the first cycle of programme reviews. One of the international expert panel members on the Bachelor of Business reviews reflected on his experiences with the programme review methodology. Feedback from the institutions which underwent programme reviews was also given. The second day took the form of a workshop with the focus being on the new framework entitled 'Programmes-within-College Reviews' in which the proposed new indicators and sub-indicators were discussed.

The results of the suite of programme reviews carried out by the HERU since 2009 highlighted a need to develop further the higher education institutions' capacity in developing, using, and assessing learning outcomes on both programme and course level. This will be of more significance as the Kingdom embarks on the development and implementation of its National Qualification Framework. To address this, in May 2012 the HERU held a two-day workshop entitled: 'Developing Programme and Course Aims and Learning Outcomes'. The workshop started with the HERU presenting the new review framework entitled 'Programmes-within-College Reviews' and the main findings of Cycle 1 reviews with regard to learning outcomes. The workshop facilitator, Dr Helen Marshall, Glenmorgan University, UK, then discussed the terms 'aims', 'objectives' and 'intended learning outcomes'; their definitions, context and use, and the difference between them. The linkage between learning outcomes and qualification framework was emphasised also. The workshop then went through a range of pre-designed practical exercises to engage the participants in developing learning outcomes for different levels of studies, linking programme and course learning

outcomes, and linking teaching, learning and assessment to learning outcomes. The workshop was co-organised and funded by the British Council.

OUTLOOK 2012-2013

The **SRU** plans to re-review all government and review all private schools over a three year cycle, to be completed by January 2015. 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. The SRU will disseminate, through seminars and workshops, the best of professional practice and share the lessons learned throughout the different sectors of education. The central importance of schools conducting an accurate self-evaluation of their performance will be central in this. Schools will be assisted in becoming more skilled in aligning the evaluations of their schools' practices against the criteria in the SRU Review Framework and Guidance. Members in this activity are to be drawn essentially from the government and private school community in Bahrain with visiting experts in the field of school self-evaluation.

In 2012-2013 it is planned to review a further 61 government schools as part of Cycle 2 and a further 20 private schools within their first cycle. It is planned that 23 monitoring visits will be conducted to check progress in those schools judged 'inadequate' from the cycles of government and private schools reviews.

During the academic year 2012-2013 the **NEU** will conduct national examinations for Grades 3, 6 and 9 as usual, and for the first time will also conduct live Grade 12 national examinations in Arabic, English and Problem-Solving. The new Grade 12 examinations will be compulsory for students in government schools based on the Cooperation Agreement entered between the QAAET and Higher Education Council in 2009 and private schools will be able to decide whether they wish to join them. The University of Bahrain has decided to use the NEU's Grade 12 examination results as part of their entrance requirements.

In preparation for the new Grade 3 English examinations, which will go live in 2014, the NEU will undertake a pre-test session for Grade 3 English. This will be at the same time as the usual NEU pre-tests for all other subjects in Grades 3, 6 and 9.

The NEU will also present a paper on 'Evaluating the impact of the Bahrain National Examinations: teacher and student perceptions' at the 38th Annual Conference of the International Association for Educational Assessment (IAEA), in September 2012 in the Republic of Kazakhstan.

The **VRU** began Phase 1 of Cycle 2 in January 2012 with four further phases of the cycle due to be completed by June 2014. Around 20 new providers will become eligible for review during that period. Cycle 2 also saw the introduction of a new review framework and guidance, as equally rigorous as the one used in the previous cycle but with greater clarity for providers and reviewers, and as detailed elsewhere, a more explicit focus on the importance of learning and progress. In the 2012-2013 academic year the VRU will review 40 providers; thirty of which are licensed or regulated by the MoL and ten by the MoE.

The VRU will continue to play its part in helping to improve 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 VET. Finally, the VRU will continue to work closely with its main partners, the MoL, the MoE, the Economic Development Board, the Labor Fund (Tamkeen), and the Higher Council for Vocational Training to improve the quality of vocational education and training in the Kingdom. In particular, it will continue to provide data and analysis of trends for those organisations like Tamkeen who are responsible for providing support services to the VET sector.

In the 2012-2013 academic year, the **HERU** will continue implementing its new framework entitled 'Programmes-within-College Reviews. Four colleges will have their programmes reviewed in the field of Health and six colleges in the field of Computer Science and Information Technology. Two institutional follow-up reviews will take place for the national higher education institutions. This will complete the first cycle of institutional reviews. The HERU will continue with its programme of capacity building activities with the aim of supporting the institutions to prepare for review.

In order to build capacity within the Kingdom, the HERU will train local reviewers to participate in the Programmes-within-College Reviews. Potential reviewers are invited in their personal capacity as they are not representing their institutions during the reviews. The invitees will be respected academics in their fields. In line with international practice, the term 'local reviewers' includes Bahrainis and academics working in Bahrain.

QAAET SECOND CONFERENCE

As part of the QAAET's mandate to promote the culture of quality and sharing the results of its work activities with the community and professional institutions, the Authority is keen to organize annual forums, seminars and

conferences. In addition to annual workshops organised by the QAAET's Units of which some were previously outlined in this Report, one of the most important milestones in this regard is the QAAET's biennial conference that started in February 2011, and was praised at different levels and realised most of its objectives and goals. The QAAET will hold its second biennial conference in February 2013, which will be under the patronage of His Highness Sheikh Mohamed Bin Mubarak Al Khalifa the Deputy Prime Minister, Kingdom of Bahrain. The first day will consist of pre-conference workshops followed by a two-day conference that includes a 'round-table' forum.

Delegates from schools, vocational providers, higher education institutions, and national examinations centres, will explore the challenges and opportunities facing quality assurance agencies locally, regionally, and globally. The conference will be conducted in Arabic or English with translation provided.

Appendix





SCHOOLS REVIEW UNIT*

#	Government schools reviewed	Overall judgements Cycle 1	Overall judgements Cycle 2
		2008 - 2011	2011 - 2014
1	Aminah Bint Wahab Primary Girls School	1: Outstanding	1: Outstanding
2	Ain Jaloot Primary Girls School	2: Good	1: Outstanding
3	Al-Sehlah Primary Girls School	2: Good	1: Outstanding
4	Hitteen Primary Boys School	2: Good	1: Outstanding
5	Khawlah Secondary Girls School	2: Good	1: Outstanding
6	Sumayia Primary Girls School	2: Good	1: Outstanding
7	Al-Manhal Primary Girls School	2: Good	2: Good
8	Al-Sanabis Primary Girls School	2: Good	2: Good
9	Zainab Intermediate Girls School	2: Good	2: Good
10	Al-Zallaq Primary Intermediate Girls School	3: Satisfactory	2: Good
11	Bait Al-Hekmah Primary Girls School	3: Satisfactory	2: Good
12	East Rifaa Primary Girls School	3: Satisfactory	2: Good
13	Ruqaya Primary Girls School	3: Satisfactory	2: Good
14	Tubli Primary Boys School	3: Satisfactory	2: Good
15	West Rifaa Primary Girls School	3: Satisfactory	2: Good
16	Zannoobia Intermediate Girls School	3: Satisfactory	2: Good
17	Al-Noor Secondary Girls School	4: Inadequate	2: Good
18	Buri Primary Girls School	2: Good	3: Satisfactory
19	Halima Al-Sa'adeyya Intermediate Girls School	2: Good	3: Satisfactory
20	Hassan Bin Thabit Primary Boys School	2: Good	3: Satisfactory
21	Isa Town Intermediate Girls School	2: Good	3: Satisfactory
22	Mariam Bint Omran Primary Girls School	2: Good	3: Satisfactory
23	Saba' Primary Girls School	2: Good	3: Satisfactory
24	Safrah Primary Intermediate Girls School	2: Good	3: Satisfactory
25	Um Ayman Primary Girls School	2: Good	3: Satisfactory
26	A'ali Primary Boys School	3: Satisfactory	3: Satisfactory
27	Ahmad Al-Uman Secondary Boys School	3: Satisfactory	3: Satisfactory
28	Al-Busaiteen Intermediate Girls School	3: Satisfactory	3: Satisfactory
29	Al-Yarmook Primary Boys School	3: Satisfactory	3: Satisfactory
30	Al-Qudaibia Intermediate Boys School ⁹	3: Satisfactory	3: Satisfactory
31	Barbar Primary Boys School	3: Satisfactory	3: Satisfactory
32	Ibn Al-Nafees Primary Boys School	3: Satisfactory	3: Satisfactory
33	Al-Manama Secondary Girls School	3: Satisfactory	3: Satisfactory
34	Khadija Al-Kubra Intermediate Girls School	3: Satisfactory	3: Satisfactory
35	Uqba Bin Nafe'a Primary Boys School	3: Satisfactory	3: Satisfactory
36	Al-Sanabis Primary Boys School	3: Satisfactory	3: Satisfactory
37	Sh. Abdul Aziz Bin Mohd Alkhalifa Secondary Boys School	3: Satisfactory	3: Satisfactory
38	Um Al-Qura Primary Intermediate Girls School	3: Satisfactory	3: Satisfactory
39	West Rifaa Secondary Girls School	3: Satisfactory	3: Satisfactory
40	Yathreb Intermediate Girls School	3: Satisfactory	3: Satisfactory
41	Alzallaq Primary Intermediate Boys School	3: Satisfactory	3: Satisfactory
42	Al-Dheya Primary Boys School	4: Inadequate	3: Satisfactory
43	Hamad Town Secondary Girls School	4: Inadequate	3: Satisfactory
44	Al-Alaa Alhadhrami Primary Boys School	3: Satisfactory	4: Inadequate
45	Al-Khalil Bin Ahmad Intermediate Boys School	3: Satisfactory	4: Inadequate
46	Al- Khamis Primary Boys School	3: Satisfactory	4: Inadequate
47	Al Wadi Primary Boys School	3: Satisfactory	4: Inadequate

48	Ibn Rushd Intermediate Boys School	3: Satisfactory	4: Inadequate
49	Sh. Mohd Bin Khalifa Al-Khalifa Primary Intermediate Boys School	3: Satisfactory	4: Inadequate
50	Sitra Primary Boys School	3: Satisfactory	4: Inadequate
51	Tareq Bin Ziyad Intermediate Boys School	3: Satisfactory	4: Inadequate
52	Al-Muharraq Secondary Girls School	1: Outstanding	
53	Al-Orouba Primary Girls School	1: Outstanding	
54	Al-Mutanabbi Primary Boys School	1: Outstanding	
55	Rabia'a Al-Adaweyia Primary Girls School	1: Outstanding	
56	Al-Rawdha Primary Girls School	1: Outstanding	
57	West Rifaa Intermediate Girls School	1: Outstanding	
58	A'ali Primary Girls School	2: Good	
59	Al-Hidd Intermediate Secondary Girls School	2: Good	
60	Al- Hidd Primary Boys School	2: Good	
61	Al-Khansa Primary Girls School	2: Good	
62	Al-Ma'refa Secondary Girls School	2: Good	
63	Al-Qadsiah Primary Girls School	2: Good	
64	Al-Safa Primary Girls School	2: Good	
65	Al-Salam Primary Girls School	2: Good	
66	Al-Jazeera Primary Boys School	2: Good	
67	Almustaqbal Primary Girls School	2: Good	
68	Arad Intermediate Girls School	2: Good	
69	Arad Primary Boys School	2: Good	
70	Arad Primary Girls School	2: Good	
71	Askar Primary Intermediate Boys School	2: Good	
72	Asma That Alnetaqain Primary Intermediate Girls School	2: Good	
73	Balkees Primary Girls School	2: Good	
74	Al-Belad Al-Qadeem Primary Girls School	2: Good	
75	East Rifaa Primary Boys School	2: Good	
76	Fatima Al-Zahra Primary Girls School	2: Good	
77	Fatima Bint Asad Primary Girls School	2: Good	
78	Gharnata Primary Girls School	2: Good	
79	Hafsa Um Almoumineen Primary Girls School	2: Good	
80	Hajer Primary Girls School	2: Good	
81	Hamad Town Primary Boys School	2: Good	
82	Hamad Town Primary Girls School	2: Good	
83	Jaw Primary Intermediate Girls School	2: Good	
84	Karrana Primary Girls School	2: Good	
85	Khalid Bin Alwaleed Primary Boys School	2: Good	
86	Al-Muharraq Primary Girls School	2: Good	
87	Al-Nowaidrat Primary Girls School	2: Good	
88	Um Salama Intermediate Girls School	2: Good	
89	Qalali Primary Boys School	2: Good	
90	Sar Primary Boys School	2: Good	
91	Saar Primary Girls School	2: Good	
92	Safeyia Bint Abdulmuttalib Primary Intermediate Girls School	2: Good	
93	Salahuddeen Alayyoubi Primary Boys School	2: Good	
94	Al-Sanabis Intermediate Girls School	2: Good	
95	Sitra Primary Girls School	2: Good	
96	Sakeena Bint Al-Hussain Primary Girls School	2: Good	
97	Tubli Primary Girls School	2: Good	
98	Tulaitela Primary Girls School	2: Good	
99	Um Kalthoom Intermediate Girls School	2: Good	
100	West Rifaa Primary Boys School	2: Good	

* Reports are published on QAAET website www.qaa.edu.bh

101	Zubaidah Primary Girls School	2: Good	
102	A'ali Intermediate Girls School	3: Satisfactory	
103	Al-Ma'ari Primary Boys School	3: Satisfactory	
104	Abufiras Alhamadani Primary Boys School	3: Satisfactory	
105	Abusaiba Primary Boys School	3: Satisfactory	
106	Ahmad Al-Fateh Primary Intermediate Boys School	3: Satisfactory	
107	Alahd Alzاهر Secondary Girls School	3: Satisfactory	
108	Al-Busaiteen Primary Boys School	3: Satisfactory	
109	Al-Busaiteen Primary Girls School	3: Satisfactory	
110	Al-Daih Primary Intermediate Girls School	3: Satisfactory	
111	Al-Dair Primary Boys School	3: Satisfactory	
112	Al-Dair Primary Intermediate Girls School	3: Satisfactory	
113	Al-Duraz Primary Girls School	3: Satisfactory	
114	Al-Hedayah Al-Khalifa Secondary Boys School	3: Satisfactory	
115	Al-Hunaineya Primary Girls School	3: Satisfactory	
116	Al-Hoorah Secondary Girls School	3: Satisfactory	
117	Al-Ja'afari Religious Institute	3: Satisfactory	
118	Al-Khaleej Al-Arabi Intermediate Girls School	3: Satisfactory	
119	Al Ma'ameer Primary Boys School	3: Satisfactory	
120	Al-Nabeeh Saleh Primary Girls School	3: Satisfactory	
121	Al-Noaim Secondary Boys School	3: Satisfactory	
122	Al-Qayrawan Intermediate Girls School	3: Satisfactory	
123	Al-Qudes Primary Girls School	3: Satisfactory	
124	Al-Sehlah Primary Intermediate Boys School	3: Satisfactory	
125	Al-Andalus Primary Girls School	3: Satisfactory	
126	Al-Hidd Primary Intermediate Boys School	3: Satisfactory	
127	Al-Imam Ali Primary Intermediate Boys School	3: Satisfactory	
128	Al-Imam Al-Tabary Primary Boys School	3: Satisfactory	
129	Al-Khawarizmi Primary Boys School	3: Satisfactory	
130	Al-Nuzha Primary Girls School	3: Satisfactory	
131	Al-Rasheed Primary Boys School	3: Satisfactory	
132	Al-Razi Primary Boys School	3: Satisfactory	
133	Al-Rawdha Primary Boys School	3: Satisfactory	
134	Ammar Bin Yaser Primary Boys School	3: Satisfactory	
135	Awal Intermediate Boys School	3: Satisfactory	
136	Barbar Primary Girls School	3: Satisfactory	
137	Al-Budaiyya Primary Intermediate Girls School	3: Satisfactory	
138	Al-Duraz Intermediate Girls School	3: Satisfactory	
139	East Rifaa Intermediate Girls School	3: Satisfactory	
140	Fatima Bint Alkhatab Primary Girls School	3: Satisfactory	
141	Hamad Town Intermediate Secondary Girls School	3: Satisfactory	
142	Ibn Sina Primary Boys School	3: Satisfactory	
143	Ibn Tufail Primary Boys School	3: Satisfactory	
144	Al-Imam Malik Bin Anas Primary Boys School	3: Satisfactory	
145	Isa Town Intermediate Boys School	3: Satisfactory	
146	Jidhafs Primary Boys School	3: Satisfactory	
147	Jidhafs Secondary Technical School	3: Satisfactory	
148	Jidhafs Secondary Girls School	3: Satisfactory	
149	Nasiba Bint Ka'ab Primary Girls School	3: Satisfactory	
150	Omar Bin Abdul Aziz Primary Boys School	3: Satisfactory	
151	Omayma Bint Al-Noaman Secondary Girls School	3: Satisfactory	
152	Osama Bin Zaid Primary Boys School	3: Satisfactory	

153	Qurtoba Intermediate Girls School	3: Satisfactory	
154	Primary Religious Institute	3: Satisfactory	
155	Al-Rifaa Intermediate Boys School	3: Satisfactory	
156	Sa'ad Bin Abi-Waqqas Primary Boys School	3: Satisfactory	
157	Sar Secondary Girls School	3: Satisfactory	
158	Salmabad Primary Girls School	3: Satisfactory	
159	Sanad Primary Boys School	3: Satisfactory	
160	Sanad Primary Girls School	3: Satisfactory	
161	Shahrakan Primary Boys School	3: Satisfactory	
162	Shahrakan Primary Girls School	3: Satisfactory	
163	Sitra Intermediate Girls School	3: Satisfactory	
164	Sitra Secondary Girls School	3: Satisfactory	
165	Badr Al-Kobra Primary Boys School	4: Inadequate	
166	Aali Intermediate Boys School	4: Inadequate	
167	Abdul Rahman Al-Dakheel Intermediate Boys School	4: Inadequate	
168	Abdul Rahman Al-Nassir Primary Intermediate Boys School	4: Inadequate	
169	Abu Bakr Al-Siddeeq Primary Boys School	4: Inadequate	
170	Al-Duraz Intermediate Boys School	4: Inadequate	
171	Al-Farabi Intermediate Boys School	4: Inadequate	
172	Al-Imam Al-Ghazali Intermediate Boys School	4: Inadequate	
173	Al-Esteqlal Secondary Girls School	4: Inadequate	
174	Al-Jabiriyah Secondary Technical School	4: Inadequate	
175	Al-Jasra Primary Boys School	4: Inadequate	
176	Al-Muharrar Secondary Boys School	4: Inadequate	
177	Al-Salmaniyah Intermediate Boys School	4: Inadequate	
178	Alta'awon Secondary Boys School	4: Inadequate	
179	Arad Primary Intermediate Boys School	4: Inadequate	
180	Al-Belad Al-Qadeem Intermediate Boys School	4: Inadequate	
181	Buri Primary Boys School	4: Inadequate	
182	Al-Budaiya Primary Boys School	4: Inadequate	
183	East Rifaa Secondary Boys School	4: Inadequate	
184	Hamad Town Intermediate Boys School	4: Inadequate	
185	Hamad Town Secondary Boys School	4: Inadequate	
186	Isa Town Primary Boys School	4: Inadequate	
187	Isa Town Secondary Boys School	4: Inadequate	
188	Al-Wafa'a Secondary Girls School	4: Inadequate	
189	Isa Town Secondary Girls School	4: Inadequate	
190	Jaber Bin Hayian Primary Boys School	4: Inadequate	
191	Jidhafs Intermediate Boys School	4: Inadequate	
192	Karzakan Primary Boys School	4: Inadequate	
193	Omar Bin Al-Khattab Primary Intermediate Boys School	4: Inadequate	
194	Othman Bin Affan Intermediate Boys School	4: Inadequate	
195	Religious Intermediate Secondary Institute	4: Inadequate	
196	Safra Primary Intermediate Boys School	4: Inadequate	
197	Samaheej Primary Intermediate Boys School	4: Inadequate	
198	Sh. Isa Bin Ali Al-Khalifa Secondary Boys School	4: Inadequate	
199	Sh. Mohamed Bin Isa Al-Khalifa Primary Boys School	4: Inadequate	
200	Sh. Abdulla Bin Isa Al-Khalifa Secondary Technical School	4: Inadequate	
201	Shaikh Khalifa Bin Salman Institute Of Technology Boys	4: Inadequate	
202	Um Alhassam Primary Boys School	4: Inadequate	

#	Private schools reviewed 2011 - 2012	Stage	Overall judgements
1	The British School Of Bahrain	Grade 1 to 13	1: Outstanding
2	St Christopher's School	Grade 1 to 13	1: Outstanding
3	Modern Knowledge Schools	Grade 1 to 12	2: Good
4	Nadeen School	Grade 1 to 6	2: Good
5	Palms Primary School	Grade 1 to 6	2: Good
6	Al Rawabi School	Grade 1 to 9	3: Satisfactory
7	Arabian Pearl Gulf School	Grade 1 to 12	3: Satisfactory
8	Dilmun School	Grade 1 to 6	3: Satisfactory
9	Middle East Educational Schools	Grade 1 to 12	3: Satisfactory
10	New Indian School	Grade 1 to 12	3: Satisfactory
11	Quality Education School	Grade 1 to 9	3: Satisfactory
12	Al-Maaly Gate School	Grade 1 to 6	4: Inadequate
13	Sanabil Private School	Grade 1 to 12	4: Inadequate
14	Talent International and the Infant School-Manama	Grade 1 to 12	4: Inadequate

MONITORING VISITS TO GOVERNMENT SCHOOLS JUDGED 'INADEQUATE'¹

#	Government schools receiving monitoring visits in 2011-12	Monitoring visit 1	Monitoring visit 2
1	Al-Belad Al-Qadeem Intermediate Boys School	In progress	Sufficient progress
2	Al-Esteqlal Secondary Girls School	In progress	Sufficient progress
3	Al-Wafa'a Girls Secondary School	In progress	Sufficient progress
4	Hamad Town Intermediate Boys School	In progress	Sufficient progress
5	Isa Town Primary Boys School	In progress	Sufficient Progress
6	Isa Town Secondary Boys School	In progress	Sufficient progress
7	Jaber Bin Hayian Primary Boys School	In progress	Sufficient Progress
8	Omar Bin Al-Khattab Primary Intermediate Boys School	In progress	Sufficient progress
9	Safra Primary Intermediate Boys School	In progress	Sufficient progress
10	Um Alhassam Primary Boys School	In progress	Sufficient progress
11	Abdul Rahman Al-Nassir Primary Intermediate Boys School	Insufficient progress	Sufficient progress
12	Al-Farabi Intermediate Boys School	Insufficient progress	Sufficient progress
13	Al-Jasra Primary Boys School	Insufficient progress	Sufficient progress
14	Al-Salmayiyia Intermediate Boys School	Insufficient progress	Sufficient progress
15	Alta'awon Secondary Boys School	Insufficient progress	Sufficient progress
16	Badr Al-Kobra Primary Boys School	Insufficient progress	Sufficient progress
17	Sh. Isa Bin Ali Al-Khalifa Secondary Boys School	Insufficient progress	Sufficient progress
18	Sh. Mohamed Bin Isa Al-Khalifa Primary Boys School	Insufficient progress	Sufficient progress
19	Jidhafs Intermediate Boys School	In progress	In progress
20	Othman Bin Affan Intermediate Boys School	Insufficient progress	In progress
21	Aali Intermediate Boys School	Sufficient progress	-

22	Abu Bakr Al-Siddeeq Primary Boys School	Sufficient progress	-
23	Al-Duraz Intermediate Boys School	Sufficient progress	-
24	Buri Primary Boys School	Sufficient progress	-
25	Abdul Rahman Al-Dakheel Intermediate Boys School	In progress	
26	Al-Budaiya Primary Boys School	In progress	
27	Al-Imam Al-Ghazali Intermediate Boys School	In progress	
28	Al-Jabiriyia Secondary Technical School	In progress	
29	Al-Muharraq Secondary Boys School	In progress	
30	East Rifaa Secondary Boys School	In progress	
31	Hamad Town Secondary Boys School	In progress	
32	Isa Town Secondary Boys School	In progress	
33	Religious Intermediate Secondary Institute	In progress	
34	Sh. Abdulla Bin Isa Al-Khalifa Secondary Technical School	In progress	
35	Sh. Kalifa Bin Salman Institute Of Technology	In progress	
36	Arad Primary Intermediate Boys School	Insufficient progress	
37	Karzakan Primary Boys School	Insufficient progress	
38	Samaheej Primary Intermediate Boys School	Insufficient progress	

VOCATIONAL REVIEW UNIT²

#	Provider	Cycle 1 Review	Cycle 1 Repeat Review	Cycle 2 Review
		Grade	Grade	Grade
1	Institute of Finance (Capital Knowledge)	2: Good	-	1: Outstanding
2	Arabian East Training Center	3: Satisfactory	-	1: Outstanding
3	Al Moalem Institute	3: Satisfactory	-	2: Good
4	Ernst and Young Training Center	3: Satisfactory	-	2: Good
5	Golden Trust for Management & Commercial Training & Consultancy	3: Satisfactory	-	2: Good
6	Gulf Insurance Institute	3: Satisfactory	-	2: Good
7	RRC Middle East	3: Satisfactory	-	2: Good
8	Safety Training and Consultants Center	3: Satisfactory	-	2: Good
9	Victory Training and Development Institute (VTDI)	3: Satisfactory	-	2: Good
10	Bahrain International Retail Development Center (BIRD)	2: Good	-	3: Satisfactory
11	Al Banna Training Institute	3: Satisfactory	-	3: Satisfactory
12	Excellence Training Solutions	3: Satisfactory	-	3: Satisfactory
13	Flextrain for Training & Development	3: Satisfactory	-	3: Satisfactory
14	Horizons for Human Resource Development	3: Satisfactory	-	3: Satisfactory
15	I Design Training centre	3: Satisfactory	-	3: Satisfactory
16	National Institute of Technology (NIT)	3: Satisfactory	-	4: Inadequate
17	Bahrain Society of Engineers Training Centre (BSETC)	4: Inadequate	-	4: Inadequate
18	Neo vartis Training Centre	-	-	2: Good

¹ Reports not published on QAAET website

² Reports are published on QAAET website www.qaa.edu.bh

19	Yellow Hat Training	-	-	2: Good
20	Beauty Face Institute	-	-	3: Satisfactory
21	Human Performance Improvement	-	-	3: Satisfactory
22	Investment for Training & Development	-	-	3: Satisfactory
23	Novo-Tech Training	-	-	4: Inadequate
24	Bridge Training Solutions	4:Inadequate	3: Satisfactory	
25	English Language Skills Centre	4:Inadequate	3: Satisfactory	
26	Group Talal Abu-Ghazaleh Training Group	4:Inadequate	3: Satisfactory	
27	London Training Center	4:Inadequate	3: Satisfactory	
28	New Horizons Computer Learning Centre	4:Inadequate	3: Satisfactory	
29	New Vision Training Institute (NTI)	4:Inadequate	3: Satisfactory	
30	The European Institute	4:Inadequate	3: Satisfactory	
31	Tylos Human Development	4:Inadequate	3: Satisfactory	
32	Professional Training Institute/ (previously Al Amal Institute for Studies & Training)	4:Inadequate	3: Satisfactory	
33	Al Meer Training Center	4:Inadequate	3: Satisfactory	
34	Aptech Computer Education	4:Inadequate	3: Satisfactory	
35	Bahrain Institute	4:Inadequate	3: Satisfactory	
36	Bahrain Institute for Entrepreneurship & Technology (BIET)/ Bahrain Institute for Technology (previous)	4:Inadequate	3: Satisfactory	
37	Management Development Centre	4:Inadequate	4:Inadequate	
38	The Gulf Academy For Development of Human Resources	4:Inadequate	4:Inadequate	
39	Hanan Training Institute	4:Inadequate	4:Inadequate	
40	Al Hayat Institute for Human Resources Development	4:Inadequate	4:Inadequate	
41	Bahrain Montessori Centre	1: Outstanding	-	
42	Bahrain Institute for Banking and Finance (BIBF)	2: Good	-	
43	Bahrain Institute of Hospitality & Retail (BIHR)	2: Good	-	
44	Berlitz Training Centre	2: Good	-	
45	British Language Centre	2: Good	-	
46	Capital Institute	2: Good	-	
47	Dar Al Marifa Language Centre	2: Good	-	
48	Genetech Training & Development	2: Good	-	
49	Gulf World Institute for Career Development & Quality	2: Good	-	
50	Kumon- Bahrain (Janabiya)	2: Good	-	
51	National Institute for Industrial Training	2: Good	-	
52	Sylvan Institute	2: Good	-	
53	A.I.T Centre	3: Satisfactory	-	
54	Al - Badeel for Training Development	3: Satisfactory	-	
55	Al Amjaad Institute	3: Satisfactory	-	
56	Al Jazeera Modern Institute	3: Satisfactory	-	
57	Al Muheet Institute	3: Satisfactory	-	
58	American Cultural and Educational Center	3: Satisfactory	-	
59	Bahrain Training Institute (BTI)	3: Satisfactory	-	

60	Bait Al Taleem Institute	3: Satisfactory	-	
61	Deena Institute of Technology	3: Satisfactory	-	
62	Design Technology Training Center	3: Satisfactory	-	
63	Dynamics Training Institute	3: Satisfactory	-	
64	Expert Group Training Institute	3: Satisfactory	-	
65	Global Institute for Management Science	3: Satisfactory	-	
66	Gulf Business Machine Education Centre	3: Satisfactory	-	
67	Gulf International Institute	3: Satisfactory	-	
68	Industrial Petroleum Training Services (I.P.T.S.)	3: Satisfactory	-	
69	Leaders Institute for Training & Development	3: Satisfactory	-	
70	Lingo Ease centre for young learners and Adults	3: Satisfactory	-	
71	Modern Institute of Science and Computer	3: Satisfactory	-	
72	Osho Training	3: Satisfactory	-	
73	Projacs Training Centre	3: Satisfactory	-	
74	Success Training Centre (STC)	3: Satisfactory	-	
75	Al Adwha Institute	4:Inadequate	-	
76	Al Awael Institute	4:Inadequate	-	
77	Al Madina Training & Human Resources Development	4:Inadequate	-	
78	Al Mawred Institute	4:Inadequate	-	
79	English Plus Institute	4:Inadequate	-	
80	Experts Training Institute	4:Inadequate	-	
81	Fastrack Training & Development Consultancy	4:Inadequate	-	
82	IT Camp International	4:Inadequate	-	
83	Prestige Institute for Training Human Resources	4:Inadequate	-	

CULTURAL CENTRES

1	Bahrain Music Institute	1: Outstanding
2	Al Madrasa Art Centre	2: Good
3	Bahrain Ballet Centre	2: Good
4	Life in Music Institute	2: Good
5	Indian Performing Arts Centre	3: Satisfactory
6	Kalabhavan Art Center - Bahrain	4: Inadequate

HIGHER EDUCATION REVIEW UNIT ¹ INSTITUTIONAL REVIEWS ²

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

CYCLE 1:

HIGHER EDUCATION PROGRAMME REVIEWS ³ BACHELOR OF BUSINESS ADMINISTRATION

#	Institution	No. of Satisfied Indicators	Conclusion	Follow-up Review Conclusion	Re-Review Conclusion
1	Kingdom University	1	No confidence		Limited confidence (3 Indicators satisfied)
2	Delmon University of Science and Technology	1	No confidence		Limited confidence (2 Indicators satisfied)
3	AMA International University - Bahrain	1	No confidence		No confidence (1 Indicator satisfied)
4	New York Institute of Technology – Bahrain	1	No confidence		No confidence (1 Indicator satisfied)
5	Applied Science University	2	Limited confidence	Successfully met recommendations (4 Indicators satisfied)	

6	University College of Bahrain	2	Limited confidence	Successfully met recommendations (4 Indicators satisfied)	
7	Gulf University	3	Limited confidence	Not Satisfactory	
8	Ahlia University	4	Confidence		
9	University of Bahrain	4	Confidence		
10	Arab Open University – Bahrain	4	Confidence		
11	Royal University for Women	4	Confidence		
12	Birla Institute of Technology - Bahrain	3	Limited confidence	-	-

BACHELOR OF LAW

#	Institution	No. of Satisfied Indicators	Conclusion	Follow-up Review Conclusion
1	University of Bahrain	4	Confidence	
2	Applied Science University	3	Limited confidence	Successfully met recommendations (4 Indicators satisfied)
3	Kingdom University	2	Limited confidence	Successfully met recommendations (4 Indicators satisfied)
4	Delmon University of Science and Technology	0	No confidence	
5	Gulf University	0	No confidence	

MASTER OF INFORMATION TECHNOLOGY

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

¹ Reports are published on QAAET website www.qaa.edu.bh

² No. of Commendations, Affirmations, and Recommendations is not a direct 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.

³ Reports are published on QAAET website www.qaa.edu.bh

MASTER OF BUSINESS ADMINISTRATION

#	Institution	No. of Satisfied Indicators	Conclusion
1	Ahlia University	4	Confidence
2	University of Bahrain	4	Confidence
3	Arab Open University – Bahrain	3	Limited confidence
4	University College of Bahrain	3	Limited confidence
5	Applied Science University	2	Limited confidence
6	Delmon University	1	No confidence
7	AMA International University – Bahrain	1	No confidence
8	Gulf University	1	No confidence

CYCLE 2:

HIGHER EDUCATION PROGRAMMES-WITHIN-COLLEGE REVIEWS COLLEGE OF MEDICINE

#	Institution	No. of Satisfied Indicators	Conclusion
1	Royal College of Surgeons in Ireland – MUB	4	Confidence
2	AMA International University – Bahrain	0	No confidence

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