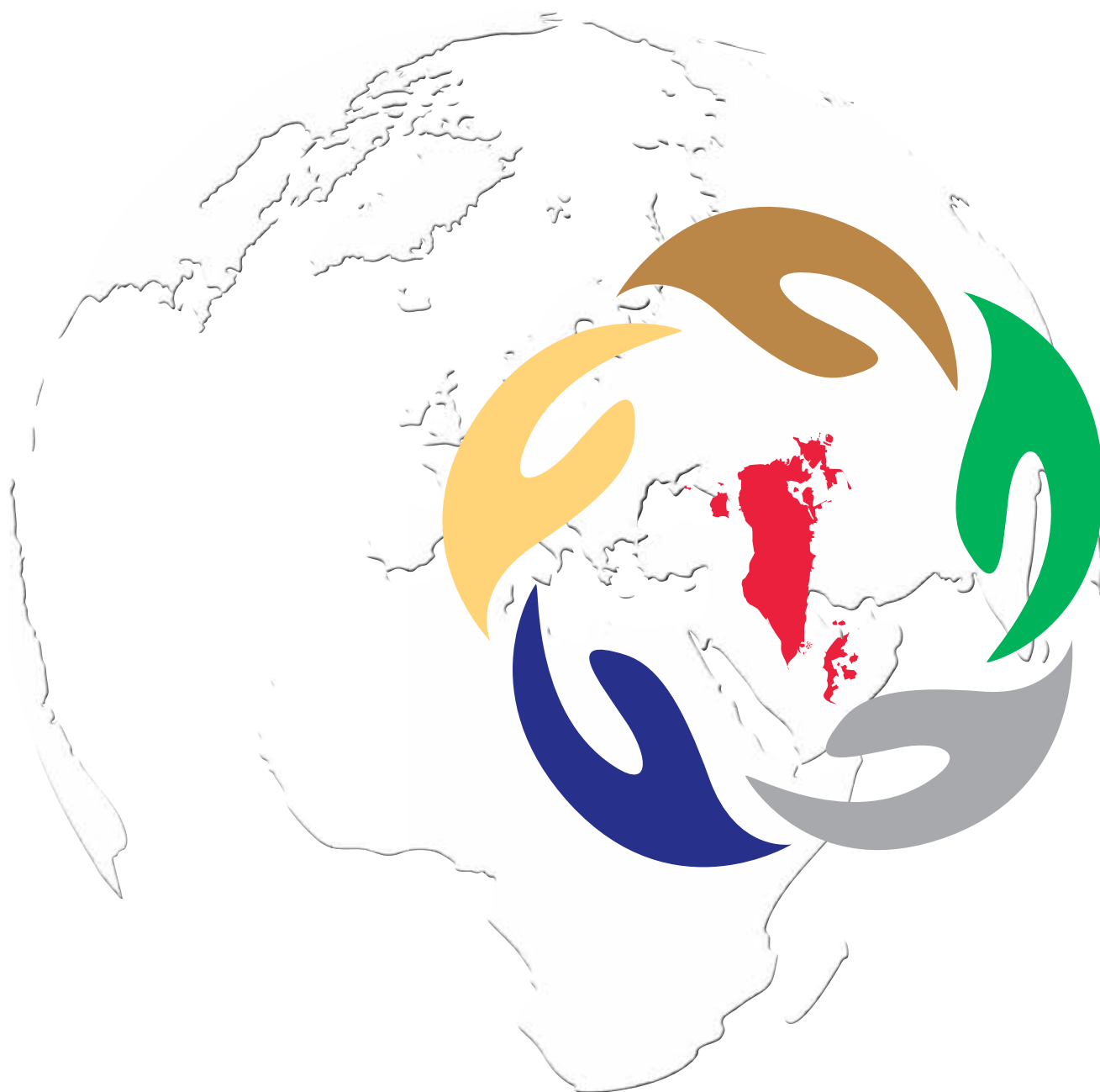# Kingdom of Bahrain
Education & Training Quality Authority
Annual Report 2017

Education and Training ... Endeavors and Outcomes

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

HIS ROYAL HIGHNESS
PRINCE KHALIFA BIN SALMAN AL KHALIFA

THE PRIME MINISTER

HIS MAJESTY
KING HAMAD BIN ISA AL KHALIFA

THE KING OF THE KINGDOM OF BAHRAIN

HIS ROYAL HIGHNESS
PRINCE SALMAN BIN HAMAD AL KHALIFA

THE CROWN PRINCE, DEPUTY SUPREME COMMANDER
AND FIRST DEPUTY PRIME MINISTER

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BQA Mandate

The Education & Training Quality Authority (BQA) was founded in 2008 and was reorganised in accordance with the Royal Decree No. (83) of 2012. In terms of Article (4) of the Decree, its mandate is to review the quality of the performance of education and training institutions, manage the National Qualifications Framework, and conduct the national examinations 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 and training 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 leaders in fostering sustainable quality enhancement for world-class education and training sectors in Bahrain

MISSION

As an independent entity, we foster sustainable quality enhancement in the education and training sectors in Bahrain through:

- Setting standards and guidelines to measure the quality of the performance of education and training institutions, and mapping the National qualifications.

- Conducting quality reviews of education and training institutions to ensure accountability and continuous improvement.

- Developing and implementing a National Examination System that provides a credible assessment of learners' achievement in the pre-university stages.

- Managing the National Qualifications Framework that recognizes all forms of learning and accommodates outcome-based, fit for purpose National qualifications.

- Publishing quality reviews, qualifications and national examination reports that are accurate and transparent for quality enhancement and decision making.

- Instigating national capacity building activities to support quality enhancement and sustainability in education and training institutions

- Enhancing partnership and communication with our stakeholders.

VALUES

- PROFESSIONALISM
  We adhere to professional standards in all our activities consistent with international best practice

- INTEGRITY
  We are honest, objective and ethical in our work.

- FAIRNESS
  We are impartial and conduct our work in an equitable manner

- TRANSPARENCY
  We operate with openness and publish full details of our methodologies and reports of our services

- CONSISTENCY
  We maintain conformity and steadfast adherence to our guidelines in all our activities

- CREDIBILITY
  We provide reliable services that are trusted by all our stakeholders

- SUSTAINABILITY
  We aim to invest in Bahrain's future through the capacity building of the national human capital

Chairman's Statement

At the outset of the new millennium the Kingdom of Bahrain witnessed major progress in all economic, political, urban, cultural and social aspects.

The reform project launched by His Majesty King Hamad Bin Isa Al Khalifa, King of Bahrain, played the main role in shaping the future and drafting the country's development strategies, based on the development of education and training in order to create a scientific environment that would contribute to the successful implementation of national initiatives.

While other countries in the world invest in education, the Kingdom of Bahrain, has charted a clear path toward securing a leading position at GCC, Regional and International levels in the field of education and training quality. This has been under the close monitoring of our wise government led by His Royal Highness Prince Khalifa Bin Salman Al Khalifa, Prime Minister, and in light of Bahrain's Economic Vision 2030 led by His Royal Highness Prince Salman Bin Hamad Al Khalifa, Crown Prince, Deputy Supreme Commander and First Deputy Prime Minister, with the continuous support of the Supreme Council for the Development of Education and Training lead by His Highness Sheikh Mohammed Bin Mubarak Al Khalifah, Deputy Prime Minister.

Since its establishment in 2008 the Education and Training Quality Authority (BQA) has been firmly committed to transferring the knowledge and experience of international experts in order to develop outstanding national expertise in education and training quality assurance and improve the performance of schools, vocational training and higher education institutions. This has had a significant impact on Bahrain's reputation in this field.
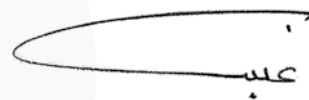
This international reputation has led to the wide presence of BQA's competencies in regional forums, meetings and workshops organised in Arab and foreign countries, not only as participants but also as experts who are sought after in order to share Bahrain's experience in different sectors relating to education and training quality.

At the local level, with the substantial expansion of investment in education by establishing numerous new government and private schools, universities and institutes, the relevant authorities controlled and regulated the educational process to ensure a well-informed expansion that is accompanied by improvements in performance quality.

His Highness Sheikh Mohammed Bin Mubarak, Deputy Prime Minister and Chairman of the Supreme Council for the Development of Education and Training, expressed his high confidence in the Authority. This has presented BQA's management and staff with a great challenge as the body authorised to evaluate the performance of government and private education and training institutions, in addition to preparing review reports, administering and organising national examinations and operating the National Qualifications Framework.

This trust and responsibility has been carried out relying on qualified and trained Bahraini competencies, with a remarkable response and partnership of all state agencies. This has enabled the education and training institutions in the Kingdom to achieve the required changes at varying degrees and at varying speeds, leading to the introduction of the desired improvements by developing improvement plans that are carefully implemented and monitored.

The efforts made by the Education and Training Quality Authority, including its board of directors, CEO Dr. Jawaher Shaheen Al-Mudhahki and all employees, are deeply appreciated and are characterised by dedication and hard work for the glory of our precious Kingdom.

Yours sincerely,
Abdulaziz bin Mohammed Al Fadhel
Chairman of the Board of Directors

Chief Executive's Statement

The regional and international challenges and related intricacies which we encounter today, not only in the Kingdom of Bahrain but in all GCC countries, are represented by the smooth transition from a traditional oil-based economy to a qualitative economy that is based on knowledge and associated indictors in terms of revival, development and modernisation.

Education and innovation are undoubtedly the key drivers of the social change and development pursued by the Kingdom of Bahrain. These will enable the realisation of Bahrain's Economic Vision 2030 in parallel with the transition from an oil-based to a knowledge economy.

Countries throughout the world have invested time, effort and money in the development of economic visions and policies. Among these countries is the Kingdom of Bahrain which has undergone major political, economic and social reforms over the past fifteen years under the leadership of His Majesty King Hamad bin Isa Al Khalifa, King of Bahrain.

Education and training have always been at the centre of attention of our wise government under the leadership of His Royal Highness Prince Khalifa bin Salman Al Khalifa, the Prime Minister, represented by the education and training reform project. Bahrain's Economic Vision 2030, which is the future of the Kingdom and is led by His Royal Highness Prince Salman bin Hamad Al Khalifa, Crown Prince, Deputy Supreme Commander and First Deputy Prime Minister, has always been guided by three basic principles to achieve that vision: sustainability, justice and competitiveness.

Motivating and supporting the private sector to drive development and empowering Bahrainis to become the domestic labour market's first choice are at the core of the Economic Vision 2030. Both are closely linked to changing the prevailing traditional economy into one based on knowledge and national human competency.

In order to achieve such great goals, the Kingdom of Bahrain had to lay the foundations for a new phase of the development of education and training, which represent the corner stone of the desired economic development. Education and training quality has always been a top priority of our government. This fact is clearly recognised by anyone who follows the initiatives supervised by the Supreme Council for the Development of Education and Training.

A decade has passed since the inauguration of Bahrain's education reform project, which has encountered numerous challenges and difficulties as a consequence of working to make real tangible changes in institutional behaviour and stakeholders. The result has been a successful transition from one phase to another, of constant development, driven by a firm vision under the leadership of His Highness Sheikh Mohammed bin Mubarak Al Khalifa, Deputy Prime Minister and Chairman of the Supreme Council for the Development of Education and Training.

The establishment of the Education and Training Quality Authority (BQA) as the body responsible for assessing and reporting on the performance of government and private education and training institutions provided a watchful eye that monitors improvements in the education system throughout the country. This has resulted in rapidly increasing responses to BQA's standards by relevant institutions and the introduction of the required improvements through the development of improvement plans that are carefully implemented and monitored in response to public concerns. These have encouraged institutions to adopt community-based and market-oriented labour policies.

Substantial qualitative development has been brought about by the Authority. Initiatives include monitoring the quality of education and training institutions' performance, developing the National Qualifications Framework as a comprehensive system for standardisation and institutional inclusion, placement of national qualifications and alignment to their foreign equivalents to act in accordance therewith, and organising and overseeing national examinations that have evolved in line with Bahrain's strategic vision to gradually replace Ministry of Education's examinations in the subjects offered by BQA. These offer proof of our wise

Chief Executive's Statement

leadership's high confidence in BQA and our establishing quality, proficiency and sustainability standards by means of an unprecedented scientific structure in the region that is independent and unbiased in its judgments on the quality of institutional performance reviews and a leader in its experience. This receives compliments from everybody at regional and international levels who, in collaboration and partnership with other institutions and bodies, contribute to our desired progress, development and prosperity.

I would like to extend all due gratitude and appreciation to His Majesty King Hamad Bin Isa Al Khalifa, King of Bahrain, for his profound vision for the development of education and growth of our country, and for his wider vision that ensures the progress of our society under his wise guidance and leadership. I would also like to extend my sincere thanks and gratitude to HRH Prince Khalifa Bin Salman Al Khalifa, Prime Minister, for his endless support for the enhancement and development of education and training institutions toward the progress of our country, welfare of our citizens and prosperity of our precious Kingdom. I would also like to extend my deepest gratitude and appreciation to HRH Prince Salman Bin Hamad Al Khalifa, Crown Prince, Deputy Supreme Commander and First Deputy Prime Minister, for his continuous encouragement and support for reform initiatives that cover all the elements of growth and welfare in citizens' lives. Moreover I wish to recognise the significant contribution of the sponsor of education and training development efforts in the Kingdom, His Highness Sheikh Mohammed bin Mubarak Al Khalifa,

Deputy Prime Minister and Chairman of the Supreme Council for the Development of Education and Training, and His Highness's role in following up on the development and improvement of the education system, driving BQA and its management and staff to always improve their efforts towards progress, sustainability and development.

The efforts of His Excellency Mr. Abdulaziz Bin Mohammed Al Fadhel, Chairman of Education and Training Quality Authority, and respectable board members have contributed to the improvement of BQA's work toward achieving its objectives and bringing its education and training institutions to higher levels and greater goals. Finally, I would like to extend special thanks and appreciation to BQA's employees for the devotion and dedication throughout all stages of BQA's journey to develop education and training in the Kingdom.

I pray to Allah the Almighty to guide our steps and endow us with devotion and perseverance for the good and glory of our beloved Kingdom; Amen.

Yours sincerely,
Jawaher Shaheen Al Mudhahki
Chief Executive Officer

Board of Directors

HE Ms. Aisha Mohammed Abdulghani

HE Mr. Khalid Omar Al Rumaihi
Chief Executive of Economic Development Board

HE Dr. Shaikh Khalid Bin Khalifa Al Khalifa
Vice Chairman of Board of Trustees - Executive Director of Isa Cultural Centre

HE Mr. Kamal Ahmed Mohammed
Minister of Transportation & Telecommunication - BQA Vice Chairman

His Excellency Mr. Abdul Aziz bin Mohammed Al Fadhel
BQA Chairman

HE Dr. Mohammed Ali Hassan
Member of Shura Council

HE Dr. Abdulrahman A. Hussain Jawahery
President of GPIC

HE Dr. Ebrahim Mohammed Janahi
Chief Executive of Tamkeen

HE Dr. Rasheed Jassim Ashour

Executive Team

Dr. Tariq Al Sindi
General Director, National
Qualifications Framework

| **Mr. Adel Hasan** | **Dr. Hasan Al Hammadi** | **Dr. Wafa Al Mansoori** | **Dr. Ahmed Khudair** |

Dr. Jawaher Al Mudhahki
Chief Executive

Dr. Haya Al Mannai
General Directore, Education and
Training Institutes Reviews

Mrs. Esmat Jaffar

Mrs. Wafa Al Yaqoobi

Dr. Khaled Al Baker

Mr. Khalid Al Mannai

Government Schools

Government Schools

Introduction

According to the 'Schools Reviews Handbook', the Education and Training Quality Authority (BQA), through the Directorate of Government Schools Reviews (DGS), conducts its reviews based on three core pillars. The first pillar focuses on the quality of learning outcomes including aspects of students' academic achievement (standards and progress) and personal development. The second pillar highlights the quality of the main processes and inputs and includes aspects of teaching and learning and support and guidance offered to students. The third pillar covers the quality of processes and follow-up mechanisms related to the effectiveness of leadership, management and governance.

Evaluation of these aspects is the essence of the judgements awarded for the schools' overall effectiveness and their capacity to improve. Grades are awarded on a four-point scale: 'outstanding', 'good', 'satisfactory', or 'inadequate'. It is worth mentioning that Cycle 3 of the reviews includes regular and special reviews based on the approved procedure for reviewing schools that were judged 'outstanding' in their last review, as well as carrying out monitoring visits for schools that are judged 'inadequate'.

This report is divided into three sections, the first section of which presents an analysis of the results of government schools reviews that have been conducted in phases 4 & 5 in Cycle 3 in 2016-2017. The second section comprises a comparative analysis of the overall effectiveness of all the schools so far reviewed during Cycle 3 along with those reviewed in the previous cycles. The third section highlights the results of the 'inadequate' schools that have already undergone monitoring visits in 2016 -2017.

## Analysis of government schools' reviews results conducted in 2016-2017

Based on the approved action plan, the BQA through the DGS, completed phases 4 & 5 of Cycle 3 in May 2017 by reviewing 54 government schools. Out of these 25 are primary, 16 are intermediate and primary-intermediate, and 13 are secondary and intermediate-secondary. This

brings the number of government schools reviewed in phases 4 & 5 of Cycle 3 to 124. This section of the report presents a general analysis of the 54 schools reviewed in 2016-2017.

Overall effectiveness

A school's overall effectiveness is mainly evaluated according to the judgements on the review aspects, with the focus on the school's outcomes that are directly related to students and taking into account the direct impact on learning outcomes of the processes and mechanisms of quality assurance. Figure 1 illustrates the 'overall effectiveness' judgements granted to the 54 government schools reviewed in 2016-2017, where 15% of the schools were judged 'outstanding'; 35% 'inadequate'; 22% 'good' and 28% 'satisfactory'. It is worth mentioning that five outstanding schools in the previous cycle of reviews underwent special review procedures, with four of them managing to maintain the same judgement while one obtained a recommendation to undergo a regular review and its judgement declined to 'good' in the regular review.

Figure (1): Overall effectiveness for 54 schools reviewed in Cycle 3 during 2016-2017 academic year

8	12	15	19
15%	22%	28%	35%

○ Outstanding ○ Good ○ Satisfactory ○ Inadequate
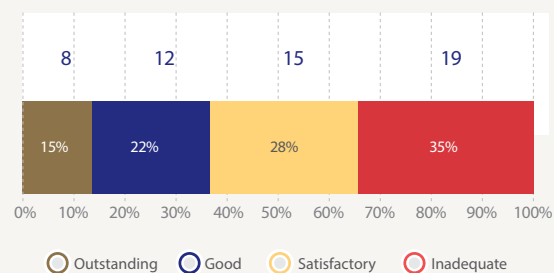
Following the pattern of reviews in previous academic years, the performance of the intermediate schools was the weakest and none of these received an 'outstanding' judgement, while nine of the 16 intermediate schools reviewed during 2016-2017 were judged 'inadequate', amounting to 56% as indicated in Figure 2.

Although review judgements varied in the primary and secondary schools, there is a general increase in 'inadequate' judgements, in particular in the primary schools which reached 28%, being an increase of 10% from the academic year 2015-2016. This is cause for concern. It is worth noting that seven of the eight schools judged as 'outstanding' were girls' schools, while the eighth school was a boys' school with female teachers; five schools of these schools maintained their previous 'outstanding' level while three schools were judged as 'outstanding' after being 'good' in the previous cycle. On the other hand, 17 boys' schools were judged as 'inadequate' compared to two girls' schools.

Figure (2): Overall effectiveness according to educational stages for 54 schools reviewed in Cycle 3 during 2016-2017 academic year

Schools' capacity to improve

A review team's judgement of a school's capacity to improve is based on the role of leadership in assessing the school's current situation, creating operational plans and exploring future trends of performance while taking into account the school's historic performance and implementing continuous improvement in schoolwork. The school's ability to deal with external factors, including stability of human resources, availability of physical resources and ability to face and address challenges related to inputs, are all factors which play a critical role in grading the school's capacity to improve.

Judgements of schools' capacity to improve are slightly better than schools' overall effectiveness judgements. Figure 3 shows that the capacity to improve in 17% of government schools were judged as 'outstanding', 24% were 'good', 26% were 'satisfactory' and 33% were judged as 'inadequate', of which 11 schools received the same judgement in all review aspects. This is a negative indicator, especially with some of these having been recommended for immediate intervention action by the concerned bodies at the Ministry of Education to help raise their performance. Some 'inadequate' schools still encounter various challenges, including poor leadership performance, instability of teaching and administrative staff, poor acquisition of basic skills by students, their awareness and behaviour, and the school environment, facilities and utilities.
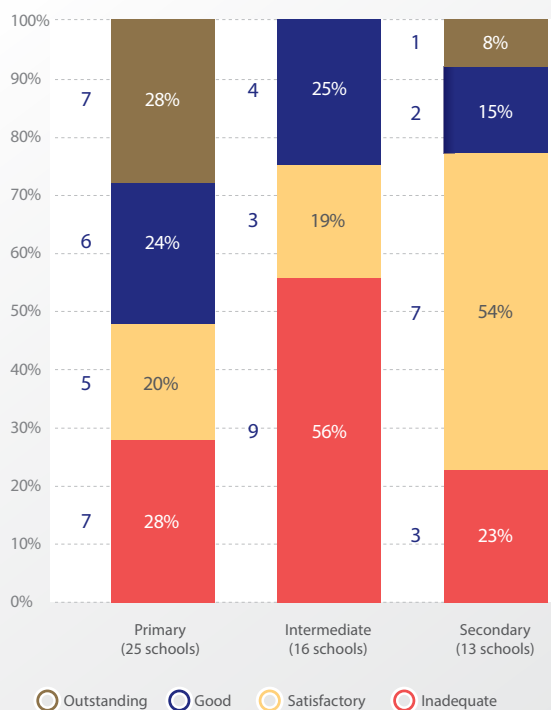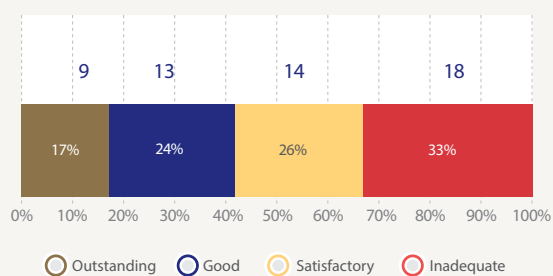

Figure (3): Capacity to improve for 54 schools reviewed in Cycle 3 during 2016-2017 academic year

Government Schools

Figure 4 indicates that 30% of schools have matured professionally during 2016-2017 as they are now able to issue accurate judgements in their Self Evaluation Forms (SEFs) which match the judgements given by the review teams for the schools' overall effectiveness. There is an acceptable one-point difference in judgements in 59% of the schools. However, a source of concern is the inability of 11% of schools to assess their real situation based on the review criteria set forth in the Schools Reviews Handbook, as their judgements varied with two points difference. The failure of these schools to comply with the conduct of accurate self-evaluation on one hand, and the schools' clear understating of the review criteria set forth in the Schools Reviews Handbook on the other hand, is a serious concern, particularly after being subject to three cycles of reviews.

Figure (4): Comparison between judgements in schools' SEF and Grades for 54 schools reviewed in Cycle 3 during 2016-2017 academic year
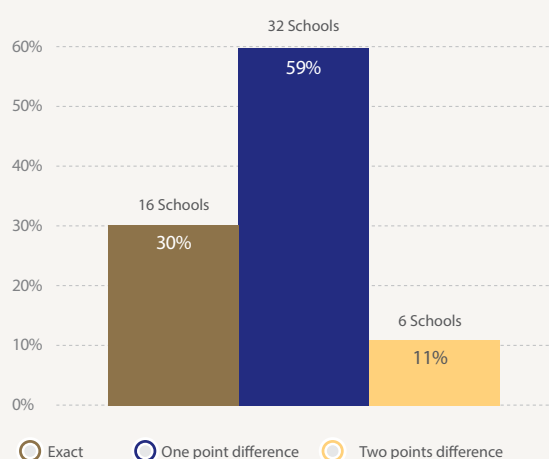
Quality of outcomes

A school's review focuses on how its processes and quality assurance arrangements will affect their learning outcomes, namely students' academic achievement and their personal development. In 2016-2017, students' academic achievement, which is the first main output, was lower than their personal development. 15% of schools were judged 'outstanding', 22% 'good' and 30% 'satisfactory', while 33% were 'inadequate' in this aspect as shown in Figure 5.

The critical factor that negatively affects judgements on this aspect is shortcomings in students' internal assessment methods in terms of accurate construction of the schools' internal tests. This is due to lack of attention and consideration of student's higher order thinking skills being measured or the expected competencies to be mastered in certain age categories, plus marking schemes and mechanisms. All these factors result in inflated marks that do not reflect the real standards of students in lessons. There are other challenges as well which relate to students' standards in various core subjects such as reading and writing skills in Arabic and English, mathematical skills related to mental calculation and principles of multiplication and division, and knowledge, concepts and scientific skills.

It is worth noting that the national average of students' performance in the basic cycles of education results in the BQA national examinations is still poor, and are in line with the results of the less effective schools in many cases. However, standards are better in 'outstanding' and 'good' schools, where there is a match between students' standards in the schools' internal tests, the external examinations by the Ministry of Education and their progress in lessons.

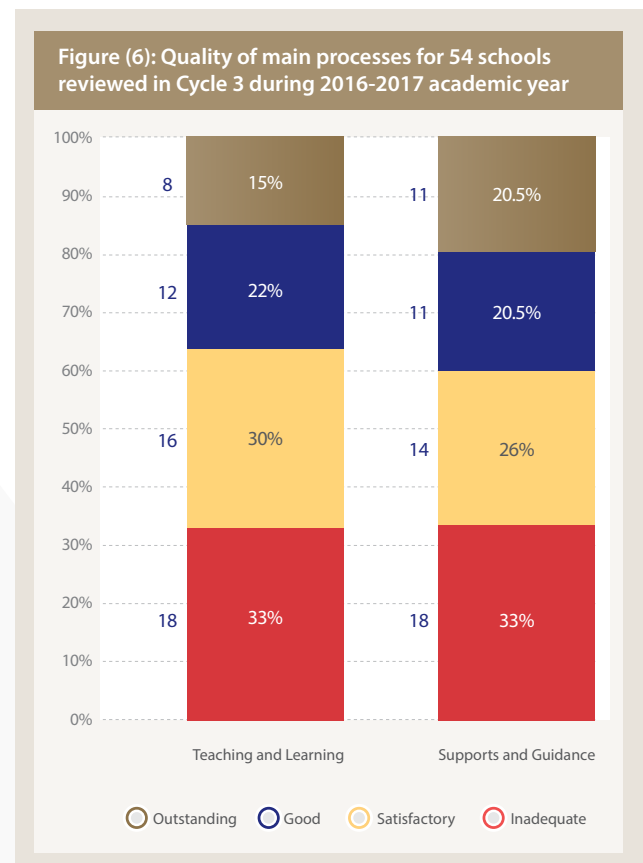Figure (5): Quality of outcomes for 54 schools reviewed in Cycle 3 during 2016-2017 academic year
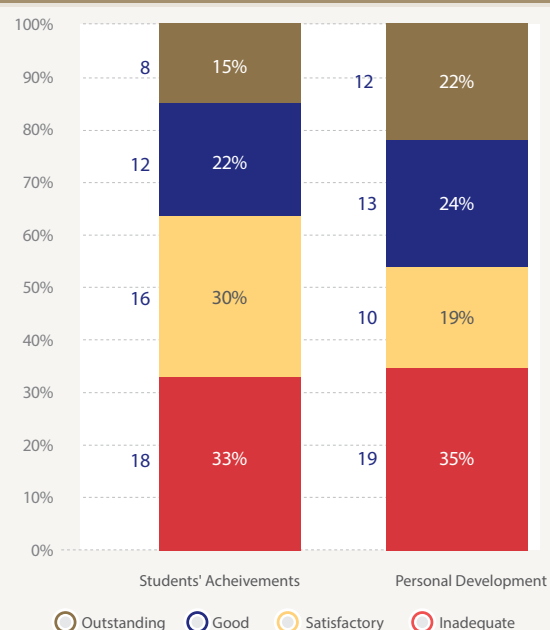
With reference to the second main output, which is students' personal development, school judgements were better than in students' academic achievement since 22% and 24% of the schools reviewed during these two phases were judged 'outstanding' and 'good' respectively, while 19% were 'satisfactory'. Nevertheless, it is worth noting that 35% of the schools were judged 'inadequate', which is a regression, since this percentage has clearly increased compared to the previous years as shown in Figure 5. This is attributed to the use of educational approaches that are inappropriate and inconsistent with positive values, such as beating and fighting. In addition, students show inappropriate behaviour that contributes to a decline in their levels of personal awareness. Additionally, students' participation in school life is too limited and they are unable to take leadership roles. Moreover, students demonstrate weak independent learning skills and fail to assume responsibility for their own learning. The students' personal development aspect was better in 'outstanding' and 'good' schools, where students are able to participate effectively in their learning process, confidently and enthusiastically contribute to all aspect of the school life, take leadership roles and are self-confident. Moreover, these students are well behaved with their teachers and peers. However, independent learning skills are still to be developed in most schools across the Kingdom of Bahrain to ensure that the outputs of the Bahraini education system are in line with international education systems.

Quality of main processes

The schools processes related to aspects of teaching and learning strategies and support and guidance for student's are the main catalyst to improving learning outcomes as they have a direct impact on promoting students' academic standards and their personal development according to the Schools Reviews Handbook. Figure 6 illustrates the results of the schools reviewed with regard to both processes. The results of the quality of teaching and learning processes are almost identical to the results of the relevant main output, which is the students' academic achievement. One-third of the schools were judged 'outstanding' and 'good', while another one-third of the schools were judged 'satisfactory', and the last one-third 'inadequate'.

Reasons for the increase of the less effective schools in this aspect include poor classroom management in terms of allocating sufficient time to each learning objective and activity, teachers' inability to control students' behaviour and direct learning. Strategies are teacher-centred, and students are not given sufficient opportunities for learning. Additionally, assessment techniques focus greatly on outstanding students at the expense of the remaining categories of students, which affects the support and guidance provided for the majority of students in lessons. Classroom management is effective and teaching strategies are student-centred in the most effective schools. Teachers also use various teaching strategies well, for example, role-play, brainstorming, and problem-solving, as well as various assessment methods that are efficient in addressing the learning needs of the various categories of students.

Figure (6): Quality of main processes for 54 schools reviewed in Cycle 3 during 2016-2017 academic year

Government Schools

The students' support and guidance aspect results were slightly better than the quality of teaching and learning aspect, with 40% of the schools reviewed were judged as 'outstanding' and 'good', while 33% were 'inadequate', as shown in Figure 6. Schools had better results in the provision of personal support for students, particularly for students with special needs, to help them settle in their school and prepare them for the next stage of education.

The increase of the number of 'inadequate' schools over the previous years in this aspect raises serious concerns. They show limited ability to counter difficulties in providing academic support for the various categories of students, results of diagnostic tests are not well utilised and students' academic progress is not sufficiently followed up, directly influencing the effectiveness of such processes. With regard to problems with the health and safety of the school environment, the BQA contacted the concerned directorates in the Ministry of Education concerning the cases that form a real danger to enable them to take immediate action. Generally, school environments are secure in most government schools.

Quality assurance of outcomes and main processes

The schools' leadership, management and governance aspect focuses on assessing strategic planning, staff management, and professional development programmes and follow-up processes, as well as the school's ability to motivate teachers and delegate responsibility to assure a sustainable quality of outcomes.

The percentage of 'inadequate' schools (33%) is high, as illustrated in Figure 7, and causes serious concerns. The 'inadequate' schools' senior management demonstrate limited ability to face challenges, which requires immediate intervention by the concerned parties in the Ministry of Education to raise their levels of performance. The main challenges faced by these schools are shortfalls in middle management, which has a direct impact on the quality of teachers' technical and professional support, especially in the intermediate and secondary schools. In addition, teachers' professional development programmes and projects do not address their real

needs, not to mention poor follow-up of the impact of training programmes on teachers' performance and development of teaching practices in lessons. Although schools draw up written strategic and action plans, they are not based on accurate self-evaluation so do not reflect the real situation of the school.

In 'outstanding' (17%) and 'good' (26%) schools, effective teachers' professional development programmes such as established in-house training have a direct impact on the effectiveness of teaching strategies. This includes providing workshops and courses, partnership between schools and academic departments, organising development sessions and seminars, exchange of field visits and effective follow-up of the impact of teachers' professional development programmes on their performance in lessons.

Figure (7): Effectiveness of leadership, management and governance for 54 schools reviewed in Cycle 3 during 2016-2017 academic year
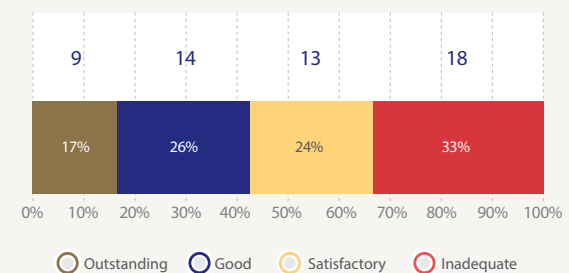
Comparison of the results of schools' overall effectiveness across all three review cycles

By the end of the academic year 2016-2017, the BQA had completed the review of 124 government schools during the third review cycle. One third of these were judged 'outstanding' or 'good', with the remaining two thirds being divided almost equally between 'satisfactory' and 'inadequate' judgements as illustrated in Figure 8.

The percentage of the 'inadequate' schools unprecedentedly reached one third of the reviewed government schools. This causes concern and demonstrates that these schools and their management

encounter significant challenges in raising their level of performance and addressing the recommendations of review teams. It is noted that out of the 38 schools that are judged 'inadequate', 34 are boys' schools.
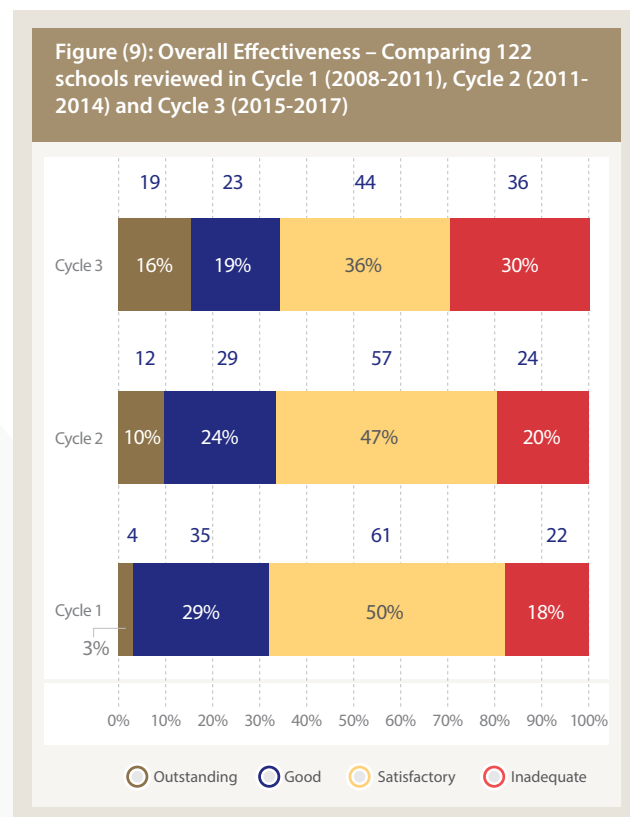
A comparison of the results of the overall effectiveness of the 124 schools reviewed in the second and third review cycles, as shown in Figure 8, indicates that the percentage of 'inadequate' schools increased significantly more than the schools that were judged as 'outstanding', with an increase of 5% in schools judged as 'outstanding' compared to an increase of 10% in schools judged as 'inadequate'.

Figure (8): Overall Effectiveness – Comparing 124 schools reviewed in Cycle 2 (2011-2014) and Cycle 3 (2015-2017)
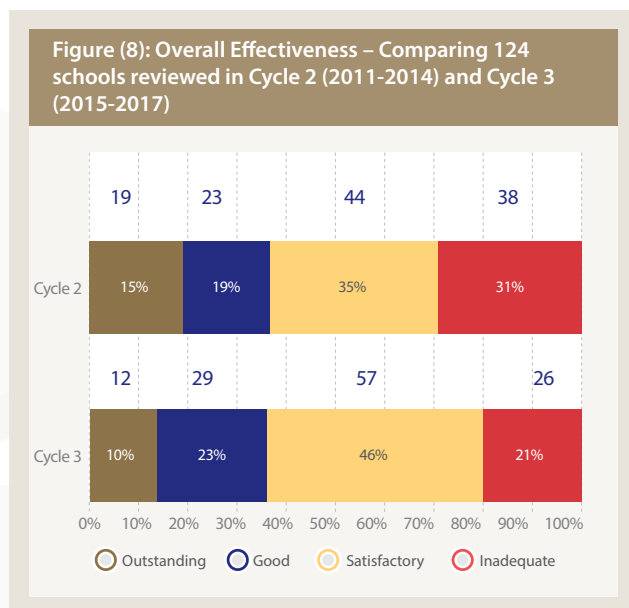
When comparing the outcomes of 122 government schools which have undergone reviews during all three review cycles as illustrated in Figure 9, except for two schools which are excluded as they had not been subject to reviews during Cycle 1 of reviews, a trend is noted of the increased percentages of 'inadequate' schools over the percentages of better performing schools. The percentage of 'inadequate' schools increased from 18% to 20% to 30% over the three review cycles compared to the total of 'outstanding' and 'good' schools which increased from 32% to 34% and 35% respectively.

Three schools maintained their 'outstanding' judgements over the three review cycles, demonstrating their solid institutional quality assurance systems. Ten schools also maintained their 'outstanding' judgements in the last two cycles of reviews. The BQA recommends that the concerned parties should analyse the reasons for maintaining 'outstanding' judgements by the most effective schools and seek to disseminate the best practices among the less effective schools.

Five schools maintained their 'inadequate' judgements over the three cycles of reviews, and 19 schools received the same judgement in the last two cycles of reviews. This is unexpected, particularly after being subject to three consecutive cycles of reviews, and is a serious indicator that the challenges need to be addressed by setting up a comprehensive plan and examining the challenges faced by these schools, as detailed in the Authority's review reports.

Figure (9): Overall Effectiveness – Comparing 122 schools reviewed in Cycle 1 (2008-2011), Cycle 2 (2011-2014) and Cycle 3 (2015-2017)
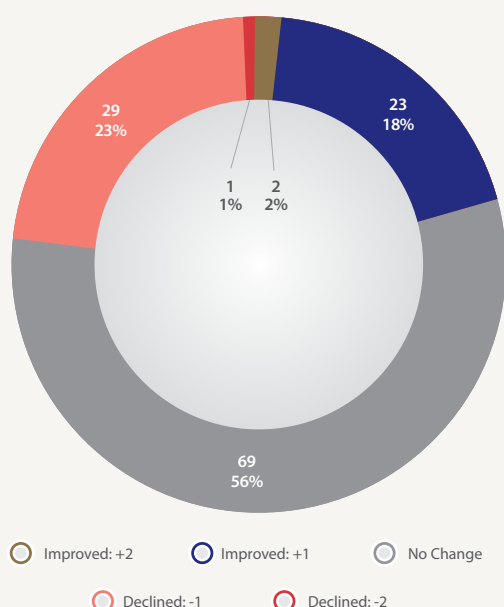
Government Schools

The percentage of schools where standards have declined by one point is more than those schools whose performance has improved, as illustrated in Figure 10. Ten schools have maintained their 'outstanding' standard, while 19 schools have maintained their 'inadequate' standard. This is unexpected, particularly after being subject to three consecutive cycles of reviews. It is noted that the majority of schools whose performance has regressed to 'inadequate' were previously judged 'satisfactory'. This is attributed to the instability of teaching and administrative staff, learning related challenges and ineffective teachers' professional development programmes

increasing links among schools to ensure exchange of good practices, particularly emphasising partnerships between girls' and boys' schools.
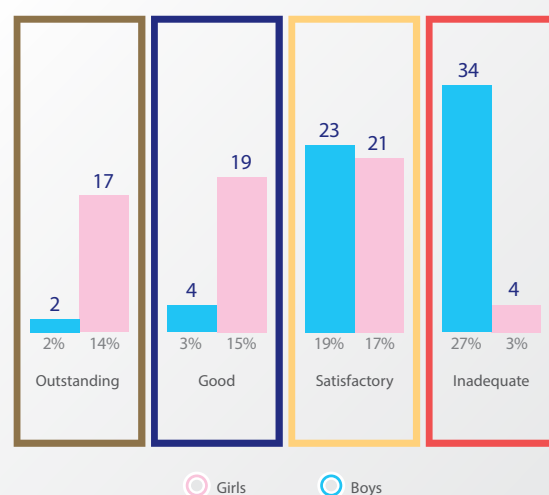
It is worth mentioning that the number of 'inadequate' boys' schools increased to 13, compared to two 'outstanding' schools. This causes concern and the parties involved should identify the reasons and address them.

Figure (10): Changes in the overall effectiveness judgements for 124 schools reviewed in Cycle 2 (2011-2014) and Cycle 3 (2015-2017) of reviews

23
18%

1
1%

2
2%

29
23%

69
56%

○ Improved: +2   ○ Improved: +1   ○ No Change

○ Declined: -1   ○ Declined: -2

Figure (11): Overall Effectiveness according to gender – Comparing 124 schools reviewed in Cycle 3 (2015-2017)

	Outstanding	Good	Satisfactory	Inadequate
Boys	2 (2%)	4 (3%)	23 (19%)	34 (27%)
Girls	17 (14%)	19 (15%)	21 (17%)	4 (3%)

○ Girls   ○ Boys

Following the same pattern, Cycle 3 still shows greater continuous positive progress by girls' schools over boys' schools in 'good' judgements and above, while the schools judged as 'inadequate' are mostly boys' schools as shown in Figure 11. The Authority stresses its recommendation of enhancing professional learning communities and
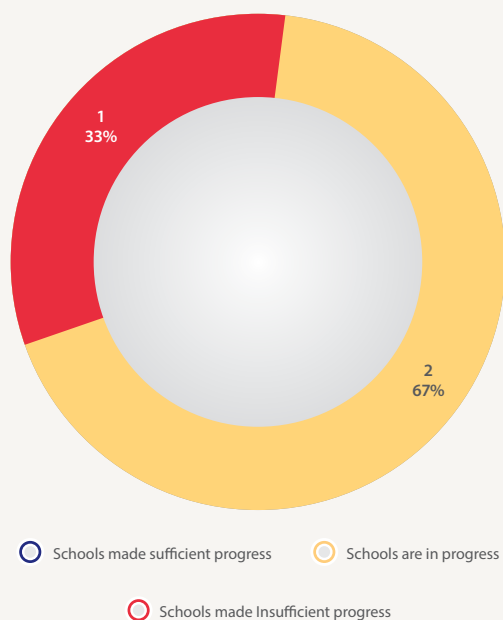
Monitoring visits for 2016-2017 academic year

Schools where the overall effectiveness is 'inadequate' become subject to two monitoring visits every six months to one year following the last review visit to assess the progress they have made in addressing the problem areas, these having been identified as being in need of improvement in their review reports recommendations. The monitoring visit is a 1-day visit and its nature and procedures are different from the regular review visit. Schools that made 'sufficient progress' in their first monitoring visit are scheduled into the regular cycle of school reviews, whereas schools judged as 'in progress' or 'insufficient progress' are subject to a second monitoring visit.

During the 2016-2017 academic year, the BQA conducted 22 monitoring visits. Three of these schools have undergone the second monitoring visits as they were judged 'inadequate' in the second cycle of reviews. The remaining 19 schools that were judged as 'inadequate' in the third cycle of reviews received their first monitoring visits. Figure 12 demonstrates that none of the three schools that have undergone the second monitoring visit received 'sufficient progress', with two of them being judged as 'in progress' and the remaining school having made 'insufficient progress', indicating that the three schools encounter real challenges that restrict their capacity to improve.

In carrying out these three monitoring visits the BQA completed the monitoring visits of the schools which received 'inadequate' judgement in Cycle 2. Overall, 19 schools passed their first or second monitoring visit successfully, while 36 schools failed to pass both monitoring visits. It is worth mentioning that 19 out of 55 schools were judged 'inadequate' in the first and second cycles of reviews.

Figure 13 shows that out of 19 schools receiving their first monitoring visit in the third cycle of reviews, one made 'sufficient progress', whereas 15 achieved 'in progress' and three were judged as 'insufficient progress'. It is worth mentioning that out of the 19 schools, one school was judged 'inadequate' in the three cycles of reviews and nine schools received an 'inadequate' judgement in the last two cycles of reviews. This requires immediate and intensive follow-up to raise these schools' overall performance.

Figure (12): Schools judged 'Inadequate' in Cycle 2 and progress made at their second monitoring visit (2016-2017)

○ Schools made sufficient progress   ○ Schools are in progress

○ Schools made Insufficient progress

Figure (13): Schools judged 'Inadequate' in Cycle 3 and progress made at their first monitoring visit (2016-2017)

○ Schools made sufficient progress   ○ Schools are in progress

○ Schools made Insufficient progress
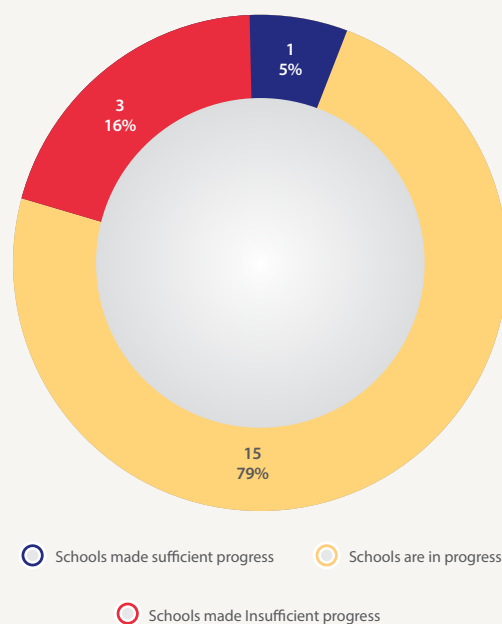
Private Schools

Private Schools

Introduction

During the academic year 2016-2017, the Education and Training Quality Authority (BQA), represented by the Directorate of Private Schools and Kindergartens Reviews (DPS), completed the review of 18 private schools in the second cycle of reviews, which started in April 2015. The first section highlights the performance of the 18 private schools reviewed during the 2016-2017 academic year, including both types of reviews; namely, regular reviews and a special review for one private school graded 'outstanding' in its previous review visit. The second section presents a comparison of the performance of all the 41 private schools reviewed during Cycle 1 and Cycle 2. The third section highlights the results of monitoring visits during the academic year 2016-2017 to schools judged as 'inadequate'. It is worth mentioning that the DPS conducts its reviews in line with the 'Schools Reviews Handbook in the Kingdom of Bahrain', which was explained with its different aspects in the introduction of the DGS report.

Analysis of the results of the private schools' reviews conducted during the 2016-2017 academic year

In April 2015 the BQA, through the Directorate of Private Schools & Kindergartens Reviews (DPS), commenced its second cycle of reviews (Cycle 2). Eighteen private schools were reviewed during phases four and five of Cycle 2 in the 2016-2017 academic year, including one that underwent a special review in accordance with the approved procedure for reviewing 'outstanding' schools. This section of the report presents an analysis of the performance of these 18 private schools according to the review framework.
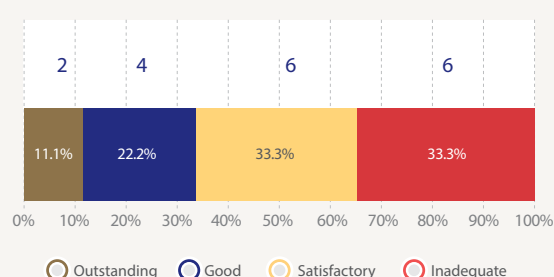
Overall effectiveness

A school's overall effectiveness is mainly evaluated according to the school's outcomes, main processes and the quality assurance of both outcomes and processes. Figure 14 illustrates the overall effectiveness for the 18 schools reviewed during the 2016-2017 academic year. Two schools (11.1%) received 'outstanding' judgements, one of which maintained its 'outstanding' judgement

after undergoing the special review procedure, while the second school progressed from 'good' to 'outstanding'. Four schools (22.2%) were judged as 'good', with the remaining 12 schools being divided equally between 'satisfactory' and 'inadequate' judgements; six schools (33.3%) in each level.

It is noted that the most effective schools focus on addressing the recommendation of their previous review reports, with continuous planning for the development of performance and close follow-up of teaching and learning processes. This shows positively in the students' academic achievement and personal development. On the other hand, the schools which remained 'inadequate' in both cycles of reviews cause concern as planning does not focus on the improvement priorities and there is a lack of follow-up in overall performance, especially in teachers' professional development programmes and their follow-up mechanisms, along with teaching and learning processes which are characterised by poor use of effective teaching strategies. These shortcomings negatively affect students' academic achievement and personal development. It is worth mentioning that some schools still encounter challenges related to human and physical resources which also impacts their level of performance.

Figure (14): Overall effectiveness for 18 private schools reviewed in Cycle 2 during 2016-2017 academic year

2	4	6	6
11.1%	22.2%	33.3%	33.3%

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

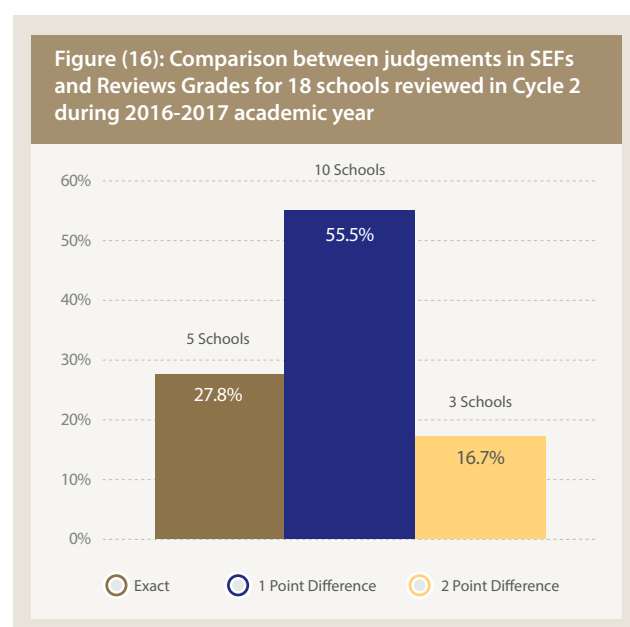○ Outstanding   ○ Good   ○ Satisfactory   ○ Inadequate

Schools' capacity to improve

Judgements on schools' capacity to improve are mainly based on the accuracy and comprehensiveness of their self-evaluation processes, the extent to which they use the evaluation outcomes in developing and implementing strategic and action plans, and how they focus on improvement priorities. As shown in Figure 15, the capacity to improve is matched with their overall effectiveness in the two schools (11.1%) that were graded 'outstanding'. Five (27.8%) private schools were judged as 'good' due to the improvements they made and which show positively in their performance, while five (27.8%) received a 'satisfactory' judgement. However, what raises concerns in the one-third of schools that were rated 'inadequate' is the match between their capacity to improve and their overall effectiveness, due to a lack of planning that focuses on improving their overall performance together with the absence of effective improvements.

Figure (15): Capacity to improve for 18 private schools reviewed in Cycle 2 during 2016-2017 academic year
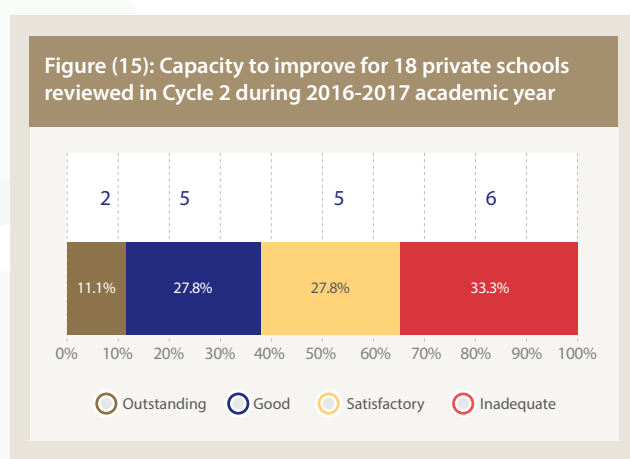
Private schools' assessment of their performance in their self-evaluation forms (SEFs) is one indicator of a schools' ability to evaluate their current situation accurately and transparently. Figure 16 indicates the extent of match or variance between judgements drawn by schools in their SEFs and those of the review teams for overall effectiveness. 27.8% of schools that were graded 'outstanding' or 'good' made identical self-evaluation judgements to those of the review teams. The variance between schools' self-evaluation and DPS judgements is at a one-point grade difference in more than half of the

schools (55.5%), which is relatively acceptable. However, what causes concern is those schools where there is a variance between their self-evaluation and those of the review teams of two points; this is the case in 16.7% of schools. This high difference is attributed to insufficient understanding of the review criteria and evaluation requirements, showing a requirement for greater objectivity in conducting the self-evaluation process.

Figure (16): Comparison between judgements in SEFs and Reviews Grades for 18 schools reviewed in Cycle 2 during 2016-2017 academic year

Quality of outcomes

The quality of outcomes is the key result of all processes conducted by a school, and indicates the effectiveness of procedures and planning processes. One third of schools reviewed during the 2016-2017 academic year were judged 'outstanding' and 'good' in students' academic achievement, while one third were rated 'inadequate', as illustrated in Figure 17. In many schools, the progress of students' academic achievement and their levels in lessons and written work did not correspond with their high pass rates in the schools' internal tests and examinations. Additionally, students made limited progress over the years due to low expectations and limited challenge. This necessitates reviewing the schools' internal assessment policies, especially regarding marks distribution, the levels of tests and marking schemes and approaches.

Private Schools

Private schools achieve much better performance regarding students' personal development. Overall, it is the best review aspect, with 44.5% of schools being judged 'outstanding' or 'good' while 33.3% were rated 'satisfactory', as shown in Figure 17. This distinction is attributed to students' good behaviour, their effective participation in various school activities and events, their ability to assume responsibility and take up leadership roles, and the positive relationships among them. Therefore, they feel safe and secure at school. However, 22.2% of schools were 'inadequate' in the majority of key criteria in this aspect, particularly with regards to students' limited participation inside and outside classrooms and their limited independent learning skills, the latter being one of the most important aspects that needs improvement in most private schools.

Figure (17): Quality of outcomes for 18 private schools reviewed in Cycle 2 during 2016-2017 academic year

Quality of main processes

The main purpose of processes, which are the quality of teaching and learning and students' support and guidance, is their effect on the quality of outcomes. Evidently, teaching and learning processes are closely related to students' academic achievement. With regard to the quality of teaching and learning, as illustrated in Figure 18, one third of the reviewed schools received an 'inadequate' judgement. This is attributed to the use of less effective teaching and learning strategies which are not student-centred, while the use of learning resources and time is ineffective. Moreover, assessment results are not used to meet the needs of the various categories of students. On the other hand, in the one-third of schools that were judged as 'outstanding' and 'good', various teaching and effective strategies are used and differentiation approaches are employed in a highly effective way. Students' abilities are challenged and their various skills are promoted which has a positive effect in raising their academic standards.

With regard to students' support and guidance aspect, Figure 18 shows that 38.9% of schools reviewed were judged as 'outstanding' or 'good'. This is attributed to effective learning and personal support given to the various categories of students and addressing their different needs, along with close follow-up of their impact on students. Effective extracurricular activities are provided which promote students' experiences and personal and life skills. Although the students' support and guidance aspect was judged as 'satisfactory' in one third of schools, 27.8% of schools were graded as 'inadequate' due to the lack of clear mechanisms to assess students' learning needs, coupled with a lack of guidance programmes for the various categories of students. There are also problems related to some school buildings, and challenges that impact the provision of a secure environment for students and staff in a number of schools.
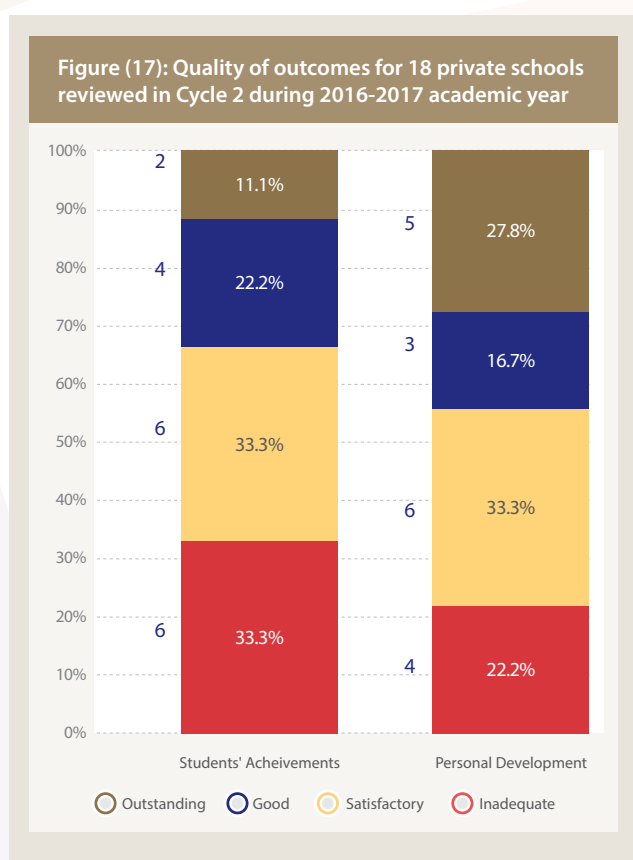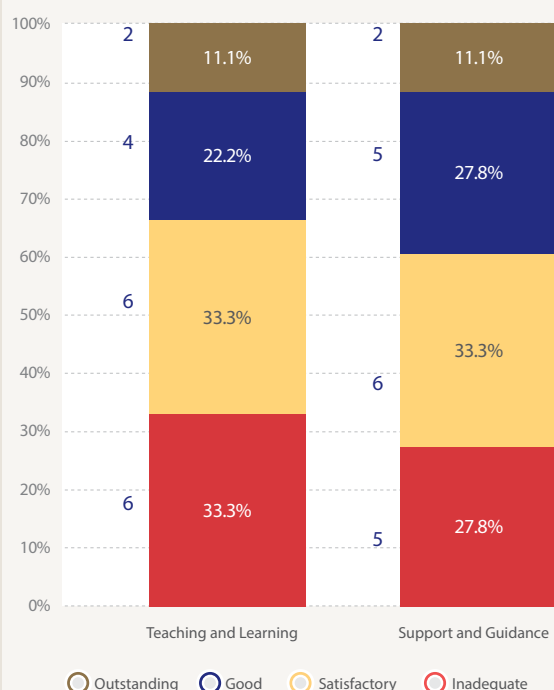
Figure (18): Quality of main processes for 18 private schools reviewed in Cycle 2 during 2016-2017 academic year

Outstanding ⭘ Good ⭘ Satisfactory ⭘ Inadequate

However, concerns are raised with 33.3% of schools being judged 'inadequate' for this aspect, due to their inability to determine their accurate improvement priorities and a lack of accurate and comprehensive self-evaluation mechanisms for all aspects of schoolwork. Added to this are poor strategic planning processes, inaccurate follow-up mechanisms, inconsistency of performance among various academic departments, ineffective utilisation of physical and human resources and, finally, teachers' professional development programmes that do not address their real needs.

Figure (19): Effectiveness of leadership, management and governance for 18 private schools reviewed in Cycle 2 during 2016-2017 academic year

Outstanding ⭘ Good ⭘ Satisfactory ⭘ Inadequate
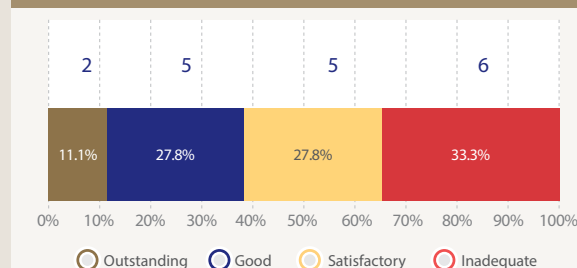
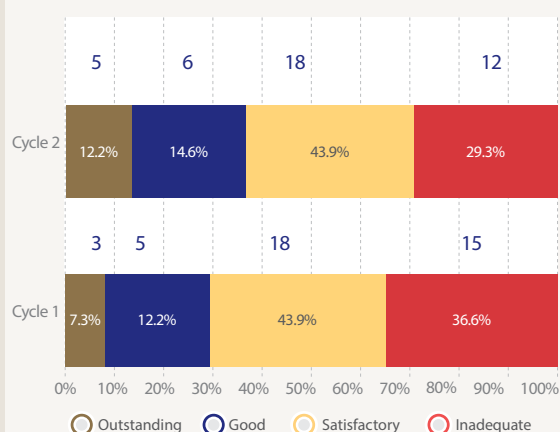## Quality assurance of outcomes and processes

A school's effective leadership, management and governance aspect contributes to assuring the best quality of students' academic and personal outcomes through the ability to draw up strategic plans and manage the main processes and physical and human resources in order to raise overall performance. Figure 19 demonstrates that 38.9% of schools were judged 'outstanding' or 'good' in the school's effective leadership, management and governance aspect. This is due to the use of accurate self-evaluation mechanisms and the schools' ability to benefit from their results in drawing up strategic plans according to the school's work priorities. This also facilitates the close monitoring of teaching and learning processes, teachers' professional development programmes that are based on their needs and their impact on students' academic achievement, and the effectiveness of governance on planning and accountability of performance.

Comparison of the outcomes of Cycle 1 & Cycle 2 of reviews for overall effectiveness

By the end of phases four and five, the BQA has completed the reviews of 41 private schools as part of Cycle 2, which will be concluded by the end of 2018. Figure 20 demonstrates the current situation of the overall effectiveness for the 41 schools reviewed during Cycle 1 and Cycle 2. Overall, the percentage of the 18 schools with a 'satisfactory' judgement remained at 43.9% across the two cycles. The positive change of 4.9% of schools judged 'outstanding' is noted, with two schools which were graded 'outstanding' after progressing from 'good'. Similarly, 'good' schools increased by one more school judged as 'good' in the second cycle. The percentage of schools judged as 'inadequate' dropped to 7.3% (three schools). It is worth mentioning that out of the 12 schools judged 'inadequate' in the second review cycle, eight of them retained that rating from the first review cycle. These results indicate that these schools face obstacles which hinder the improvement of their overall performance and the realisation of their desired goals.
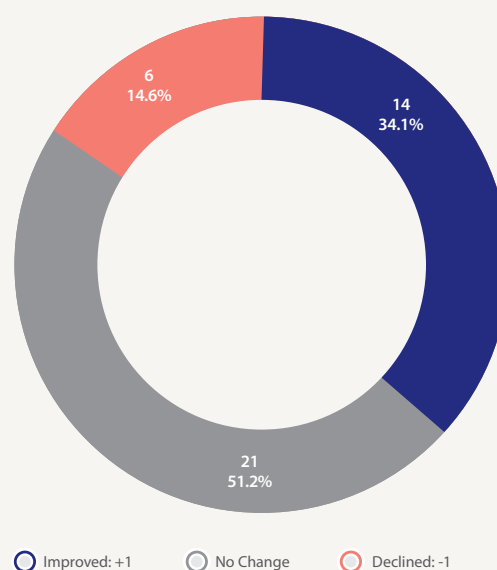
Private Schools

Figure (20): Overall Effectiveness – Comparing 41 private schools reviewed in Cycle 1 and Cycle 2

	Outstanding	Good	Satisfactory	Inadequate
Cycle 2	5 / 12.2%	6 / 14.6%	18 / 43.9%	12 / 29.3%
Cycle 1	3 / 7.3%	5 / 12.2%	18 / 43.9%	15 / 36.6%

Figure (21): Changes in the overall effectiveness judgements for 41 private schools reviewed in Cycle 1 and Cycle 2 of reviews

Improved: +1 — 14 / 34.1%
No Change — 21 / 51.2%
Declined: -1 — 6 / 14.6%

A closer review of the changes in the results of private schools reviewed during Cycle 1 and Cycle 2, as shown in Figure 21, indicates that the performance of 14 schools out of the 41 has improved, with two schools improving from 'good' to 'outstanding' and seven from 'inadequate' to 'satisfactory'. This progress is attributed to the schools' implementation of their review report recommendations, focus on organised schoolwork and the quality of procedures. Altogether, 21 schools maintained their previous judgements, three schools as 'outstanding' and eight schools as 'inadequate'.

The results also illustrate that a number of schools face difficulty in even maintaining their level of performance. This is due to a number of reasons and challenges such as the instability of competent teaching and administrative staff and the unrealistic and inaccurate identification of schoolwork improvement priorities. Six schools showed a drop in performance by one grade, four of them declining from 'satisfactory' to 'inadequate', and two of them declining from 'good' to 'satisfactory'.

Monitoring visits during the academic year 2016-2017

In the case of schools where overall effectiveness is 'inadequate', the BQA through the DPS, undertakes one or two monitoring visits according to the procedures explained in the DGS report. The BQA has conducted six monitoring visits during the academic year 2016-2017, one of which is to a school which was judged as 'inadequate' during the first cycle of reviews and received a 'sufficient progress' judgement.

Overall, the results of the monitoring visits of the first cycle of reviews can be summarised as follows. Out of 26 schools judged as 'inadequate' during the first cycle of reviews, the BQA conducted monitoring visits to 24 of them, of which 10 schools only received 'sufficient progress' in the first or the second monitoring visits, while 12 were judged 'in progress', and two made 'insufficient progress'. The remaining two schools did not undergo monitoring visits as they are no longer operating.

Five schools judged 'inadequate' in the second cycle of reviews received their first monitoring visits. Of these five schools, two (40%) were 'in progress' and three made 'insufficient progress', as illustrated in Figure 22. This requires that these schools exert more effort in implementing the recommendations of the BQA's review reports and focus on the impact of the procedures they take to improve their performance according to improvement priorities in order to overcome the challenges they face.

Figure (22): Private schools judged 'inadequate' during Cycle 2 and progress made at their first monitoring visit (2016-2017)

2
40%

3
60%

○ Schools made sufficient progress ◉ Schools are in progress

○ Schools made insufficient progress
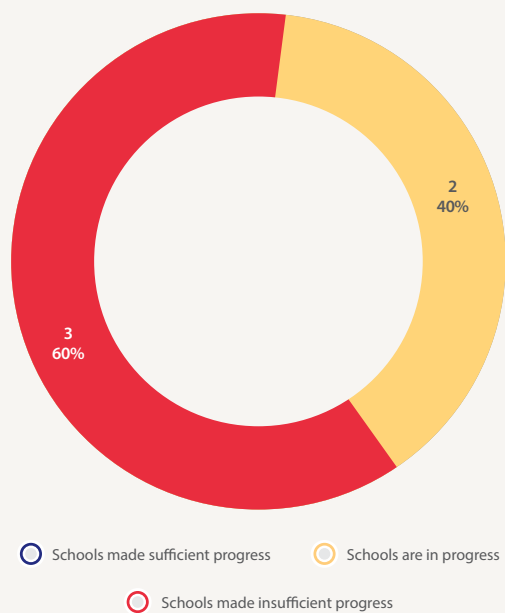
Vocational Institutions

Vocational Institutions

Introduction

In October 2015 the BQA, through the Directorate of Vocational Reviews (DVR), commenced the third cycle of reviews under the approved DVR plan for the years 2015 to 2018. Nine providers were reviewed during the first phase of Cycle 3. During the second and third phases the DVR completed the review of 27 providers. During the academic year 2016-2017 the BQA completed the fourth and fifth phases of Cycle 3 by reviewing 30 providers, 20 of them licensed by the Ministry of Labour and Social Development (MoLSD) and 10 educational institutions licensed by the Ministry of Education (MoE). This brought the total number of reviewed providers to 66.

Outcomes of reviews of the fourth and fifth phases of cycle 3 (2016-2017) Providers' overall effectiveness

The judgement on the providers' overall effectiveness is the essence of the judgements passed by the review teams. Reviewers make their decision on the overall effectiveness upon completion of the review process, based on the grades/judgements of the five main questions of the review process with the judgement on the learners' achievement aspect being the limiting criterion for the remaining judgements. This means that the judgment of the overall effectiveness will not surpass the learners' achievement judgment, then taking into account the analysis of the grades granted to the other main questions and linking them to the overall effectiveness judgement to achieve consistency across all judgements.

The total number of providers reviewed during the fourth and fifth phases of Cycle 3 in the academic year 2016-2017 was 30; 20 training institutions licensed by the (MoLSD) and 10 training institutions licensed by the MoE. For the 'overall effectiveness', of these 30 providers 23 (77%) received a 'satisfactory' or better grade, with 11 (37%) being judged as 'good' or better grade, three (10%) being judged as 'outstanding' and 12 (40%) being judged as 'satisfactory'. Of these, as shown in Figure (23) the results for the 20 training institutions licensed by the MoLSD were that eight institutions (40%) received a 'good' or better grade, with ten (50%) judged as 'satisfactory' and two (10%) judged as 'inadequate'.

Figure (23): Analysis of the grades awarded for overall effectiveness for the 30 institutions reviewed in Cycle 3 of reviews (Academic year 2016-2017)
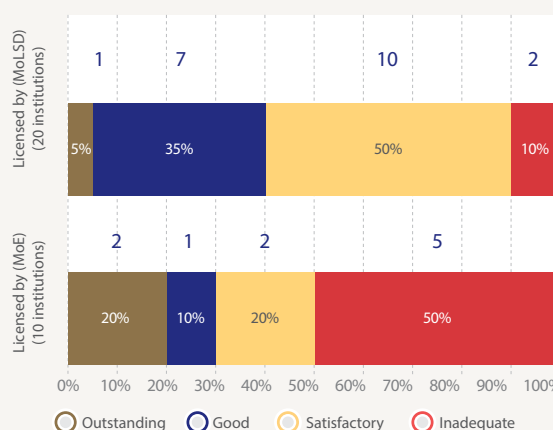
Providers' capacity to improve

This judgement evaluates to what extent the training institution has the resources and capabilities that will help it raise its performance sustainably. Key to this are the institution's capacity to raise learners' achievement and experiences, the history of improvements, the impact of initiatives taken to develop the teaching, learning and assessment processes, rates of retention, registration in the programmes, quality of provision, and response to learners and stakeholders' views and suggestions. Also important are accurate strategic planning and self-evaluation processes, and their roles in the institution's continuous improvement.

Figure (24) indicates that out of a total of 30 institutions reviewed during the fourth and fifth phases of Cycle 3 of reviews in the academic year 2016-2017, 21 providers (70%) received a 'satisfactory' or better grade and nine (30%) were judged 'inadequate'. Of these, the performance of five providers declined from 'good' or 'satisfactory' to 'inadequate' grades when compared to the second cycle of reviews.

Of the 20 providers licensed by the MoLSD, 16 training providers (80%) were judged as 'satisfactory' or better for their capacity to improve, one (5%) as 'outstanding', six (30%) as 'good' and nine (45%) as 'satisfactory'. The remaining four (20%) tumbled, being awarded an 'inadequate' judgement.

Of the ten institutes licensed by the MoE five (50%) were graded as 'satisfactory' or better. Of these, three (30%) of the total institutes were awarded 'good' or better, with two (20%) being 'outstanding' of which one maintained its grade during both cycles of reviews. Two institutes (20%) were judged 'satisfactory'. Five institutes (50%) were judged as 'inadequate', the performance of three having declined from their Cycle 2 judgement on the basis of their weaker capacity to improve.

The improvement of the outcomes of Cycle 3 of reviews in the 'capacity to improve' aspect to 'good' or better providers is attributed to their selection of the programmes addressing learners' and labour market needs, the focus on planning and continuous improvement and the development of teaching, learning and assessment processes especially in terms of the selection of trainers qualified in their disciplines. On the other hand, the higher percentage of MoE institutes during the fourth and fifth phases contributed to the decrease in improvement potential for such institutes, with 50% out of the ten institutes licensed by the MoE and another two new training providers licensed by the MoLSD being graded 'inadequate' for their capacity to improve.

Figure (24): Analysis of the grades awarded for providers' capacity to improve for the 30 institutions reviewed in Cycle 3 of reviews (Academic year 2016-2017)
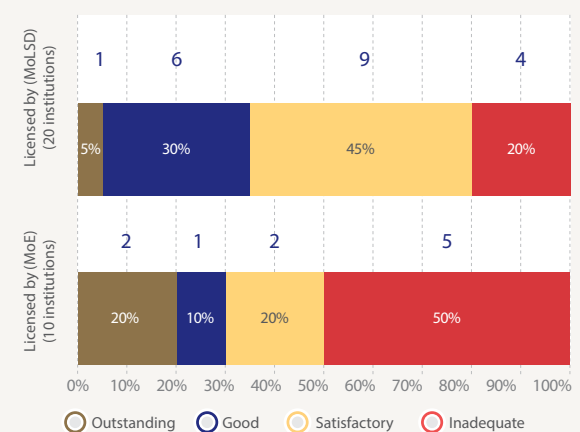
Learners' achievements

The review process focuses on measuring the impact of the provider's procedures for developing and implementing the quality assurance processes needed to ensure the effectiveness of the training and teaching processes on the outcomes, and particularly those that affect learners' achievement. This main question covers the extent to which learners develop appropriate and vocationally relevant knowledge, skills and competences, and achieve the qualifications which they aim for and the Intended Learning Outcomes (ILOs). These two criteria are the limiting criteria of Main Question 1 (MQ1). This Main Question also evaluates other criteria that affect the progress made by learners within the programmes and over levels in comparison to their prior attainment, and the extent to which they have become competent, self-directed learners who show commitment to their learning.

When analysing the providers' results for their learners' achievement in the fourth and fifth phases of Cycle 3 of reviews in the academic year 2016-2017, as indicated in Figure (25), eight providers (40%) out of the 20 providers licensed by the MoLSD received a 'good' or better grade,

Vocational Institutions

with one (5%) of these being awarded 'outstanding'. It is worth mentioning that most of the eight who were previously subject to reviews during the second and third cycles of reviews improved or maintained their 'good' judgement. Ten (50%) of the 20 training providers received a 'satisfactory' grade.

Out of ten institutes licensed by the MoE and reviewed during the same period, five (50%) were awarded a 'satisfactory' or better judgement, while the other five (50%) failed to satisfy the criteria of this main question and were graded 'inadequate'. It is worth mentioning that the performance of three institutes out of five judged as 'inadequate' declined in this main question in comparison to the previous cycle of reviews.

Developing highly relevant vocational knowledge and skills by most learners, achieving the qualifications they aim for, and improvement of attendance rates are the most prominent strengths in the providers that performed well. In spite of this improvement, the performance of other providers was not up to the expected level; therefore they have to make greater efforts to improve learners' standards, motivate them towards learning, and provide appropriate conditions that help learners raise their standards.

When analysing the providers' results for their learners' achievement in the academic year 2016-2017, there has been a slight decrease in the overall performance of this main question in comparison to the previous academic year. This is due to the fact that some providers undergoing reviews were only recently established, and underwent reviews for the first time. The fourth and fifth phases of Cycle 3 of reviews also covered a larger number of providers licensed by the MoE, where their performance was below the expected level. Moreover, the cancellation of the levy system contributed to decreasing the number of learners registered by a significant number of employers in the local market, resulting in a reduction of training requirements which in turn led to reduced registration on training courses by providers licensed by the MoLSD. Consequently, the overall performance development opportunities have reduced for these providers.

Figure (25): Analysis of the grades awarded for learners' achievement for the 30 institutions reviewed in Cycle 3 of reviews (Academic year 2016-2017)
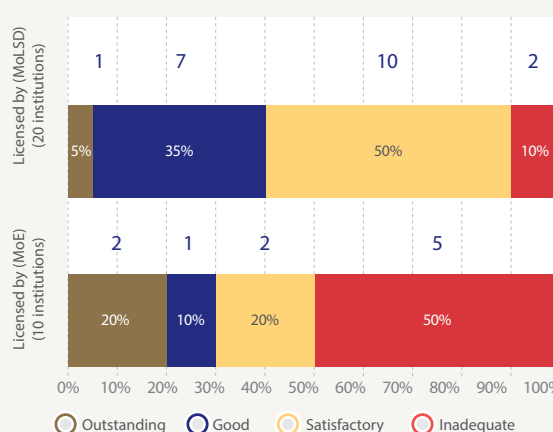
Effectiveness of teaching, training and assessment

This main question recognises that the effectiveness of teaching/training methods and the accuracy and rigorousness of assessment methods used by trainers during the courses are the most important elements. These two criteria form the limiting criteria in coming to a judgement on this main question, along with the focus on the difference made by teaching and training processes in raising the learners' levels. Reviewers also evaluate how learners are enabled to develop their continuous learning capabilities, how effectively learners participate in lessons including the promotion of learners' higher order thinking skills, how learners' individual needs are addressed, and how they are provided with suitable feedback.

When analysing the providers' results for this main question in the fourth and fifth phases of Cycle 3 of reviews in the academic year 2016-2017, as indicated in Figure (26), 19 training providers (95%) out of the 20 providers licensed by the MoLSD received a 'satisfactory' and above grade. Of these, eight providers (40%) were judged as 'good', with seven of these having been subject to reviews during both cycles of reviews and able to make progress, having improved to 'good' or maintaining

that grade. On the other hand, only one providers (5%) out of the 20 failed to achieve the requirements and criteria of this main question, consequently being graded 'inadequate'.

Five providers (50%) of the ten institutes licensed by the MoE were judged 'satisfactory' and above, among which one maintained its 'outstanding' judgement for the second consecutive time. The other five institutes (50%) failed to address the criteria of this Main Question and were graded 'inadequate'. It is worth mentioning that these five institutes were mainly offering English courses and tutoring sessions for the schools' and universities' curriculums.

The close relationship between training and learning processes and trainers' competency and their theoretical and practical knowledge of the subjects they teach had a great impact on learners' achievement, which shows clearly in the better providers. Improvement is attributed to trainers' ability to use effective teaching and training methods that motivate learners and provide sufficient opportunities to take part in lessons. Also important is the remarkable improvement in the development of assessment mechanisms and approaches used by trainers in assessing learners' understanding and measuring the extent to which they achieve their course objectives, being of high quality in terms of their accuracy, rigorousness and follow-up.

The decline of the performance of some providers in this main question is attributed to the central teaching and training methods, with sessions being trainer-centered in most parts. Moreover, assessment methods of learners' attainment are poor, unvaried and lack adequate accuracy and rigorousness. Trainers do not pay sufficient attention to lesson planning, with lesson plans lacking the details available by using the outcomes of learners' prior or continuous assessments. In addition, learners' performance records maintained by some of these providers do not reflect learners' real levels of performance during the courses.

Figure (26): Analysis of the grades awarded for effectiveness of teaching, training and assessment for the 30 institutions reviewed in Cycle 3 of reviews (Academic year 2016-2017)
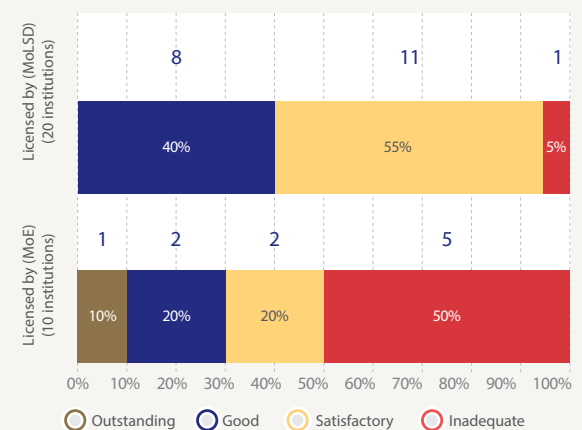
The extent to which programmes meet the needs of learners and stakeholders

Selecting and offering vocational programmes that adequately meet learners' and labour market continuous needs is one of the most important aspects of the effectiveness of training. Based on the above, the Main Question 3 (MQ3) focuses, during this cycle of reviews in particular, on the criteria that determine the effectiveness and quality of provision. These include the mechanism of rigorous analysis of labour market needs, the feasibility of offering certain programmes in terms of the required vocational levels and standards, and the extent to which programmes are designed, structured and planned to meet and enhance learners' theoretical and practical experiences.

With regard to the results of the 20 providers licensed by the MoLSD for this main question in the fourth and fifth phases of Cycle 3 of reviews in the academic year 2016-2017, Figure (27) indicates the increase of the training providers of a 'good' or better judgement (60%) over the training providers of a 'satisfactory' grade (40%). Out of these training providers, three were awarded 'outstanding' in this Main Question.

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There has been a remarkable improvement in the results of the quality of programmes compared to the previous cycle of reviews. The grade of one institute increased to 'outstanding' and the other two maintained that grade from the previous cycle of reviews, while the grade of three providers increased from 'satisfactory' to 'good'. During the same period, six of the ten providers licensed by the MoE were judged 'outstanding' and 'satisfactory', though the remaining four institutes failed to achieve the expected standard and were graded 'inadequate'. Three of these institutes were subject to reviews during both cycles of reviews and the quality of their programmes declined from 'satisfactory' to 'inadequate' which is negatively reflected in these institutes' overall effectiveness.

When analysing the most important strengths, the providers offering the most effective programmes maintain consistent practices in collecting and analysing learners, employers and trainers' feedback and use these in understanding the training and learning needs and to keep abreast of the latest market needs.

The majority of 'good' providers continued to enhance their programmes with sufficient quality learning resources. Programme planning and structure improved significantly within clear policies that secured quality ILOs, particularly by those providers who consider extracurricular activities as a fundamental supportive element in enhancing the learning experience. However, some providers lack attention to supporting programmes and the range of relevant extracurricular activities, and still do not address these activities sufficiently.

Figure (27): Analysis of the grades awarded for the extent to which programmes meet the needs of learners and stakeholders for the 30 institutions reviewed in Cycle 3 of reviews (Academic year 2016-2017)
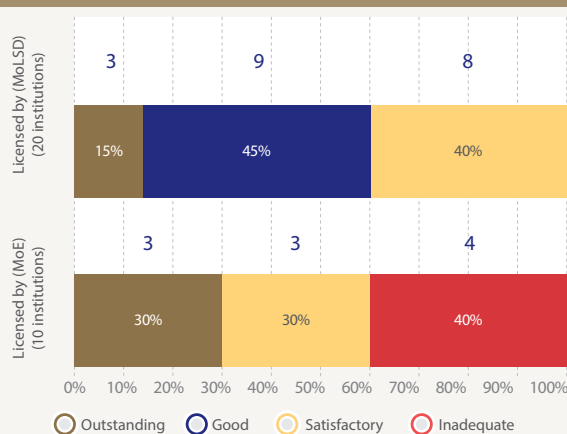
Learners' support and guidance

The most important processes focused on by the reviewer are those relating to the effectiveness of learners' support and guidance. The availability of an effective mechanism for support of all learners is the most significant element in coming to a judgment on this main question, to secure the provision of sufficient opportunities that help learners reach their full potential. This main question is another positive aspect in the training institutions, where the vast majority of institutions were graded 'satisfactory' or better in this main question in the fourth and fifth phases of Cycle 3 of reviews in the academic year 2016-2017, and some of them achieved better grades in this main question compared to the other main questions.

Figure (28) outlines the grades awarded for this main question. Half of the training providers (ten) licensed by the MoLSD received a 'good' or better judgement; and three of them (15%) were graded 'outstanding'. These training providers were able to maintain their high level of learners' support, and some of them improved compared to their level over the previous cycle of reviews. Out of the ten institutes licensed by the MoE, three (30%) were awarded 'outstanding' out of which two maintained their 'outstanding' grade for the second successive time,

three (30%) were judged 'satisfactory', while none was awarded a 'good' judgement. However, four institutes (40%) failed to meet the requirements and criteria of this main question and were graded 'inadequate'. It is worth mentioning that most of these inadequate institutes offer English language courses and tutoring sessions for the school and university curriculums.

The increase in the providers' awareness of learners' needs and setting clear policies and mechanisms are among the most significant strengths of the better training institutions. They pay attention to providing effective induction sessions to learners when they join their courses and provide support that is consistent with their various needs, including effective procedures to identify and provide support to learners with special learning needs. All these practices are implemented clearly and the providers pay them great attention, with a resulting positive impact on learners' standards.

On the other hand, the less effective providers are unable to offer, provide, and diversify suitable support for learners. They lack effective communication channels with parents and employers for keeping them acquainted with the learners' achievement and progress throughout the courses, with no clear mechanism in this regard, and most communications are verbal and irregular.
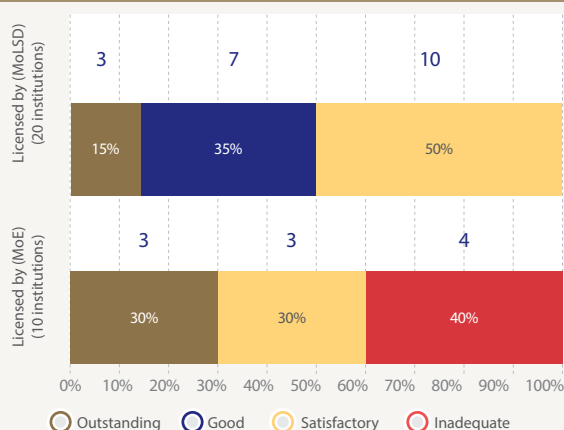
Effectiveness of leadership, management and governance

The quality of leadership, supported by efficient management, is central to the success of the provider. In coming to the judgement of this main question, reviewers evaluate the effectiveness of the provider's vision and mission statements, relating them to the strategic and operational planning that focuses on raising learners' achievement and the rigour, regularity and accuracy of the self-evaluation process to inform improvement decisions. Both criteria, as well as the two criteria of close monitoring and analysis of learners' achievement and use of their results in informing decisions and monitoring the performance of staff, add weight to the judgement on this main question.

Reviewers also evaluate the appropriateness and impact of the adopted structures and processes in meeting the provider's aims and objectives. They evaluate the ability of the provider's management team to ensure the quality of the provision, and their impact on the achievement and success of learners. The reviewers also evaluate the health and safety measures taken to ensure that learners and staff learn and work in a healthy, safe and secure, high quality and well-resourced environment.

Figure (29) highlights the grades awarded for this main question 5 (MQ5) relating to the effectiveness of leadership, management and governance of the providers reviewed during the fourth and fifth phases of Cycle 3 of reviews in 2016 - 2017 academic year. Fifteen (75%) of the providers licensed by the MoLSD subjected to reviews during this period were judged 'satisfactory' or better; whereas one institute (5%) out of the 20 training providers was awarded 'outstanding', five (25%) 'good' and nine (45%) 'satisfactory'. On the other hand, five (25%) were graded 'inadequate'; three of them were subject to the first review visit during this cycle of reviews and failed to fulfill the requirements and criteria of this main question.

Figure (28): Analysis of the grades awarded for learners' support and guidance for the 30 institutions reviewed in Cycle 3 of reviews (Academic year 2016-2017)

Licensed by (MoLSD) (20 institutions): 3 | 7 | 10 — 15% Outstanding | 35% Good | 50% Satisfactory

Licensed by (MoE) (10 institutions): 3 | 3 | 4 — 30% Outstanding | 30% Satisfactory | 40% Inadequate

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

○ Outstanding ○ Good ○ Satisfactory ○ Inadequate

Vocational Institutions

With regard to the institutes licensed by the MoE, five out of ten institutes were graded 'satisfactory' or better, two of which were awarded 'outstanding'. Of these two, one was awarded 'outstanding' for the second consecutive time. These two institutes were outstanding in their offer of English courses for various age categories. On the other hand, the leadership and management aspect was not up to the expected standard in five providers, which were judged 'inadequate', of which the grade of three providers declined in this main question from 'satisfactory' to 'inadequate' during this current cycle of reviews.

The better providers, particularly those judged as 'outstanding' and 'good', are characterised by their abilities to translate their vision and mission statements into action through their practices in various aspects. In addition, the providers' capacities to conduct accurate and systematic self-evaluation resulted in drawing up clear strategic plans focusing on learners' progress. They also pay attention to strengthening their links with local and international stakeholders, introducing sophisticated systems to monitor and analyse learners' achievement.

These aspects were not clear in the ineffective leadership providers, particularly those judged as 'inadequate'. These deteriorated in monitoring their training and administrative staff and in providing adequate support in lessons and during courses. Moreover, their comprehensive quality assurance systems are still in an early stage of development, and most providers lack a comprehensive and coherent internal policy and procedures manual to ensure that the quality of provision is maintained, especially with regard to raising learners' achievement to address their and stakeholders' needs and expectations.

Figure (29): Analysis of the grades awarded for effectiveness of leadership, management and governance for the 30 institutions reviewed in Cycle 3 of reviews (Academic year 2016-2017)
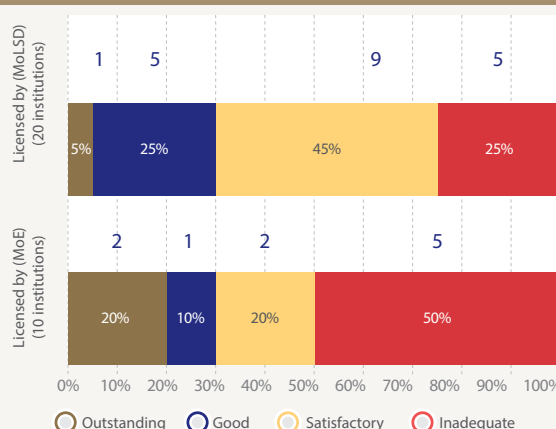
Comparison of the outcomes of cycle 2 & cycle 3 of reviews for overall effectiveness

Out of a total of 66 providers experiencing reviews during Cycle 3 of the reviews, 57 were also reviewed during Cycle 2. Nine providers were subject to reviews for the first time during this cycle, including one institute licensed by the MoE and eight licensed by MoLSD; two of these nine institutes received a 'good' judgment, four 'satisfactory' and three 'inadequate'.

When comparing the overall effectiveness of the providers reviewed during Cycles 2 and 3, as shown in Figure (30), providers have in general improved their grades for overall effectiveness. The providers that received an 'outstanding' judgement remained as five providers (9%), and the providers that were awarded a 'good' judgment raised by (10%) of the total providers; i.e. it rose from 21 providers (37%) in Cycle 2 to 27 providers (47%) in Cycle 3. In addition there was a decline in the number of providers which were judged as 'inadequate', reducing from six providers (11%) in Cycle 2 to four providers (7%) in Cycle 3. All four of these providers are licensed by the MoE and offer tutoring sessions for the school curriculum as well as computer and English courses.

Figure (30): Changes in the outcomes from Cycle 2 to Cycle 3 for Overall Effectiveness (Accumulative: 57 institutions)
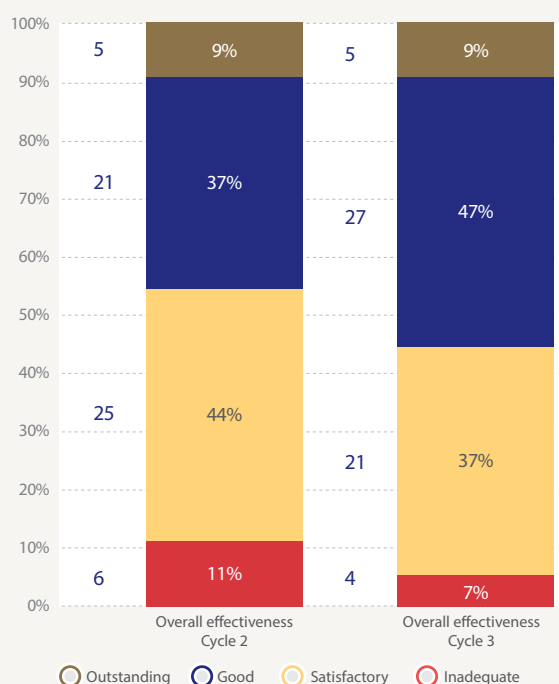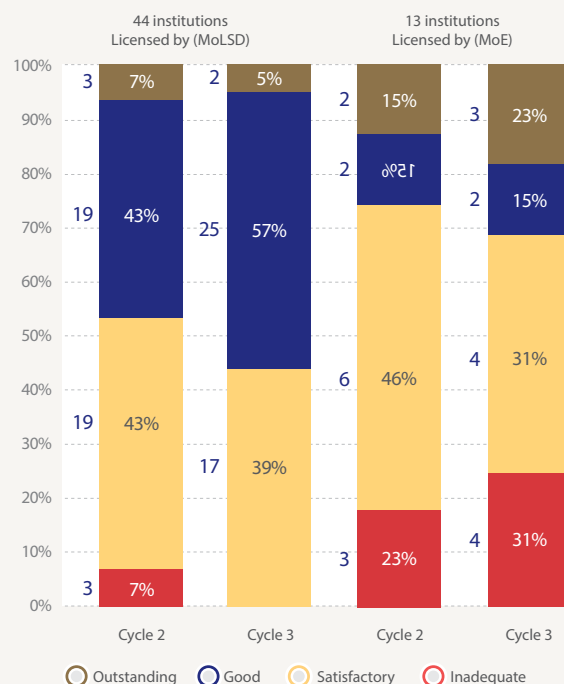

Figure (31): Comparison of the Overall Effectiveness of the 57 institutions reviewed in Cycles 2 & 3 by licensing body

Comparison of the outcomes of cycle 2 & cycle 3 reviews by the licensing body

When comparing the performance of the 57 providers reviewed during the last two cycles of reviews split by licensing body, as shown in Figure (31), training providers licensed by the MoLSD have significantly improved their grades, with all of them moving from 'inadequate' to 'good' or satisfactory'; no institute was judged as 'inadequate'. This indicates the maturity of these training providers and their interest in addressing the review reports' recommendations. With regard to the institutes licensed by the MoE, whereas the number of 'outstanding' institutes rose to three the number of 'inadequate' institutes rose as well, to four including one institute that was judged 'inadequate' over the three consecutive cycles of reviews which necessitated taking immediate actions by the concerned parties.

Generally, when comparing the outcomes of the total number of training providers reviewed during the three cycles of reviews and the completion of reviews of 66 providers during Cycle 3 to date, as shown in Figure 32, providers have improved overall. The number of providers that have received a 'good' or better judgement rose during each of the three cycles of reviews from 21% to 40% then to 52%, and the number of 'inadequate' providers decreased from 17% to 16% then to 11%.

The increase in the number of providers that were awarded 'outstanding' and 'good' judgements, and the decline of 'inadequate' providers, indicates the maturity of these providers and the availability of internal quality assurance systems. The BQA recommends that the concerned parties study the outstanding factors in these providers and spread their practices to a greater extent.

Vocational Institutions

Figure (32): Analysis of the outcomes of providers' performance over the three cycles of reviews

Third cycle (66 institutions): 5 — 8% Outstanding, 29 — 44% Good, 25 — 38% Satisfactory, 7 — 11% Inadequate

Second cycle (99 institutions): 10 — 10% Outstanding, 30 — 30% Good, 43 — 43% Satisfactory, 16 — 16% Inadequate

First cycle (83 institutions): 2 — 2% Outstanding, 16 — 19% Good, 50 — 60% Satisfactory, 14 — 17% Inadequate, 1 — 1% Uncooperative

Legend: Outstanding, Good, Satisfactory, Inadequate, Uncooperative

Figure (33): Changes in the outcomes from Cycle 2 to Cycle 3 for Overall Effectiveness (Accumulative: 57 institutions)

2 — 4% Marked improved: +2
15 — 26% Improved: +1
29 — 51% No changes
11 — 19% Declined: -1
Declined: -2
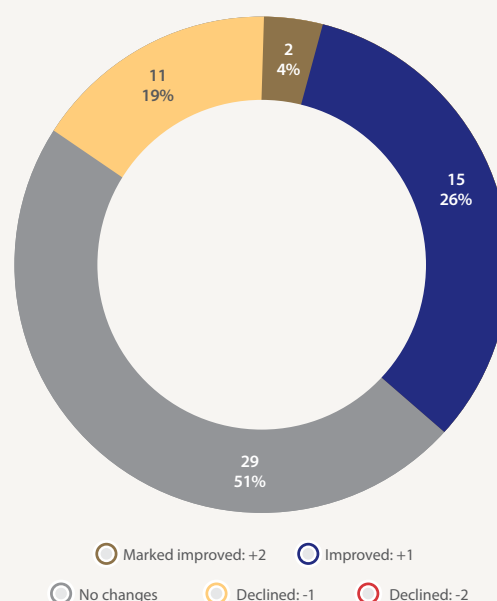
Figure (33) indicates that 30% of the providers reviewed during Cycle 2 and Cycle 3 of reviews have improved their grade by at least one point. Moreover, 51% providers have managed to maintain their status during both cycles in spite of raised expectations and review criteria during Cycle 3. However, 19% of providers have reduced grades by at least one point.

Monitoring Visits for 2016-2017 Academic Year

Regardless of the findings of a review visit, training providers should prepare an action plan based on the recommendations published in the review report. The BQA reviews the providers' action plans and provides appropriate feedback on its content, structure and coverage, particularly on whether it has comprehensively covered the report recommendations. This continues to be an effective mean of following up on the review findings and assisting providers in their efforts to improve their provision.

In addition, those providers which are judged to be 'inadequate' for their overall effectiveness undergo up to two monitoring visits by the DVR review teams to assess their progress and how effectively they are implementing their action plan and addressing the review recommendations. An institute's progress is judged using a three-point scale:
• Sufficient progress.
• In progress.
• Insufficient progress.

In the academic year 2016-2017 three monitoring visits were conducted. Two of these were to institutions licensed by the MoE, with one visit to an institution licensed by the MoLSD. Figure 34 shows the findings of these monitoring visits. One of the institutions licensed by the MoE has achieved notable improvement in addressing some of the recommendations detailed in the review report after successfully passing the second monitoring visit, but the other institution has not achieved any significant improvement. The institution licensed by the MoLSD has not achieved any significant improvement during the first and second monitoring visits. This decline in performance is due to ineffective training approaches that fail to engage and motivate learners to participate in lessons, and insufficient quality assurance systems and monitoring of learners and trainers' performance that negatively impact learners' achievements and the institute's overall effectiveness.

Figure (34): Grades awarded for monitoring visits for academic year 2016-2017
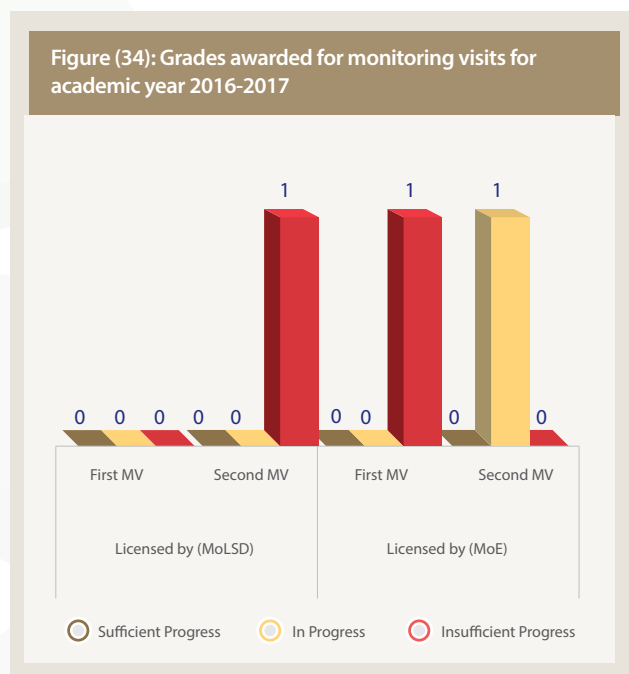
Higher Education Institutions

Higher Education Institutions

Introduction

The Education and Training Quality Authority (BQA), through the Directorate of Higher Education Reviews (DHR), carries out two types of review that are complementary. These are the Institutional Review, where the whole institution is assessed in terms of the effectiveness of its quality assurance arrangements, and the Programmes-within-College Review, where the quality of learning and academic standards are judged in specific programmes.

Cycle 1 of Institutional Reviews was completed in 2013, while phase 1 of Programme Reviews was completed in 2011. Phase 2 of Programme Reviews commenced in May 2012, where academic programmes offered by higher education institutions in the Kingdom of Bahrain at bachelor and master level are subject to a review. The BQA also developed Cycle 2 of the Institutional Review Framework, which includes summative judgments. The current Cycle of Programme Reviews is expected to be completed by December 2017, after which Cycle 2 of the academic Programme Reviews Framework will be developed.

Academic Programmes' Reviews

The Programme Review Framework (Programmes-within-College Reviews) focuses on the academic standards of each programme, the quality of teaching and learning and the quality assurance arrangements within all learning programmes at bachelor and master level in a major disciplinary area within a college. 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 in a learning field. All programmes leading to a qualification at bachelor or master level are subject to review, with the exception of masters that are delivered only by research. All programmes within a college are reviewed simultaneously.

Programme Reviews are carried out using four Indicators, each of which has a number of sub-indicators. These are in line with international best practice and are:

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.

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 (1).

Table (1): Criteria for summative judgement for Programme 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	

• Findings of Academic Programmes' Reviews (2016-2017)

During the academic year 2016-2017, the BQA issued and published review reports of (28) academic programmes, offered by seven institutions, in the fields of business administration, engineering, design, sciences, and education. Follow-up visits were conducted for eight academic programmes in business administration offered by three higher education institutions. This brings the total number of reviewed academic programmes during phase 2 to (102) review reports and (11) follow-up reports.

When analysing the findings of these (28) academic programmes reviews in the fields of business administration, engineering, design, sciences, and education, the aggregated data indicates that 23 programmes (82.1%) received a 'confidence' judgement, three (10.7%) were judged 'limited confidence', and the remaining two (7.2%) received 'no confidence' judgements as illustrated in Figure (35). Moreover, the programmes satisfied the requirements of each of the four indicators as illustrated in Figure (36). It is worth noting that these findings show an improvement in the outcomes of reviews and in the number of academic programmes receiving a 'confidence' judgment when compared to the previous academic year 2015-2016, in which only 65% of the academic programmes received 'confidence'. However, a source of concern is that some academic programmes still receive 'limited confidence', and 'no confidence' judgements, particularly when these judgments relate to some critical academic programmes. This will be covered further in the following sections of this Annual Report.

Figure (35): Findings of 28 programme reports published during the 2016-2017 academic year

2
7.2%

3
10.7%

23
82.1%
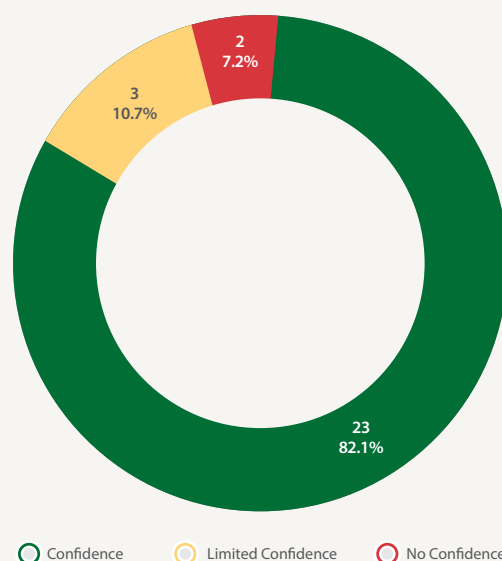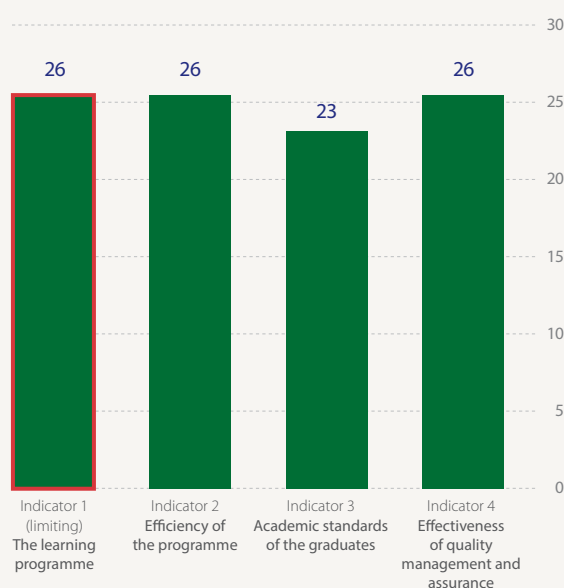
○ Confidence   ○ Limited Confidence   ○ No Confidence

Figure (36): Findings of the number of programmes satisfying each indicator out of 28 programme reports published during the 2016-2017 academic year

| 26 | 26 | 23 | 26 |

Indicator 1 (limiting) The learning programme

Indicator 2 Efficiency of the programme

Indicator 3 Academic standards of the graduates

Indicator 4 Effectiveness of quality management and assurance

Higher Education Institutions

- **Findings of Academic Programmes' Reviews in the Field of Business Administration**

During the academic year 2016-2017 the review reports of three academic programmes in business administration offered by one institution were published, and all received a 'confidence' judgment. This brings the cumulative number of Programme Reviews undertaken in the field of business to 41 programmes offered by 11 higher education institutions. Of these programmes, 31 received a 'confidence' judgement, five received a 'limited confidence' judgement and five a 'no confidence' as shown in Figure (37).

Analysing the findings of these reviews, 26 programmes at the bachelor level and five at the master level received a 'confidence' judgement. Three bachelor level programmes and two programmes at master level received 'no confidence', with no Indicator being satisfied in one bachelor level programme and in two programmes at master level. One bachelor programme satisfied one indicator and another satisfied two indicators but did not satisfy Indicator 1 (the limiting indicator).

Four bachelor programmes and one programme at master level received 'limited confidence' judgements, with two of the four Indicators being satisfied in one bachelor level programme and three of the four Indicators being satisfied in two bachelor level programmes and in one programme at master level.

When the results are aggregated to indicate the total number of programmes satisfying each Indicator, as shown in Figure (38), it is apparent that 36 out of the 41 programmes satisfied Indicator 1 'The learning programme', 35 programmes satisfied Indicator 2 'Efficiency of the programme', and Indicator 4 'Effectiveness of quality management and assurance' was satisfied in 36 programmes. The ability of these programmes to satisfy the requirements of Indicator 3, 'Academic standards of the graduates', was the weakest, being satisfied in 33 programmes only.

Figure (37): Cumulative findings of 41 programmes in the field of business administration in 11 institutions
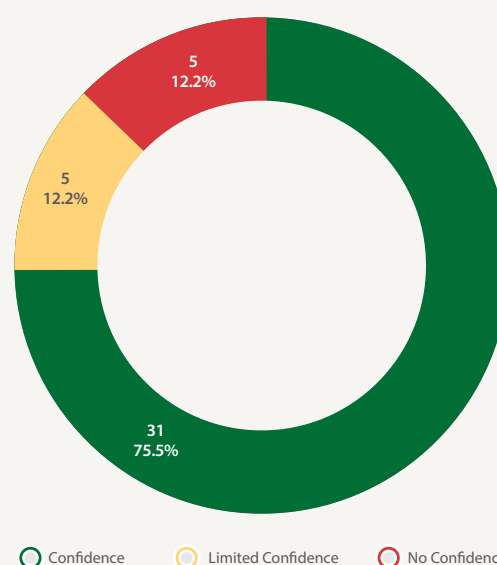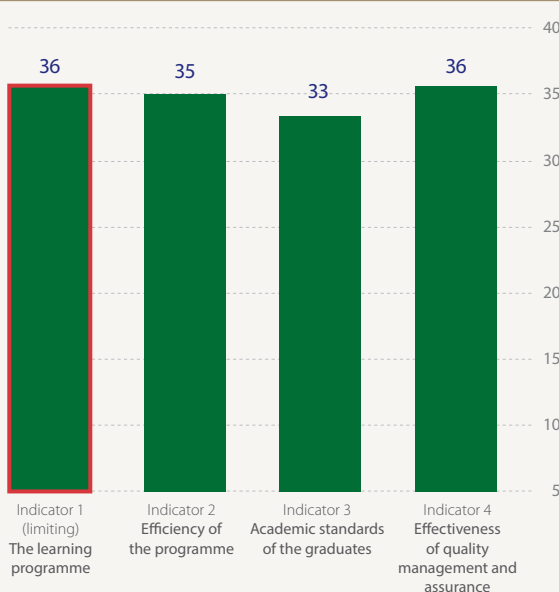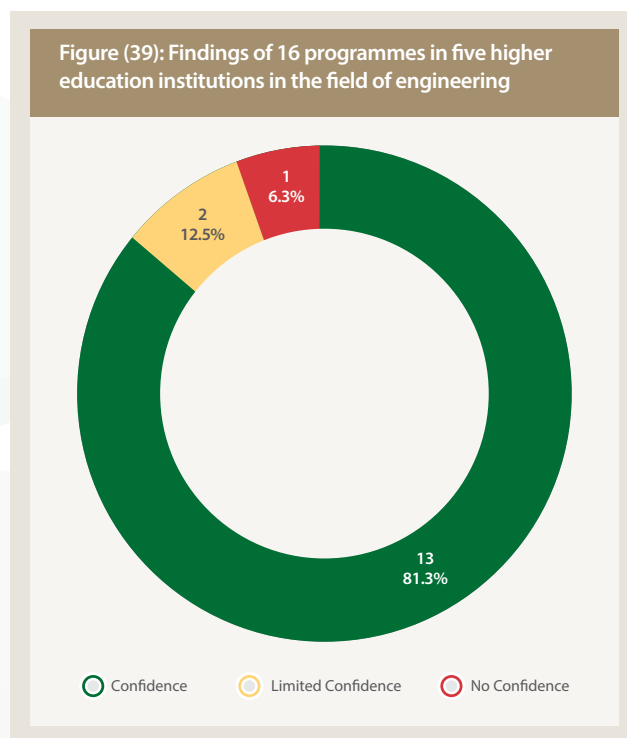
- Confidence
- Limited Confidence
- No Confidence

Figure (38): Number of Business Programmes that satisfied each Indicator, out of 41 Programmes

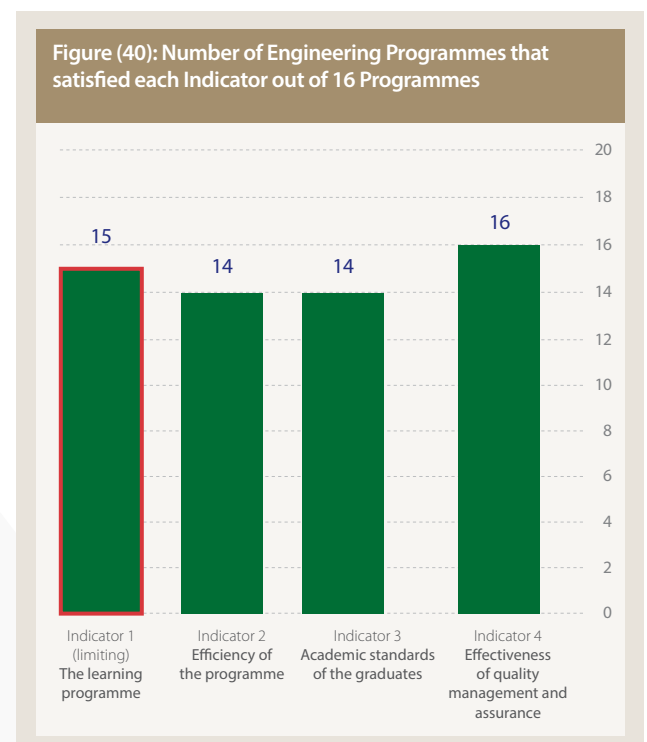|			
36	35	33	36
Indicator 1 (limiting) The learning programme	Indicator 2 Efficiency of the programme	Indicator 3 Academic standards of the graduates	Indicator 4 Effectiveness of quality management and assurance

Findings of the Academic Programmes' Reviews in The Field of Engineering

During the academic year 2016-2017 the review reports of nine academic programmes in the field of engineering at bachelor level offered by two higher education institutions were published. All received a 'confidence' judgment. This brings the cumulative number of Programme Reviews undertaken in the field of engineering to 16 programmes offered by five higher education institutions. Thirteen programmes received a 'confidence' judgement, two a 'limited confidence' and one a 'no confidence', as illustrated in Figure (39).

However, analysing the findings of reviews, it is noted that the 13 academic programmes that were judged as 'confidence' in the field of engineering are offered by three institutions, two government higher education institutions and one private higher education institution. However, no engineering programmes offered by two private higher education institutions received a 'confidence' judgment. This gives cause for concern about the readiness of those two institutions to offer such programmes, especially in terms of physical resources, range of specialised academics, and whether the admitted students' abilities and capabilities match the programmes' requirements. This has resulted in poor outcomes, high drop-out rates and failure to meet the requirements of Indicator 3, 'Academic standards of the graduates', as shown in Figure (40).
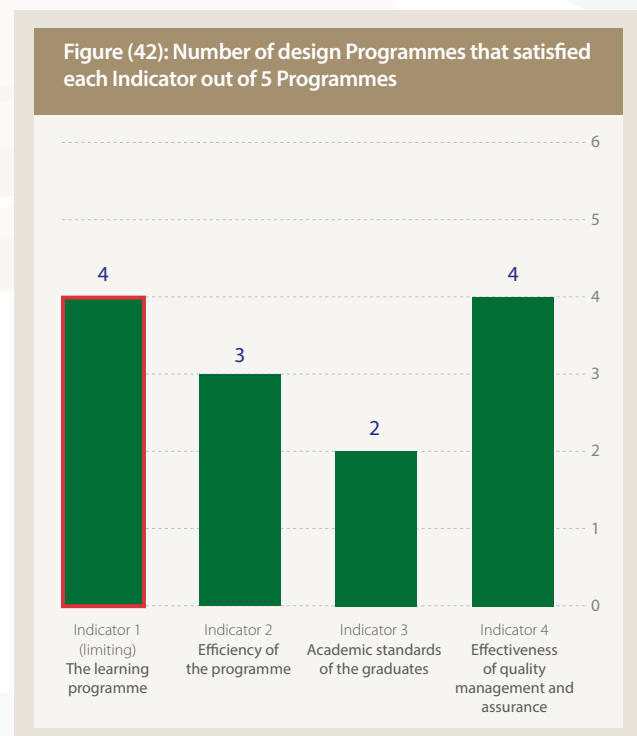

Figure (39): Findings of 16 programmes in five higher education institutions in the field of engineering

1 6.3%
2 12.5%
13 81.3%

Confidence   Limited Confidence   No Confidence

Figure (40): Number of Engineering Programmes that satisfied each Indicator out of 16 Programmes

15	14	14	16

Indicator 1 (limiting) The learning programme

Indicator 2 Efficiency of the programme

Indicator 3 Academic standards of the graduates

Indicator 4 Effectiveness of quality management and assurance

Higher Education Institutions

• **Findings of Academic Programmes' Reviews in the Field of Design**

During the academic year 2016-2017 the review reports of eight academic programmes in the field of design, offered by four higher education institutions, were published. These programmes are offered by engineering, design and sciences colleges. With the addition of the previous review report published in this field – one programme at bachelor level in interior design – nine programmes were reviewed in total; five at bachelor level and one at master level receiving a 'confidence' judgement, two a 'limited confidence' judgement and one receiving 'no confidence', as shown in Figure (41).
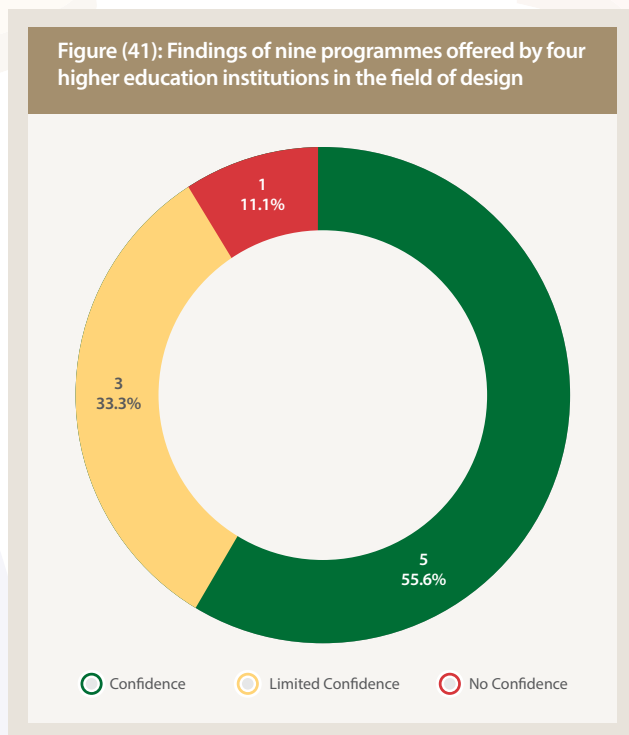
When examining the outcomes based on the nature of the disciplines offered in these programmes it is noted that there is a weakness in the performance of the interior design programmes. Two out of the five programmes at bachelor level in this field were judged as 'confidence', two as 'limited confidence' and the fifth programme as 'no confidence'. This causes concern because the graduates of these programmes are employed in critical fields in the labour market and none of these programmes satisfied the requirements of Indicator 3, 'Academic standards of the graduates'. This is apparent in Figure (42). Generally this is due to shortages in physical resources and the range of experience and qualifications of the academic staff, which affects the desired outcome of these programmes which are to develop highly skilled Bahrainis who are able to compete in the labour market locally, regionally and internationally, in line with Bahrain's Economic Vision 2030.

Figure (41): Findings of nine programmes offered by four higher education institutions in the field of design

- Confidence
- Limited Confidence
- No Confidence

Figure (42): Number of design Programmes that satisfied each Indicator out of 5 Programmes

Indicator 1 (limiting) The learning programme — 4
Indicator 2 Efficiency of the programme — 3
Indicator 3 Academic standards of the graduates — 2
Indicator 4 Effectiveness of quality management and assurance — 4

- **Findings of Academic Programmes' Reviews in the field of Sciences and Education**

During the academic year 2016-2017 the review reports of six academic programmes in the field of science offered by two higher education institutions were published. Five programmes offered by a government higher education institution received a 'confidence' judgment and the sixth programme, offered by a private higher education institution, received a 'limited confidence' judgement.

In the field of education the BQA published a review report of a bachelor in education programme offered by a government higher education institution, which was judged 'confidence'. It also published a review report of a bachelor in multimedia offered by a private higher education institution which was judged 'no confidence'.

- **Cumulative Findings of Academic Programmes' Reviews**

Since the inception of Phase 2 of the academic programme reviews in the 2011-2012 academic year, 102 programmes offered by 36 colleges of 13 higher education institutions have been reviewed in the fields of Medicine, Health Sciences, Computer Sciences and Information Technology, Business Administration, Law and Engineering, Design, Sciences and Education. Their review reports have been published.

When the results of these reviews are aggregated, as shown in Table (2) and Figure (43) 74 programmes (72.5%) received a 'confidence' judgement, 12 (11.8%) a 'limited confidence' judgement and 16 (15.7%), a 'no confidence' judgement.

Table (2): Findings of 102 Programme Reviews by level and disciplinary field in Medicine, Health Sciences, Computer Science and Information Technology, Business Administration, Law, Engineering, Design, Education and Sciences				
No of academic programmes	Level and disciplinary field	Confidence	Limited Confidence	No Confidence
2	Bachelor of Medicine	1	0	1
5	Bachelor of Health Sciences	5	0	0
2	Master of Health Sciences	1	0	1
12	Bachelor of Computer Science and IT	6	1	5
2	Master of Computer Science	1	0	1
33	Bachelor of Business Administration	26	4	3
8	Master of Business Administration	5	1	2
3	Bachelor of Law	3	0	0
2	Master of Law	2	0	0
16	Bachelor of Engineering	13	2	1
8	Bachelor of Design	4	3	1
1	Master of Design	1	0	0
8	Bachelor of Sciences and Education	6	1	1
Total: 102 academic programmes by 36 colleges		74	12	16

Higher Education Institutions

Figure (43): Cumulative Findings of 102 Programme Reviews

16
15.7%

12
11.8%

74
72.5%

○ Confidence   ○ Limited Confidence   ○ No Confidence

Figure (44): Number of Programmes that satisfied each Indicator out of 102 Programmes

87

85

77

86

Indicator 1 (limiting) The learning programme

Indicator 2 Efficiency of the programme

Indicator 3 Academic standards of the graduates

Indicator 4 Effectiveness of quality management and assurance

Upon aggregating the number of academic programmes satisfying each Indicator (Figure (44)), and analysing the outcome of the programme reviews and the conclusions reached by the review panels of all programmes reviewed during Phase 2 of the academic programme reviews (Programmes-within-College Reviews), the following is concluded:

o **Indicator 1: 'The learning programme'**

The reviewed programmes performance was the best in meeting the requirements of Indicator 1 'The learning programme'; this was also noted in the previous annual report. The institutions continued their own internal reviews of the structure and syllabus of their academic programmes and benchmarking their programme contents and curricula with similar academic programmes offered by local, regional and international higher education institutions. The programmes were also aligned with relevant international professional institutions where applicable. However, these benchmarks are conducted unofficially in most cases and depend largely on the information published on the Internet.

Figure (44) shows that 87 of the 102 academic programmes satisfied the requirements of Indicator 1 'The learning programme'. It is worth noting that all academic programmes offered in the Kingdom of Bahrain adopted outcome based learning as a result of the requirement of the BQA's Programme Review Framework (Programmes-within-College Reviews). Moreover, some institutions aligned the programme and course intended learning outcomes with the NQF's level descriptors, which contributed to their improvement. Currently, the academic programmes offered adopt formal teaching and learning and assessment polices, though some of these need to be reviewed and improved further.

The BQA's programme review reports indicate that academics employ various teaching and learning methods that are in line with the intended learning outcomes and support a student-centred approach. Students in most academic programmes express their satisfaction with the qualified academics, who can

easily be reached when they encounter any difficulties in their subjects, assignments or projects. However, students still rely heavily on faculty staff members. This affects students' independent learning abilities, at master level in particular. Therefore, a number of review reports have stressed that diverse teaching and learning methods must be used to develop a student's sense of responsibility towards his/her learning experience and improve his/her independent learning ability within a fit-for-purpose learning environment.

The vast majority of higher education institutions have virtual learning platforms that support the delivery of academic programmes. However, most of these programmes take advantage of the platforms only in a limited way, through downloading course contents, assignments and student work sheets, though in some cases the platforms are used to communicate with students. Nonetheless, the review reports indicate that these platforms should be used more interactively to support the delivery of the curriculum in a comprehensive and integrated manner. There is a need to develop the faculty members' capacity to design curricula that can benefit from the wide range of features available within the interactive learning platforms, and to link them to the materials taught in classrooms. This should motivate and encourage students to use e-learning to a greater extent, through which their technological capabilities and transferable skills will be developed.

Figure 44 shows that 15 academic programmes did not meet the requirements of Indicator 1: 'The learning programme' because of inadequate programme structures in terms of depth and breadth, as well as the curricula and syllabus missing fundamental elements that should be included in such programmes. This is noted particularly in design programmes and hybrid programmes that aim to cover more than one disciplinary field at the same time. Moreover, the intended leaning outcomes of some academic programmes are inappropriate to their nature and level, and are unmeasurable which affects the teaching process of the programme. The review reports also indicate that there is a need to train faculty members on outcome based teaching and learning pedagogies.

o **Indicator 2: 'Efficiency of the programme'**

Indicator 2, 'Efficiency of the programme', was satisfied by 85 of the 102 programmes. This is because the higher education institutions offering these programmes provided the minimum requirements of infrastructure, adequate faculty members, main student services and the support needed for students at risk of academic failure. However, there are still issues to be addressed by some of these institutions, especially with regard to the admission criteria. A number of higher education institutions use minimal admission criteria that allow for an almost open door admission policy, by enrolling all applicants either directly to the programme or through taking remedial courses. However, in most cases, these remedial courses are not balanced to the programmes, and no official studies were conducted to evaluate their effectiveness in preparing the students for tertiary education or for the programme's nature and specific needs. This leads to high drop-out rates, especially from rigorous programmes, and should be addressed as it is a waste of time and financial resources.

High teaching loads allocated to the academic staff still cause concern in the majority of academic programmes. Faculty members employed by almost all the private higher education institutions are assigned the maximum teaching load permitted by the Higher Education Council's resolutions, though there is no difference between the government and private higher education institution in this matter. Almost all review reports include a recommendation regarding the need to decrease the teaching load allocated to the academic staff, as this has a negative impact on the research contribution of academic staff. This is further limited by the lack of effective planning at institution level to develop staff research abilities and the lack of an environment that acts as a catalyst to stimulate scientific research.

The review reports also indicate that some higher education institutions use various means to promote informal learning, such as seminars, forums, workshops, field trips, and external visits – including outside Bahrain – which greatly contribute to the expansion of students'

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perceptions and enrich their academic learning experience. However, a number of institutions lack good infrastructure and the physical resources that provide students with the space for discussion, laboratories and advanced software that motivates them to make optimal use of what is available. In addition, libraries lack sufficient learning resources such as books, journals and periodicals, as well as appropriate spaces for individual and collective reading and study. This and the lack of recreational facilities drive the students to consider the university campus as a place for delivery of lectures only, which negatively affects the institution's goal to provide a motivating learning environment that contributes to building a comprehensive personality for the student that encompasses the needs of the Kingdom.

Failing to satisfy Indicator 2 is mainly due to inadequate physical resources, especially the provision of adequate laboratories, equipment and software and ensuring their operation through a programme of periodic maintenance. Added to this is the need to provide stable and specialist academic staff in the programme's sub-disciplinary fields, especially in the multi-disciplinary programmes, and ensure that the profile of students admitted to programmes is suitable for the programme's aims and requirements.

The review reports, especially in the fields of engineering, design, and IT, including some of the programmes that judged as 'confidence', indicate the need to employ more specialist and experienced academic staff. The institutions should not adopt the maximum allowed students-to-staff ratio as the only basis to determine the number of academics to be appointed. For instance, sufficient space must be provided for each student in the design studios, and the institutions need to benchmark the IT and workshops resources and the laboratories-related support they provide with those of other leading engineering colleges.

o **Indicator 3: 'Academic standards of the graduates'**

The programmes reviewed performed most poorly in satisfying Indicator 3: 'Academic standards of the graduates'. Only 77 programmes out of the 102 reviewed satisfied this Indicator. In spite of 87 academic programmes satisfying the requirements of Indicator 1: 'The learning programme', as indicated earlier most academic programmes adopt admission criteria that allow for almost an open-door admissions policy. The lack of an appropriate remedial/foundation programme that should enable admitted students to meet the programme's requirements is a primary contributor to the actual delivery of the programme not being as comprehensive as the syllabus set forth in the learning programme. This causes the depth and breadth of the learning to be unsuitable for the type and level of the programme. This in turn results in assessment methods being used that are not suitable for assessing the achievement of the intended learning outcomes and the awarded degree. This especially relates to the acquisition of higher order thinking skills and analytical and problem solving skills. This is more apparent in the final year courses' examinations and graduation projects; especially in programmes leading to professional qualifications.

It is worth mentioning that many academic programmes need to be improved, or to reconsider the mechanisms used to ensure the regular and comprehensive assessment of the programme and the intended learning outcomes while determining the achievement of these outcomes and the desired graduate attributes. The absence of formal benchmarking of students and graduate achievements and levels has hindered the programmes management teams' ability to ensure that the level of their students and graduates is equivalent to those of similar academic programmes offered by other local, regional and international higher education institutions. Although a number of academic programmes have benefitted from adopting internal and external moderation policies to ensure that the assessment tools used are rigorous and suitable for assessing the level of

intended learning outcomes' attainment, mechanisms are still in their early stages. Nonetheless, their positive impact has been noted in a few programmes.

On the other hand, programmes that failed to satisfy Indicator 3 were mainly due to poor internal moderation / verification processes, absence of independent external reviews and poor teaching methods. These resulted in inadequate students' assignments, particularly final projects, which are a key means to verify the academic standards of such programmes. It is worth noting that, based on the recommendations of the BQA review reports, most of the institutions formed external advisory boards composed of experts in the specific discipline, employers and programme graduates, on a college or department level. However, all higher education institutions are expected to form such advisory boards due to their critical role in enriching and improving the academic programmes and the related learning outputs.

Further study of the review reports of the academic programmes offered by the government higher education institutions indicates that these programmes are under high pressure that is ever increasing, due to the continuous increase in the numbers of students admitted. Although the available infrastructure is adequate for the current requirements of these programmes, a number of the review reports highlighted the need to expand and/or renew the infrastructure available to meet the future needs of the programme and ensure that the academic standards and competencies of the programmes' graduates are of high calibre and meet Bahrain's Economic Strategy 2030. This is essential, especially with the two government institutions being the main source of providing the labour market with its workforce needs.

o **Indicator 4: 'Effectiveness of quality management and assurance'**

Indicator 4, 'Effectiveness of quality management and assurance', was satisfied by 86 of the 102 programmes reviewed. The findings of academic programmes' reviews during the academic year 2016-2017 shows a decline in the performance of the academic programmes. Figure 36

shows that two programmes out of 28 programmes failed to satisfy the requirements of Indicator 4, though they were satisfied by all the academic programmes whose review reports were published during the academic year 2015-2016 (as shown in the previous annual report).

However, the majority of the review reports published during the academic year 2016-2017 indicated the development of internal quality assurance mechanisms, the continued institutionalisation of quality assurance practices and raising awareness of the importance of quality assurance among the institutions' academic and administrative staff. Nonetheless, the impact of such internal processes is still at an early stage in many higher education institutions, especially with regard to quality assuring the academic standards of the programmes' graduates. In many cases, this is due to the instability of staff and continuous changes in the policies adopted, while quality assurance practices are applied irregularly and monitoring and evaluating the effectiveness of the processes are inadequate.

In addition, the high teaching load of senior staff responsible for the programme, including the Dean and Head of Department, does not provide them with adequate time to manage and lead the programme effectively, resulting in the limited impact of these processes. As a result quality assurance polices are translated to processes that are carried out by the academic programme management teams monotonously and automatically, without measuring their impact and assessing their effectiveness.

The instability of academic and administrative staff in some of these institutions has often resulted in continuous changes of policies and mechanisms, which are adopted in an arbitrary way that is not based on rigorous studies. This has a significant impact on making the policies and mechanisms used immature, which therefore have a limited impact on the development of programmes, the adopted teaching methods and their learning outcomes. In order to improve the quality assurance processes the programme's leadership and management must integrate the various mechanisms used and ensure that these are implemented regularly and complementary. In addition,

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their effectiveness must be measured to instigate continuous improvement of the programme in line with the latest developments in higher education and the programme's disciplinary field.

The BQA review reports often indicate that no official or scientific mechanisms are used to investigate the labour market, except for limited surveys of employers, graduates and available publications. The higher education institutions do not conduct detailed studies of labour market needs and the consequent long-term changes needed at the programme level. Therefore, a number of review panels recommend that these institutions should adopt more scientific and formal methods and mechanisms to examine labour market needs.

- **Follow-up Visits**

Follow-up visits conducted by the BQA are part of a cycle of continuous quality assurance and improvement. All academic programmes that have been subject to a programme review by the DHR via the 'Programmes-within-College Reviews' framework and received a 'limited confidence' or 'no confidence' judgement, are subject to a follow-up visit to assess the progress achieved, as indicated by the published programme review framework and the Authority's policies and procedures.

Follow-up visits focus on assessing the level of progress achieved by the institution in addressing the original review report's recommendations. For each recommendation indicated under each of the four Indicators, the review Panel undertaking the follow-up visit will pass its judgment on whether each recommendation is 'fully addressed', 'partially addressed' or 'not addressed'. In addition, the review Panel will make an overall judgment on whether the institution has achieved 'good progress', 'adequate progress' or 'inadequate progress' in addressing the recommendations as a whole.

During the academic year 2016-2017 the DHR undertook three follow-up visits, in which it assessed the level of progress of eight programmes in business administration offed by three higher education institutions. The outcomes of the follow-up visits indicated that six programmes offered by two higher education institutions made 'adequate progress', as the two institutions were able to address a significant number of the original review report recommendations, especially those recommendations that have significant impact on the quality of the programme and its delivery, as well as the academic standards. Consequently, these programmes will not be subject to a second follow-up visit. Two programmes made 'inadequate progress', which raises a concern that the institution offering these programmes failed to address the main recommendations that have a direct impact on the quality of the programmes in spite of more than a year passing since the publication of their review reports. Consequently, the programmes will be subject to a second follow-up visit to assess the level of progress achieved by the institution in addressing the original review report's recommendations.

National Examinations

National Examinations

Introduction

The Education and Training Quality Authority (BQA) – through the Directorate of National Examinations (DNE) – conducted the 2017 national examinations for students in all government schools, and for students in private schools who participated on a voluntary basis. In May 2017 the ninth session of the national examinations was carried out for Grade 9 students, and Grade 12 students sat the national examinations in March 2017 for the fifth session. All schools fully co-operated with the DNE in administrating the national examinations in line with BQA's regulations and procedures.

The ninth session of national examinations was carried out for Grade 9 students in 60 government schools, and in 18 private schools on a voluntary basis. Overall, a total of 11,312 students from government schools and 744 students from private schools sat the examinations. Grade 9 students sat the examinations in four subjects: Arabic, English, Mathematics and Science.

BQA started to mark the examinations during May 2017, in line with the BQA regulations and procedures. Students' marks were captured at the level of question paper totals. Also, for each subject, marks were captured at item level to provide a sample of 10% of the total cohort of students. This was done to gather the data for a detailed analysis of student performance by topics and skills. Some of the results analyses are based on the performance of the total cohort, while some are based on analysis of the performance of the 10% random sample of the same cohort.

It should be noted that the results of private school students cannot be compared directly to those of government school students. This is due to the fewer number of students participating from private schools this year. In addition, those students do not represent an accurate sample of private school students across the Kingdom of Bahrain. Therefore, care should be taken in generalising the findings.

Due to the fewer number of students participating from private schools in Grade 9 national examinations, a separate detailed analysis cannot be provided. Grade 9 private school students results will instead be included within the government school results.

In 2017 the BQA held the national examinations for Grade 12 students in all government schools for the fifth session, in Arabic, English and Problem Solving. Thirty-six secondary government schools participated, while twelve private schools participated them on a voluntary basis. A total of 9,633 government schools students and 342 private schools students sat the examinations.

All the national examinations papers were marked in the Kingdom of Bahrain by teachers from the Ministry of Education. The results were analysed to identify the level of students' performance. Cambridge Assessment International Education, University of Cambridge, UK, contributed to verification of the procedures followed in this analysis.

Grade 9 National Examinations

Performance Scores Baselines

The performance of students is measured and reported by a performance score on a scale of 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 (IRT). In 2010, the first year of assessment for Grade 9, the national average performance score was defined as 4.0, this then being used as the baseline against which to measure future years' performances.

For reasons of confidentiality the BQA constructs different tests every year, while ensuring that content and statistical specifications are similar to tests used in previous years. Despite these efforts to ensure similarity, assessments from year to year may differ somewhat in their difficulty. To account for this the BQA uses a process called 'equating the examinations', which adjusts 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 students' performance, not to differences in test difficulty. The BQA uses 'Common Item - Nonequivalent Groups Design' to equate the national examinations tests over different years, so the performance scores reported here for 2017 are statistically comparable to all previous years' results.

Grade 9 Student Performance

National performance scores are reported in the subjects for the last five cycles (2011-2017) in Table (3) below.

Table (3): Grade 9 national performance scores in the subjects for five cycles							
Grade	Subject	2011	2012	2013	2014	2017
9	Arabic	2.75	1.51	1.07	0.17	0.23
	English	4.05	3.31	3.59	2.39	3.32
	Mathematics	3.85	1.77	1.69	0.00	0.00
	Science	2.80	1.27	0.67	0.00	0.00

Figure (45): Grade 9 national performance scores in the subjects
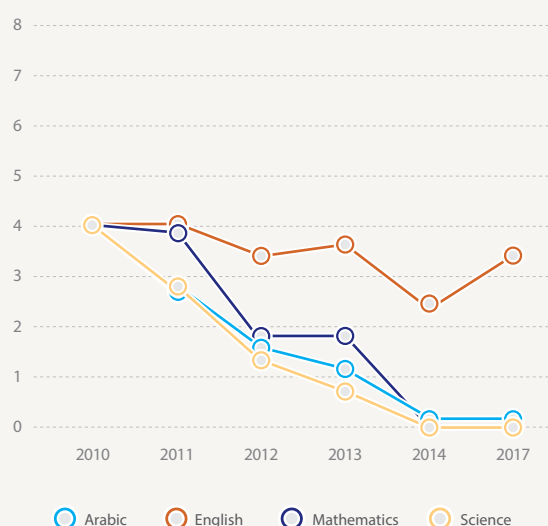
Table (3) and Figure (45) show that the students' performance score in 2017 was below the National level. The national performance scores in Mathematics and Science were 0.00 and in Arabic 0.23, while the natrional performance score was 3.32 in English.

Tables (4), (5), (6) and (7) are for 'Topics', 'Skills' and 'Competencies' in the four subjects that Grade 9 students sat in the national examinations. The tables indicate the performance score in each subject, reported on a scale of 0.0 to 8.0. It should be noted that the performance score of the subject is different from the performance score of Topics or Skills or Competencies. The national performance score of the subject is calculated from the whole cohort data, while the Topics, Skills, and Competencies scores are calculated from the 10% random sample. The general comments below are based solely on data taken from the 10% random sample of the cohort.

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Table (4): Grade 9 Arabic results by skills and competencies 2011–2017			2011	2012	2013	2014	2017
Skills	Writing		4.3	3.6	4.3	3.6	4.5
	Reading		1.9	1.1	0.7	0.3	0.2
	Listening		2.8	1.7	2.0	0.8	0.8
Competencies	Comment on grammar		2.4	1.3	0.9	0.5	0.4
	Comment on writer's words		2.0	1.2	1.0	0.6	0.2
	Create a simple plan		4	3.6	4.1	3.3	4.2
	Express relevant ideas		4.4	N/A	4.3	3.6	4.5
	Give opinion objectively		3.8	2.1	2.8	0.9	1.5
	Identify detail		1.8	1.3	1.1	0.5	0.4
	Identify the main points		3.7	2.9	5.4	3.8	2.8
	Identify writer's attitude		2.0	2.2	1.9	0.5	0.8
	Meanings of words in context		2.3	1.3	1.1	0.6	0.6
	Summarise main points		2.0	1.4	1.0	0.5	0.4
	Understand content exactly		2.6	3.3	4.5	4.0	2.5
	Use a creative style		4.3	N/A	4.3	3.5	4.5
	Write accurately		4.3	N/A	4.4	3.6	4.6
	National Performance for the subject		2.75	1.51	1.07	0.17	0.23

The most important remarks on the Arabic results are:

- Students' performance scores in 'Writing' were better than in 'Reading' and 'Listening'
- There was an increase in the students' performance score in 'Writing' in 2017 compared to 2014, while the performance score in 'Listening' was identical over the same period and students showed a slight decrease in 'Reading'.

- Competencies in which students showed good performance included: writing accurately, using a creative style, and expressing relevant ideas.
- Competencies, in which students showed low performance included: commenting on writer's words, identifying detail, summarising main points and commenting on grammar.

Table (5): Grade 9 English results by skills and competencies 2011-2017		2011	2012	2013	2014	2017
Skills	Writing	1.9	2.6	2.6	1.9	2.7
	Reading	4.7	2.8	3.3	2.7	2.8
	Listening	4.9	2.8	3.4	2.7	2.9
Competencies	General Comprehension	4.6	3.0	3.4	2.8	3.2
	Listening for detail	5.8	3.3	4.2	3.1	3.7
	Listening/writing information	2.3	1.5	2.9	2.5	2.7
	Skimming and scanning	3.8	2.9	3.6	2.9	3.1
	Transferring key information	2.6	2.2	2.9	2.5	2.8
	Understand longer text	4.7	2.7	3.3	2.7	2.7
	Using lexis/grammar in context	4.8	2.9	3.3	2.7	3.0
	Writing continuous prose	1.4	2.1	2.4	0.8	2.6
	Writing transaction letter/email	2.1	2.5	2.1	2.1	1.8
	National Performance for the subject	4.05	3.31	3.59	2.39	3.32

The most important remarks on the English results are:

- Students' performance was best in 'Listening', followed by 'Reading' and then 'Writing'.
- Students' performance score in 'Writing' improved in 2017 compared to 2014, and their performance slightly improved in 'Reading' and 'Listening'.

- Competencies in which students showed good performance included: listening for detail, general comprehension, skimming and scanning reading, and using lexis/grammar in context.
- Competencies in which students showed low performance included: writing transactional letter/email.

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Table (6): Grade 9 Mathematics results by topics and skills 2011-2017		2011	2012	2013	2014	2017
Topics	Statistics and probability	2.3	1.8	1.6	0.3	0.2
	Geometry and measure	3.1	1.8	1.6	0.4	0.1
	Number and Operations	3.3	1.8	1.6	0.4	0.2
	Algebra	2.8	1.7	1.5	0.4	0.2
Skills	Mathematical knowledge	3.2	1.8	1.5	0.4	0.1
	Using and Applying Mathematics	3.1	1.8	1.6	0.3	0.1
	National Performance for the subject	3.85	1.77	1.69	0.00	0.00

The most important remarks on the Mathematics results are:

- Students' performance score decreased in 'Topics' and 'Skills' in 2017 compared to 2014.

Table (7): Grade 9 Science results by topics and skills 2011-2017		2011	2012	2013	2014	2017
Topics	Biology & Environment Science	2.7	1.4	1.0	0.4	0.4
	Natural science	2.8	1.4	0.9	0.4	0.4
	Earth, Space and Astronomy	2.7	1.4	0.9	0.4	0.4
Skills	Recall and understanding	2.8	1.4	1.0	0.4	0.4
	Applications and implications	2.7	1.4	0.9	0.4	0.4
	Enquiry skills and analysis	2.7	1.4	1.0	0.4	0.5
	National Performance for the subject	2.80	1.27	1.67	0.00	0.00

The most important remarks on the Science results are:

- Students' performance score was almost identical in 'Topics' and 'Skills' in 2017 compared to 2014, while their performance score slightly increased in 'Enquiry skills and analysis'.

- Students' performance score was identical in all 'Topics' and 'Skills' in 2017 compared to 2014.

Performance Score by Gender: Grade 9

Table (8) and Figure (46) below show the performance scores for girls and boys in the 2017 national examinations. The performance scores calculations were based on the marks of all students from the entire national cohort in 2017. As in previous years, girls outperformed boys in all subjects.

Table (8): Gender differences in the performance scores			
Grade	Subject	Mean Performance Scores for girls	Mean Performance Scores for boys
9	Arabic	1.20	0.00
	English	3.74	2.62
	Mathematics	0.00	0.00
	Science	0.18	0.00

Figure (46): Grade 9 gender differences in the performance scores in 2017
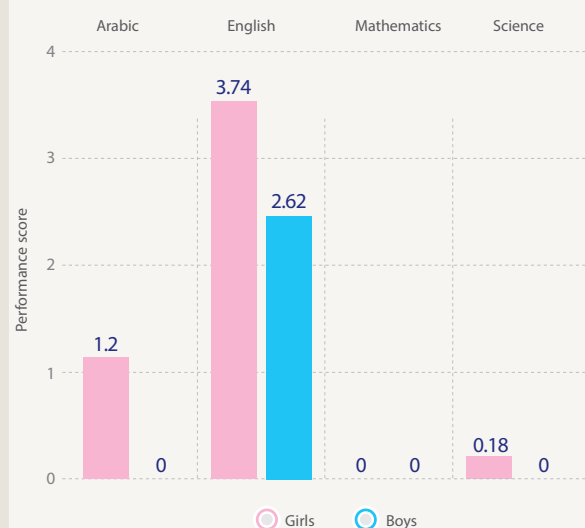
Figures (47), (48), (49) and (50) show the percentages of students who received either higher or lower performance scores from Grade 6 to Grade 9, or whose performance scores remained the same.

Figure (47): Student progress from Grade 6 to 9 in Arabic

○ Higher PS than in G6   ○ Same PS than in G6
○ Lower PS than in G6
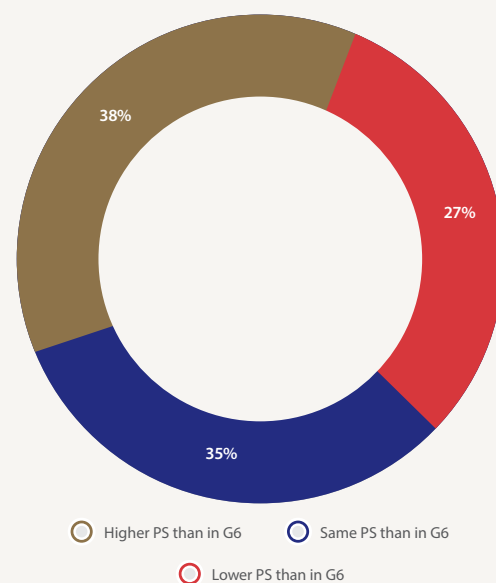
Students' Progress from Grade 6 to Grade 9

Students who sat the Grade 9 national examinations in 2017 had previously done the Grade 6 national examinations in 2014. This allows us to report on individual students' progress from Grade 6 to Grade 9 on a subject-by-subject basis from one national examinations session to the other.

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Figure (48): Student progress from Grade 6 to 9 in English

8%
15%
77%

Higher PS than in G6 ○ Same PS than in G6
○ Lower PS than in G6
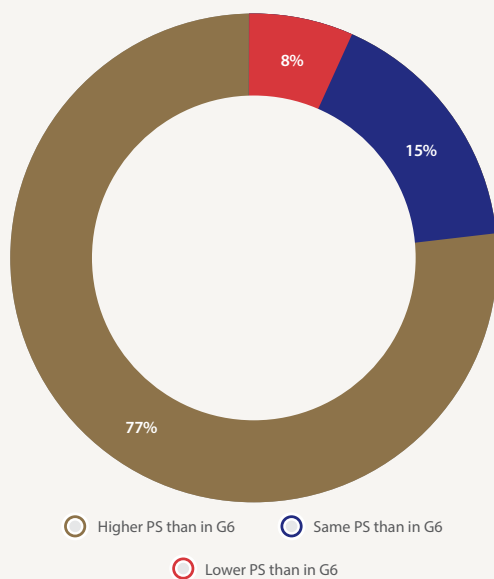
Figure (50): Student progress from Grade 6 to 9 in Science

17%
55%
28%

Higher PS than in G6 ○ Same PS than in G6
○ Lower PS than in G6
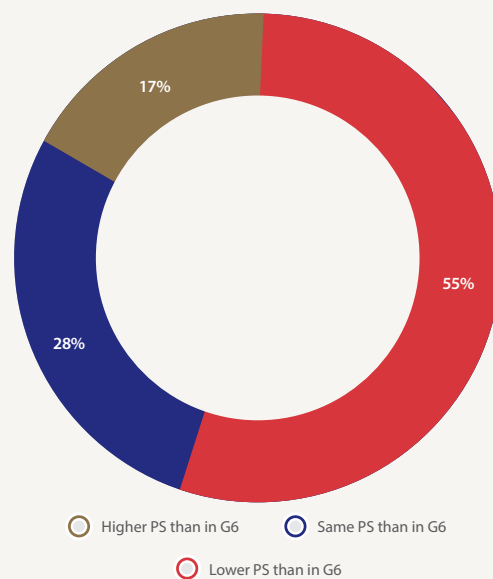
Figure (49): Student progress from Grade 6 to 9 in Mathematics

2%
36%
62%

Higher PS than in G6 ○ Same PS than in G6
○ Lower PS than in G6
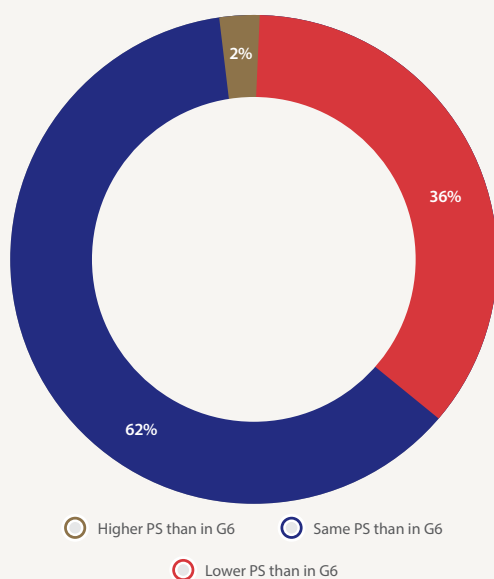
The results of Grade 9 students' performance compared to their performance in Grade 6 showed that 38% performed better in Arabic and 77% performed better in English, while in Science 17% of students performed higher but only 2% did in Mathematics.

The Standards of the Examinations

Cronbach's Alpha Coefficient (α) is the most common internationally established measure of the reliability of an examination. It is a measure of the internal consistency of the examination, i.e. how well, on average, the scores of the individual items correlate with the overall score. 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 in the examination and to the standard deviation of the marks, which tend to be lower in examinations with a few items and a narrow concentration of marks than in examinations with many items and a wide spread of marks.

The values of (α) for the national examinations from 2011 to 2017 are given in Table (9) below, together with the means and standard deviations of the raw marks achieved by all students. Also included are the maximum raw marks in each subject. For the 2017 national examinations the data shows that the reliabilities of all examinations were good, and examination results can be treated with confidence. On average, the standard deviation from the total mark for Languages subjects was 22% in both Arabic and English. This indicates that the distribution of students' marks within the scope of the available marks was good. On average, the standard deviation from the total mark for Technical subject was 14% in both Mathematics and Science.

The distribution of the national examinations marks is affected by the difficulty of examinations and students' performance. As can be seen in table (9), the mean scores of the raw marks in all subjects were less than 50% of the maximum mark of the subject, which indicates that the students' performance level was below that expected in the subjects. Generally, this could be caused by either lack of motivation or low performance level. As for the difficulty of the examination, BQA assures maintaining standards of the difficulty and facility of the national examinations from one year to another.

Table (9): Means and standard deviations 2011 – 2017; Cronbach's alpha 2017

Grade	Subject	Max. raw marks		Mean raw mark					Standard deviation					Cronbach's alpha 2017
		2010-2011	2012-2017	2011	2012	2013	2014	2017	2011	2012	2013	2014	2017	
9	Arabic	76	76	37%	35%	41%	29%	35%	24%	24%	21%	21%	22%	0.94
	English	85	85	20%	22%	29%	24%	32%	17%	19%	21%	19%	22%	0.85
	Mathematics	90	90	11%	13%	13%	13%	15%	12%	12%	11%	13%	14%	0.94
	Science	135	105	30%	27%	32%	25%	28%	16%	15%	16%	14%	14%	0.91

Grade 12 National Examinations Performance Scores Baselines

The BQA conducted the fifth national examinations for Grade 12 students in Arabic, English and Problem Solving. The national examinations measure the main competencies that students should have acquired after completing their 12 years of schooling in the Kingdom of Bahrain. The national examinations are designed based on international standards and comparable to international qualifications – in the case of Arabic and Problem Solving with the UK international (AS) Level, and English with the Level B2 of the Common European

Framework of Reference for Languages (CEFR). The Problem Solving examination is offered in the Arabic version to the government school students, while private school students have the option to do the Arabic or the English version.

Grade 12 examinations follow an assessment model of five grades of success, and each grade is set by boundaries of uniform marks. The grade boundaries are set by a committee of senior examiners, based on statistical evidence and professional judgement. The committee makes its judgements by comparing students' answers

National Examinations

with the grade descriptors from the test specifications. Again, this follows the tried and tested model of awarding in UK and other international qualifications.

Results are reported by a 'grade' and a 'uniform mark' for each examination. For Arabic and English only, students also receive a grade and uniform mark for each paper, as each paper tests a skill e.g. Reading, Writing, and Listening. The Grade 12 grades and uniform marks available are shown in Table (10).

Table (10): Grades and uniform marks for Grade 12 examinations	
Uniform Marks	**Grades**
90% - 100%	A
80% - 89%	B
70% - 79%	C
60% - 69%	D
50% - 59%	E
Less than 50%	U = Fail

G12 Student Performance

Figures (51) and (52) show the level of performance of Grade 12 government school students in the 2017 national examinations and compares it with their results in 2016, by grade in each examination. Figure (53) highlights the level of performance of Grade 12 private school students by grade in each examination. Figure (54) compares the level of performance of Grade 12 government school students by gender, while Figure (55) compares the level of performance of Grade 12 private school students by gender.

However, government and private school performances cannot be compared directly because the relative number of students from private schools who sat the examinations is small. They are also not necessarily a representative sample of Bahrain's private student cohort. Therefore, care should be taken in generalising the findings. Moreover, the private school performance cannot be compared from one year to another as the private schools participating in the national examinations are different each year.

Performance of Government Schools Students

Figure (51): Grade 12 Arabic, English and Problem Solving results by Grades for government school students in 2017
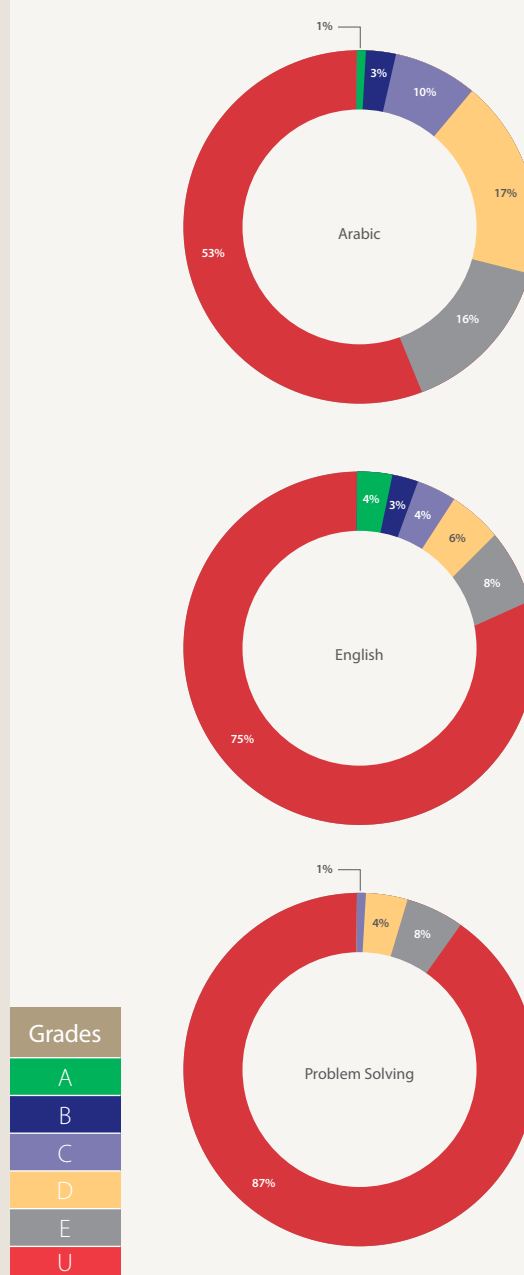
Figure (52): Grade 12 Arabic, English and Problem Solving results by Grades for government school students in 2016

Arabic

1%
3%
8%
12%
13%
63%

English

2%
2%
3%
4%
5%
84%

Problem Solving

2%
1%
3%
6%
88%

Grades

A
B
C
D
E
U
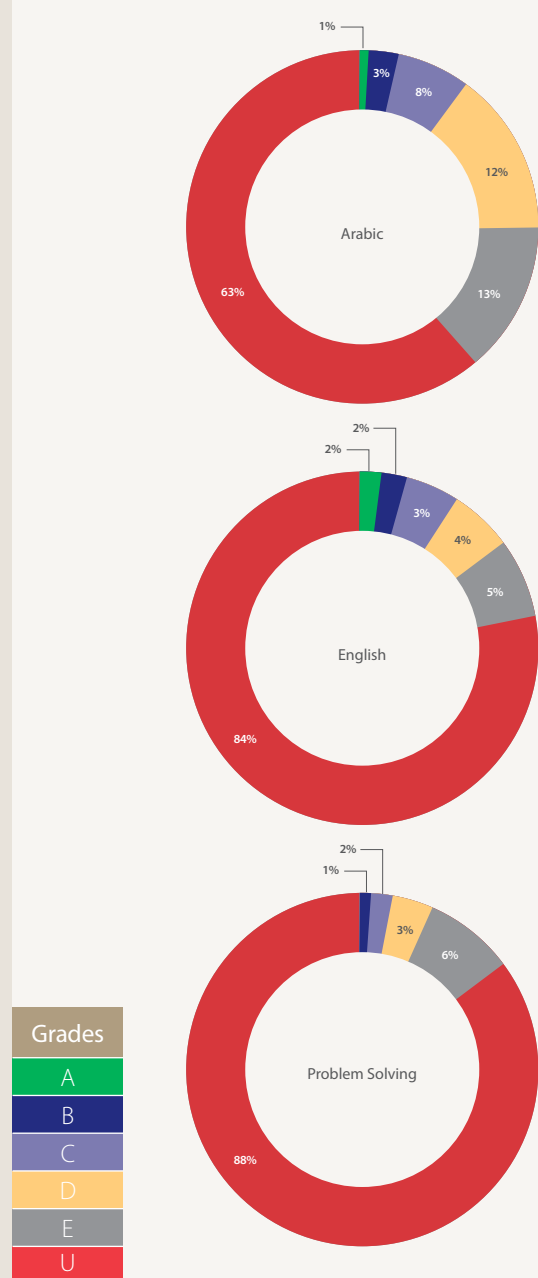
Arabic:

As can be seen in Figure (51), 47% of government students achieved a pass grade while 53% of them did not pass. In comparing the results of students in Arabic, as shown in Figure (52) there was an increase in the pass grade from 37% in 2016 to 47% in 2017. 1% of government school students achieved Grade A in 2017 and 3% achieved Grade B, these being the same percentages achieved in 2016, whereas there was an increase in the pass Grades C, D and E in 2017 compared to 2016. 10% of students achieved Grade C, 17% achieved Grade D and 16% achieved Grade E.

English:

As can be seen in Figure (51), 25% of government school students achieved a pass grade while 75% of them did not pass. In comparing the results of students in English, as shown in Figure (52) there was an increase in the pass grade from 16% in 2016 to 25% in 2017. There was an increase in each grade in 2017 when compared to the results in 2016. 4% of students achieved Grade A, 3% achieved Grade B, 4% achieved Grade C, 6% achieved Grade D and 8% achieved Grade E.

Problem Solving:

As can be seen in Figure (51), 13% of students achieved a pass grade while 87% of them did not pass. Overall, the Problem Solving examination was a challenge for students in the government schools as only a small number of students achieved Grades A and B; 0.15% achieved Grade A and 0.47% achieved Grade B, a percentage difficult to represent diagrammatically. 1% of students achieved Grade C, 4% achieved Grade D and 8% achieved Grade E. In comparing the results of students in Problem Solving, as shown in Figure (52) there was a slight increase in the pass grade of 1% compared to 2016.

National Examinations

Performance Of Private Schools Students

Figure (53): Grade 12 Arabic, English and Problem Solving results by Grades for the participating private school students in 2017
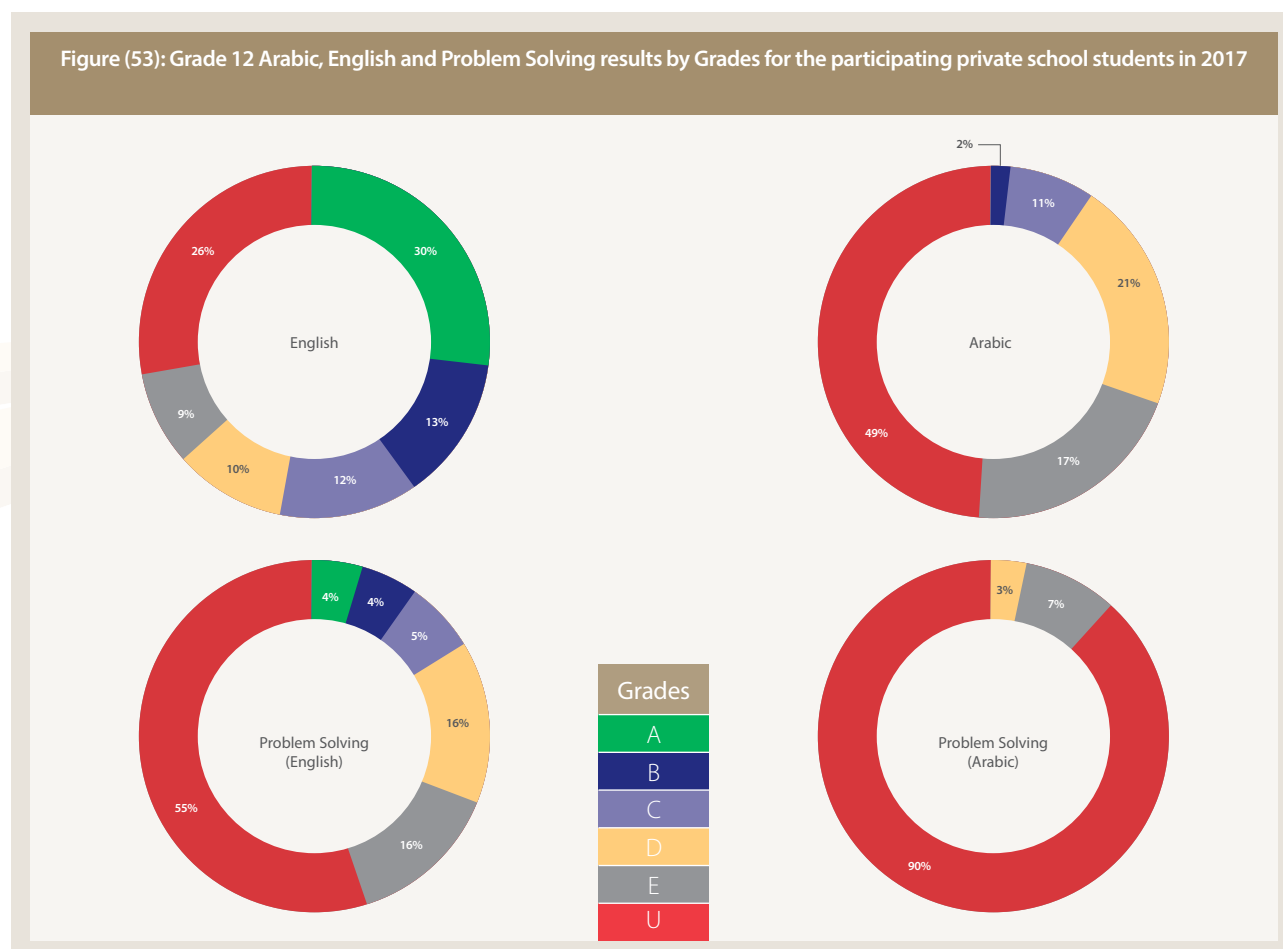
Arabic:

As shown in Figure (53), 51% of the participating private school students achieved a pass grade, while 49% of them did not pass. 2% of students achieved Grade B, 11% achieved Grade C, 21% achieved Grade D and 17% achieved Grade E. None achieved Grade (A).

English:

As shown in Figure (53), 74% of the participating private school students achieved a pass grade, while 26% of them did not pass. 30% of students achieved Grade A, 13% achieved Grade B and 12% achieved Grade C.

Problem Solving:

As in Figure (53), for students who sat the Arabic version of this examination, 10% achieved a pass grade but none of them achieved Grade A, B or C. 45% of students who sat the English version achieved pass grades. 4% of students achieved Grade (A) and 4% achieved Grade (B).

Pass Grades by Gender

The pass grades in government school student's performance are illustrated by gender in Figure (54). In all examinations the government school girls outperformed boys. The maximum difference was in Arabic, with a 46% difference. The minimum difference was in Problem Solving at 4%. In English the difference was 12%.

Figure (54): Comparison between boys and girls pass Grades in the Government Schools

Figure (55): Comparison between boys and girls pass in the participating Private Schools
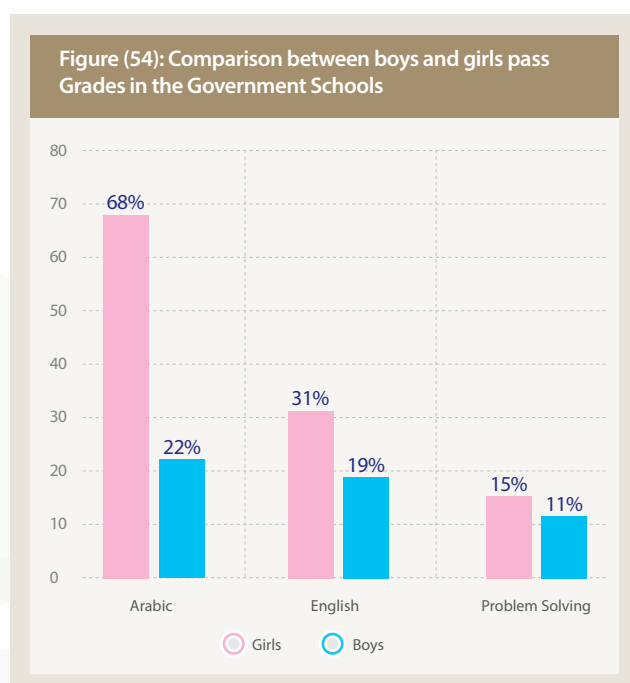
Regarding the pass grades of the participating private school students, as illustrated in Figure (55) girls achieved pass grades that were higher than boys in Arabic and English while the pass grades of boys were higher than girls in Problem Solving (Arabic and English versions). It should be remembered that the number of private schools' students was very limited; 340 students sat the Arabic examination, 298 sat the English examination, 131 sat the Problem Solving examination (Arabic version) and 56 sat Problem-Solving (English version).
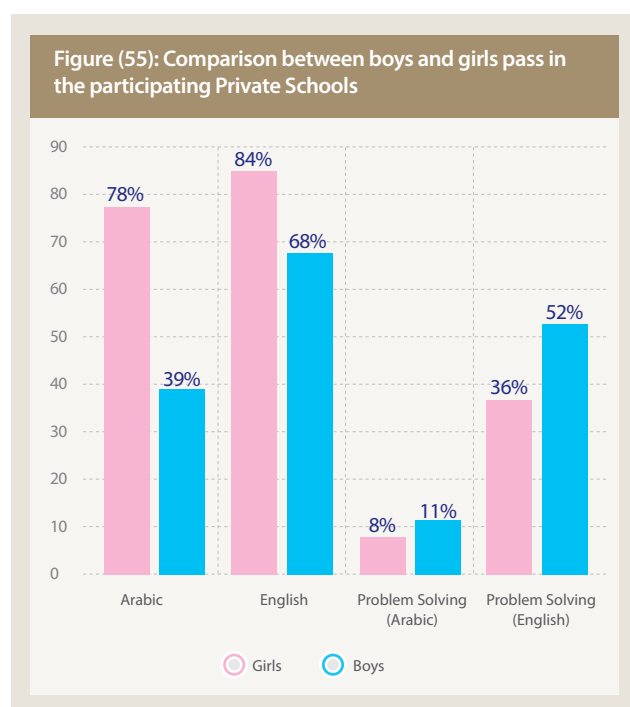
National Qualifications Framework

National Qualifications Framework

Introduction

The National Qualifications Framework (NQF) comes under the umbrella of the Education & Training Quality Authority (BQA). It forms a national comprehensive framework for the purpose of enhancing the responsibility of education and training institutions in Bahrain towards the maintenance of quality assurance standards in their provision, providing a better understanding of the national and foreign qualifications and their comparability and recognition, offering appropriate qualifications that meet learners' and labour market needs, and increasing awareness of the concept of lifelong learning through the recognition of all types of learning. The NQF comprises ten levels, each being determined by a number of descriptors. To place a qualification on one of these ten levels, the learning outcomes of each unit of the qualification and the overall learning outcomes of the qualification are compared to the level descriptors.

The NQF is governed by ten main general policies that help to clarify the roles and responsibilities of the stakeholders concerned with the implementation of the NQF. These polices relate to the processes of the institutional listing and placement of qualifications and how they match with the NQF requirements, conduct validation of qualifications, enable learners with special needs, and lifelong learning. They also cover the enhancement of national cooperation and communication among the stakeholders, referencing of the NQF to other national and regional qualifications frameworks, alignment of foreign qualifications to the NQF and continuous quality improvement.

• The National Qualifications Framework Operations

The Authority develops, operates, follows up and updates the NQF in line with the latest international best practice to maintain strategic plans that are consistent with the Authority's general strategic plan. The main tasks of the NQF are the institutional listing and the placement of qualifications. In institutional listing, the institution as a whole is evaluated to ensure that is has established proper formal arrangements to maintain the standards and value of qualifications that it will place on the NQF. With regard to the qualifications placement process, the Authority

evaluates the qualifications of the listed institutions to ensure their compliance with the submission criteria prior to presenting the applications to specialist panels to evaluate and place the qualifications on the NQF.

• Institutional Listing

The education and training institutions in the Kingdom are listed according to specific standards to ensure that each institution maintains the necessary policies, procedures and operations that support a suitable environment to offer the national qualifications. The panels that evaluate the institutional listing applications are comprised of experts in institutional operations, governance and quality assurance.

The five institutional listing standards are:
- Access, Transfer and Progression;
- Qualification Development, Approval and Review;
- Assessment Design and Moderation;
- Certification and Authentication; and
- Continuous Quality Improvement.

In the academic year 2016-2017 six vocational and higher education institutions were listed on the NQF. One higher education institution and five vocational institutions met the institutional listing standards and requirements, bringing the total number of listed education and training institutions to 14 as illustrated in Figure (56).

Figure (56): Institutions that met the institutional listing standards & requirements (2016-2017)

1
17%

5
83%

○ Higher education   ○ Vocational education and training
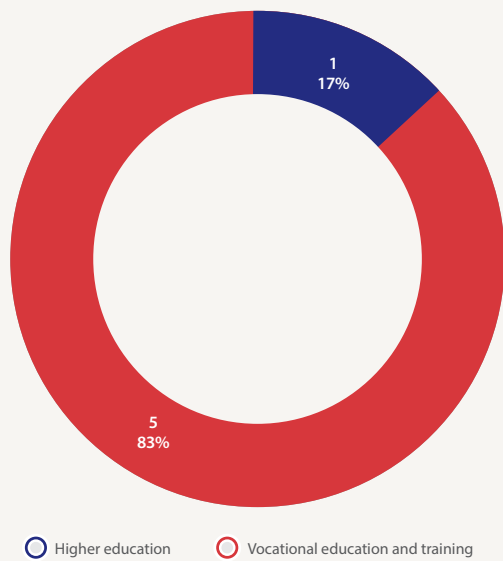
• National Qualifications Placement:

Placement of qualifications is a means to bridge the gap between qualifications and labour market needs. It provides more transparency and enhances the value and quality of national qualifications. As in the institutional listing processes, panels comprising experts in various qualification fields evaluate and ensure that the national qualifications have fulfilled the validation standards and requirements. Qualifications are validated using the following five standards:

- Justification of Need;
- Qualification Compliance;
- Appropriateness of Qualification Design, Content and Structure;
- Appropriateness of Assessment; and
- Appropriateness of NQF Levels and Credit values.

During the academic year 2016-2017 twenty-five applications have fulfilled the validation standards. Seventeen higher education institutions met the validation standards and requirements, with one qualification at masters level being placed on Level 9, one diploma placed on Level 6, and 15 qualifications at bachelor level placed on Level 8. Eight applications were submitted by vocational institutions, with one certificate being placed on Level 5 and seven diploma qualifications on Level 6. These entries are illustrated in Figures (57) and (58) and bring the total number of qualifications placed on the NQF to 38 as illustrated in Figure (59).

Figure (57): Qualifications that met the validation standards and requirements (2016-2017)

8
32%

17
68%

○ Higher education   ○ Vocational education and training
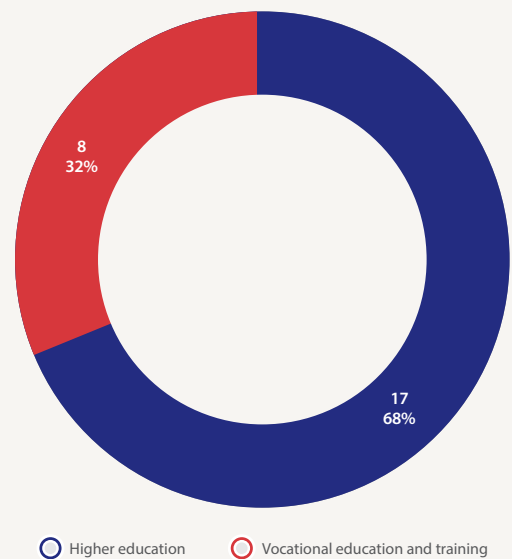
National Qualifications Framework

Figure (58): Qualifications that met the validation standards and requirements according to the NQF Levels (2016-2017)

- Level 5
- Level 6
- Level 8
- Level 9

1
4%

1
4%

8
32%

15
60%

Figure (59): Total of qualifications placed on the NQF (2016-2017)

8
21%

30
79%

- Higher education
- Vocational education and training
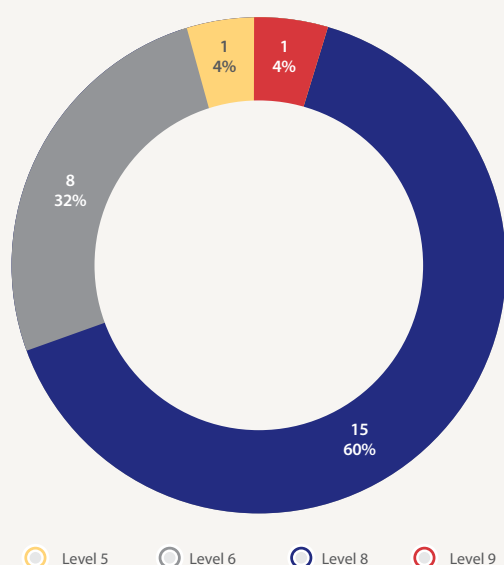
Local and International Cooperation:

To promote international cooperation with its peer authorities and institutions, the BQA enters into cooperation and understanding memoranda and makes strategic partnership agreements. It shapes and updates education policies and implements the national education vision to counter the challenges facing the qualifications system according to internal and external labour market needs, in line with the NQF 10 levels and as a means of development within the education reform project.

Workshops:

With the aim of spreading the NQF culture nationally, the BQA organised seven awareness workshops for stakeholders, with the joint aims of raising the awareness of the importance of the NQF in linking education and training outcomes with labour market needs and enhancing the development of education and training across the Kingdom with the participation of all concerned parties.

In addition to these seven workshops the Authority also held five capacity building workshops for higher education and vocational education and training (VET) institutions, as well as a number of MoE staff. In these, 72 representatives were trained on the NQF processes, with detailed explanations and presentations being provided on the institutional listing and placement of qualifications. The Authority also continued the provision of training for members of evaluation and validation panels for institutional listing and qualifications' placement, to familiarise them with the evaluation and validation processes of qualifications before they are placed on the NQF; these members have been added to other trained panel members, and the database now contains 103 trained panel members.

Readiness and support visits were conducted to the education and training institutions which were scheduled to submit their institutional listing and qualifications placement applications within specified deadlines. These visits were conducted in line with the Authority's policy to communicate and cooperate with the education and training institutions, provide

support and guidance for application submissions, and respond to any ambiguities or enquiries.

With the aim of spreading the quality assurance culture as an integral part of the NQF and supporting all sectors across the Kingdom, a workshop directed at the Kingdom's industrial sector was organised in cooperation with Gulf Petrochemical Industries Company (GPIC). This involved the participation of eight leading industrial companies in which the NQF, its aims and objectives, qualifications improvement opportunities and its milestones since its implementation in 2014, were covered.

Based on the same concept, an NQF awareness-raising workshop targeting the banking sector was organised in collaboration with the Bahrain Institute for Banking & Finance (BIBF). Both this and the GPIC workshop were part of a series of BQA workshops having the aim of introducing stakeholders and learners to the NQF, its levels, the institutional listing and qualifications placement standards and the NQF benefits for the Kingdom's education and training sectors.

As the foreign qualifications alignment process was planned to undergo a piloting phase, the Authority also conducted a training workshop for the education and training institutions participating in the qualifications alignment project.

Credit Framework Project:

Work on this Project started in November 2015, with the working group agreeing on the proposed credit framework model in June 2016. Driven by its belief in the concept of partnership, the BQA was keen to have representatives of all the relevant stakeholders, education and training institutions, and licensing and regulatory bodies in the working group.

The outcome of this Project was the production of the guidelines for a credit framework, with descriptors for all the national qualifications awarded at that time or proposed for the future by the various education and training institutions. It linked their titles with different levels on the NQF, along with the description of credits in terms of size and level. This will significantly contribute to the qualifications validation process, and to the provision of general guidelines for their design by the Kingdom's education and training institutions.

The BQA presented the Project's credit framework guidelines to the NQF Advisory Committee. It was then presented to the higher education and vocational education and training institutions as well as the licensing and regulatory bodies in the Kingdom of Bahrain and the related stakeholders during a seminar held in January 2017 under the theme: 'A Seminar on the NQF Projects'.

Alignment of Foreign Qualifications to the NQF Project:

The BQA implemented the piloting phase of the Alignment of Foreign Qualifications to the NQF Project in preparation for the implementation phase. The piloting phase was commenced in November 2016 as the outcome of activation of a Memorandum of Understanding between the BQA and the Scottish Credit and Qualifications Framework Partnership (SCQFP) in November 2015, and signed by the BQA's CE and SCQFP's CEO during the GDQ Forum. To enhance the concept of partnership, the BQA was keen that the Project's working group comprising representatives from all the stakeholders of the education and training institutions and the licensing and regulatory bodies, to consider the experiences of other countries in this area in order to develop a model of aligning foreign qualifications to the NQF in line with the Kingdom's education and training system needs and requirements.

During this phase, the BQA received six foreign qualifications alignment applications; two of these were from higher education institutions, two from vocational education and training (VET) institutions and two from awarding bodies. The Project's pilot phase completed in May 2017 with the submission of the six applications. The BQA then reviewed the foreign qualifications alignment procedures and mechanisms. As part of the preparation for the implementation of the alignment of foreign qualifications the Directorate presented the alignment process to the NQF Advisory Committee and opened the registration to receive the foreign qualifications alignment applications from institutions.

National Qualifications Framework

Regional and international relationships:

At the regional level the Authority took part in the 4th International Conference on Education Quality titled 'Education Quality Assurance: Building Bridges Promoting Confidence' held in Cairo, Egypt, where a paper titled: 'QA Networks and Promoting Confidence: ANQAHE Model' was presented. The paper discussed the ANQAHE model, the stages of establishment and the challenges it faced and to be encountered in the future, the proposed Arab NQF, the significance of the international and regional quality assurance networks and authorities, and the parties involved in the revision of their standards.

On the sidelines of the conference the General Director the National Qualifications Framework (GDQ) presented a 'Qualifications Frameworks from Regional to Sectoral Level' workshop. This covered Bahrain's NQF, the NQF design and implementation, and quality assurance standards and NQFs. It included training the participants in how to design the NQF and the academic quality assurance standards, as well as discussions on quality assurance and the NQF standards.

The BQA also took part in the Second GCC Logistics Conference organised by the International Maritime College of Oman, Sohar, Sultanate of Oman, under the theme 'Human Capital Development – Unification of Education and Training Standards and Practices in the GCC Logistics Sector'. The Conference's aims, with key speakers from various industries and government authorities, were the exchange of experiences and information among the parties concerned in the GCC countries and promoting research of the solutions to challenges facing the logistics services sector regarding human resources, as well as enhancing cooperation among employers, industry experts, educators and teachers. The Authority also presented the Kingdom of Bahrain's model for NQF design and implementation, detailing its importance and challenges together with stressing the importance of the concept of partnership.

The BQA likewise participated in a special forum on the Saudi Qualifications Framework hosted by the National Commission for Academic Accreditation and Assessment, KSA, under the theme 'Shared Systems and Future Vision'. The forum's aims were to enhance partnership and integration with the National Transformation Programme and the Kingdom of Saudi Arabia's Vision 2030, comparing the Saudi NQF with the best international practices of the regional NQFs and developing cooperation data between the concerned parties in the education, training and employment sectors.

At the international level, the BQA signed a Memorandum of Understanding with the New Zealand Qualifications Authority (NZAQ) during the 2017 INQAAHE Conference organised in the Kingdom of Bahrain, to enhance the strategic partnership with other countries with experience in the field of NQFs.

The International Network for Quality Assurance Agencies in Higher Education (INQAAHE) Conference

The Kingdom of Bahrain hosted

27 February-1 March 2017

- The Kingdom of Bahrain hosted the International Network for Quality Assurance Agencies in Higher Education (INQAAHE) Conference under the theme **"Between Collaboration and Competitions: The Promises and Challenges for Quality Assurance in Higher Education".** This was held under the patronage of His Highness Shaikh Mohammed bin Mubarak Al Khalifa, the Deputy Prime Minister and Chairman of the Supreme Council for Education and Training Development, and under the organisation and supervision of the Education and Training Quality Authority (BQA) over the period 28 February to 1 March 2017.

- On behalf of His Highness Shaikh Mohammed bin Mubarak Al Khalifa, His Excellency Mr. Abdul Aziz bin Mohammed Al Fadhel, Chairman of BQA Board of Directors, presided over the Opening Ceremony. The BQA Chief Executive, Dr. Jawaher Shaheen Al Mudhahki, delivered the welcome address.

- The most notable participants were H.E. Dr. Ahmad Belhoul Al Falasi, Minister of State for Higher Education, UAE; H.E. Hon. Mohan Lal Grero, State Minister of Higher Education, Sri Lanka and H.E. Prof. Hany Helal, Former Minister of Higher Education, Egypt.

- The Conference brought together about 286 participants, comprising experts, specialists and academics in the field of higher education from 56 countries. They represented national, regional and international universities, quality assurance and academic accreditation authorities and networks, as well as regional and international qualifications frameworks agencies and the Association of Arab Universities.

- On 27 February the Conference was preceded by four workshops and discussion sessions on the subject of quality assurance in the field of higher education and national qualifications framework which were attended by 130 participants.

- The Conference Agenda included four plenary sessions, in which 43 academic papers were discussed. Keynotes and participants reviewed a number of topics related to the conference theme as indicated below:

1. Plenary session 1: Quality assurance for competitive advantage in the markets for national and international students

- National QA agencies need to develop internationalisation strategies, such as collaboration with other quality assurance agencies, engaging more in research activities on higher education and related issues and international capacity building, through participating in regional and global quality assurance networks.

- There is a need to develop a well-balanced quality assurance system that will lead to sustainability of transnational higher education. An important factor to consider is close communication channels with the jurisdictional regulatory bodies, this being essential to the conduct of successful cross-border QA.

2. Plenary session 2: Quality assurance breaking down barriers for students and providers

- Quality assurance policy and practice in higher education has become increasingly important within a climate calling for greater accountability to students and the wider public. Heightened focus on continuous quality improvement, value for money, fitness for purpose, and quality outputs has challenged the academic community to re-define and measure quality practices.

- E-learning has significantly affected both learners' and teachers' attitudes towards the approach of facilitating their own learning. E- learning practices need to foster meaningful, efficient and effective achievement of learning outcomes.

- Collaborative arrangements and efforts to be put together to address the challenges of student mobility and cross border higher education, including credit recognition, credit transfer, and the equivalence of qualifications and degrees.

3. Plenary session 3: Are we closer to a global QA and qualifications framework?

- There must be discussion of quality assurance and qualifications frameworks to help institutions manage employers', academic and professional communities' and society's needs and expectations.

- Discussion is required on how regional qualifications frameworks can provide a central reference scale to which other national frameworks can be referenced. NQFs at country level are still needed to validate and recognise local qualifications and address local market needs.

4. Plenary session 4: The quality assurance agenda for the next 25 years

- The world has become more connected and there has been a shift towards borderless education and the transnational mobility of students and graduates. This shift poses concerns and creates challenges to quality assurance organisations on how to assure and maintain ILOs' quality across borders.

- Changing trends in the higher education scenario across the globe indicate that in the coming years there will be more accrediting agencies that operate across borders, alongside a possibility of changes in the operations of the QA agencies themselves like collaboration and mergers.

Unesco's Regional Meeting

UNESCO's Regional Meeting
(UNESCO)
2 March 2017

- His Highness Shaikh Mohammed bin Mubarak Al Khalifa, the Deputy Prime Minister and Chairman of the Supreme Council for Education and Training Development, was patron of UNESCO Regional Preparatory Meeting for the Arab States held on 2 March 2017. This meeting was part of the preparations for the International Conference of the United Nations Educational, Scientific and Cultural Organization (UNESCO) to be held in Paris, France in autumn 2018 titled **"Improving Quality in Higher Education for Sustainable Development"**.

- On behalf of His Highness Shaikh Mohammed bin Mubarak Al Khalifa, H.E. Dr. Majid Al Nuaimi, Minister of Education, Kingdom of Bahrain, presided over the Opening Ceremony. Dr. Jawaher Shaheen Al Mudhahki, Chief Executive of Bahrain's Education & Training Quality Authority (BQA), delivered the welcome address. H.E. Dr. Majid Al Nuaimi, Minister of Education, Kingdom of Bahrain, was the keynote speaker.

- Some 104 participants representing chairmen of boards of directors of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), the Arab Network for Quality Assurance in Higher Education (ANQAHE), and the Association of Quality Assurance Agencies of the Islamic World (IQA), as well as a number of chief executive officers of quality assurance and accreditation authorities, specialists and experts in higher education from 24 countries, took part.

- The Meeting Agenda included five plenary sessions in which 5 papers were discussed. Keynote speakers and participants reviewed a number of topics related to the Meeting theme as indicated below:

1. **Plenary Session 1: Presentation of Results of Scoping Study on the Arab region**

- Boost research activities/output through more faculty professional development and improve research facilities.

- Ensure Higher Education Institutes security of management systems in distance learning programmes and develop internal capacity to maintain the necessary level of quality.

- The need to develop Standards and Procedures to recognise non-traditional modes of curricula offering and delivery, such as e-Learning, joint degree programmes, and recognition of prior learning.

- An emphasis should be placed upon National Qualification Framework (NQF) and Quality Assurance Agencies (QAAs) to increase links with labour market needs.

- Internal Quality Assurance System (IQA) and Higher Education Institutions (HEIs) should not only be responsive to national demands; more attention should also be placed on internal needs. Therefore, it is necessary to strike a greater balance between accountability and enhancement.

2. **Plenary Session 2: The Role of Quality Assurance in fostering sustainable development**

- Higher Education Institutions must respond to the rapid social, economic and technological changes, which requires institutions to be focused.

- The quality assurance system in the Arab region must evolve, moving from meeting minimum standards and static quality aspects to focus on transformative processes, innovation and research and development.

- The need to address the main challenges facing the higher education system. These challenges normally are as follows:

(1) Low scientific research (less than 0.5% of the total world contribution);

(2) Low expenditure on research (0.2% - 0.6% of national gross domestic products);

(3) Brain drain from Arab universities (50% Physicians and 32% Engineers)

Unesco's Regional Meeting

3. **Plenary Session 3: Relevance of External Quality Assurance: Accountability vs. improvement**

- Improving the review process of non-traditional education by establishing a database of reviewers with knowledge of flexible education.

- There is an urgent need for conducting research to measure the impact of these non-traditional models of education and to evaluate such models.

- Non-traditional education and flexible education can be provided through different models, methods and providers (being online, work experience or workshops). To measure the impact & benchmark the outcomes of these varied methods there is the need for standards professional assessment (perhaps through professional examinations) to recognize informal and formal learning.

4. **Plenary Session 4: Validity and reliability of external quality assurance**

- **Kuwait Experience:**

- The National Bureau for Academic Accreditation and Education Quality Assurance (NBAQ) was established to provide a list of recognised overseas HEIs & programmes.

- The erosion of quality education offered to international students. Education is seen as a service offered and labour market oriented, leading to poor graduates due to double standards.

- The level of learning provided differs between that for national and international students.

- It is hard for the national QA Agencies to detect a breach in the quality of learning provided overseas. However, governments of developing countries need to be sure of this

- Promote that countries providing students to Kuwait are part of the formal stakeholders of these institutions.

- Morocco Experience:

- Internal Quality Assurance Systems are required from HEIs pursuant to laws since 2003 in line with the Bologna process.

- External QA has been recently introduced through the National Agency for Evaluation and Quality Assurance Higher Education and Scientific Research (ANEAQ).

- Programmes reviews were commenced last week and institutional reviews are expected to be conducted by the Agency in November/December 2018.

- The next stage will be for the Agency itself to be subjected to a review process.

- **UAE Experience: Hamdan Bin Mohamed Smart University (fostering open and technology enhanced education)**

- Defining, measuring and assessing quality is hard, especially in service sectors. It's even harder in higher education sector.

- The internal QA system has been adopted as an integrated system that meets the different needs of External Quality Assurance (EQA) bodies.

5. **Plenary Session 5: Quality Assurance: internationalisation and mutual recognition**

- Alignment of an NQF to other National Qualifications Frameworks contributes to mutual recognition of qualifications.

- Implementation of an NQF depends highly on coordination among stakeholders.

- Labour market intelligence is important in determining future qualifications requirements.

- Arab countries should develop their own QA system, to include standards that shape their identity and meet local needs.

Education in the Arab World Book

The Office of His Royal Highness Prince Salman Bin Hamad Al Khalifa nominated Dr. Jawaher S. Al Mudhahki, Chief Executive of the Education & Training Quality Authority, Bahrain (BQA), to take part in the writing of 'Education in the Arab World', a book that was edited by Serra Kirdar and Colin Brook and published by Bloomsbury Academic Publishing, London, UK in 29th June 2017 with the participation of 18 states among which was the Kingdom of Bahrain.

The Book covers education in a number of Arab states and is a critical reference guide to researchers, experts, international agencies and decision makers responsible for the development of the education system. It also provides an overview of the education system, reform projects, social and economic issues, and matters facing the education sector in general in the Arab world.

In the chapter titled 'Bahrain: Moving Towards a Knowledge-Based Economy', on the education in the Kingdom of Bahrain, Dr. Al Mudhahki provided an introduction and historical background on the Kingdom of Bahrain's education system from 1893 to present. Dr. Al Mudhahki highlighted the major political, economic and social reforms that the Kingdom has witnessed over the past fifteen years under the leadership of His Majesty King Hamad Bin Isa Al Khalifa. In particular the Education Reform Project, in line with Bahrain's Economic Vision 2030, the outcome of which was the establishment of the Supreme Council for Education & Training Development (SCETD) headed by Deputy Prime Minister His Highness Shaikh Mohammed bin Mubarak Al Khalifa, which in turn initiated the establishment of major initiatives such as the Education & Training Quality Authority (BQA) as an independent national body governed and supervised by the Cabinet of Ministers of the Kingdom of Bahrain and mandated to 'review the quality of the performance of education and training institutions in the light of the guiding indicators developed by the Authority.'

Dr. Al Mudhahki also discussed the three guiding principles of Bahrain's Economic Vision 2030: sustainability, fairness and competitiveness, of which education is one of the main pillars. The Economic Development Board's report of 2015 indicated that investment in the private education and healthcare sectors has developed and flourished, with growth rates of 8.3% being significantly higher than all other sectors in social and personal services.
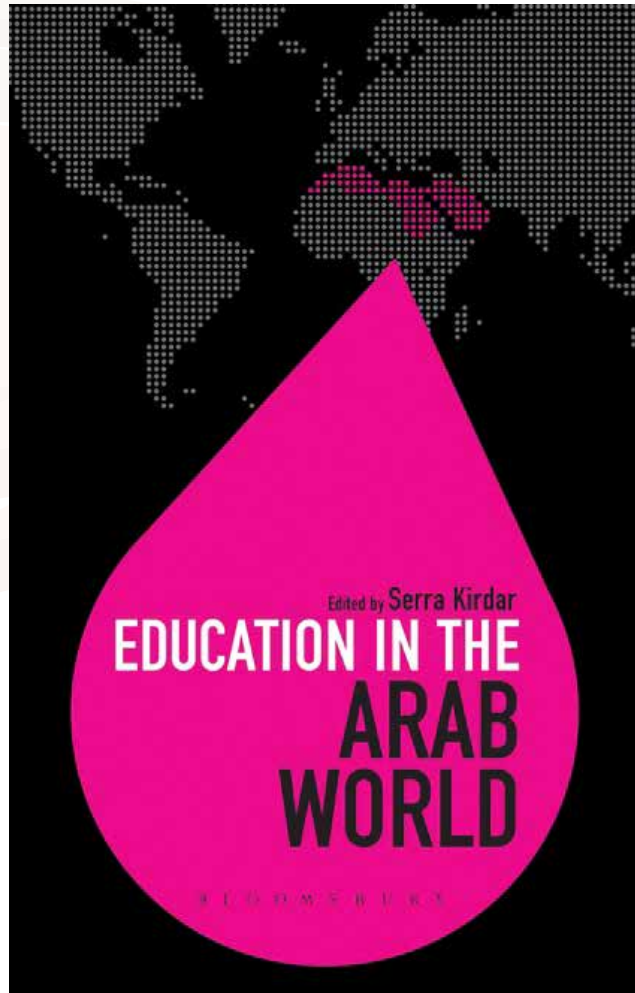
Conclusion

Conclusion

Since its establishment in 2008, the Education and Training Quality Authority (BQA) has endeavored to utilise all of its academic and practical capabilities to achieve its tasks and goals in accordance with its vision, mission and values to develop the education and training system implemented in institutions in the Kingdom of Bahrain. Throughout its nine-year journey BQA has endeavoured to advance the educational outcomes at all stages, including in the various streams of vocational training. Accordingly, BQA considers the advancement of Bahrain as dependent on the development of the performance of its institutions and improvements in the quality of the institutions outcomes, based on the rapidly changing market mechanisms and requirements. The aspiration of BQA and its staff is for the Kingdom to take its rightful place at regional and international levels. This drives BQA to implement the best practices and most rigorous standards in its reviews of the performance of education and training institutions in general, while striving to improve its performance and increase the accuracy of its results over the years. This is reflected in this year's report in terms of assessing the performance of education and training, and monitoring the relevant outcomes as set out in this conclusion.

This part of the report provides an analysis of education and training institutions' performance review results and national examinations results. Education and training institutions that have been listed in, and their qualifications placed on, the National Qualifications Framework are also included. Additionally, it provides an outline of the lessons learned from these results and of future plans proposed by BQA, represented by its relevant directorates, to further support and improve the quality of education and training in the Kingdom.

Since the commencement of the third review cycle **BQA, represented by the Directorate of Government Schools Reviews**, has reviewed the performance of 124 government schools, 54 of which were in the fourth and fifth phases of the school year 2016-2017. The results show a worrying 28% increase in 'inadequate' judgements in primary schools. They also reveal a poor overall performance in the intermediate stage of education, where no school received an 'outstanding' judgement. Meanwhile, 37% of the 54 schools received 'outstanding' and 'good'

judgements due to their managements' monitoring of the impact of professional development programmes, which include training workshops, pairing programmes and performance development dialogues, on teaching and learning processes. Furthermore, in these schools strong personal support is provided to students, particularly those with special needs as well as preparing students well for their next stage of education. Additionally, students assume leadership roles, undertake responsibilities, and demonstrate confidence, enthusiasm in learning activities and positive practices in all aspects of school life. It is worth noting that girls' schools dominate the 'outstanding' judgements among government schools. The 5 schools that received an 'outstanding' judgement in the previous cycle were subject to the special review procedures, following which 4 of the schools maintained the same judgement while the judgement of one school regressed from 'outstanding' to 'good'.

In general, the overall results of the third cycle so far were divided into thirds: One-third of 'outstanding' and 'good' judgements, one-third of 'satisfactory' judgements and, in a worrying increase, one third receiving 'inadequate' judgements. The latest third indicates the great challenges encountered by these schools and their managements in their efforts to improve overall performance. By comparing the reviews of the 124 schools in the second and third cycles, the results also show that 19 schools have retained their 'inadequate' levels, while the percentage of schools that have declined in their performance levels exceeds the percentage of schools that improved their performance. Of particular concern are those that dropped from 'satisfactory' to 'inadequate'. As revealed in the reports, this is mainly attributed to the instability of schools' administrative and teaching staff, the challenges associated with their learning inputs and their poor professional development processes for teachers. In this respect, reference should be made to the recommendations provided in the review reports.

In order to assess improvements in the performance of schools that received an 'inadequate' judgement, BQA conducted 22 monitoring visits to those schools that were judged as 'inadequate' in the second and third cycles. Most judgements reached in these visits were within the scope of 'in progress'. A matter that calls for attention and intensive

monitoring is the fact that some schools did not achieve sufficient improvement in any of the two monitoring visits, despite receiving an 'inadequate' judgement in the first and second review cycles; namely the 19 schools that retained an 'inadequate' judgement in the first and second review cycles and one school that retained such a judgement in all three review cycles.

BQA will continue reviewing the performance of government schools in the school year 2017-2018, following the set schedule for completing the third cycle of regular reviews and conducting special reviews for schools that received an 'outstanding' judgement and maintaining monitoring visits to schools that were judged as 'inadequate'.

BQA, represented by the Directorate of Private Schools and Kindergartens Reviews, continued the second cycle of private schools reviews by conducting 18 reviews in the school year 2016-2017, bringing the total number of reviews conducted in this cycle to 41. Comparing the overall effectiveness of private schools that were reviewed in the first and second review cycles, it is worth highlighting that despite the slight increase in the percentage of schools that received 'outstanding' and 'good' judgements and the slight decrease in the percentage of schools that received an 'inadequate' judgement in the second cycle compared to the first cycle, these successes in general are still below Bahrain's education development aspirations. These reviews revealed several issues that affect private education. Clear discrepancies are noted in the performance of schools in general in terms of implementation mechanisms and monitoring of essential schoolwork. Educational resources availability and utilisation varied as well. A significant number of schools still face major challenges, including effective planning for performance development and thorough monitoring, focus on ensuring the improvement of teaching and learning processes, and monitoring the impact of teachers' professional development programmes. Some private schools still face challenges relating to human and financial resources. Therefore, in order to improve their performance, there is a requirement to provide support to these school, particularly to their leaderships, to enable them to work in accordance with development priorities and benefit from review reports to improve their overall performance in order to ensure a positive and direct impact

on students' academic achievement. In the school year 2017-2018, BQA will continue to review the performance of private schools according to the set schedule for completing the second review cycle. In addition, BQA will conduct monitoring visits to schools that received an 'inadequate' judgement and carry out special reviews of schools that received an 'outstanding' judgement.

In the academic year 2016-2017 **BQA, represented by the Directorate of Vocational Reviews**, completed the fourth and fifth phases of the third cycle by reviewing 30 training institutions. The results of these two phases indicate an overall improvement in performance, as the percentage of institutions that received a 'good' or better judgement increased and the percentage of institutions that received an 'inadequate' judgement decreased. This obvious improvement in performance between the second and third cycles is due to the fact that the effective institutions have clear visions and missions. They implement strategic plans that are based on a thorough self-evaluation and are translated into operational plans that focus on improving learners' achievement levels and equipping them with vocational knowledge and skills that contribute to the development and enhancement of their abilities in their specialist areas. Conversely there were some aspects that need further enhancement and development, particularly in the less effective training institutions, on top of which are improving and developing internal quality systems to cover all operations related to teaching and learning, developing and monitoring the implementation of operational plans, and establishing self-evaluation processes along with the relevant internal verification and moderation processes in order to improve the quality of provision. With regard to monitoring visits, two out of three training institutions failed to fulfill some of the recommendations included in the review report. The lack of improvements in the performance of these institutions is attributed to ineffective training methods that fail to engage and motivate learners during courses, and comprehensive quality assurance systems and monitoring of learners and trainers performances are still insufficient.

BQA, as part of its continuous review activities, will complete the third review cycle by reviewing the performance of the remaining scheduled training institutions, and conduct

Conclusion

monitoring visits to the institutions that received an 'inadequate' judgement in this cycle in order to drive them to improve their performance.

In the second phase of the review of academic programmes BQA, represented by the **Directorate of Higher Education Reviews**, reviewed and published the reports of 102 academic programmes offered by 36 colleges in 13 higher education institutions in the fields of medicine and health sciences, computer science, IT, business and administration, law, engineering, design, science and education.

The recently published review outcomes show a clear variation in performance between government and private institutions in various disciplines. While all programmes in the fields of medicine and health sciences and law received a 'confidence' judgement, the performance of the programmes offered by private higher education institutions varies for other disciplines, particularly with respect to the engineering, design and IT programmes that student could enroll on at the time of publishing this report. It is worth mentioning that most programmes in the field of engineering are offered by two government institutions and that all the programmes that are offered by these institutions and have been reviewed so far have received a 'confidence' judgement, due to the fact that these programmes require special financial resources and academic competencies, with scientific and practical experience, which the Kingdom strives to provide. Notwithstanding the above, a number of these programmes face increasing challenges due to the growing numbers of students admitted and their inability to update their infrastructures to keep pace with new trends. There is also a shortage in human resources. As for the programmes offered by private institutions in the fields of engineering and design, it is noted that all but two private institutions have failed to provide sufficient financial resources and academic competencies; which has had an adverse impact on the **'Academic standards of the graduates'**, which is the lowest satisfaction indicator for these programmes. Furthermore, academic standards were adversely affected by the admission policies adopted by the programmes offered by the private institutions. These admission policies are closer to an open-door policy; as universities often admit all applicants either to the academic programmes directly or through inappropriate

induction/foundation programmes which lack the proper structures to prepare students for the requirements of the academic programmes.

In order to support and develop the performance of higher education institutions, BQA visited the institutions that were reviewed and their reports published to discuss their plans for improvement in line with the recommendations included in their respective reports. In addition the BQA conducted a number of follow-up visits to business administration programmes that received 'limited confidence' or 'no confidence' judgements. While the results indicate that two higher education institutions were able to address the recommendations included in their review reports, in whole or part, the third institution did not address most of the recommendations, particularly those that significantly impact the quality of the two learning programmes, their delivery and academic standards. This raises concerns regarding the institution's inability to provide students with quality educational programmes. The first review cycle of academic programmes is expected to end in December 2017 and, based on its results, BQA will review and develop the Academic Programmes Review framework for the second cycle and conduct follow-up visits to programmes that did not receive a 'confidence' judgement. BQA will also start the second cycle of institutional reviews in the academic year 2018-2019 as part of its efforts to ensure students in the Kingdom of Bahrain receive a high-quality education that enables them to compete in local, regional and international labour markets, in line with Bahrain's Economic Vision 2030.

In accordance with the procedures of **BQA, represented by the Directorate of National Examinations**, the results of **National Examinations** for the year 2017, in the ninth cycle for Grade 9 students and the fifth cycle for Grade 12 students, were reviewed and indicated a continued decline in students' overall performance.

By analysing the results of Grade 9 students' examinations it was found that students' performance in English and Arabic has slightly improved as compared to the year 2014, while their performance in Mathematics and Science has remained the same as in 2014. The highest performance score for the year 2017 was in English with 3.32, followed

by Arabic with a performance score of 0.23, and the lowest performance score was in both Science and Mathematics with 0.00 (zero) points.

For Grade 12, students' performance this year has slightly improved as compared to 2016, with the highest pass rates this year being in Arabic with a pass rate of 47%, followed by English with a pass rate of 25%, then Problem Solving with a pass rate of 13%.

As in previous years, female students outperformed male students in national examinations for Grades 9 and 12.

The recommendations included the need to continue seeking effective solutions, and the need for stakeholders to benefit from the BQA's reports which highlight strengths and areas for improvement in students' performance; to build on them in promoting sustainable improvement and developing the educational system in the Kingdom of Bahrain.

Based on the results of national examinations in previous years, which show a continuous decline in students' performance in a manner that does not reflect their actual abilities but as a result of their low motivation, a unified national examinations system was approved to be piloted in 2018. This will be followed by its full implementation in 2019 for Grades 6 and 12 under the supervision of BQA. According to this system, for the purpose of calculating Grade 6 students' results it was agreed to allocate 75% of the final score to MoE evaluation and 25% to BQA examinations. This system will help consolidate efforts and limit students to a single examination, which will enable them to do their best and will motivate them to deal with unified national examinations more positively. In the future, based on a feasibility study, the score percentage allocated for BQA examinations can be increased.

In the academic year 2016-2017 **BQA, represented by the General Directorate of National Qualifications Framework**, listed 6 institutions in the **Framework Register**, including one higher education institution and 5 vocational training institutions, and placed 25 qualifications on the National Qualifications Framework. These included

17 higher education qualifications and 8 vocational education and training qualifications. BQA also published the Guidelines for Credit Framework and prepared for the implementation of the alignment of foreign qualifications with the National Qualifications Framework, which will start in the upcoming academic year. In accordance with the operational plan of the General Directorate of National Qualifications Framework, BQA will continue to receive and evaluate institutional listing and qualification placement applications from education and training institutions. BQA will also provide all types of technical support, including capacity building workshops and support visits to institutions, in addition to training members of panels for institutional listing evaluations and qualification validation. BQA will continue to introduce other projects in cooperation with all stakeholders to address current challenges and tap into improvement opportunities to develop qualifications by seeking to enhance regulations and policies relating to designing qualifications, and develop policies to enhance understanding and cooperation between relevant sectors and link civil service regulations to academic and vocational qualifications. The Authority will also support national institutions to become the leaders in placing their qualifications on the National Qualifications Framework, promoting the concept of learning outcomes and their use in vocational qualifications in order to achieve long-term objectives in line with BQA's strategy. On the other hand, BQA will continue to raise awareness of the National Qualifications Framework at local, regional and international levels by entering into regional and international memorandums of understanding and cooperation with similar bodies and organisations, including preparations for referencing the National Qualifications Framework to other qualifications frameworks in order to achieve NQF's objectives; namely the recognition of all types of learning, promoting the concept of life-long learning and referencing of Bahraini qualifications to their equivalents regionally and internationally.

Success Stories

Success Stories

Introduction

This section of the Annual Report provides a summary of the most prominent success stories in the path to improvement and development, which the Authority is keen to realise in collaboration with the government and private schools that have been reviewed since the academic year 2009 to 2016-2017.

For the second time since the initial publication of its annual report in 2009, the Authority has dedicated a section to selected success stories of these schools. The Authority seeks to show how these government and private schools succeeded in achieving an 'outstanding' grade in their review report in three consecutive review cycles, having translated the Authority's recommendations and the review teams' observations into achievable actions and improvement plans. Hence, this section highlights the value of achievements by these schools, exemplifying the focus of the Authority's core business. These set an example for other government and private schools seeking to achieve key milestones and contribute towards enhancing the education and training model in the Kingdom as a regional, and possibly an international, success story.

The purpose of this section is to praise and spread the concept and optimal applications of quality assurance. In addition, it displays models of the opportunities available to education institutions with various capabilities to use innovative improvement mechanisms on the one hand and apply best practice in the field of quality assurance on the other hand.

In this section, we will present six success stories of government and private schools, three government and three private, that responded positively to the recommendations in their review reports and thereby made remarkable progress in their performance.

According to the Authority's recent review reports findings for the period covered by this Annual Report, one of the main reasons for the significant progress made by these schools is attributed to the strength of leadership and management, coupled with their insistence on following best practice to develop their improvement plans using accurate and ongoing self-evaluation to continuously identify new development opportunities and areas for improvement.

The government schools that have been judged 'outstanding' in three consecutive review cycles are as follows:

- Aminah Bint Wahab Primary Girls School was graded 'outstanding' in 2009, 2012 and 2015.
- Al-Rawdah Primary Girls School was judged 'outstanding' in 2010, 2013 and 2017.
- Rabia'a Al-Adaweyia Primary Girls School was graded 'outstanding' in 2010, 2012 and 2017.

The private schools that have been judged 'outstanding' during the first and second cycles of reviews are as follows:

- Ibn Khuldoon National School was graded 'outstanding' in 2013 and 2017.
- Saint Christopher's School was graded 'outstanding' in 2012 and 2015.
- British School Bahrain was graded 'outstanding' in 2010 and 2016.

Success Stories

Success Story 1 - Aminah Bint Wahab Primary Girls School

Establishment: 1979	Governorate: Muharraq	Administrative Faculty: 37	Teaching Faculty: 79	Number of students: 967	Main language (s) of instruction: Arabic	2009-2012-2015

A Road to Excellence:

The school succeeded in obtaining an 'outstanding' judgement as the fruits of many years of hard work, and definitely we at Aminah Bint Wahab Primary Girls School plan to maintain this standard for years to come' said Ms. Badria Swaileh, the Principal of the School.

'You faced many challenges', we said. To which she replied 'Yes, the school encountered massive challenges. However, by sharing streamlined educational remedies among the administrative and teaching staff we overcame such challenges, by the Grace of Allah and the efforts of the staff of this distinguished school' she replied.

The application of quality standards and notable progress cannot be achieved by working randomly. We strove for success and excellence through the development of an accurate plan that addresses all aspects of school work, particularly focusing on the school's administrative and teaching staff.

Ms. Badria Swaileh pointed out that the school focusses on three main core values in performing its work activities: (1) making the student the centre of the educational process to enjoy the learning experience; (2) the teacher should develop her career, accept and seek change, comply with creative teaching standards; and (3) leadership that complies with the implementation of the strategic plan based on the school priorities, and provides the continuous support and follow-up which is the basis for achieving success stories.

'The fruits of excellence require the full awareness of, and compliance with, the planned objectives. Improvement results cannot be realised overnight as they rely on strategic thinking, timetables and rigorous follow-up of their impact. Needless to say, the appropriate strategic thinking, along with building solid human relationships with teachers and students, are the basis of all subsequent success stories' she said.

Ms. Badria Swaileh
School's Principal

The Journey of Excellence:

Explaining the reasons for achieving the school's sustainable aspirations of excellence, Ms. Badria said: 'The most important strategic steps that enabled the school to achieve the principles of continuous improvement were the focus on setting short and long term targets, the implementation of an ongoing self-evaluation process, and the flexibility and diversity of learning resources, which together made a tangible impact on the improvement efforts'.

The professional and distinctive performance of all teachers with regard to a curriculum delivery based on the various educational needs of students was the concluded in the school's second review report published in the academic year 2011-2012 to be the most prominent strength. The school maintained this prominent strength in their third review report published in the academic year 2015. In addition, the school challenged the students' abilities and provided them with a number of opportunities for the development of leadership skills, enabling them to reliably carry out many tasks and duties.

Ms. Badria Swaileh stressed that the students' results in the Authority's national examinations, and seeking to bridge the gap between pass and proficiency rates in the school examinations, were a clear indication of the outstanding learning outcomes resulting from accurate strategic planning.

A continuous self-evaluation of all the school's aspects and constant processing of feedback based on the review team's observations were indications of the nature of the school's culture, with activities being fully and permanently qualified and ready for the BQA's review visit.

BQA Role:

According to the Principal of the School, Ms Swaileh, 'The impact of the Authority's review reports was evident in the initiatives taken at the educational level in general, and the development of the administrative and teaching staff in government schools in particular.'

Addressing the Authority's recommendations over three consecutive cycles of reviews, the Authority's review reports and teams' observations indicated the increase in education institutions that have been judged 'outstanding'. These institutions have succeeded in promoting their administrative and teaching staff competencies through adherence to the review reports' recommendations. Aminah Bint Wahab Primary Girls School maintained its outstanding level over three consecutive review cycles through its steady adherence to quality practices such as the exploration of reality, identification of priorities, setting a shared strategic strategy, drawing up an action plan with timetables, and teamwork.

The School's Message:

To achieve excellence, any school should identify the school's priorities, create structured plans and follow up, and provide constant feedback. These are the essential elements of being judged 'outstanding'; plus of course raising teachers' competencies using various methods in compliance with the school's work priorities. In addition the school must improve work productivity through the formation of the school improvement performance team and keeping abreast of the latest developments in all the school's aspects, particularly in relation to teaching and learning processes, to achieve the desired progress.

Success Stories

Success Story 2 - Rabia'a Al-Adaweyia Primary Girls School

Establishment: 1967	Governorate: Capital	Administrative Faculty: 22	Teaching Faculty: 40	Number of students: 395	Main language (s) of instruction: Arabic	2010-2012-2017

A Road to Excellence:

Sustainability of excellence is one of the most prominent values of quality assurance, therefore the outstanding level maintained by Rabia'a Al-Adaweyia Primary Girls School over the BQA's three cycles of reviews proves that the culture of quality and excellence is an inherent part of all the school's operations. The school's shared and ambitious vision is based on an accurate strategic plan that was developed according to rigorous analysis of the school's reality and addresses the needs identified in the school's self-evaluation. They are followed up according to agreed KPIs.

The Journey of Excellence:

Ms. Jihad Al Hashimi, the Principal of the School, stressed that the school's administrative and teaching staff believe that sustainability of excellence is not simple, therefore a set of outstanding practices in all the school's aspects is applied. This has resulted in winning H.R.H. Shaikh Khalifa Bin Salman Award for Excellence in the Education Performance for the Academic Year 2015-2016.

'We, as leaders of the school, believe that motivation of the school's staff is the key to the school's continuous successes. Urging them to work as a team and delegating powers to carry out leadership tasks have supported our successes, which we wish to continue in the years to come,' she added.

The school is keen to raise the quality of its ILOs, which is reflected in the high pass rates of the school's examinations as well as the Authority's national examinations. This prominent academic achievement was a result of employing effective education practices inside and outside classrooms, with various learning methods being used supported by effective use of the available appliances, facilities and learning aids. In addition, the school enhances the students' higher order thinking skills using scientific experimentation and problem solving. The school is also characterised by its unlimited support for students, where it develops their soft skills, leadership skills, self-learning and constructive criticism capabilities through the formation of committees and creating projects. Special needs groups are given great attention and offered special enrichment and remedial programmes.

Ms. Jihad Al Hashimi
School's Principal

BQA Role:

Ms. Jihad Al Hashimi points out that the institutionalisation of quality assurance principles by the Authority has contributed to motivating and urging schools to spread the culture of change in an easy and flexible manner. The school changed its goals in line with these principles, and all teaching and learning processes in classrooms have been changed accordingly. This has a positive impact on the school's outstanding learning outcomes.

The School's Message:

We at Rabia'a Al-Adaweyia Primary Girls School seek to spread the best practices that characterise our school across all schools in the Kingdom by hosting a limited number of their staff members to keep abreast of our experiences in the fields of leadership and education. Perhaps one of the most important models we cherish is forming an integrated work team that covers a smooth process of work and high quality of the desired product, this being a student's outstanding achievement and high personal development, and ensures the participation of all school staff in planning, implementation and evaluation of all school aspects.

Rabia'a Al-Adaweyia Primary Girls School is proud of the internal apprenticeship model, where the school's Apprenticeship Centre plays a leading role in training the school's new teaching staff on the most important educational developments and following up the transfer of the impact of this training into the classrooms. This contributes to the quality of education which is the aim of the school.

Success Stories

Success Story 3 - Al-Rawdah Primary Girls School

Establishment: 1994	Governorate: Northern	Administrative Faculty: 25	Teaching Faculty: 41	Number of students: 538	Main language (s) of instruction: Arabic	2010-2013-2017

A Road to Excellence:

Since its establishment in 1996, Al-Rawdah Primary Girls School has been successful in performing its duties, with a dedicated staff working as a loving and caring family. This was confirmed by Ms. Eman Mareed, the Principal of the School, where each member of this family has a close affiliation with the school. This is reflected in their performance inside and outside the classroom to achieve the school's vision over the years, namely 'promoting the quality performance of students' and this has been achieved, Grace be to Allah.

The Journey of Excellence:

The school's leadership (despite the change of principals) has adopted a clear approach to constantly analysing the school's situation through various self-evaluation tools that provide a solid ground for achieving the school's goals, and setting up constructive programmes and projects to serve the school's staff in all aspects.

Ms. Eman Mareed
School's Principal

The Principal of the School gave a brief on the teaching and learning process. 'Based on the school's vision to enhance the students' quality performance, the leadership moved the concept of excellence from 90% to 95%. This was done by applying a clear approach to raise the level of excellence by 1% per annum over a period of five years until it reaches 95% or above. Measuring the impact of this approach on the students' performance showed that the number of students participating in the ceremony of excellence was not affected, despite the increase of the standard annually, but there has been a shift to the quality of excellence. This showed in the students' performance in the internal and external examinations, where they achieved high results that are commensurate with the outstanding level of the school,' she said.

Ms. Mareed also added that Al-Rawdah Primary Girls School has given great attention to students' personal development through initiating intensive programmes inside and outside the classroom, thus enhancing their leadership qualities and making this a point of strength in the school. Accordingly, the school built on this strength and further developed it by launching the monthly "self-management" project, in which the students assume leadership roles covering the positions the principal of the school, assistant principal, administrative supervision, social worker and teaching in the classrooms. Thus, the school was managed by the students for a full school day once a month. The project was very successful and its impact showed in the students' personalities in terms of assuming leadership and responsibility roles, thus achieving the aforementioned school's vision.

Based on its interest in improving the inputs, the school held an educational meeting with the senior leaders from all kindergartens supporting the school to review the standards of their learning outputs and discuss the means to improve them to meet the requirements of the curriculum used.

The school, according to Ms. Mareed, implemented a number of successful programmes and projects based on the self-evaluation indicators, with great conviction among the school staff of the importance of their application and the need to stand together to achieve the objectives. Among these projects is the "Garden of Projects"; this standardises the idea of projects implemented by students from all subjects to create a single product delivered by groups of students in the presence of their parents who participate in its production. This is followed by an exhibition at the school that includes these projects and all the handmade products of the students and their parents, to which other schools are invited. Thus, the students and their parents are wholly convinced of the importance and value of their projects in building the students' personality and raising their attainment levels.

All these efforts culminated in the school receiving very high satisfaction rates over the three cycles, with at least 1% annual increase. The satisfaction rates were also translated into teachers' professional commitment inside and outside the classrooms, with a minimum of 98% attendance rates.

The School's Message:

In conclusion, excellence has clear and complementary aspects, at the top of which are dedication and family spirit. This has enabled us to overcome all difficulties or challenges that we encounter or that form an obstacle to achieving our notable educational goals. Al-Rawdah Primary Girls School would not have been a role model for other education institutions and judged 'outstanding' in three consecutive cycles of reviews by the Authority's review team without this spirit of enthusiasm, and providing support to others in various aspects in a professional manner through an integrated programme called "Al-Rawdah Beam".

Success Stories

Success Story 4: Ibn Khuldoon National School

Establishment: 1983	Governorate: Southern	Administrative Faculty: 27	Teaching Faculty: 167	Number of students: 1310	Main language (s) of instruction: Arabic and English	2013-2017

A Road to Excellence:

Through implementing its strategic plan 2015-2022, Ibn Khuldoon National School continues its efforts to achieve the school's vision as a bilingual school. It seeks to ensure excellence, enhances students' belonging and loyalty to the Kingdom of Bahrain, sticks to the local community traditions and promotes openness to world cultures.

Dr. Kamal Abdulnoor, the Principal of the School, said that the school has institutionalised the principles of this vision since its early years, through relevant curricula, educational programmes and activities. It continues to create a common language to promote a culture of transparency and responsibility and develop and update its policies, procedures, curricula and programmes, together with the best internationally recognised practices.

'To achieve excellence it was necessary to develop internal and external quality assurance standards. The internal quality assurance standards include the implementation of teaching and administrative staff appraisal and follow up the appraisal findings to further teaching and learning strategies. On the other hand the external quality assurance system covers more than one standard to ensure coverage of different aspects and stages that result in collecting comprehensive and constructive feedback and, subject to the regulations of the Ministry of Education, play an effective role in ensuring the best educational process in accordance with the policies of the Kingdom of Bahrain. Accreditation programmes that are organised and supervised along the lines of international educational institutions also play a major role in enhancing the quality assurance standards. International programmes such as the International Baccalaureate are accredited, and external examinations systems are conducted to compare the performance of school students with their peers around the world' he added.

Dr. Kamal Abdulnoor
School's Principal

The Journey of Excellence:

Being judged 'outstanding' in the BQA review reports emphasises the sound approach the school applies. For the school to continue to excel, it must keep on reviewing its performance, developing and updating its curricula, programmes and methods, and maintain its acquaintance with the latest global developments at the educational and technological levels so that its graduates will be lifelong learners who are capable of interacting effectively and positively with the world around them.

BQA Role:

According to Dr. Abdulnoor it is important to recognise the BQA reviews as one of the most substantial external quality assurance standards. These have contributed effectively to raising the performance of the school based on the review criteria set forth in the Schools Reviews Framework in the Kingdom of Bahrain. The most important aspect of the BQA's review process is that each school receives a set of recommendations for the areas of improvement, as well as recognising the strengths that characterise the school. Then a (measurable) action plan must be drawn up by the school, in which it identifies how it addresses these recommendations and determines the KPIs to measure its progress in achieving the desired goals.

The School's Message:

This BQA's comprehensive reviews are student-centred to improve teaching and learning strategies and have been carried out in phases starting with the self-evaluation, followed by the review team visit and finally the publication of the review and follow-up reports. In its pursuit of excellence, a school should first benefit from the self-evaluation process to identify areas for improvement based on the Authority's review criteria set forth in the 'Schools Reviews Framework' in the Kingdom of Bahrain', and then develop constructive plans to address these areas.

Therefore, a school should draw out a clear, measurable and achievable action plan to address the review teams' recommendations and realise the desired goals. This action plan should be reviewed periodically to deal with any obstacles during its implementation period.

Success Stories

Success Story 5: Saint Christopher's School

Establishment: 1961	Governorate: Northern & Southern	Administrative Faculty: 127	Teaching Faculty: 183	Number of students: 1838	Main language (s) of instruction: English	2012-2015

A Road to Excellence:

According to Mr. Ed Gordon, the Principal of the school, the Principal and Heads of School who form the Leadership and Management Team (LMT) at St Christopher's have a clear vision which is articulated in the school's mission statement, strategic intents and fundamental principles and other supporting documents. St Christopher's aspires to be a world class school, providing an outstanding British style education for pupils aged 3 to 18.

Academic and other success stories in the school are facilitated by a supportive learning community, underpinned by a culture of caring, respect and tolerance and the emphasis placed on the School's three core values of caring, learning and communicating.

Mr Ed Gordon
School's Principal

The Journey of Excellence:

'St Christopher's aims to recruit outstanding staff and has extremely well-developed recruitment procedures; carefully wording advertisements for vacancies to attract the right calibre and type of applicant. Induction procedures ensure that new staff fully understand the high expectations they should have of pupils and the high expectations the School has of them. Line management systems ensure that staff are well supported, and effective teamworking is evident throughout the school with teachers regularly highlighting and sharing good practice', he added.

The strategic intents and the tripartite St Christopher's Student (encompassing the Autonomous Learner, Competent Individual and Global Citizen) underpin school improvement planning for the medium and long-term, which also takes into account the evolving landscape of Bahrain. Mr. Ed Gordon also stressed that monitoring systems are rigorous and embedded, and feedback from these activities leads to clear target setting and accountability. Those with leadership responsibility provide quality assurance for all monitoring activities, analysing feedback and identifying areas of strength and areas for improvement. The LMT team discusses findings, challenges perceptions and sets targets for improvement at whole school, individual school and departmental levels.

These systems and their outcomes are clearly detailed in the School SEF and ensure that all staff are focused on, and committed to, driving the School forward and being judged as 'outstanding' in all areas of operation.

BQA Role:

Following receipt of the last BQA review report the LMT reflected on the strengths identified and the recommendations outlined in the report and married these with their own self-review findings. The conclusions were fed into improvement planning, with teams tasked with considering how their department would plan to meet the improvement targets set, in addition to focusing on their own identified areas of improvement, Mr. Gordon added.

The drive of the Principal and Senior Leaders in implementing these measures resulted in the School maintaining its 'outstanding' rating in the BQA reviews.

As a not-for-profit organisation, St Christopher's invests fee income into continuously improving resources and facilities, whether this is additional staffing in early years, improvements to the IT infrastructure or the construction of a tennis court. This leads to continuous improvement in the provision for pupils. In addition a generous budget is allocated to fund the continuous professional development of school staff, with CPD needs identified through educational research, monitoring and appraisal and driven by Priority Strategic Elements. Staff are adept at reflecting on their work and, through the rigorous appraisal system, are supported in delivering outstanding lessons.

The School's Message:

The message from the leadership team would be; first recruit high quality staff who share in the vision for the school, then invest in the professional development of those staff and foster a culture and ethos where high expectations are the norm.

Another message is to ensure stakeholders have a Growth Mindset so that they work to achieving the highest possible outcomes for pupils and believe that, no matter how highly they are achieving, they can always improve.

Finally, place pupils at the heart of decision making and invest in high quality resources that are allocated according to the best needs of the pupils.

Success Stories

Success Story 6: British School Bahrain

Establishment: 1995	Governorate: Northern	Administrative Faculty: 49	Teaching Faculty: 214	Number of students: 1839	Main language (s) of instruction: English	2012-2016

A Road to Excellence:

Julie Anne Gilbert, the Principal of the school, said, 'Right from the beginning of the self-evaluation at the BSB we involved all stakeholders in the process – the students, parents, teachers, support staff and owners. It was important that our school philosophy and goals were very clear. Open, honest communication at every level was necessary to ensure that all staff knew exactly what was expected of them. It was important to develop a culture of everyone working together for the best outcome in a positive way, so that teachers were energised rather than fearful.

Our first plan of action was to ensure we were using very best practice within the school. This meant teachers presenting snapshot ideas or short presentations to each other during in-house continuous professional development (CPD) sessions. Teachers were put into groups of three to plan lessons and observe each other's practices. Time was allocated for the teachers to plan the lesson beforehand and review it afterwards.

The review process motivated us to build upon established links with The Children Academy, RIA and the British Council and to work towards COBIS accreditation.

Julie Anne Gilbert
School's Principal

The Journey of Excellence:

The school has taken on board the advice to enhance the provision for Arabic language teaching still further. We have recruited additional teachers in the Infants so that students are taught in smaller groups. A review of the curriculum is taking place. We continue to update the SEF form on an annual basis as a framework for self-reflection. We monitor ourselves and our practices regularly, constantly questioning ourselves in order to move from an 'outstanding' school to world class. The school leadership team keeps itself up to date with educational initiatives in the UK and is happy to adapt our own curriculum accordingly in our international setting' she added.

Julie Anne Gilbert points out that the school has refined their assessment and reporting procedures and target setting for students, to make targets clearer and more individual for the students.

In September 2016, the school was accredited as an IBDP world school. Now BSB students have three pathways to university - A level, BTEC and IBDP. This gives them the maximum opportunity to gain entrance into the university of their choice.

The school has invested heavily in training for staff in G Suite (Google apps for education) with great success.

After all, the teacher and the relevant member of the leadership team carry responsibility for the best outcomes for the students in a lesson. The focus is on the development of all rather than taking a judgmental approach.

BQA Role:

Concluding the BSB success story, Julie Anne Gilbert stressed that the BQA reviews made a tremendous difference to the school in that they brought a new leadership team together with a sense of purpose. The rigour of the self-evaluation form prompted us to carefully monitor our performance and encouraged us to analyse and use data more effectively for target setting. The review was also helpful when the school came under new ownership. The independence of the review was extremely helpful when decisions needed to be made on how budgets should be allocated. The regular cycle of reviews encourages the school to keep moving forward and continuously improving.

The School's Message:

Our main message is really that great things can only be achieved when everyone is working together with a clear purpose. We would also encourage and facilitate as many opportunities for student leadership as possible; if they are trained young, these leadership roles can remove some of the burden on staff. We have house captain, Member of Parliament, eco-ranger, digital leader and art participator student roles.

Deep trust between the school's leadership team and individual teachers is vital. An open-door classroom policy where the leadership team is welcome at any time is to be encouraged.

Appendix

Appendix

		Directorate of Government Schools Reviews*		
#		Government schools reviewed	Overall judgements Cycle 2 2011 to 2014	Overall judgements Cycle 3 2015 to 2018
1		Rabia'a Al-Adaweyia Primary Girls School	1: Outstanding	1: Outstanding
2		Al-Rawdha Primary Girls School	1: Outstanding	1: Outstanding
3		Ain Jaloot Primary Girls School	1: Outstanding	1: Outstanding
4		Karrana Primary Girls School	1: Outstanding	1: Outstanding
5		Al-Khawarizmi Primary Boys School	1: Outstanding	1: Outstanding
6		Sumayia Primary Girls School	1: Outstanding	1: Outstanding
7		Al-Sehlah Primary Girls School	1: Outstanding	1: Outstanding
8		Hitteen Primary Boys School	1: Outstanding	1: Outstanding
9		Aminah Bint Wahab Primary Girls School	1: Outstanding	1: Outstanding
10		Khawlah Secondary Girls School	1: Outstanding	1: Outstanding
11		Al-Safa Primary Girls School	2: Good	1: Outstanding
12		Al-Belad Al-Qadeem Primary Girls School	2: Good	1: Outstanding
13		Zubaidah Primary Girls School	2: Good	1: Outstanding
14		Al-Sanabis Primary Girls School	2: Good	1: Outstanding
15		Arad Primary Girls School	2: Good	1: Outstanding
16		Fatima Bint Asad Primary Girls School	2: Good	1: Outstanding
17		Jidhafs Secondary Girls School	2: Good	1: Outstanding
18		Mariam Bint Omran Primary Girls School	3: Satisfactory	1: Outstanding
19		Um Ayman Primary Girls School	3: Satisfactory	1: Outstanding
20		Al-Orouba Primary Girls School	1: Outstanding	

*Reports are published on BQA website www.bqa.gov.bh

#		Government schools reviewed	Overall judgements Cycle 2 2011 to 2014	Overall judgements Cycle 3 2015 to 2018
		Directorate of Government Schools Reviews*		
21		Hajer Primary Girls School	1: Outstanding	
22		Um Salama Intermediate Girls School	1: Outstanding	2: Good
23		Tubli Primary Girls School	1: Outstanding	2: Good
24		Zannoobia Intermediate Girls School	2: Good	2: Good
25		Sh. Mohamed Bin Isa Al-Khalifa Primary Boys School	2: Good	2: Good
26		Al-Noaim Secondary Boys School	2: Good	2: Good
27		Omayma Bint Al-Noaman Secondary Girls School	2: Good	2: Good
28		West Rifaa Primary Girls School	2: Good	2: Good
29		Al-Noor Secondary Girls School	2: Good	2: Good
30		Gharnata Primary Girls School	2: Good	2: Good
31		Al-Duraz Intermediate Girls School	2: Good	2: Good
32		Sitra Intermediate Girls School	2: Good	2: Good
33		Sitra Secondary Girls School	2: Good	2: Good
34		Hamad Town Primary Girls School	2: Good	2: Good
35		Al-Duraz Primary Girls School	2: Good	2: Good
36		A'ali Primary Girls School	3: Satisfactory	2: Good
37		Al-Dair Primary Intermediate Girls School	3: Satisfactory	2: Good
38		Salmabad Primary Girls School	3: Satisfactory	2: Good
39		Al-Esteqlal Secondary Girls School	3: Satisfactory	2: Good
40		Al-Hunaineya Primary Girls School	3: Satisfactory	2: Good

*Reports are published on BQA website www.bqa.gov.bh

Appendix

		Directorate of Government Schools Reviews*		
#		Government schools reviewed	Overall judgements Cycle 2 2011 to 2014	Overall judgements Cycle 3 2015 to 2018
41		Al-Busaiteen Intermediate Girls School	3: Satisfactory	2: Good
42		Ibn Al-Nafees Primary Boys School	3: Satisfactory	2: Good
43		Buri Primary Girls School	3: Satisfactory	2: Good
44		Hassan Bin Thabit Primary Boys School	3: Satisfactory	2: Good
45		Al-Qadsiah Primary Girls School	2: Good	
46		Al-Jazeera Primary Boys School	2: Good	
47		Almustaqbal Primary Girls School	2: Good	
48		Asma That Alnetaqain Primary Girls School**	2: Good	
49		Fatima Al-Zahra Primary Girls School	2: Good	
50		Hafsa Um Almoumineen Primary Girls School	2: Good	
51		Al-Muharraq Primary Girls School	2: Good	
52		Al-Nowaidrat Primary Girls School	2: Good	
53		Saar Primary Girls School	2: Good	
54		Sitra Primary Girls School	2: Good	
55		Um Kalthoom Intermediate Girls School	2: Good	
56		Al-Daih Primary Intermediate Girls School	2: Good	
57		Al-Nabeeh Saleh Primary Girls School	2: Good	
58		Al-Qudes Primary Girls School	2: Good	
59		Fatima Bint Alkhattab Primary Girls School	2: Good	
60		Qurtoba Intermediate Girls School	2: Good	

*Reports are published on BQA website www.bqa.gov.bh
**Asma That Alnetaqain Intermediate Primary Girls School Previously

Directorate of Government Schools Reviews*				
#		Government schools reviewed	Overall judgements Cycle 2 2011 to 2014	Overall judgements Cycle 3 2015 to 2018
61		Sar Secondary Girls School	2: Good	
62		Sanad Primary Girls School	2: Good	
63		Shahrakan Primary Girls School	2: Good	
64		Al-Hidd Secondary Girls School***	2: Good	3: Satisfactory
65		Al-Zallaq Primary Intermediate Girls School	2: Good	3: Satisfactory
66		Zainab Intermediate Girls School	2: Good	3: Satisfactory
67		Al-Manhal Primary Girls School	2: Good	3: Satisfactory
68		Al-Mutanabbi Primary Boys School	2: Good	3: Satisfactory
69		Bait Al-Hekmah Primary Girls School	2: Good	3: Satisfactory
70		East Rifaa Primary Girls School	2: Good	3: Satisfactory
71		Ruqaya Primary Girls School	2: Good	3: Satisfactory
72		Tubli Primary Boys School	2: Good	3: Satisfactory
73		Omar Bin Abdul Aziz Primary Boys School	3: Satisfactory	3: Satisfactory
74		Jaw Primary Intermediate Girls School	3: Satisfactory	3: Satisfactory
75		Al-Qayrawan Intermediate Girls School	3: Satisfactory	3: Satisfactory
76		Jidhafs Secondary Technical School	3: Satisfactory	3: Satisfactory
77		Al-Wafa'a Secondary Girls School****	3: Satisfactory	3: Satisfactory
78		Sh. Isa Bin Ali Al-Khalifa Secondary Boys School	3: Satisfactory	3: Satisfactory
79		Al-Hedayah Al-Khalifia Secondary Boys School	3: Satisfactory	3: Satisfactory
80		Al-Ja'afari Religious Institute	3: Satisfactory	3: Satisfactory

*Reports are published on BQA website www.bqa.gov.bh
***Al-Hidd Intermediate Secondary Girls School Previously
****Isa Town Secondary Commercial Girls School Previously

Appendix

		Directorate of Government Schools Reviews*		
#		Government schools reviewed	Overall judgements Cycle 2 2011 to 2014	Overall judgements Cycle 3 2015 to 2018
81		Al-Nuzha Primary Girls School	3: Satisfactory	3: Satisfactory
82		Isa Town Secondary Boys School	3: Satisfactory	3: Satisfactory
83		Alahd Alzaher Secondary Girls School	3: Satisfactory	3: Satisfactory
84		Hamad Town Primary Boys School	3: Satisfactory	3: Satisfactory
85		Salahuddeen Alayyoubi Primary Boys School	3: Satisfactory	3: Satisfactory
86		Al-Rasheed Primary Boys School	3: Satisfactory	3: Satisfactory
87		West Rifaa Secondary Girls School	3: Satisfactory	3: Satisfactory
88		Sar Primary Boys School	3: Satisfactory	3: Satisfactory
89		A'ali Primary Boys School	3: Satisfactory	3: Satisfactory
90		Ahmad Al-Umran Secondary Boys School	3: Satisfactory	3: Satisfactory
91		Balqees Primary Girls School	3: Satisfactory	3: Satisfactory
92		Yathreb Intermediate Girls School	3: Satisfactory	3: Satisfactory
93		Al-Sanabis Primary Boys School	3: Satisfactory	3: Satisfactory
94		Hamad Town Secondary Girls School	3: Satisfactory	3: Satisfactory
95		Halima Al-Sa'adeyya Intermediate Girls School	3: Satisfactory	3: Satisfactory
96		Saba' Primary Girls School	3: Satisfactory	3: Satisfactory
97		Barbar Primary Boys School	3: Satisfactory	3: Satisfactory
98		Khadija Al-Kubra Intermediate Girls School	3: Satisfactory	3: Satisfactory
99		Um Al-Qura Primary Intermediate Girls School	3: Satisfactory	3: Satisfactory
100		Al-Dheya Primary Boys School	3: Satisfactory	3: Satisfactory

*Reports are published on BQA website www.bqa.gov.bh

#		Government schools reviewed	Overall judgements Cycle 2 2011 to 2014	Overall judgements Cycle 3 2015 to 2018
		Directorate of Government Schools Reviews*		
101		Al-Busaiteen Primary Boys School	4: Inadequate	3: Satisfactory
102		Al-Muharraq Secondary Boys School	4: Inadequate	3: Satisfactory
103		Al-Andalus Primary Girls School	4: Inadequate	3: Satisfactory
104		Al-Dair Primary Boys School	4: Inadequate	3: Satisfactory
105		Arad Primary Boys School	4: Inadequate	3: Satisfactory
106		Al-Alaa Alhadhrami Primary Boys School	4: Inadequate	3: Satisfactory
107		Al Wadi Primary Boys School	4: Inadequate	3: Satisfactory
108		Omar Bin Al-Khattab Primary Intermediate Boys School	3: Satisfactory	
109		West Rifaa Intermediate Girls School	3: Satisfactory	
110		Al-Khansa Primary Girls School	3: Satisfactory	
111		Al-Manama Secondary Girls School	3: Satisfactory	
112		Abu Alaala Almaari Primary Boys School	3: Satisfactory	
113		Ibn Sina Primary Boys School	3: Satisfactory	
114		Al-Busaiteen Primary Girls School	3: Satisfactory	
115		Abu Bakr Al-Siddeeq Primary Boys School	3: Satisfactory	
116		Buri Primary Boys School	3: Satisfactory	
117		Isa Town Primary Boys School	3: Satisfactory	
118		Al-Muharraq Secondary Girls School	3: Satisfactory	
119		Al-Ma'refa Secondary Girls School	3: Satisfactory	
120		Al-Salam Primary Girls School	3: Satisfactory	

*Reports are published on BQA website www.bqa.gov.bh

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Directorate of Government Schools Reviews*				
#		Government schools reviewed	Overall judgements Cycle 2 2011 to 2014	Overall judgements Cycle 3 2015 to 2018
121		Arad Intermediate Girls School	3: Satisfactory	
122		Askar Primary Intermediate Boys School	3: Satisfactory	
123		Khalid Bin Alwaleed Primary Boys School	3: Satisfactory	
124		Safeyia Bint Abdulmuttalib Primary Intermediate Girls School	3: Satisfactory	
125		Al-Sanabis Intermediate Girls School	3: Satisfactory	
126		Sakeena Bint Al-Hussain Primary Girls School	3: Satisfactory	
127		Tulaitela Primary Girls School	3: Satisfactory	
128		West Rifaa Primary Boys School	3: Satisfactory	
129		A'ali Intermediate Girls School	3: Satisfactory	
130		Abufiras Alhamadani Primary Boys School	3: Satisfactory	
131		Al-Hoora Secondary Girls School	3: Satisfactory	
132		East Rifaa Intermediate Girls School	3: Satisfactory	
133		Jidhafs Primary Boys School	3: Satisfactory	
134		Nasiba Bint Ka'ab Primary Girls School	3: Satisfactory	
135		Primary Religious Institute	3: Satisfactory	
136		Isa Town Secondary Girls School	3: Satisfactory	
137		Um Alhassam Primary Boys School	3: Satisfactory	
138		Al-Hidd Intermediate Girls School	3: Satisfactory	
139		Al-Shorooq Secondary Girls School	3: Satisfactory	
140		Aali Intermediate Boys School	2: Good	4: Inadequate

*Reports are published on BQA website www.bqa.gov.bh

Directorate of Government Schools Reviews*				
#		Government schools reviewed	Overall judgements Cycle 2 2011 to 2014	Overall judgements Cycle 3 2015 to 2018
141		East Rifaa Primary Boys School	3: Satisfactory	4: Inadequate
142		Al-Imam Ali Primary Intermediate Boys School	3: Satisfactory	4: Inadequate
143		Al-Razi Primary Boys School	3: Satisfactory	4: Inadequate
144		Al-Rifaa Intermediate Boys School	3: Satisfactory	4: Inadequate
145		Badr Al-Kobra Primary Boys School	3: Satisfactory	4: Inadequate
146		Al-Salmaniyia Intermediate Boys School	3: Satisfactory	4: Inadequate
147		Alta'awon Secondary Boys School	3: Satisfactory	4: Inadequate
148		Jaber Bin Hayian Primary Boys School	3: Satisfactory	4: Inadequate
149		Isa Town Intermediate Girls School	3: Satisfactory	4: Inadequate
150		Al-Jasra Primary Boys School	3: Satisfactory	4: Inadequate
151		Othman Bin Affan Intermediate Boys School	3: Satisfactory	4: Inadequate
152		Abdul Rahman Al-Nassir Intermediate Boys School*****	3: Satisfactory	4: Inadequate
153		Safrah Primary Intermediate Girls School	3: Satisfactory	4: Inadequate
154		Al-Yarmook Primary Boys School	3: Satisfactory	4: Inadequate
155		Alzallaq Primary Intermediate Boys School	3: Satisfactory	4: Inadequate
156		Al-Qudaibia Primary Intermediate Boys School******	3: Satisfactory	4: Inadequate
157		Uqba Bin Nafe'a Primary Boys School	3: Satisfactory	4: Inadequate
158		Sh. Abdul Aziz Bin Mohd Al Khalifa Secondary Boys School	3: Satisfactory	4: Inadequate
159		Al-Hidd Primary Intermediate Boys School	4: Inadequate	4: Inadequate
160		Ibn Tufail Primary Boys School	4: Inadequate	4: Inadequate

*Reports are published on BQA website www.bqa.gov.bh
*****Abdul Rahman Al-Nassir Primary Intermediate Boys School in Cycle 2
******Al-Qudaibia Intermediate Boys School in Cycle 2

Appendix

Directorate of Government Schools Reviews*				
#		Government schools reviewed	Overall judgements Cycle 2 2011 to 2014	Overall judgements Cycle 3 2015 to 2018
161		Al-Farabi Intermediate Boys School	4: Inadequate	4: Inadequate
162		Al Maamoon Primary Boys School	4: Inadequate	4: Inadequate
163		Hamad Town Intermediate Girls School*******	4: Inadequate	4: Inadequate
164		Sanad Primary Boys School	4: Inadequate	4: Inadequate
165		Abdul Rahman Al-Dakhel Intermediate Boys School	4: Inadequate	4: Inadequate
166		East Rifaa Secondary Boys School	4: Inadequate	4: Inadequate
167		Samaheej Primary Intermediate Boys School	4: Inadequate	4: Inadequate
168		Al-Tadamon Secondary Girls School	4: Inadequate	4: Inadequate
169		Ammar Bin Yaser Primary Boys School	4: Inadequate	4: Inadequate
170		Al-Duraz Intermediate Boys School	4: Inadequate	4: Inadequate
171		Ahmad Al-Fateh Primary Intermediate Boys School	4: Inadequate	4: Inadequate
172		Sh. Mohd Bin Khalifa Al-Khalifa Primary Intermediate Boys School	4: Inadequate	4: Inadequate
173		Ibn Rushd Intermediate Boys School	4: Inadequate	4: Inadequate
174		Al-Khalil Bin Ahmad Intermediate Boys School	4: Inadequate	4: Inadequate
175		Al-Khamis Primary Boys School	4: Inadequate	4: Inadequate
176		Sitra Primary Boys School	4: Inadequate	4: Inadequate
177		Tareq Bin Ziyad Intermediate Boys School	4: Inadequate	4: Inadequate
178		Al-Imam Al-Ghazali Intermediate Boys School	4: Inadequate	
179		Al-Jabiriyia Secondary Technical School	4: Inadequate	
180		Arad Primary Intermediate Boys School	4: Inadequate	

*Reports are published on BQA website www.bqa.gov.bh
*******Hamad Town Intermediate Secondary Girls School Previously

Directorate of Government Schools Reviews*				
#		Government schools reviewed	Overall judgements Cycle 2 2011 to 2014	Overall judgements Cycle 3 2015 to 2018
181		Al-Belad Al-Qadeem Intermediate Boys School	4: Inadequate	
182		Al-Budaiya Primary Boys School	4: Inadequate	
183		Hamad Town Intermediate Boys School	4: Inadequate	
184		Hamad Town Secondary Boys School	4: Inadequate	
185		Jidhafs Intermediate Boys School	4: Inadequate	
186		Karzakan Primary Boys School	4: Inadequate	
187		Religious Intermediate Secondary Institute	4: Inadequate	
188		Safra Primary Intermediate Boys School	4: Inadequate	
189		Sh. Abdulla Bin Isa Al-Khalifa Secondary Technical School	4: Inadequate	
190		Shaikh Khalifa Bin Salman Institute Of Technology	4: Inadequate	
191		Al-Monthir Bin Sawa Al-Tamimi Primary Boys School	4: Inadequate	
192		Al-Wehda Secondary Boys School	4: Inadequate	
193		Ghazi Al-Qosaibi Secondary Girls School	4: Inadequate	
194		Al-Hidd Primary Boys School	4: Inadequate	
195		Qalali Primary Boys School	4: Inadequate	
196		Abusaiba Primary Boys School	4: Inadequate	
197		Al-Khaleej Al-Arabi Primary Intermediate Girls School********	4: Inadequate	
198		Al-Sehlah Primary Intermediate Boys School	4: Inadequate	
199		Al-Imam Al-Tabary Primary Boys School	4: Inadequate	
200		Al-Rawdha Primary Boys School	4: Inadequate	

*Reports are published on BQA website www.bqa.gov.bh
********Al-Khaleej Al-Arabi Intermediate Girls School Previously

Appendix

Directorate of Government Schools Reviews*				
#		Government schools reviewed	Overall judgements Cycle 2 2011 to 2014	Overall judgements Cycle 3 2015 to 2018
201		Awal Intermediate Boys School	4: Inadequate	
202		Al-Budaiyya Primary Intermediate Girls School	4: Inadequate	
203		Al-Imam Malik Bin Anas Primary Boys School	4: Inadequate	
204		Isa Town Intermediate Boys School	4: Inadequate	
205		Osama Bin Zaid Primary Boys School	4: Inadequate	
206		Sa'ad Bin Abi-Waqqas Primary Boys School	4: Inadequate	

*Reports are published on BQA website www.bqa.gov.bh

Monitoring visits to government schools judged 'inadequate' in Cycle 2*				
#		Government schools receiving monitoring visits in 2016-2017	Monitoring visit 1**	Monitoring visit 2
1		Sh. Abdulla Bin Isa Al-Khalifa Secondary Technical School	In Progress	In Progress
2		Hamad Town Secondary Boys School	Insufficient Progress	In Progress
3		Awal Intermediate Boys School	Insufficient Progress	Insufficient Progress

Reports not published on BQA website www.bqa.gov.bh

Appendix

		Monitoring visits to government schools judged 'inadequate' in Cycle 3*		
#		Government schools receiving monitoring visits in 2016-2017	Monitoring visit 1	Monitoring visit 2
1		Isa Town Intermediate Girls School	Sufficient Progress	
2		Alzallaq Primary Intermediate Boys School	In Progress	
3		Tareq Bin Ziyad Intermediate Boys School	In Progress	
4		Al-Yarmook Primary Boys School	In Progress	
5		Safrah Primary Intermediate Girls School	In Progress	
6		Sh. Abdul Aziz Bin Mohd Al Khalifa Secondary Boys School	In Progress	
7		Uqba Bin Nafe'a Primary Boys School	In Progress	
8		Al-Qudaibia Primary Intermediate Boys School	In Progress	
9		Sh. Mohd Bin Khalifa Al-Khalifa Primary Intermediate Boys School	In Progress	
10		Ibn Rushd Intermediate Boys School	In Progress	
11		Al-Duraz Intermediate Boys School	In Progress	
12		Ahmad Al-Fateh Primary Intermediate Boys School	In Progress	
13		Othman Bin Affan Intermediate Boys School	In Progress	
14		Ammar Bin Yaser Primary Boys School	In Progress	
15		Al-Jasra Primary Boys School	In Progress	
16		Abdul Rahman Al-Nassir Intermediate Boys School	In Progress	
17		Al-Khamis Primary Boys School	Insufficient Progress	
18		Al-Khalil Bin Ahmad Intermediate Boys School	Insufficient Progress	
19		Sitra Primary Boys School	Insufficient Progress	

*Reports are published on BQA website www.bqa.gov.bh

		Directorate of Private Schools and Kindergartens Reviews*			
#		Private schools reviewed	Stage	Overall judgements Cycle 1	Overall judgements Cycle 2
1		St Christopher's School	Grade 1 to 13	1: Outstanding	1: Outstanding
2		The British School Of Bahrain	Grade 1 to 13	1: Outstanding	1: Outstanding
3		Ibn Khuldoon National School	Grade 1 to 12	1: Outstanding	1: Outstanding
4		The Bahrain Bayan School	Grade 1 to 12	2: Good	1: Outstanding
5		Nadeen School	Grade 1 to 6	2: Good	1: Outstanding
6		Riffa Views International School	Grade 1 to 7	1: Outstanding	
7		The French School	Grade 1 to 12	2: Good	2: Good
8		New Millennium School - Manama	Grade 1 to 12	3: Satisfactory	2: Good
9		Creativity Private School	Grade 1 to 12	3: Satisfactory	2: Good
10		Al-Eman School - Girls	Grade 1 to 12	3: Satisfactory	2: Good
11		Arabian Pearl Gulf School	Grade 1 to 12	3: Satisfactory	2: Good
12		Naseem International School	Grade 1 to 12	3: Satisfactory	2: Good
13		Al Noor International School	Grade 1 to 12	2: Good	
14		Alia School	Grade 1 to 6	2: Good	
15		Modern Knowledge Schools	Grade 1 to 12	2: Good	3: Satisfactory
16		Palms Primary School	Grade 1 to 6	2: Good	3: Satisfactory
17		Asian School	Grade 1 to 10	3: Satisfactory	3: Satisfactory
18		Tylos Private School	Grade 1 to 9	3: Satisfactory	3: Satisfactory
19		Al Raja School	Grade 1 to 12	3: Satisfactory	3: Satisfactory
20		Al Rawabi Private School	Grade 1 to 12	3: Satisfactory	3: Satisfactory

*Reports are published on BQA website www.bqa.gov.bh

Appendix

#		Private schools reviewed	Stage	Overall judgements Cycle 1	Overall judgements Cycle 2
21		Middle East Educational Schools	Grade 1 to 12	3: Satisfactory	3: Satisfactory
22		International School of Choueifat	Grade 1 to 11	3: Satisfactory	3: Satisfactory
23		Sacred Heart School	Grade 1 to 12	3: Satisfactory	3: Satisfactory
24		Alfalah Private School - Muharraq - Boys	Grade 4 to 12	3: Satisfactory	3: Satisfactory
25		Al-Eman School - Boys	Grade 1 to 12	3: Satisfactory	3: Satisfactory
26		Al Mahd Day Boarding School - Saar	Grade 1 to 10	4: Inadequate	3: Satisfactory
27		Hawar International School	Grade 1 to 12	4: Inadequate	3: Satisfactory
28		Ebenezer Private School	Grade 1 to 6	4: Inadequate	3: Satisfactory
29		Talent International and the Infant School - Manama	Grade 1 to 8	4: Inadequate	3: Satisfactory
30		Al Hekma International School	Grade 1 to 12	4: Inadequate	3: Satisfactory
31		Al-Maaly Gate School	Grade 1 to 6	4: Inadequate	3: Satisfactory
32		Al-Wisam International School Bahrain	Grade 1 to 12	4: Inadequate	3: Satisfactory
33		Dilmun School	Grade 1 to 6	3: Satisfactory	
34		Alfalah Private School - Muharraq - Girls	Grade 1 to 6	3: Satisfactory	
35		The Indian School - Sitra & Isa Town	Grade 1 to 12	3: Satisfactory	
36		Shaikha Hessa Girls' School	Grade 1 to 12	3: Satisfactory	
37		Abdul Rahman Kanoo International School	Grade 1 to 12	3: Satisfactory	
38		New Vision School	Grade 1 to 12	3: Satisfactory	
39		Al Salam School	Grade 1 to 9	3: Satisfactory	
40		The New Indian School	Grade 1 to 12	3: Satisfactory	4: Inadequate

Directorate of Private Schools and Kindergartens Reviews*

*Reports are published on BQA website www.bqa.gov.bh

Directorate of Private Schools and Kindergartens Reviews*					
#		Private schools reviewed	Stage	Overall judgements Cycle 1	Overall judgements Cycle 2
41		Quality Education Schoo l - Magabah	Grade 1 to11	3: Satisfactory	4: Inadequate
42		Ibn Al-Hytham Islamic School	Grade 1 to 12	3: Satisfactory	4: Inadequate
43		Talent International and Infant School - Riffa	Grade 1 to 8	3: Satisfactory	4: Inadequate
44		Al Majd Private School	Grade 1 to 12	4: Inadequate	4: Inadequate
45		AMA International school	Grade 1 to 12	4: Inadequate	4: Inadequate
46		Bangladesh School Bahrain	Grade 1 to 10	4: Inadequate	4: Inadequate
47		Pakistan School - Isa Town	Grade 1 to 12	4: Inadequate	4: Inadequate
48		Pakistan Urdu School	Grade 1 to 12	4: Inadequate	4: Inadequate
49		City International School	Grade 1 to 10	4: Inadequate	4: Inadequate
50		Al Mahd Day Boarding School - Samaheej	Grade 1 to 8	4: Inadequate	4: Inadequate
51		The New Horizon School - Janusan	Grade 1 to 6	4: Inadequate	4: Inadequate
52		Sanabil Private School	Grade 1 to 12	4: Inadequate	
53		Almanar Private School	Grade 1 to 11	4: Inadequate	
54		Alfalah Private School - Rifaa - Boys	Grade 4 to 12	4: Inadequate	
55		Pakistan School - Manama	Grade 1 to 6	4: Inadequate	
56		Alfalah Private School - A'ali - Girls	Grade 1 to 12	4: Inadequate	
57		Eastern School	Grade 1 to 9	4: Inadequate	
58		Quality Education School - Manama	Grade 1 to 4	4: Inadequate	
59		Al Mahd Day Boarding School - Rifaa	Grade 1 to 5	4: Inadequate	
60		The New Horizon School - Al Sugayah	Grade 1	4: Inadequate	
61		Ahlia School	Grade 1 to 6	4: Inadequate	
62		Modern Education School	Grade 1 to 6	4: Inadequate	

*Reports are published on BQA website www.bqa.gov.bh

Appendix

Monitoring visits to private schools judged 'inadequate' in Cycle 1*			
#	Private schools receiving monitoring visits in 2016-2017	Monitoring visit 1	Monitoring visit 2
1	The New Horizon School - Al Sugayah	Insufficient Progress	Sufficient Progress

*Reports are not published on BQA website www.bqa.gov.bh

Monitoring visits to private schools judged 'inadequate' in Cycle 2 *			
#	Private schools receiving monitoring visits in 2016-2017	Monitoring visit 1	Monitoring visit 2
1	Ibn Al Haythem Islamic School	In Progress	
2	Al Majd Private School	In Progress	
3	AMA International School	Insufficient Progress	
4	Quality Education School - Maqaba	Insufficient Progress	
5	The New Indian School	Insufficient Progress	

*Reports are published on BQA website www.bqa.gov.bh

#		Provider	Cycle 2 Review Grade	Cycle 3 Review Grade
		Directorate of Vocational Reviews*		
1		Kumon - Bahrain	1: Outstanding	1: Outstanding
2		British Language Centre	1: Outstanding	1: Outstanding
3		EMIC Training	2: Good	1: Outstanding
4		Berlitz Training Centre	2: Good	1: Outstanding
5		American Cultural & Educational Centre	2: Good	1: Outstanding
6		Capital Institute	1: Outstanding	
7		Bahrain Institute for Banking and Finance (BIBF)	1: Outstanding	
8		Gulf Aviation Academy (GAA)	1: Outstanding	
9		Genetech Training & Development	1: Outstanding	2: Good
10		Institute of Finance	1: Outstanding	2: Good
11		Al Mashreq Training (previously Arabian East Training Center)	1: Outstanding	2: Good
12		Al Moalem Institute	2: Good	2: Good
13		Safety Training & Consultants Center	2: Good	2: Good
14		RRC Middle East (Closed)	2: Good	2: Good
15		Victory Training & Development Institute (VTDI)	2: Good	2: Good
16		Taylos Human Development	2: Good	2: Good
17		Neo Vartis Training Centre	2: Good	2: Good
18		Logic Institute for Training & Human resource Development	2: Good	2: Good
19		ILC Training	2: Good	2: Good
20		Yellow Hat Training s.p.c	2: Good	2: Good

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		Directorate of Vocational Reviews*	Cycle 2 Review Grade	Cycle 3 Review Grade
#		Provider		
21	Q	London Training Center	2: Good	2: Good
22	Q	Sylvan Learning Centre - Bahrain	2: Good	2: Good
23	Q	Harvest Training Centre (Previously Al Hassad Training Center)	2: Good	2: Good
24	Q	AlGadh Training Institute	2: Good	2: Good
25	Q	Bahrain International Retail Development Center (BIRD) (Closed)	3: Satisfactory	2: Good
26	Q	Human Performance Improvement (HPI)	3: Satisfactory	2: Good
27	Q	Horizons for Human Resource Development	3: Satisfactory	2: Good
28	Q	Aptech Computer Education	3: Satisfactory	2: Good
29	Q	Bait Al Taleem Institute	3: Satisfactory	2: Good
30	Q	Leaders Institute for Training & Development	3: Satisfactory	2: Good
31	Q	Training Plus Institute (Previously New Horizons Computer Learning Centre)	3: Satisfactory	2: Good
32	Q	Group Talal Abu-Ghazaleh Training Group	3: Satisfactory	2:Good
33	Q	Score Training Institute	3: Satisfactory	2:Good
34	Q	The Training Centre of the Bahrain Society of Engineers	4: Inadequate	2: Good
35	Q	Delmon Academy for Computer and Managerial Science (DACMS)	4: Inadequate	2: Good
36	Q	Business Avenue Training Center		2: Good
37	Q	Procloud Training Centre		2: Good
38	Q	Daar Al Maarefa Language Centre	2: Good	
39	Q	Gulf Insurance Institute (Closed)	2: Good	
40	Q	Impact Training Institute	2: Good	

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#		Provider	Cycle 2 Review Grade	Cycle 3 Review Grade
Directorate of Vocational Reviews*				
41		Bridge Training Solutions (Closed)	2: Good	
42		A.I.T Centre	2: Good	
43		Dynamics Training Institute (Closed)	2: Good	
44		Berlitz Language Center - Bahrain	2: Good	
45		Gulf World Institute for Career Development & Quality (Closed)	2: Good	
46		Bahrain Institute of Hospitality & Retail (BIHR)	2: Good	3: Satisfactory
47		Al-Wasat Training and Development institution	2: Good	3: Satisfactory
48		Ernst and Young Training Center	2: Good	3: Satisfactory
49		Golden Trust for Management & Commercial Training & Consultancy	2: Good	3: Satisfactory
50		Thinksmart for development & Training	2:Good	3: Satisfactory
51		Al Banna Training Institute (Closed)	3: Satisfactory	3: Satisfactory
52		Excellence Training Solutions	3: Satisfactory	3: Satisfactory
53		Industrial Petroleum Training Services (I.P.T.S.)	3: Satisfactory	3: Satisfactory
54		I Design Training centre	3: Satisfactory	3: Satisfactory
55		English Language Skills Centre	3: Satisfactory	3: Satisfactory
56		Success Training Centre (STC)	3: Satisfactory	3: Satisfactory
57		Al - Badeel for Training Development	3: Satisfactory	3: Satisfactory
58		Al Jazeera Modern Institute	3: Satisfactory	3: Satisfactory
59		Osho Training	3: Satisfactory	3: Satisfactory
60		Regal Gulf Training Centre	3: Satisfactory	3: Satisfactory

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Directorate of Vocational Reviews*				
#		Provider	Cycle 2 Review Grade	Cycle 3 Review Grade
61		Inma Training and Development Centre	3: Satisfactory	3: Satisfactory
62		Marvel Management Training Institute	3: Satisfactory	3: Satisfactory
63		Bahrain Institute for Technology (previously, Bahrain Institute for Entrepreneurship & Technology (BIET))	3: Satisfactory	3: Satisfactory
64		National Institute of Technology (NIT)	4: Inadequate	3: Satisfactory
65		Global Institute for Management Science	4: Inadequate	3: Satisfactory
66		Al Awael Learning Institute	4: Inadequate	3: Satisfactory
67		TUV Nord Training Centre		3: Satisfactory
68		Manahel Training Centre		3: Satisfactory
69		Seed Training Centre		3: Satisfactory
70		Resources Training Centre		3: Satisfactory
71		Professional Training Institute/ (previously Al Amal Institute for Studies & Training) (Closed)	3: Satisfactory	
72		Brothers Training Development Institute	3: Satisfactory	
73		Management Development Centre	3: Satisfactory	
74		Hanan Training Institute	3: Satisfactory	
75		BAS Aircraft Maintenance Training (BAS-TC)	3: Satisfactory	
76		National Institute for Industrial Training	3: Satisfactory	
77		Modern Institute of Science & Computer	3: Satisfactory	
78		Bahrain Training Institute (BTI)	3: Satisfactory	
79		Flextrain for Training & Development (Closed)	3: Satisfactory	
80		Deena Institute of Technology	2: Good	

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#		Private schools reviewed	Cycle 2 Review Grade	Cycle 3 Review Grade
81		Design Technology Training Center	3: Satisfactory	
82		Gulf International Institute (Closed)	3: Satisfactory	
83		Projacs Training Centre (Closed)	3: Satisfactory	
84		Prestiege Institute for Training Human Resources (Closed)	3: Satisfactory	
85		Beauty Face Institute	3: Satisfactory	
86		Investment for Training and development (Closed)	3: Satisfactory	
87		Al Adwha Institute	3: Satisfactory	4: Inadequate
88		Al Mawred Institute	3: Satisfactory	4: Inadequate
89		Bahrain Institute	3: Satisfactory	4: Inadequate
90		Al Hayat Institute for Human Resources Development	4: Inadequate	4: Inadequate
91		Glory Education Centre		4: Inadequate
92		Takween Training Centre		4: Inadequate
93		Bright Future Training Centre		4: Inadequate
94		Lingo Ease centre	4: Inadequate	
95		Al Amjaad Institute	4: Inadequate	
96		English Plus Institute	4: Inadequate	
97		Future Institute for Training & Development (previously Al Meer Training Center)	4: Inadequate	
98		New Vision Training Institute (NTI)	4: Inadequate	
99		The Gulf Academy For Development of Human Resources	4: Inadequate	
100		Al Muheet Institute	4: Inadequate	
101		Novo - Tech Training (Closed)	4: Inadequate	
102		Manama Training Centre (Closed)	4: Inadequate	

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Cultural Centres*				
#		Provider	Cycle 2	Cycle 3
1		Bahrain Music Institute	1: Outstanding	
2		Life in Music	1: Outstanding	
3		Bahrain Ballet Centre	2: Good	
4		Al Madrasa for Art	3: Satisfactory	
5		Indian Performing Arts Centre	3: Satisfactory	
6		Kalabhavan Art Centre	4: Inadequate	

Monitoring visits to institutions judged 'Inadequate'*			
#	Institutes receiving monitoring visits during 2016 to 2017	First Monitoring visit	Second Monitoring visit
1	Al Muheet Institute	Insufficient Progress	In Progress
2	Kalabhavan Art Centre	Insufficient Progress	
3	Future Institute for Training & Development (previously Al Meer Training Center)	Insufficient Progress	Insufficient Progress

Suffient Progress: The provider has fully addressed the majorityof the recommendations contained in the review report, and/or previous monitoring report, and includes those which have most impact on learners'achievement, and the rest have been partially addressed. No further monitoring is required. **In Progress: The provider has atleast partially addressed all of the recommendations in the review report and/or previous monitoring report. **Insuffient Progress:** The provider has made a little or no progress in addressing the majority of the recommendations contain in the review report and/or previous monitoring report.

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Higher Education Programmes-within-College Reviews* 1. Field of Medicine and Health Sciences				
#	Institution	No. of Satisfied Indicators	Year of Last Review	Conclusion
1	Ahlia University Bachelor of Science in Physiotherapy - College of Medical & Health Sciences	4	2012	Confidence
2	Royal College of Surgeons in Ireland - MUB Bachelor of Medicine, Bachelor of Surgery, and Bachelor of the Art of Obstetrics School of Medicine	4	2012	Confidence
3	Royal College of Surgeons in Ireland - MUB Bachelor of Science in Nursing Programme School of Nursing & Midwifery	4	2012	Confidence
4	Royal College of Surgeons in Ireland - MUB Bachelor of Science in Nursing - Bridging Programme School of Nursing & Midwifery	4	2012	Confidence
5	Royal College of Surgeons in Ireland - MUB Master of Science in Nursing Programme School of Studies and Research	4	2012	Confidence
6	College of Health Sciences Bachelor of Science in Nursing	4	2012	Confidence
7	College of Health Sciences Bachelor of Science in Nursing for Registered Nurses	4	2012	Confidence
8	Royal College of Surgeons in Ireland - MUB MSc Healthcare Ethics and Law Programme - School of Postgraduate Studies and Research	0	2012	No Confidence
9	AMA International University - Bahrain Doctor of Medicine - College of Medicine	0	2012	No Confidence

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Higher Education Programmes-within-College Reviews* 2. Field of IT & Computing					
#	Institution	No. of Satisfied Indicators	Year of Last Review	Conclusion	Follow-up Review Conclusion
1	University of Bahrain B.Sc. in Information Systems College of Information Technology	4	2013	Confidence	
2	University of Bahrain B.Sc. in Computer Science College of Information Technology	4	2013	Confidence	
3	University of Bahrain B.Sc. in Computer Engineering College of Information Technology	4	2013	Confidence	
4	Ahlia University Bachelor in Distributed Systems and Multimedia College of Information Technology	4	2013	Confidence	
5	Ahlia University Bachelor in Information Technology College of Information Technology	4	2013	Confidence	
6	Ahlia University Master in Information Technology and Computer Science College of Information Technology	4	2013	Confidence	
7	Arab Open University B.Sc. in Information Technology and Computing Faculty of Computer Studies	4	2013	Confidence	
8	University College of Bahrain B.Sc. in Information Technology	2	2015	Limited Confidence	Inadequate Progress
9	AMA International University - Bahrain Bachelor of Science in Computer Science College of Computer Studies	1	2015	No Confidence	Inadequate Progress

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Higher Education Programmes-within-College Reviews* 2. Field of IT & Computing					
#	Institution	No. of Satisfied Indicators	Year of Last Review	Conclusion	Follow-up Review Conclusion
10	AMA International University - Bahrain Master of Science in Computer Science College of Computer Studies	0	2013	No Confidence	
11	Royal University for Women Bachelor of Science in Computer Science Faculty of Information Technology	1	2013	No Confidence	
12	Royal University for Women Bachelor of Science in Information Technology College of Information Technology	1	2015	No Confidence	Adequate Progress
13	Gulf University Bachelor in Computer Communications Engineering College of Computer Engineering and Sciences	0	2013	No Confidence	
14	Gulf University Bachelor in Computer Engineering and information Systems College of Computer Engineering and Sciences	0	2013	No Confidence	

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Higher Education Programmes-within-College Reviews* 3. Field of Business					
#	Institution	No. of Satisfied Indicators	Year of Last Review	Conclusion	Follow-up Review Conclusion
1	University of Bahrain Bachelor of Science in Marketing College of Business Administration	4	2014	Confidence	
2	University of Bahrain Bachelor of Science in Business Management College of Business Administration	4	2014	Confidence	
3	University of Bahrain Bachelor of Science in Accounting College of Business Administration	4	2014	Confidence	
4	University of Bahrain Bachelor of Science in Banking and Finance College of Business Administration	4	2014	Confidence	
5	University of Bahrain Master in Business Administration College of Business Administration	4	2014	Confidence	
6	Ahlia University Bachelor's Degree in Banking and Finance College of Business and Finance	4	2014	Confidence	
7	Ahlia University Bachelor's Degree in Economics and Finance College of Business and Finance	4	2014	Confidence	
8	Ahlia University Bachelor's Degree in Accounting and Finance College of Business and Finance	4	2014	Confidence	
9	Ahlia University Bachelor's Degree in Management Information Systems College of Business and Finance	4	2014	Confidence	

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	Higher Education Programmes-within-College Reviews* 3. Field of Business				
#	Institution	No. of Satisfied Indicators	Year of Last Review	Conclusion	Follow-up Review Conclusion
10	Ahlia University Bachelor's Degree in Management and Marketing College of Business and Finance	4	2014	Confidence	
11	Ahlia University Master Degree in Business Administration College of Business and Finance	4	2014	Confidence	
12	Arab Open University BA in Business Administration/Systems track Faculty of Business Studies	4	2014	Confidence	
13	Arab Open University Master of Business Administration offered by (OUM) & hosted by AOU Faculty of Business	4	2014	Confidence	
14	Bahrain Polytechnic Bachelor of Business Faculty of Business	4	2014	Confidence	
15	Bahrain Polytechnic Bachelor of International Logistics Management Faculty of Business	4	2014	Confidence	
16	Bahrain Institute of Banking and Finance Diploma in Accounting and Finance (leading to BSc in Accounting and Finance) Bangor University Programmes	4	2017	Confidence	
17	Bahrain Institute of Banking and Finance Diploma in Banking and Finance (leading to BSc in Banking and Finance or BSc in Business Administration and Finance) Bangor University Programmes	4	2017	Confidence	
18	Bahrain Institute of Banking and Finance Diploma in Islamic Finance (leading to BSc in Banking and Finance) Bangor University Programmes	4	2017	Confidence	
19	Royal University for Women Bachelor of Business in Banking and Finance Faculty of Business & Financial Sciences	4	2014	Confidence	
20	Royal University for Women Bachelor of Business in Human Resources Faculty of Business & Financial Sciences	4	2014	Confidence	

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Higher Education Programmes-within-College Reviews* 3. Field of Business					
#	Institution	No. of Satisfied Indicators	Year of Last Review	Conclusion	Follow-up Review Conclusion
21	Royal University for Women Bachelor of Business in International Business Faculty of Business & Financial Sciences	4	2014	Confidence	
22	Applied Science University Bachelor in Accounting College of Administrative Sciences	4	2014	Confidence	
23	Applied Science University Bachelor in Accounting and Finance College of Administrative Sciences	4	2014	Confidence	
24	Applied Science University Bachelor in Business Administration College of Administrative Sciences	4	2014	Confidence	
25	Applied Science University Master of Business Administration College of Administrative Sciences	4	2014	Confidence	
26	Applied Science University Master in Human Resources Management College of Administrative Sciences	4	2014	Confidence	
27	Kingdom University Bachelor of Science in Business Management College of Business Administration	4	2014	Confidence	
28	Kingdom University Bachelor of Science in Finance and Accounting College of Business Administration	4	2014	Confidence	
29	Kingdom University Bachelor of Science in Finance and Banking College of Business Administration	4	2014	Confidence	
30	Gulf University Bachelor of Human Resource Management Programme College of Administrative & Financial Sciences	4	2014	Confidence	
31	Gulf University Bachelor of Accounting and Financial Systems College of Administrative & Financial Sciences	4	2014	Confidence	

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Higher Education Programmes-within-College Reviews* 3. Field of Business					
#	Institution	No. of Satisfied Indicators	Year of Last Review	Conclusion	Follow-up Review Conclusion
32	Applied Science University Bachelor in Management Information Systems College of Administrative Sciences	3	2017	Limited Confidence	Adequate Progress
33	Applied Science University Bachelor in Political Science College of Administrative Sciences	3	2017	Limited Confidence	Adequate Progress
34	Applied Science University Master in Accounting and Finance College of Administrative Sciences	3	2017	Limited Confidence	Adequate Progress
35	AMA International University Bachelor of Science in Business Informatics College of Administrative and Financial Sciences	2	2016	Limited Confidence	Adequate Progress
36	University College of Bahrain Bachelor of Science in Business Administration Department of Business Administration	2	2017	Limited Confidence	Inadequate Progress
37	Gulf University Bachelor of Business Administration Programme College of Administrative & Financial Sciences	2	2014	No Confidence	
38	Gulf University Bachelor of Communication and Public Relations Programme College of Administrative & Financial Sciences	1	2014	No Confidence	
39	AMA International University Bachelor of Science in International Studies College of Administrative and Financial Sciences	0	2016	No Confidence	Adequate Progress
40	AMA International University Master of Business Administration College of Administrative and Financial Sciences	0	2016	No Confidence	Adequate Progress
41	University College of Bahrain Master of Business Administration Department of Business Administration	0	2017	No Confidence	Inadequate Progress

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Higher Education Programmes-within-College Reviews* 4. Field of Law				
#	Institution	No. of Satisfied Indicators	Year of Last Review	Conclusion
1	Kingdom University Bachelor of Law College of Law	4	2015	Confidence
2	Applied Science University Bachelor in Law College of Law	4	2015	Confidence
3	University of Bahrain Bachelor of Law College of Law	4	2015	Confidence
4	University of Bahrain Master of Public Law College of Law	4	2015	Confidence
5	University of Bahrain Master of Private Law College of Law	4	2015	Confidence

5. Field of Engineering				
#	Institution	No. of Satisfied Indicators	Year of Last Review	Conclusion
1	University of Bahrain B.Sc. in Architecture College of Engineering	4	2016	Confidence
2	University of Bahrain B.Sc. in Interior Design College of Engineering	4	2016	Confidence
3	University of Bahrain B.Sc. in Civil Engineering College of Engineering	4	2016	Confidence
4	University of Bahrain B.Sc. in Electrical Engineering College of Engineering	4	2016	Confidence
5	University of Bahrain B.Sc. in Electronics Engineering College of Engineering	4	2016	Confidence
6	University of Bahrain B.Sc. in Chemical Engineering College of Engineering	4	2016	Confidence

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Higher Education Programmes-within-College Reviews* 5. Field of Engineering				
#	Institution	No. of Satisfied Indicators	Year of Last Review	Conclusion
7	University of Bahrain B.Sc. in Process Instrumentation and Control Engineering College of Engineering	4	2016	Confidence
8	University of Bahrain B.Sc. in Mechanical Engineering College of Engineering	4	2016	Confidence
9	Bahrain Polytechnic Bachelor of Engineering Technology Faculty of Engineering, Design and ICT	4	2015	Confidence
10	Bahrain Polytechnic Bachelor of Information and Communications Technology Faculty of Engineering, Design and ICT	4	2015	Confidence
11	Bahrain Polytechnic Bachelor of Visual Design Faculty of Engineering, Design and ICT	4	2015	Confidence
12	Bahrain Polytechnic Bachelor of Web Media Faculty of Engineering, Design and ICT	4	2015	Confidence
13	Ahlia University Bachelor's Degree in Mobile and Network Engineering College of Engineering	4	2016	Confidence
14	Ahlia University Bachelor's Degree in Computer and Communication Engineering College of Engineering	4	2016	Confidence
15	Kingdom University Bachelor of Science in Architecture Engineering College of Architectural Engineering and Design	3	2015	Limited Confidence
16	AMA International University - Bahrain Bachelor of Science in Mechatronics Engineering College of Engineering	3	2015	Limited Confidence

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Higher Education Programmes-within-College Reviews* 5. Field of Engineering				
#	Institution	No. of Satisfied Indicators	Year of Last Review	Conclusion
17	Kingdom University Bachelor in Interior Design College of Architectural Engineering and Design	2	2015	Limited Confidence
18	AMA International University - Bahrain Bachelor of Science in Informatics Engineering College of Engineering	1	2015	No Confidence
19	Gulf University Bachelor of Interior Design Engineering College of Engineering	0	2017	No Confidence

Higher Education Programmes-within-College Reviews* 6. Field of Education, Science and Design				
#	Institution	No. of Satisfied Indicators	Year of Last Review	Conclusion
1	University of Bahrain B.Sc. In Chemistry College of Science	4	2017	Confidence
2	University of Bahrain B.Sc. in Biology College of Science	4	2017	Confidence
3	University of Bahrain B.Sc. in Mathematics College of Science	4	2017	Confidence
4	University of Bahrain B.Sc. in Statistics and Operational Research College of Science	4	2017	Confidence
5	University of Bahrain B.Sc. in Physics College of Science	4	2017	Confidence

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Higher Education Programmes-within-College Reviews* 6. Field of Education, Science and Design				
#	Institution	No. of Satisfied Indicators	Year of Last Review	Conclusion
6	University of Bahrain Bachelor of Education Bahrain Teachers' College	4	2016	Confidence
7	Royal University for Women Bachelor of Arts in Interior Design College of Art and Design	4	2016	Confidence
8	Royal University for Women Bachelor of Arts in Graphic Design College of Art and Design	4	2016	Confidence
9	Royal University for Women Bachelor of Arts in Fashion Design College of Art and Design	4	2016	Confidence
10	Royal University for Women Master of Design Management College of Art and Design	4	2016	Confidence
11	Applied Science University Bachelor in Computer Science College of Arts and Science	3	2016	Limited Confidence
12	Applied Science University Bachelor in Interior Design College of Arts and Science	3	2016	Limited Confidence
13	Applied Science University Bachelor in Graphic Design College of Arts and Science	3	2016	Limited Confidence
14	University College of Bahrain Bachelor of Arts in Communication and Multimedia Department of Communication and Multimedia	0	2016	No Confidence

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National Qualifications Framework* Institutional Listing		
#	**Instutution Name**	**Sector**
1	Ahlia University	Higher Education
2	Royal University for Women	Higher Education
3	University of Bahrain	Higher Education
4	Royal College of Surgeons in Ireland - Medical University of Bahrain	Higher Education
5	Bahrain Polytechnic	Higher Education
6	Applied Science University	Higher Education
7	Kingdom University	Higher Education
8	Bahrain Training Institute	Vocational Education and Training
9	Genetech Training and Development	Vocational Education and Training
10	Bahrain Institute for Banking and Finance	Vocational Education and Training
11	National Institute for Industrial Training	Vocational Education and Training
12	Safety Training and Consultants Center (STC)	Vocational Education and Training
13	British Language Centre	Vocational Education and Training
14	Tylos Human Development	Vocational Education and Training

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National Qualifications Framework* Qualification Placement			
#	Level	Qualification Name	Institution
1	5	National Certificate in Office Management	Bahrain Training Institute
2	6	Diploma in Information and Communications Technology	Bahrain Polytechnic
3		Certificate of Tertiary Teaching and Learning	Bahrain Polytechnic
4		Diploma in Business	Bahrain Polytechnic
5		National Diploma in Human Resources Management	Bahrain Training Institute
6		National Diploma in Warehouse Management	Bahrain Training Institute
7		National Diploma in Purchasing and Supply Chain Management	Bahrain Training Institute
8		National Diploma in Supervisory Skills	Bahrain Training Institute
9		National Diploma in Medical Equipment Maintenance	Bahrain Training Institute
10		National Diploma in Islamic Banking and Finance	Bahrain Training Institute
11		National Diploma in Education and Training Practice	Bahrain Training Institute
12	8	Bachelor's Degree in Banking and Finance	Ahlia University
13		Bachelor of Science in Computer Science	University of Bahrain
14		Bachelor of Science in Nursing	University of Bahrain
15		Bachelor of Information and Communications Technology (Networking Major)	Bahrain Polytechnic

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National Qualifications Framework* Qualification Placement			
#	Level	Qualification Name	Institution
16		Bachelor of Information and Communications Technology (Programming Major)	Bahrain Polytechnic
17		Bachelor of Information and Communications Technology (Database Major)	Bahrain Polytechnic
18		Bachelor of Information and Communications Technology (Management Information Systems Major)	Bahrain Polytechnic
19		Bachelor of Science (BSc) in Nursing	Royal College of Surgeons in Ireland - Medical University of Bahrain
20		Bachelor of Business in Banking and Finance	Royal University for Women
21		Bachelor of Business in International Business	Royal University for Women
22		Bachelor of Business (Marketing Major)	Bahrain Polytechnic
23	8	Bachelor of Business (Management Major)	Bahrain Polytechnic
24		Bachelor of Business (Accounting)	Bahrain Polytechnic
25		Bachelor of Business (Banking & Finance)	Bahrain Polytechnic
26		Bachelor of Engineering Technology (Electronics)	Bahrain Polytechnic
27		Bachelor of Business (Human Resources Management)	Bahrain Polytechnic
28		Bachelor of Science in Information Systems	University of Bahrain
29		Bachelor of Science in Computer Engineering	University of Bahrain
30		Bachelor's Degree in Management and Marketing	Ahlia University

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National Qualifications Framework* Qualification Placement			
#	Level	Qualification Name	Institution
31	8	Bachelor's Degree in Accounting and Finance	Ahlia University
32		Bachelor's Degree in Economics and Finance	Ahlia University
33		Bachelor of Science (BSc) in Nursing - Bridging Programme	Royal College of Surgeons in Ireland-Medical University of Bahrain
34		Bachelor of Business in Human Resources	Royal University for Women
35		Bachelor's Degree in Management Information Systems	Ahlia University
36		Bachelor's Degree in Information Technology	Ahlia University
37	9	Master's Degree in Information Technology and Computer Science	Ahlia University
38		MSc in Nursing	Royal College of Surgeons in Ireland - Medical University of Bahrain

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