Kingdom of Bahrain
Education & Training Quality Authority
Annual Report 2018

A DECADE OF DEVELOPMENT

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

HIS MAJESTY

KING HAMAD BIN ISA AL KHALIFA

THE KING OF THE KINGDOM OF BAHRAIN

HIS ROYAL HIGHNESS

PRINCE KHALIFA BIN SALMAN AL KHALIFA

THE PRIME MINISTER

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

Having been established in 2008, the Education and Training Quality Authority is celebrating its tenth annual report to mark a decade of achievements and professionalism in the review and evaluation of education and training institutions in the Kingdom of Bahrain and performance of its duties to the fullest.

Prior to 2008, everybody was impatiently watching the birth of education and training development initiatives in the Kingdom, but today in 2018 the Kingdom of Bahrain is celebrating the 10th anniversary of the success of all these initiatives, which have been completed and fully evolved, including the most important initiative in the reform of education and training; represented by the Education and Training Quality Authority (BQA).

BQA has had a series of successes, starting with passing the external review conducted by the International Network for Quality Assurance Agencies in Higher Education (INQAAHE), followed by the success of the Bahraini National Qualifications Framework in becoming the first national qualifications framework in the Arab world to be aligned to the Scottish Credit and Qualifications Framework (SCQF), and the second framework to be adopted for a country outside the European Union. This cumulative trust gave BQA a regional and international reputation in the area of evaluating and ensuring the quality of the performance of educational and training institutions, based on which the Gulf Arab States Educational Research Center requested BQA to conduct its first external review; where the school review team reviewed a secondary school in the State of Kuwait, which indicates the widespread reputation of BQA and the confidence of local, regional and international parties in its professionalism and mastery, thus starting to achieve the desired impact locally and externally.

Yes, it has been 10 years of giving, building and achieving which brought BQA to an advanced position in this field, putting a greater burden on it to maintain the advanced position it has reached among its peers and counterparts.

Achieving success and excellence is hard demanding, but what is even harder is to maintain and sustain proficiency and performance quality, and write a success story with successive chapters passed on from one generation to another, which is what BQA has been striving to achieve since its establishment to this day. Therefore, I would like to thank BQA and all its staff and employees, particularly the members of the board of directors, the CEO Dr. Jawaher Shaheen Al Mudhaki and the executive management of BQA.

Finally, it is important to emphasize, and commend, the fact that education and training reform initiatives, including the Education and Training Quality Authority, were initiated by our leadership, led by His Majesty King Hamad bin Isa Al Khalifa, His Royal Highness Prince Khalifa bin Salman Al Khalifa, the Prime Minister, and His Royal Highness Prince Salman Bin Hamad Al Khalifa, the Crown Prince, Deputy Supreme Commander and First Deputy Prime Minister.

I would also like to commend the care and attention demonstrated by His Highness Sheikh Mohammed bin Mubarak Al Khalifa, the Deputy Prime Minister and Chairman of the Supreme Council for the Development of Education and Training, who has been the custodian of all developmental projects in the field of education and training. My thanks and gratitude are also extended to the Vice-Chairman and distinguished members of the Board of Directors for their sincere efforts and high commitment in performing their professional duties to serve our beloved Kingdom.

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

Abdulaziz bin Mohammed Al Fadhel
Chairman of Board of Directors

The Kingdom of Bahrain is celebrating a paramount milestone next year, namely the Centenary of Formal Education (1919-2019). Back in 1919, formal education in the Kingdom of Bahrain was first established, being launched through the construction of Al-Hidaya Al-Khalifia Boys School in Muharraq which served as a centre for knowledge, enlightenment and cultural creativity.

Female education in Bahrain followed closely behind, as in 1928 the first formal school for girls was established. This was followed by the establishment of private charitable schools in the 1930s, the establishment of industrial education and the commencement of school construction projects throughout Bahrain.

The Educational Board was formed in 1956, and a few years later the Higher Institute for Teachers and the Higher Institute for Female Teachers (1966-1967) were inaugurated. One year later the Gulf Industrial College for Technical and Vocational Education was established.

After independence, the Ministry of Education (1971) was born to mark the beginning of the formal school education phase. This was followed by tertiary education in the 1980s, enabling the Kingdom of Bahrain to continue building knowledge for its generations with confident and steady steps, driven by the belief that knowledge is at the core of the development and progress of any nation.

2002 saw the launch of the reform project of His Majesty King Hamad bin Isa Al Khalifa, the King of the Kingdom of Bahrain, which had a great impact on the launch of education and training reform initiatives. These were supported and nurtured by His Highness Prince Khalifa bin Salman Al Khalifa, the Prime Minister, and His Royal Highness Prince Salman Bin Hamad Al Khalifa, the Crown Prince, Deputy Supreme Commander and First Deputy Prime Minister.

We at the Education and Training Quality Authority had the honor of being a building block of this great construction. In 2008 the Education and Training Quality Authority was established on solid foundations to mark the second birth of a well-established education system that fulfills its mission in accordance with the highest standards of quality at school and university levels alike.

This year, just one year before the Centenary of Formal Education, marks the 10th anniversary of the Education and Training Quality Authority and the commencement of an important stage of the Authority's work, represented by its numerous achievements at GCC, Arab and international levels. This is an inevitable outcome of the Authority's strategic plans that have been developed in line with the Bahrain 2030 Vision, which frames the efforts of the Education and Training Quality Authority.

Based on the aforementioned history of education in the Kingdom of Bahrain, a history of which we are all proud, allow me to stress the fact that, with the support of our leadership and the sponsorship and care of the Supreme Council for the Development of Education and Training, chaired by His Highness Sheikh Mohammad Bin Mubarak Al Khalifa, the Deputy Prime Minister, the Authority will continue on the path of excellence, proficiency and professionalism in order to provide the world with an Arab Bahraini model for quality assurance in education comparable to the best centres in the world, with Bahraini expertise and competencies that are blessed by our leaderships' faith in them. The Education and Training Quality Authority will continue on its path of providing professional excellence in every duty it is entrusted with, thanks to the combined efforts of its Board of Directors and all its employees who spare no effort in striving to make the Kingdom of Bahrain proud.

Together, we will celebrate the Centenary of Formal Education in Bahrain … together we will celebrate a decade of the Authority's achievements, so that we continue to be, as His Highness Sheikh Mohammed bin Mubarak Al Khalifa describes us, "The watchful eye over the progress and implementation of the Education and Training Development Project."

May our beloved Bahrain continue to grow and prosper.

Jawaher Shaheen Al Mudhahki
Chief Executive

BOARD OF DIRECTORS

HE Mr. Abdulaziz bin Mohammed Al Fadhel
BQA Chairman

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

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

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

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HE Dr. Ebrahim Mohammed Janahi
Chief Executive Officer of Tamkeen

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Qualifications Framework

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Lobna Al Khalifa**

Mrs. Wafa Al Yaqoobi

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General Director, Education and
Training Institutes Reviews

Mrs. Esmat Jaffar   **Dr. Wafa Al Mansoori**   **Mrs. Dua'a Sharafi**   **Mr. Khalid Al Mannai**

GOVERNMENT SCHOOLS

GOVERNMENT SCHOOLS

Introduction

The Education and Training Quality Authority (BQA), through the Directorate of Government Schools Reviews (DGS) continues to conduct its school reviews according to the 3rd edition of the Schools Reviews Handbook. The review is based on three core pillars. The first pillar focuses on the quality of learning outcomes, including aspects of students' academic achievement 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 aspect of quality assurance of outcomes and processes, and covers the effectiveness of leadership, management and governance. Evaluation of these aspects is the essence of the judgements awarded for a schools' overall effectiveness and its 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 are judged 'outstanding' in their last review, as well as monitoring visits for schools that are judged 'inadequate'.

The first section of this report presents an analysis of the results of government schools reviews that have been conducted in phases 6 and 7 of Cycle 3 in 2017-2018. The second section outlines a comparative analysis of the overall effectiveness of all the schools reviewed during Cycle 3 with the previous cycles of reviews. The third section highlights the results of the monitoring visits to schools that were judged 'inadequate' in the same academic year.

Analysis of government schools' reviews results conducted in 2017-2018

Based on the approved action plan the BQA, through the Directorate of Government Schools Reviews (DGS),

completed phases 6 and 7 of Cycle 3 in May 2018 by reviewing 64 government schools. Out of these schools 38 are primary, 17 are intermediate and primary-intermediate, and 9 are secondary and intermediate-secondary. The end of phases 6 and 7 brings the number of government schools reviewed in Cycle 3 to 188 government schools out of 208, and it is expected that this Cycle of Reviews will be completed by the end of December 2018. This section of the report presents a general analysis of the 64 schools reviewed in 2017-2018.
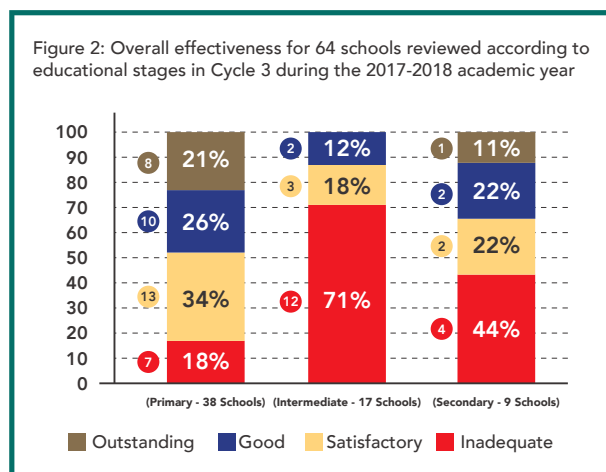
Overall effectiveness

A school's overall effectiveness is mainly evaluated according to the judgements on the review aspects, with the focus on the school's outcomes as a result of its processes and the mechanisms of quality assurance. Figure 1 illustrates the 'overall effectiveness' judgements granted to the 64 schools reviewed in 2017-2018, where 14% of the schools were judged 'outstanding', 22% as 'good', 28% as 'satisfactory and 36% as 'inadequate'. Of the schools that were judged 'outstanding' in the previous cycle of reviews, two underwent special review procedures and maintained the same grade.

Figure 1: Overall effectiveness for 64 schools reviewed in Cycle 3 during the 2017-2018 academic year

14%	22%	28%	36%
9	14	18	23

■ Outstanding ■ Good ■ Satisfactory ■ Inadequate
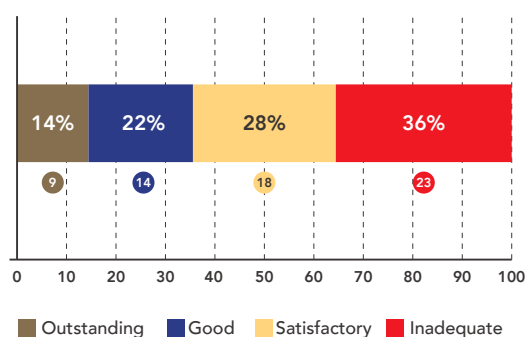
The performance of intermediate schools remains a cause of concern due to the challenges these schools face in improving their performance, particularly as none of them received an 'outstanding' judgement, while 12 of the 17 intermediate schools reviewed during 2017-2018 were judged 'inadequate', amounting to 71% as indicated in Figure 2. The performance of secondary schools is alarming, with 44% judged 'inadequate', 22% 'satisfactory' and 22% 'good'; only 11% received an 'outstanding' judgement, amounting to one secondary school only. The judgements of the primary schools were relatively more balanced, where the schools that were judged 'good' and 'outstanding' form half of the judgements at approximately 47%. However, a significant percentage of 18% was graded 'inadequate'. It is worth noting that, of the nine schools judged as 'outstanding', eight were girls' schools while the ninth was a boys' school with female teachers. Two of the nine outstanding schools maintained the same 'outstanding' judgement and one school reviewed for the first time in this cycle was rated 'outstanding'. The remaining schools progressed to the 'outstanding' judgement. With reference to boys' schools, 20 schools were judged as 'inadequate' compared to three girls' schools.

Figure 2: Overall effectiveness for 64 schools reviewed according to educational stages in Cycle 3 during the 2017-2018 academic year

Schools' capacity to improve

A school's capacity to improve is determined according to the existence of factors which contribute to its stability, including human and physical resources and the school's ability to deal with external influencers and face and handle challenges. This judgement also explores future trends of school performance and focuses on the role of leadership in assessing the school's current situation, setting operational plans and introducing continuous improvements.

The judgements of schools' capacity to improve are slightly better than the schools' overall effectiveness judgements. Figure 3 shows that the capacity to improve in 20% of government schools were judged as 'outstanding', 23% were 'good', and 20% were judged as 'satisfactory'. Schools that were judged 'outstanding' were exceptional at dealing with the recommendations of the BQA review reports and their ability to introduce new improvements to ensure students' academic achievement and progress, with excellent ability to conduct strategic processes related to planning and evaluation.

However, the 'inadequate' judgement of 36% of schools for their capacity to improve is a concern, particularly as 17 out of 23 schools received an 'inadequate' judgement in all review aspects, with 14 schools receiving recommendations for immediate intervention action by the concerned bodies at the Ministry of Education to help raise their performance.

Overall, the weak performance is attributed to some of the 'inadequate' schools still encountering various challenges related to either the instability of teaching and administrative staff, accompanied by the poor performance of some teaching staff, or students' inability to deal with the diverse cultural backgrounds and non-Arabic speakers. Furthermore, some of the reasons are related to students' and parents' poor awareness and attitudes, while others are related to the structure

and organisation of phases of schools, classrooms, the school environment, or facilities and utilities.

Figure 3: Capacity to improve for 64 schools reviewed in Cycle 3 during the 2017-2018 academic year

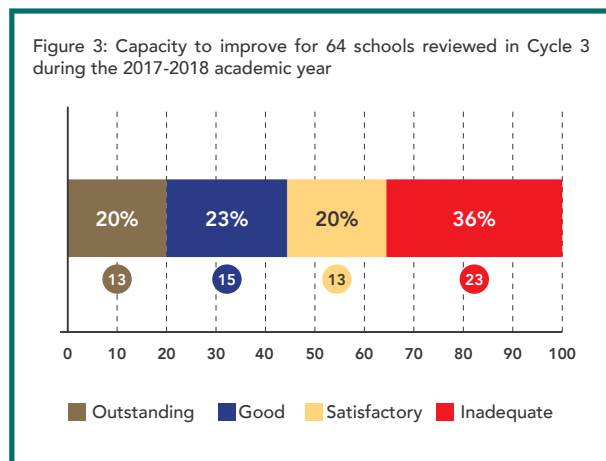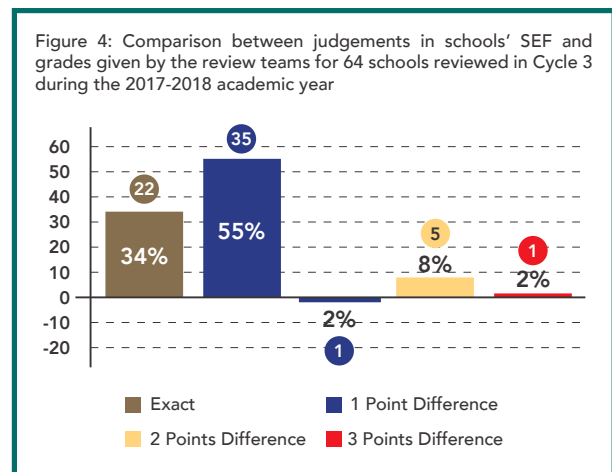| Outstanding	Good	Satisfactory	Inadequate
20%	23%	20%	36%
13	15	13	23

Figure 4 indicates that 34% of schools had an evident ability to conduct accurate self-evaluation processes, and were professionally mature in reaching judgements in their Self-Evaluation Forms (SEFs) based on the review criteria set in the Schools Reviews Framework. This is shown by the match between the judgements drawn by these schools in their SEFs and the judgement given by the review teams for the schools' overall effectiveness. There is an acceptable one-point difference in 57% of the schools. A positive factor is the decreased percentage compared to previous academic years of 10% of schools overestimating their performance and judgements in the SEF with a two-point difference or more. However, the presence of such a percentage after undergoing three review visits requires follow-up and analysis by the concerned bodies at the Ministry of Education to help raise their performance through ensuring these schools' clear understating of the review criteria set in the Schools Reviews Framework and to be reflected in the judgements.

Figure 4: Comparison between judgements in schools' SEF and grades given by the review teams for 64 schools reviewed in Cycle 3 during the 2017-2018 academic year

Exact: 22 (34%), 1 Point Difference: 35 (55%), -2%: 1, 2 Points Difference: 5 (8%), 3 Points Difference: 1 (2%)

- ■ Exact
- ■ 1 Point Difference
- ■ 2 Points Difference
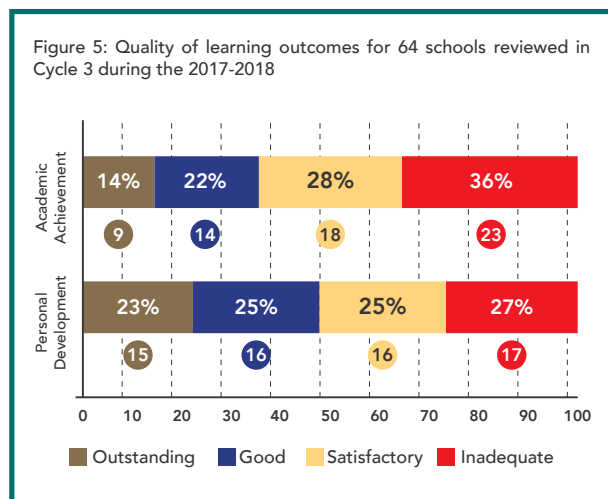- ■ 3 Points Difference

Quality of outcomes

The essence of a school's performance review is the learning outcomes which are based on the strength of the school's processes. Students' academic achievement and their personal development aspects represent significant weight in issuing the judgements on a schools' overall effectiveness. Following the pattern of reviews in previous academic years, students' academic achievement was lower than their personal development. During the 2017-2018 academic year, 14% of schools were judged 'outstanding', 22% 'good' and 28% 'satisfactory', while 36% were 'inadequate' in the aspect of academic achievement, as shown in Figure 5.

'Outstanding' schools focus on raising students' main skills and using various forms of learning activities to develop these skills. This contributes to raising students' self-learning abilities and applying realistic and practical assessment methods. However, such practices are not readily apparent in the less effective schools, particularly those judged as 'inadequate', due to the continuous use of inaccurate and inefficient internal assessment methods. These schools' internal tests do not consider the age-appropriate competencies and marking schemes are inaccurate. All these factors result in inflated marks that do not reflect the real standards of students in lessons. In various schools, students continue to acquire poor skills in core subjects such as literacy and numeracy skills. This forms a challenge to students and their teachers when they move to the next stage of education. It is worth noting

that the national average of students' performance in Grades 6 and 12 in the BQA national examinations is still poor, being in line with the results of the less effective schools in many cases. However, standards are better in some subjects in 'outstanding' and 'good' schools.

Figure 5: Quality of learning outcomes for 64 schools reviewed in Cycle 3 during the 2017-2018

With reference to the second main outcome, which is students' personal development, school judgements were better than in students' academic achievement. 23% of schools were judged 'outstanding', 25% 'good' and 25% 'satisfactory', while 27% were 'inadequate' in this aspect as shown in Figure 5. Although the progress in this aspect is usually clearer than other aspects, the increase of the percentage of the schools that were judged 'inadequate' to more than a quarter of the schools requires follow-up and analysis by the concerned bodies at the Ministry of Education. The most significant reasons for this poor outcome is the decline in students' awareness, their inability to take responsibility, limited participation in school life, and demonstrating unacceptable attitudes and conduct such as beating, fighting and other inappropriate behaviour. The students' personal development aspect was better in 'outstanding' and 'good' schools, where students are able to take leadership roles and participate effectively in the school learning process in which they show high initiative, ability to communicate confidently and enthusiastically, and demonstrate excellent leadership skills. However, independent learning skills are still underdeveloped in most schools, necessitating the need to change their development

mechanisms across the Kingdom of Bahrain to ensure that the outcomes of the Bahraini education system are in line with international education systems.

Quality of main processes

The Bahrain's Schools Reviews Framework focuses on two main processes conducted by the school, namely the aspects of teaching and learning and support and guidance for students, which are the main catalysts to improving learning outcomes.

The results of the quality of teaching and learning processes are identical to the results of the students' academic achievement, as shown in Figures 5 and 6. This is mainly due to students' academic achievement being closely linked to the school's efforts in promoting students' learning and motivation. The match in the percentages of schools judged as 'outstanding' and 'good' with the percentage judged as 'inadequate' (36%) is a worrying issue in the 2017-2018 reviews. It was expected that 'inadequate' schools would decline against the increase of the schools that had better ratings, especially after they had been subject to three review visits.

The most effective schools are characterised by effective classroom and time management, use of various teaching and learning strategies that are efficient in addressing the different knowledge levels and learning needs of the various categories of students, and the use of efficient assessment methods. All these factors result in fulfilling the lessons elements and contribute to students' progress in lessons. However, such practices and procedures are 'inadequate' in more than one-third of schools, where students' right to learn is not maintained. This is due to the inability to control students' behaviour, inconsistencies in implementing classroom procedures and managing learning time, and inability to provide sufficient care and guidance to various categories of students due to poor differentiation in lessons.

Figure 6: Quality of main processes for 64 schools reviewed in Cycle 3 during 2017-2018
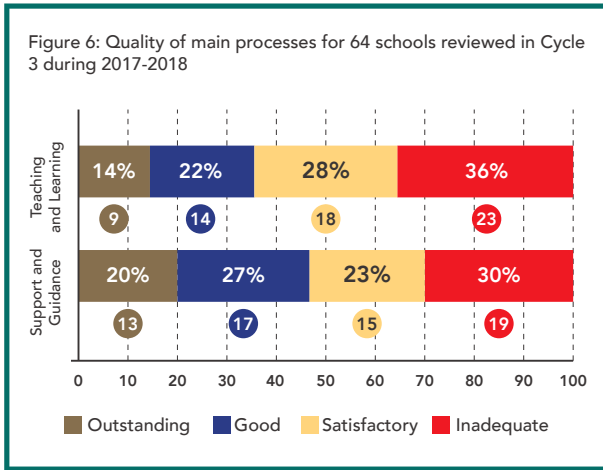
The students' support and guidance aspect results were better than the quality of teaching and learning aspect, with 20% of the schools reviewed being judged as 'outstanding' and 27% as 'good', while 23% were 'satisfactory'. However, the percentage of schools that received an 'inadequate' judgement was high at 30%, as illustrated in Figure 6.

As in previous years, the most effective schools performed well in all relevant criteria in the aspect, particularly those relating to supporting the academic achievement and personal development of students of different abilities and needs. Methods of support are varied and contribute to raising students' academic and personal standards. These schools make efforts to help students settle in their school and prepare them effectively for the next stages of their education. However, the situation is different in the schools that were judged 'inadequate'. These schools are unable to provide effective academic support for their students inside and outside classrooms. Effective mechanisms to provide the needed support are not established, which hinders teachers' roles in lessons and their use of various teaching and learning strategies, which negatively affect students in achieving the expected standards according to their different abilities. Although the school environment is safe in the majority of the government schools, some schools still face challenges in this regard including shortfalls in some laboratories and learning resources, and occasional shortfalls in human resources represented by senior

teachers and some core subjects' teachers. The BQA contacts the Ministry of Education to take immediate actions regarding all cases related to the safety and security of students.
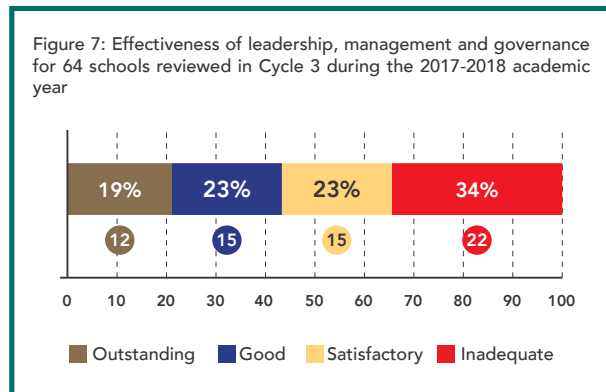
Quality assurance of outcomes and main processes

The School should have clear strategic plans to determine the processes necessary to raise students' academic achievement and personal development. This includes an accurate self-evaluation which informs the strategic and action plans and focuses on professional development programmes of school staff, with accurate follow-up of performance. All these factors are measured by the leadership, management and governance aspect.

During the 2017-2018 academic year, the percentage of 'inadequate' schools (34%) was high, as illustrated in Figure 7, and causes serious concerns. All studies emphasise the importance of the role of senior leadership in raising the performance of their school. Since 36% of schools are judged as 'inadequate' in the students' academic achievement and teaching and learning aspects, this demonstrates the challenges encountered by these schools in improving their performance. Moreover, a number of these schools have received recommendations for immediate intervention by the concerned parties at the Ministry of Education to raise their performance. It is worth mentioning that the lack of middle leadership and the instability of senior leadership in some schools has had a significant effect on the decline in performance or the continued low judgements. The main challenges faced by these schools related to poor self-evaluation processes and weak strategic planning processes including inaccurate key performance indicators (KPIs). Professional development programmes are weak due to their inaccuracy in meeting the actual training needs and ineffective implementation and follow up of their impact.

In high performing schools, which are judged as 'outstanding' (19%) and 'good' (23%), exceptional
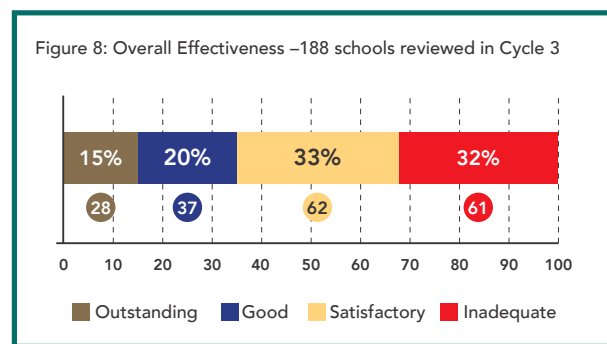
practices such as accurate strategic processes, effective teachers professional development programmes, and various projects based on accurate planning to face the challenges of their real situation are used. A number of these schools have taken positive initiatives to share their distinguished experiences with other schools.
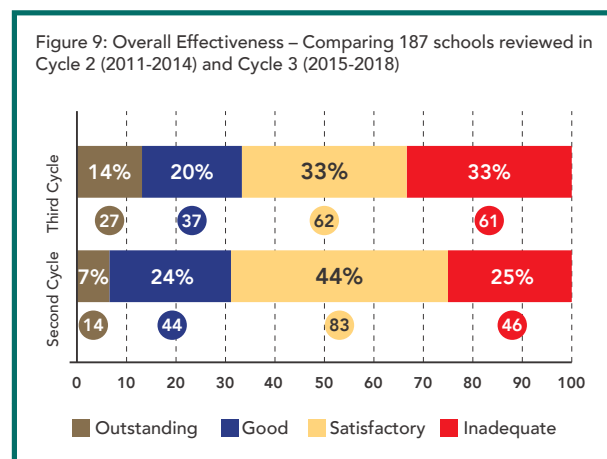
Figure 7: Effectiveness of leadership, management and governance for 64 schools reviewed in Cycle 3 during the 2017-2018 academic year

19%	23%	23%	34%
12	15	15	22

■ Outstanding ■ Good ■ Satisfactory ■ Inadequate

Comparison of the results of schools' overall effectiveness across all three review cycles

By the end of the academic year 2017-2018, the BQA had completed the review of 188 government schools during the third review cycle. A third of these were judged as 'outstanding' and 'good', which almost equals the percentage of schools that were judged as 'inadequate' which comprised a third, as illustrated in Figure 8. While 15% of schools judged as 'outstanding' is positive, the percentage of 32% 'inadequate' schools is a concern and is not in line with the Kingdom's aspirations and modern vision.

It is worth noting that out of 61 schools that received an 'inadequate' judgement in the third cycle, 54 were boys' schools and 45 of the schools were judged as 'inadequate' in all review aspects. This indicates that these schools face many challenges in handling their situation and the recommendations of previous review reports.

Figure 8: Overall Effectiveness –188 schools reviewed in Cycle 3

15%	20%	33%	32%
28	37	62	61

■ Outstanding ■ Good ■ Satisfactory ■ Inadequate

Upon comparing the results of the overall effectiveness of the 187 schools reviewed in the second and third cycles, apart from one school that has not been reviewed in the previous two cycles, as shown in Figure 9, the continuous polarity between the 'outstanding' and 'inadequate' judgements is apparent. The improvement of schools judged as 'outstanding' has risen by 7%; however, the percentage of schools judged as 'inadequate' has also risen by 8% at the expense of the schools that were judged as 'good' and 'satisfactory'.

Figure 9: Overall Effectiveness – Comparing 187 schools reviewed in Cycle 2 (2011-2014) and Cycle 3 (2015-2018)

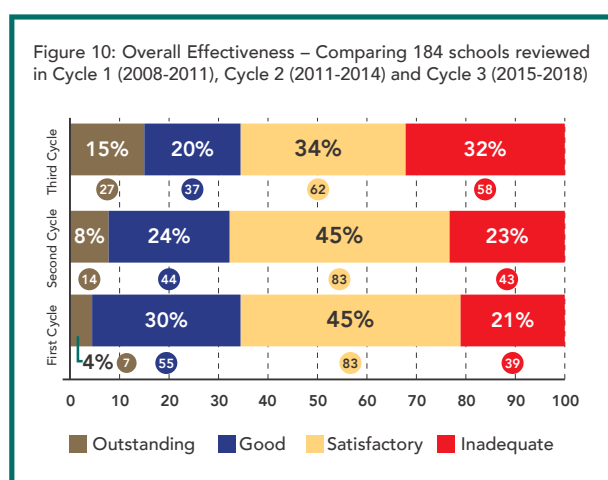| Third Cycle	14%	20%	33%	33%
	27	37	62	61
Second Cycle	7%	24%	44%	25%
	14	44	83	46

■ Outstanding ■ Good ■ Satisfactory ■ Inadequate

When comparing the outcomes of 184 government schools which have undergone all three review cycles, as illustrated in Figure 10, and excluding four schools which had not been subject to reviews during Cycle 1 of reviews, a negative trend is noted in the increased percentages of 'inadequate' schools. These percentages increased from 21% to 23% to 32% over the three review cycles, compared to the relatively positive increased percentages of 'outstanding' schools from 4% to 8% to 15% respectively over the three review cycles. However, the overall percentage of 'outstanding' schools is not
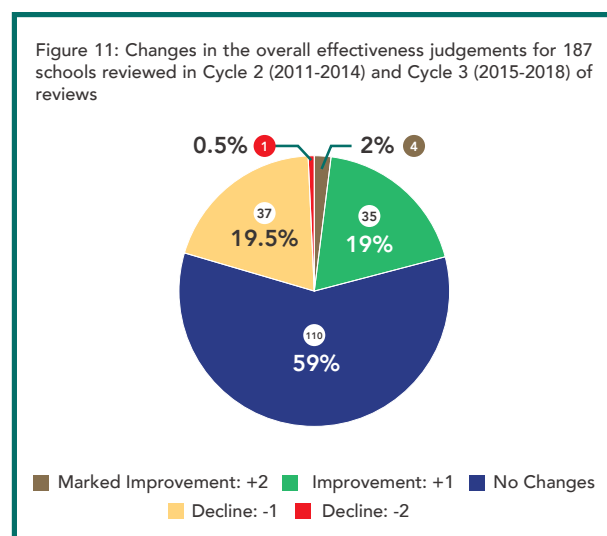
up to the desired standard. During the three review cycles, four schools maintained their 'outstanding' judgements compared to seventeen schools remaining 'inadequate'. Twelve schools maintained their 'outstanding' judgements and 36 schools maintained their 'inadequate' judgements in the last two cycles of reviews. The BQA recommends that the concerned parties should study this phenomenon to develop a comprehensive system that enables schools to benefit from the best experiences and practices and seek to disseminate them among the less effective schools.

Schools should also benefit from the recommendations of BQA review reports or annual reports, to develop a comprehensive plan to address the reasons for 'inadequate' schools retaining this judgement.

Figure 10: Overall Effectiveness – Comparing 184 schools reviewed in Cycle 1 (2008-2011), Cycle 2 (2011-2014) and Cycle 3 (2015-2018)

When comparing how the 187 government schools' performances have shifted during the second and third cycles of reviews, it is noted that performances have improved by one to two points in 21% of schools but declined by one to two points in almost 20% of schools. Meanwhile, 59% of schools maintained their previous judgements, as illustrated in Figure 11. The 110 government schools maintaining their previous judgements are as follows: 33 schools have retained their 'outstanding' and 'good' performances, while 41 schools have retained their 'satisfactory' performance and 36 schools retained their 'inadequate' judgement. It is noted that the schools whose performances have increased considered the recommendations of their

BQA review reports seriously, with a focus on raising students' academic and personal abilities, and focused all the school's efforts and operations to ensure the improvement of their overall performance. The reasons for the schools whose judgements have regressed varied. These are attributed to poor inputs that affected the students' acquisition of basic skills, the instability of teaching and administrative staff, and ineffective teachers' professional development programmes that have reflected negatively in the teachers' use of teaching and learning strategies and their classroom management skills.

Figure 11: Changes in the overall effectiveness judgements for 187 schools reviewed in Cycle 2 (2011-2014) and Cycle 3 (2015-2018) of reviews

Following the same pattern, girls' schools outperformed boys' schools, as illustrated in Figure 12. This causes concern and should be dealt with through a clear approach to raise the overall effectiveness of boys' schools. Girls' schools show continuous positive progress in 'outstanding' and 'good' judgements, compared to the high percentage of boys' schools judged as 'inadequate'. Out of the schools that received 'inadequate' judgements, 7 were girls' schools and 54 were boys' schools, half of which were intermediate schools. The high percentage of boys' primary schools that received an 'inadequate' judgement remains of concern. The Authority stresses its previous recommendation of enhancing professional learning communities to ensure sharing good practice, particularly among governorates the various stages of education, and girls' and boys' schools, as well

as targeting teachers' professional development programmes in the boys' schools to help address their actual training needs.

Figure 12: Overall Effectiveness according to gender – Comparing 188 schools reviewed in Cycle 3 (2015-2018)
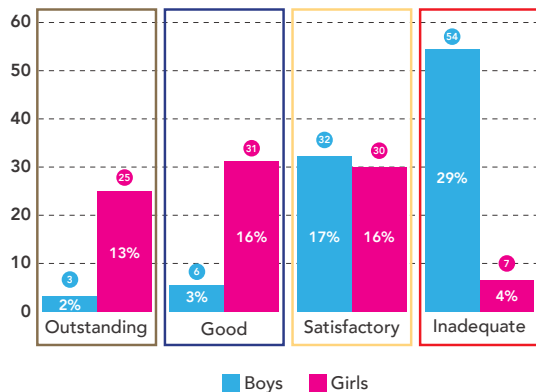
Monitoring visits for the 2017-2018 academic year

Schools where the overall effectiveness is 'inadequate' become subject to a 1-day visit either six months or one year following the last review visit to assess the progress they have made in addressing the recommendations in their review reports. Schools that have 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 and final monitoring visit.

During the 2017-2018 academic year, the BQA conducted 17 second monitoring visits for schools that were judged 'inadequate' in the third cycle of reviews. As illustrated in Figure 13, only three schools received 'sufficient progress', while ten of them were found 'in progress' and the remaining four schools were given 'insufficient progress', indicating that the four schools encounter real challenges that restrict their capacity to improve. This means that immediate intervention by the relevant authorities at the Ministry of Education is required to improve the performance of these schools.

Figure 13: Schools judged 'Inadequate' in Cycle 3 and progress made at their second monitoring visit (2017-2018)

- Schools made sufficient progress
- Schools are in progress
- Schools made insufficient progress
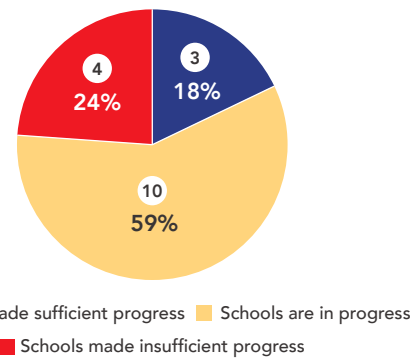
It is noteworthy that of the 17 schools that have undergone monitoring visits, one is judged 'inadequate' throughout the three review cycles, as are 9 schools in the last two review cycles.

Figure 14 shows that out of 18 schools receiving their first monitoring visit in the 2017-2018 academic year, 4 schools made 'sufficient progress', whereas 9 were 'in progress' and 5 made 'insufficient progress'. Of these 18 schools, five were judged 'inadequate' in the 3 review cycles and 11 received an 'inadequate' judgement in the last two review cycles. The BQA recommends that the concerned parties at the Ministry of Education provide special guidance and exert intensive and focused efforts to these schools to ensure their support and raise their overall performance.

Figure 14: Schools judged 'Inadequate' in Cycle 3 and progress made at their first monitoring visit (2017-2018)

- Schools made sufficient progress
- Schools are in progress
- Schools made insufficient progress
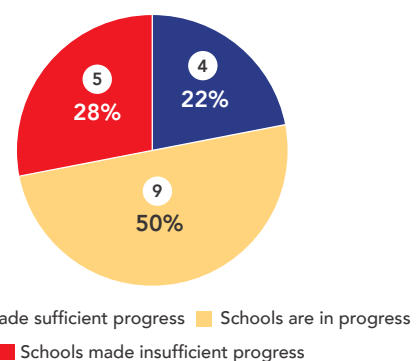
In a fruitful experience, the BQA's reviewers successfully reviewed the performance of a secondary school in the State of Kuwait

To consolidate joint cooperation, and in response to the invitation of the Arab Centre for Educational Research for the Gulf States, the BQA's reviewers conducted a review visit to Qurtoba Secondary Girls School in the State of Kuwait during the period from 1 to 8 February 2018. This was part of the efforts to implement a unified GCC schools reviews framework model within the Quality of Education Project.

The Quality of Education Project, which is adopted by the Arab Centre for Educational Research for the Gulf States, is consistent with international trends in assuring the evaluation of the quality of school practices to raise their learning outcomes, while considering the importance of providing a neutral and external assessment of the effectiveness of a school's performance. This was reflected in assigning a BQA review team to conduct this review and establish the highest form of cooperation and partnership among the institutions involved in the development of education across GCC countries.

This participation has established the value of benefiting from qualified personnel in the GCC in line with the GCC countries' trend to promote the exchange of experiences among them and benefit from the different models among the GCC countries in the educational fields. The concerned parties praised the accumulated experience of the Authority's reviewers over the past 10 years, enabling them to develop high competence and knowledge assets and outstanding abilities in the evaluation of the quality of school performance. The BQA welcomes all types of cooperation in the transfer of expertise and capacity building among GCC countries in this field.

The Centre and Qurtoba Secondary Girls School have cooperated extensively in facilitating the review procedures and processes to ensure maximum benefit. The review achieved all the targeted objectives, which included piloting the unified GCC review framework,

evaluating the performance of the school, and providing feedback as the basis for the school's development and improvement of the educational practices. The results of the experimentation also provide an insight into the requirements of the subsequent educational concerns, which would expand the scope of this experiment to representatives from all Gulf Cooperation Council members to identify their views regarding the transfer of best practice to their countries.

It is worth mentioning that the review included pre-visits that helped prepare the school for review and implement all basic processes such as classroom observation visits, conducting interviews with all stakeholders, analysing documents and documentation, etc. The school management expressed its appreciation for the review team's efforts and the extreme benefits from this experience and feedback it received as the first school to undergo this type of evaluation based on the unified GCC review framework. It wishes to continue this experiment and disseminate it to all schools to ensure the development of performance in a realistic and well-advised manner.

PRIVATE SCHOOLS

PRIVATE SCHOOLS

Introduction

The Directorate of Private Schools and Kindergartens Reviews (DPS) conducts its reviews in line with the aspects and criteria of the Schools Reviews Handbook, which is also referred to in the DGS section. During the academic year 2017-2018 the Education and Training Quality Authority (BQA), represented by DPS, completed phases six and seven of the second cycle of reviews by reviewing 16 private schools, thus completing the review of 57 out of a total of 62 private schools to be reviewed during the second cycle of reviews. The first section of this report covers the performance of these 16 schools and the judgements of the various review aspects. The second section presents a comparison of the performance of all the 57 private schools reviewed during Cycle 1 and Cycle 2 of reviews. The third section highlights the results of monitoring visits during the academic year 2017-2018 to the schools judged as 'inadequate' during the second cycle of reviews.

Analysis of the results of the private schools' reviews conducted during the 2017-2018 academic year

The reviews conducted by DPS during the academic year 2017-2018 are within its second cycle of reviews (Cycle 2), which commenced in April 2015 and is to be completed by December 2018. During the academic year 2017-2018 BQA, represented by DPS, completed phases six and seven of the second cycle of reviews by reviewing 16 private schools. Out of these 16, one school underwent both a special and a regular review in accordance with the approved procedure for reviewing 'outstanding' schools. This section of the report presents an analysis of the performance of these 16 schools according to the review framework.

Overall effectiveness

A school's overall effectiveness is mainly judged according to the effectiveness of its processes to achieve quality outcomes, and the quality assurance and follow up of both outcomes and processes as explained in the DGS section. Figure 15 illustrates the overall effectiveness for the 16 schools reviewed during the academic year 2017-2018. Only one school maintained its 'outstanding' judgement received from the previous cycle of reviews. Similarly, only one school was rated as 'good', bringing the percentage of schools judged as 'outstanding' and 'good' to only 12%, which is a noticeable decline compared to the previous academic year in which the 'outstanding' and 'good' judgements were more than 33%. Eight schools (50%) were judged as 'satisfactory' and six schools (38%) were graded 'inadequate', out of which four schools were judged 'inadequate' in all review aspects, including their capacity to improve. This is a cause for concern, particularly when considering the effectiveness of planning for development and other processes and procedures taken by these schools to achieve the required improvements.

The most effective schools were characterised by their strategic approach to development and their ability to plan for raising their performance, informed by realistic and transparent self-evaluation results, while implementing accurate follow-up mechanisms with a focus on teaching and learning. On the other hand, the schools which were judged as 'inadequate' faced several challenges, including unrealistic self-evaluation processes which therefore failed to identify improvement priorities to guide the schools' strategic and action plans. This in turn negatively affected their evaluation and monitoring mechanisms. Moreover, their teachers' professional development programmes were ineffective in promoting teaching and learning as they did not address teachers' training needs. This

resulted in ineffective use of teaching and learning strategies, which negatively affected students' academic achievement.

Figure 15: Overall effectiveness for 16 private schools reviewed in Cycle 2 during the academic year 2017-2018
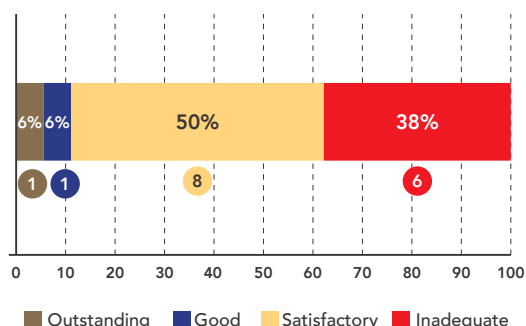

Schools' capacity to improve

Judgements on schools' capacity to improve are mainly based on the accuracy and comprehensiveness of their self-evaluation processes and their planning mechanisms to develop overall performance by focusing on improvement priorities. As illustrated in Figure 16, the capacity to improve is 'outstanding' in only one school, matching its overall effectiveness. Two private schools were judged as 'good' in their capacity to improve, compared to only one 'good' school in its overall effectiveness. This is attributed to the schools' better planning and self-evaluation processes than in a school that was graded as 'satisfactory' overall. Half of the reviewed schools were judged 'satisfactory', while one-third of schools were judged 'inadequate', which is a high percentage that raises concerns, particularly with the lack of planning and follow-up mechanisms, continuous challenges encountered by these schools, lack of qualified teaching staff, and poor teachers' professional development programmes which do not address their actual training needs.

Figure 16: Capacity to improve for 16 private schools reviewed in Cycle 2 during the academic year 2017-2018
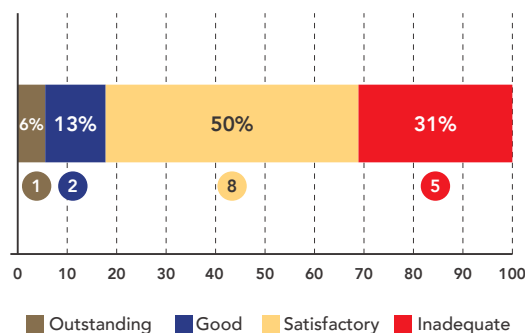
Private schools' assessments of their performance in their self-evaluation forms (SEFs) are one indicator of their ability to evaluate their current situations accurately and transparently, which then guide the clarity of improvement priorities and appropriateness of planning to achieve the required overall performance. Figure 17 indicates that the exact match between judgements drawn by schools in their SEFs and those of the review teams for overall effectiveness were found in four schools (25%) only. A one-point variance between a school's self-evaluation and review team judgements was found in 3 schools (19%). However, the main area of concern is for those schools where the variance between their self-evaluation and the review team judgements is of two points. This is the case in more than half of the schools reviewed during the academic year 2017-2018, which shows their inability to accurately evaluate their real situation and identify areas where schoolwork needs to focus as well as their lack of understanding of the review criteria and evaluation requirements.

Figure 17: Comparison between judgements in SEFs and Reviews Grades for 16 private schools reviewed in Cycle 2 during the academic year 2017-2018
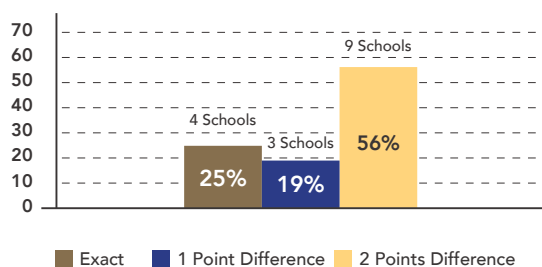
Quality of outcomes

The quality of outcomes, represented by students' academic achievement and personal development, is the core result of all processes conducted by a school, and indicates the effectiveness of procedures and planning processes to promote the overall performance. As illustrated in Figure 18, students' academic achievement judgements are identical to the schools' overall effectiveness judgements in only one private school judged as 'outstanding' and one school judged as 'good'. Academic achievement was judged as 'satisfactory' in half of the schools, i.e. eight schools, and 'inadequate' in six schools (38%). The high performance of the two schools judged as 'outstanding' and good' is attributed to students' high standards in lessons and various written work, which correspond with their high pass rates in internal and external tests and examinations, to the progress they make in their understanding, and knowledge and skills acquisition according to their abilities. On the other hand, academic achievement in the schools that were judged 'inadequate' were mainly due to students' poor standards in lessons and their skills not corresponding with their high attainment in the schools' internal tests and examinations. The mismatch can be attributed to different reasons, including inflated marks and poor marking processes. Additionally, these schools' internal tests do not sufficiently align with the expected curriculum standards, while students' progress is negatively affected at times due to low expectations in lessons and written work. These students achieve high attainment in the external examinations at times, though due to the limited number of students opting for these standardised examinations, they do not provide an accurate and comprehensive reflection of students' overall achievement in the school.

Figure 18: Quality of outcomes for 16 private schools reviewed in Cycle 2 during the academic year 2017-2018
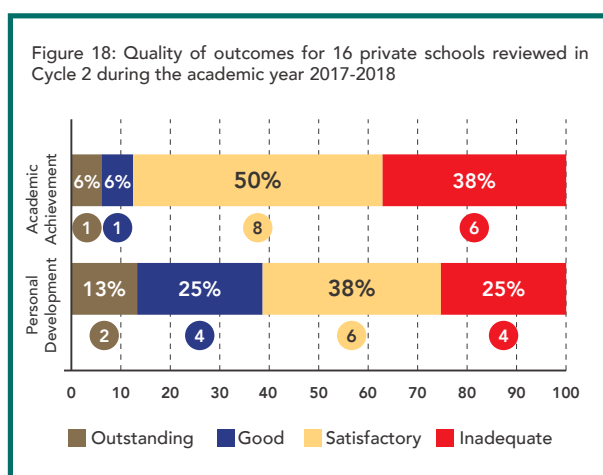
Private schools perform better in students' personal development, which is a similar trend to the previous phases in both cycles of reviews. Two schools were judged as 'outstanding' and four schools received a 'good' judgement in students' personal development. This is attributed to effective leadership roles assigned to students inside and outside classrooms, their self-drive towards learning, their ability to assume responsibility and enthusiasm in taking part in school life with confidence, and embracement of citizenship and Islamic values. These indicators were found to be 'satisfactory' in six schools (38%), where opportunities for students to take up leadership roles were inconsistent. However, this aspect received an 'inadequate' judgement in four schools, accounting for a quarter of the schools reviewed. Although students in most of these schools are well-behaved, the lack of responsibility assigned to them and the limited opportunities provided for them to participate in lessons, school activities and events hindered their personal development and their self-confidence. Students' independent learning skills and communication skills, such as the ability to convince and negotiate, are notably underdeveloped and in need of improvement in most private schools reviewed during the academic year 2017-2018.

Quality of main processes

The teaching and learning aspect is one of the key aspects which significantly affects students' academic achievement. Figure 19 demonstrates the match in judgements of the effectiveness of teaching and
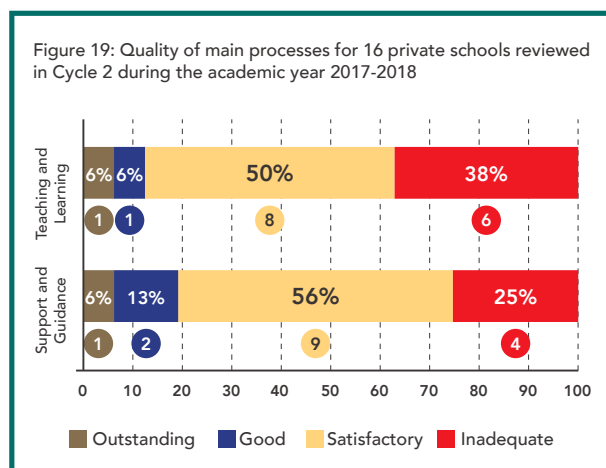
learning with students' academic achievement. One school was judged 'outstanding' and one school as 'good'. In these schools teaching and learning strategies were student-centred and effective technological and learning resources were used to motivate students towards learning while support and challenge of students of different abilities was provided. Eight schools, accounting for half of those reviewed, were judged 'satisfactory' in the aspect of teaching and learning. This is attributed to the erratic use of effective teaching and learning and assessment strategies, limited opportunities provided to develop students' higher order thinking skills, and use of ineffective differentiation in various school activities. Six schools (38%) were judged 'inadequate' in this aspect. This is due to the use of ineffective teaching and learning strategies to develop students' concepts and basic skills. In many cases, the focus was on the presentation of teaching strategies rather than ensuring students' learning. Assessment methods were ineffectively utilised to provide the support and feedback needed for students to promote their learning in lessons and written work. Management of class and learning time was poor in several lessons, which negatively affected students' engagement and enthusiasm in these lessons.

Figure 19: Quality of main processes for 16 private schools reviewed in Cycle 2 during the academic year 2017-2018

Regarding students' support and guidance, Figure 19 indicates that the results of the 16 schools reviewed during this academic year were relatively better in this aspect in comparison to teaching and learning aspect. In addition to the one school which was judged as 'outstanding', two schools (13%) were judged as 'good'

compared to only one school judged as 'good' in teaching and learning. This is attributed to the use of effective mechanisms to identify and assess students' learning and personal needs and provide sufficient support to students through implementing different academic and personal programmes that help them overcome their problems. Various effective extracurricular activities were provided to promote students' experiences and interests. Although appropriate student support and guidance programmes were satisfactory in nine schools (56%), four schools (25%) were graded as 'inadequate' in this aspect. This raises concerns, particularly regarding the poor support and guidance provided to students and the ineffective extracurricular activities and programmes, which negatively affected students' personal development and academic achievement. Development of students' life skills was weak in these schools. The lack of safety and security measures in some of the schools' buildings is a worrying factor, upon which the BQA immediately contacts the concerned authorities in terms of security and safety when necessary.
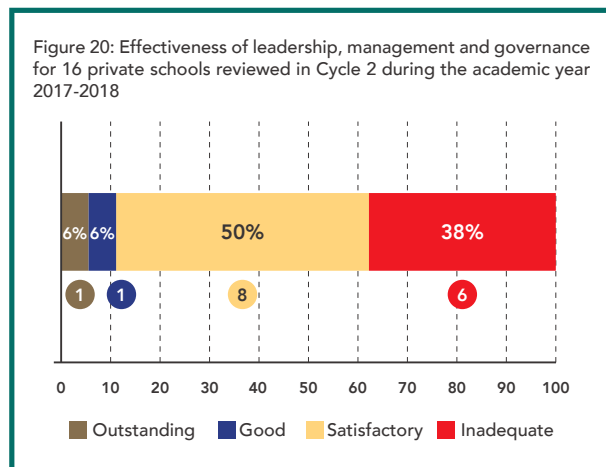
Quality assurance of outcomes and processes

Figure 20 demonstrates the judgements of the effectiveness of the leadership, management and governance aspect of the schools reviewed during the academic year 2017-2018. All judgements matched with the judgements given to the students' academic achievement and teaching and learning aspects. One school was judged as 'outstanding' and one as 'good' in the effectiveness of the leadership, management and governance aspect. This is due to the use of effective strategic planning and focused monitoring mechanisms which positively affect the educational practices in particular and schoolwork overall. However, 38% of schools were judged 'inadequate' in this aspect, due to the less than effective self-evaluation mechanisms. Strategic and action plans were not linked with the improvement priorities. Teachers' performance monitoring and management mechanisms were poor, leading to failure to address

teachers' actual training needs. Teachers' professional development programmes had insufficient impact on practices, with a lack of administrative and academic monitoring of the programmes to determine their impact on students' academic achievement.

Figure 20: Effectiveness of leadership, management and governance for 16 private schools reviewed in Cycle 2 during the academic year 2017-2018

Comparison of the results of reviews in Cycle 1 and Cycle 2 for overall effectiveness

A comparison of the overall effectiveness of the 57 private schools reviewed during Cycle 1 and Cycle 2, as shown in Figure 21, indicates that schools' overall effectiveness has improved. The percentages of the schools that were judged as 'outstanding' and 'satisfactory' increased from 7% to 11% and from 40% to 46% respectively, while the schools that were judged as 'good' remain unchanged at 12%. The schools that were judged 'inadequate' decreased from 40% to 32%. However, the percentage of 32% is still a cause for concern, with the need to provide more follow-up of these schools by their boards of directors and other stakeholders to ensure that review report recommendations are implemented to improve their performance.

Figure 21: Overall Effectiveness – Comparing 57 private schools reviewed in Cycle 1 and Cycle 2
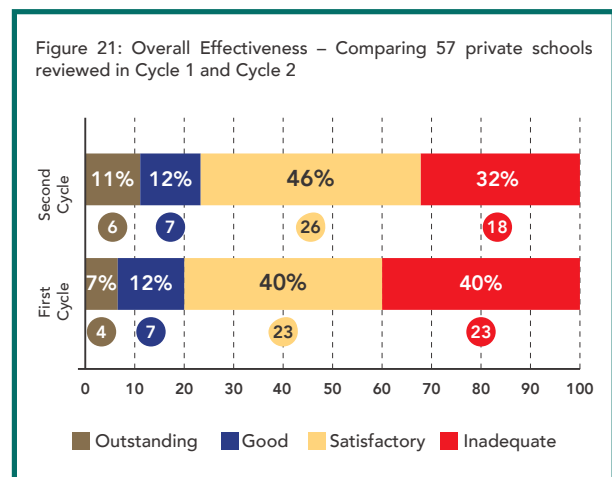
Figure 22 illustrates the details of changes in private schools' performances across the two cycles. The overall performance of 19 schools out of the 57 reviewed during Cycle 2 has improved, with two schools improving from 'good' to 'outstanding', six from 'satisfactory' to 'good' and eleven from 'inadequate' to 'satisfactory'. The schools that improved or maintained their high performance across the two cycles are found to be implementing well-advised strategic plans that are relevant to their real situation and context, and are derived from schoolwork priorities and accurate and comprehensive self-evaluation. These plans focus on raising students' academic achievement through improvement in the quality of teaching and learning. The schools' leaderships and managements are rigorously monitoring performance and continuously introduce improvements to schoolwork.

The results also indicate that 28 schools retained their previous ratings, with four schools remaining 'outstanding', one 'good', eleven 'satisfactory, and twelve 'inadequate' throughout the two review cycles. However, the performance of ten schools dropped, four from 'good' to 'satisfactory' and six from 'satisfactory' to 'inadequate'. This decline is due to reasons related to teaching, learning and assessment strategies, classrooms management, instability of qualified teaching and administrative staff and the absence of realistic strategic plans that focus on schoolwork priorities.

Figure 22: Changes in the overall effectiveness judgements for 57 private schools reviewed in Cycle 1 and Cycle 2

19
33%

28
49%

10
18%

■ Improved: +1   ■ No Changes   ■ Declined: -1
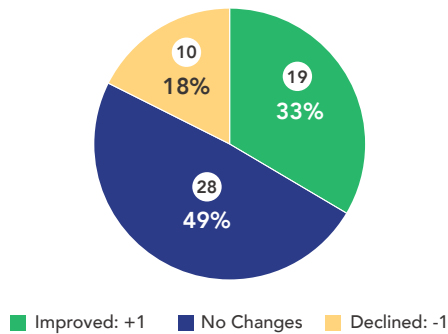
Monitoring visits during the academic year 2017-2018

The BQA, through the DPS, conducts one or two monitoring visits according to the procedures explained in the DGS section to schools judged as 'inadequate' in their overall effectiveness. During the academic year 2017- 2018, the BQA conducted a total of six monitoring visits to schools that were judged 'inadequate' during the second cycle of reviews.

These were comprised of second monitoring visits to two schools, both of which received an 'in progress' judgement. First monitoring visits were conducted to four schools that were judged 'inadequate' in the second cycle of reviews, one of which made 'sufficient progress' and two were found to be 'in progress', while the fourth made 'insufficient progress'. This indicates that only one private school, out of the six schools which were subject to monitoring visits in the academic year 2017-2018, took the necessary measures to implement the recommendations of the BQA's review report sufficiently.

VOCATIONAL INSTITUATIONS

VOCATIONAL INSTITUATIONS

Introduction

In April 2015 the Education & Training Quality Authority (BQA), through the Directorate of Vocational Reviews (DVR), commenced the third cycle of reviews in line with the approved DVR reviews plan for the years 2015 to 2018. The approved 'Review Framework for Vocational Training Providers' is used to assess the performance of the vocational education and training (VET) providers based on five Main Questions that focus on: learners' achievement, the effectiveness of teaching/training and assessment, how well programmes meet the needs and interests of learners and stakeholders, how well learners are supported and guided, and the effectiveness of leadership, management and governance. Each Main Question is evaluated according to the Review Framework criteria stated under each Main Question, and as a result a judgment is passed on the provider's overall effectiveness and capacity to improve and develop. Grades are awarded on a four-point scale: 'Outstanding', 'Good', 'Satisfactory' and 'Inadequate'.

By the end of the 2017-2018 academic year the BQA, represented by the DVR, had completed the review of 93 education and training institutions, of which 27 were reviewed in this academic year covering 15 licensed by the Ministry of Labour and Social Development (MoLSD), 11 licensed by the Ministry of Education (MoE) and one self-regulated institution.

This part of the Annual Report consists of three sections. The first section presents an analysis of the outcomes of the reviews conducted in the academic year 2017-2018. It also indicates the outcomes of the providers' overall effectiveness and their capacity to improve and develop, together with the outcomes of the providers' performance in each of the five Main Questions. The second section is a comparison of the outcomes of cycle 2 and cycle 3 of reviews for overall effectiveness and by the licensing body. The third section highlights the outcomes of the monitoring visits conducted in 2017-2018.

Analysis of the outcomes of the reviews conducted in the academic year 2017-2018

The first section of this Report presents the outcomes of the overall effectiveness for 27 education and training institutions which were reviewed during the academic year 2017-2018. This section will also comment on the institutions' capacities to improve and develop and the initiatives adopted to raise students' academic achievement and quality assure the provision. Finally, this section presents the outcomes of the five Main Questions used by reviewers in passing their judgments on the providers' overall effectiveness, where learners' achievement is the cornerstone of the judgements, along with the quality of provision in terms of the programmes offered, students' support and guidance that address learners and relevant stakeholders' needs, as well as the effectiveness of teaching/training and assessments in enhancing the learning process, and the effectiveness of the leadership and management in raising learners' achievement and the quality of the provision.

Providers' overall effectiveness

The judgement on the providers' overall effectiveness is the most important judgement 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 framework with the judgement on the learners' achievement being the limiting judgement, which means that the judgment of the overall effectiveness will not surpass the learners' achievement judgment, 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.

Upon reviewing the performance of 27 education and training institutions, these institutions' overall effectiveness results were positive; 25 (93%) received a 'satisfactory' or better grade, broken down as six (22%) receiving an 'outstanding' judgment, five (19%) receiving a 'good' judgment, and 14 (52%) receiving a 'satisfactory' judgment. Only two (7%) received an 'inadequate' judgment. Analysing the results of the training institutions licensed by the (MoLSD), being 15 of the 27 education and training institutions reviewed in this academic year, as shown in Figure 23 four (26%) received a 'good' or better judgement, nine (61%) a 'satisfactory' and two (13%) 'inadequate'. During the same period and as part of the 27 reviews conducted by the DVR, 11 training institutions were licensed by the MoE, with four (36%) being judged 'outstanding', two (18%) receiving a 'good' judgement and five (45%) were rated 'satisfactory'. None of the institutions licensed by the MoE received an 'inadequate' judgment during the academic year 2017-2018. The self-regulated institution reviewed in this academic year received a 'good' judgement.

Figure 23: Analysis of grades awarded for the overall effectiveness for 27 institutions reviewed during the Academic Year 2017-2018 (Cycle 3)
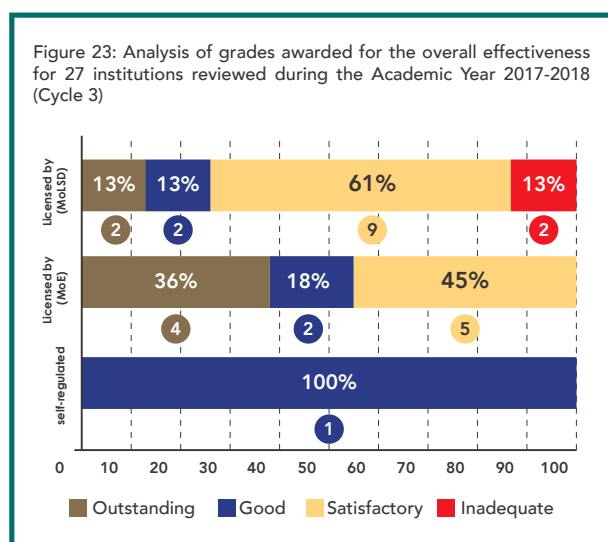
Providers' capacity to improve

The extent to which a training institution has the resources and capabilities needed to enhance its performance in a sustainable way determines its ability to improve and develop. Key to this is the institution's ability to provide the necessary support to raise the level of achievement and experience of trainees, the history of improvements, the impact of initiatives taken to further develop the teaching, learning and assessment processes, retention rates, quality of the provision, and response to learners and stakeholders' views and suggestions, in addition to 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 27 institutions reviewed in the academic year 2017-2018, 23 (85%) received a 'satisfactory' or better grade and four (15%) were judged 'inadequate'. Of the 15 providers licensed by the MoLSD, 12 training providers (80%) were judged as 'satisfactory' or better for their capacity to improve, two (13%) being 'outstanding', three (20%) being 'good' and seven (47%) being 'satisfactory'. The remaining three showed 'inadequate' capacity to improve. Of the 11 institutions licensed by the MoE, 10 (91%) were graded as 'satisfactory' or better. Of these, six (55%) of the total institutions were awarded 'good' or better, with (36%) being 'satisfactory' and the remaining institution was judged 'inadequate' for its capacity to improve. The self-regulated institution received a 'good' judgment for its capacity to improve. It is worth mentioning that a number of institutions have received a 'good' or better judgement for their capacity to improve due to applying comprehensive internal quality assurance arrangements and policies and operating according to a strategic plan that focuses on continuous improvement and is based on accurate, regular and comprehensive self-evaluation, while offering programmes that are aligned to the labour market and learners' needs. On the other hand, institutions being graded 'inadequate' for their capacity to improve mainly lacked internal quality assurance policies, including ensuring the rigour of learners' assessment and verification processes, lacking diligent follow-up of learners' performance, and lack of rigour in internal assessment mechanisms to enable the leadership and management of these institution to identify opportunities for improvement.

Figure 24: Analysis of grades awarded for providers' capacity to improve for 27 institutions reviewed in the Academic Year 2017-2018 (Cycle 3)
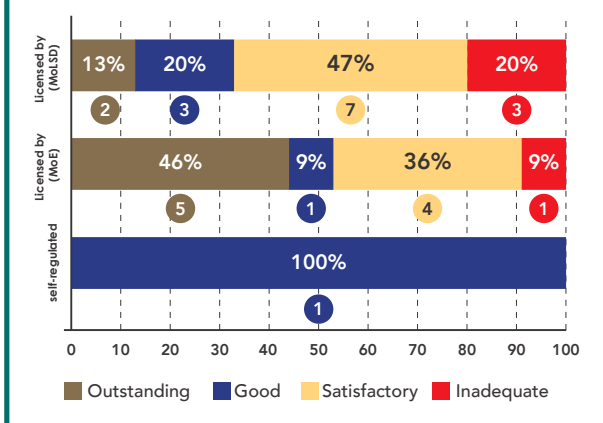
Learners' achievements

Learners' achievement is the main question that governs the quality of processes implemented by an institution and determines the overall effectiveness of the teaching/training and assessment processes as well as the quality of provision. This main question assesses the providers' performance against two criteria: the extent to which learners develop appropriate vocationally relevant knowledge, skills and competences, and how well they achieve the qualifications which they aim for and the intended learning outcomes. These two criteria are the limiting criteria of Main Question 1. This main question also evaluates other criteria that reflect the level of progress made by learners within a programme 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.

Analysis of the reviews' outcomes for this main question, as shown in Figure 25 indicates that four providers (26%) of the 15 licensed by the MoLSD received a 'good' or better grade, with two of these being awarded 'outstanding'. It is worth mentioning that out of these providers, nine were subject to their first review visit during the third cycle of reviews, and all of them were graded 'satisfactory' at least, with one institution receiving an 'outstanding' judgment. Out of the 11 institutions licensed by the MoE that were reviewed during the same period, four were awarded

an 'outstanding' judgment, of which two underwent reviews for the first time as they were not subject to reviews over the previous review cycles since they had been licensed only recently. It is worth noting that none of the institutions licensed by the MoE and reviewed during this period received an 'inadequate' judgement in the learners' achievement aspect, whereas two were judged 'good' and five were awarded 'satisfactory' judgements.

Developing highly relevant vocational knowledge and skills by most learners, achieving the qualifications they aim for, making notable progress compared to their prior attainment level and improvement of attendance rates are the most prominent strengths in the providers that performed well. Against this, the performance of the 'inadequate' providers was not up to the expected levels, hence they have to make greater efforts to improve learners' skills and knowledge related to their learning experience and that reflect labour market needs, and provide appropriate conditions that help learners raise their standards. The outcomes of the reviews also indicate that all the recently established institutions undergoing reviews for the first time have been awarded 'satisfactory' or better judgments, of which three were judged 'outstanding' one of these being licensed by the MoLSD and two licensed by the MoE.

Figure 25: Analysis of grades awarded for learners' achievement for 27 institutions reviewed in the Academic Year 2017-2018 (Cycle 3)
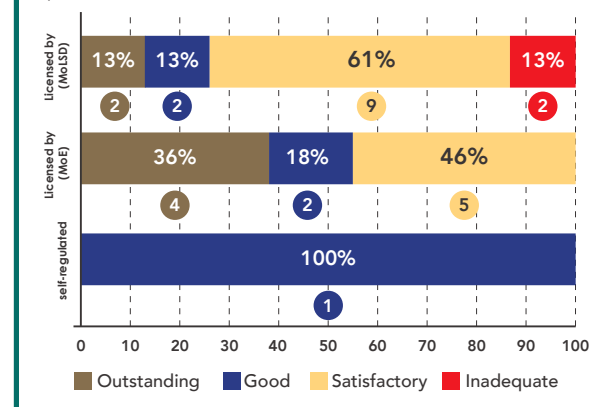
Effectiveness of teaching, training and assessment

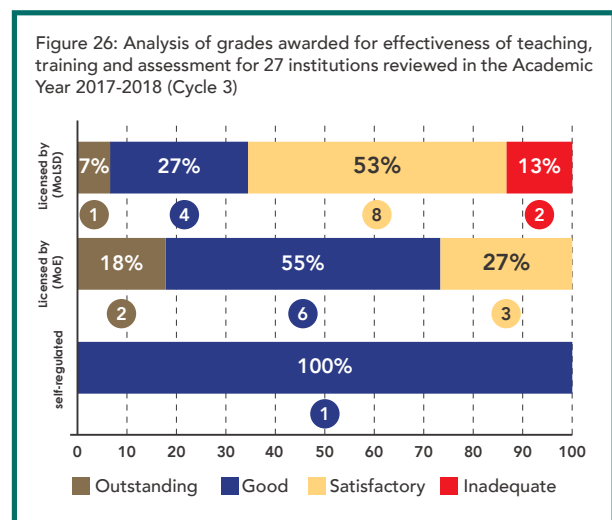This main question identifies the effectiveness of

teaching/training strategies and the accuracy and rigour of assessment methods used by trainers during the courses as the most important elements that indicate the effectiveness of teaching, training and assessment. These practices are the cornerstone for coming to a judgement on this main question, which is linked to how teaching/training and assessment processes raise learners' levels. This main question also highlights 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, addressing learners' individual needs, and providing them with suitable feedback.

When analysing the providers' results for the effectiveness of teaching/training and assessment, Figure 26 illustrates that 13 training providers (87%) out of the 15 licensed by the MoLSD received a 'satisfactory' and above grade. On the other hand, two providers out of the 15 failed to achieve the requirements and criteria of this main question, consequently being graded 'inadequate'. The 11 providers licensed by the MoE were judged 'satisfactory' or better. Among these two were judged 'outstanding' and six were graded 'good', of which one underwent the review for the first time during the third review cycle. It is worth mentioning that these institutions were mainly offering English courses and tutoring sessions for schools' and universities' curriculum. The self-regulated institution was graded 'good' in this main question.

The close relationship between the effectiveness of teaching/training and assessment and trainers' competency and their theoretical and practical knowledge of the subjects they teach had a great impact on learners' achievement, which was clearly evident in the better institutions. This is attributed to trainers' ability to use effective teaching and training methods that motivate learners and provide them with sufficient opportunities to participate effectively in their courses. Also important is 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, which are high quality in terms of their accuracy, rigour and follow-up in the better providers.

The central teaching and training methods, with sessions being centred excessively around the trainer, coupled with the low levels of assessment and the limited variety of methods used to assess the trainees' levels, which are neither rigorous nor accurate, are the most important characteristics of the institutions being judged as 'inadequate'. Moreover, trainers do not pay sufficient attention to lesson planning, with plans lacking the beneficial details that would come from the results of pre-course or continuous assessments. In addition, learners' performance records maintained by some of these providers does not reflect learners' real levels of performance during the courses.

Figure 26: Analysis of grades awarded for effectiveness of teaching, training and assessment for 27 institutions reviewed in the Academic Year 2017-2018 (Cycle 3)

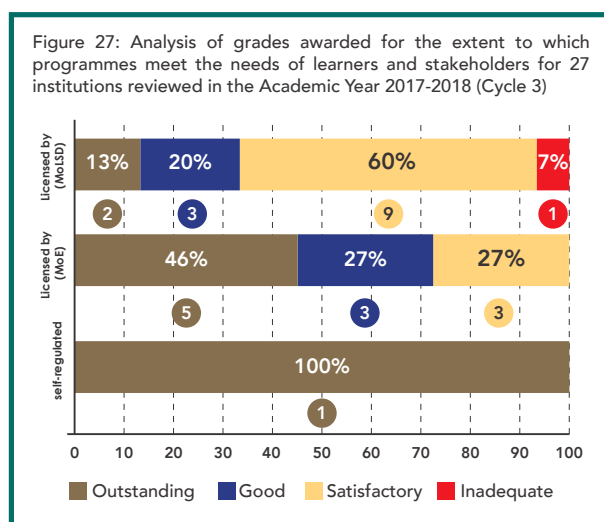## The extent to which programmes meet the needs of learners and stakeholders

Development and implementation of a clear mechanism that enables a rigorous analysis of learners and stakeholders needs and adapts them to labour market requirements is the basis used by the review team to pass judgement on the quality of the programmes offered. The judgment on the effectiveness of the programmes offered also reflects on the processes used to design, structure and plan programmes to enhance learners' experiences. These practices are the most important elements and initiatives that determine the quality and effectiveness

of the programmes offered by education and training institutions.

During the academic year 2017-2018, the DVR completed the review of 15 training institutions licensed by the MoLSD, with the vast majority of them (93%) being judged 'satisfactory' or better for this main question. Of these, two providers received 'outstanding' judgements, one of which underwent the review for the first time during this review cycle. Only one institution failed to meet the review requirements and was judged 'inadequate'. During the same period, five (46%) of the 11 providers licensed by the MoE were judged 'outstanding'. Figure 27 indicates an increase in the providers receiving a 'good' or better judgement (73%) over the providers receiving a 'satisfactory' grade (27%). The self-regulated institution was graded 'outstanding' in this main question.

When analysing the most prominent strengths, the better-performing providers had programmes that were based on a clear understanding of the needs of the local labour market. These providers maintained consistent mechanisms for collecting and analysing learners and stakeholders' feedback on the courses offered. These providers also paid great attention to planning and structuring the programmes according to defined objectives, competencies, teaching and assessment methods of learners' achievement. They also sought to enrich the learning materials with a range of high quality learning resources and relevant training aids.

However, there are some providers that still need to improve programme structures and planning to enhance their provision. Some providers vary in paying attention to supporting programmes with a range of relevant extracurricular activities as a fundamental supportive element in enhancing the learning experience and training process, and still do not give these activities the necessary attention.

Figure 27: Analysis of grades awarded for the extent to which programmes meet the needs of learners and stakeholders for 27 institutions reviewed in the Academic Year 2017-2018 (Cycle 3)

Learners' support and guidance

The availability of an effective mechanism to support and guide learners and help them achieve better outcomes, while ensuring that learners are provided with opportunities to realise their potential, is the most significant element in coming to a judgment on this main question. This main question highlights another positive aspect in the training institutions, with the vast majority (96%) of the providers reviewed in the academic year 2017 – 2018. Some of these providers achieved better grades in this main question compared to the other main questions.

Figure 28 illustrates the grades awarded for this main question to the institutions reviewed during this period. The majority of the training providers licensed by the MoLSD received a 'satisfactory' judgement (67%), with three out of the 15 training providers being awarded 'outstanding'. However, one institution failed to meet the criteria and was graded 'inadequate'. Over half of the institutions licensed by the MoE received a 'good' or better judgment, and none were graded 'inadequate' during this period of reviews. It is worth mentioning that two of the training providers that were judged 'outstanding' underwent reviews for the first time during this review cycle. The self-regulated institution was graded 'outstanding' in this main question.

The more effective providers have shown a high level awareness of learners' needs, strengthened by having

effective practices and comprehensive mechanisms in place that are based on detailed polices for learners' support and guidance, including practices that are effective in identifying the support needed for learners with special learning needs, with all these practices being implemented under a clear framework. These institutions are also keen to provide informed advice and guidance on the programmes and courses offered, alongside effective induction sessions to learners when they join a course, all of which has a positive impact on promoting the learning experience and shows clearly in learners' levels of achievement.

However, the less effective providers are still unable to provide suitable diversified support that caters for the various categories of learners through a clear mechanism and regularly implemented procedures to assure the effectiveness and sustainability of the practices adopted. Some providers lack a stimulating and supportive environment to strengthen the learning experience. In addition, learners are not provided with initial advice and guidance, or information on future opportunities for study and employment.

Figure 28: Analysis of grades awarded for learners' support and guidance for 27 institutions reviewed in the Academic Year 2017-2018 (Cycle 3)
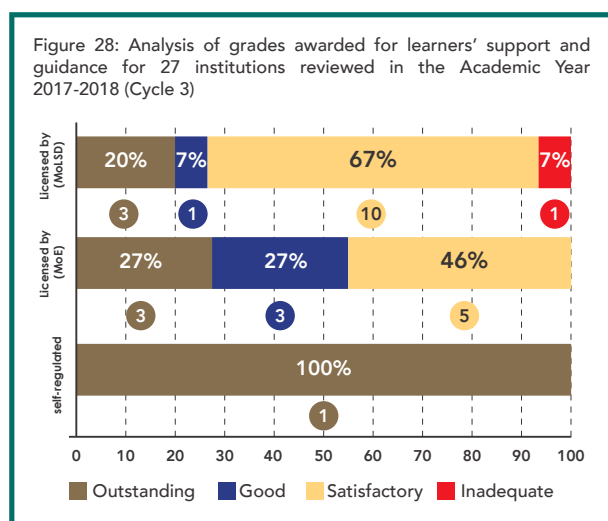
Effectiveness of leadership, management and governance

To determine the effectiveness of the leadership, management and governance, reviewers focus primarily on evaluating the effectiveness of the provider's strategic planning and self-evaluation processes, rigour and close monitoring of learners' achievement and the performance of staff, and utilisation of outcomes in developing improvement plans and raising learners' achievement. Reviewers also evaluate the appropriateness of the organisational structure, day-to-day operations and their impact on meeting the operational objectives, in addition to evaluating the provider's management team in terms of focusing on the development of practical and rigorous procedures that ensure the continuity of the quality of programmes on offer and the impact on learners' achievement and progress. Reviewers also evaluate the health and safety measures taken to ensure that learners and staff study and work in a healthy, safe and secure, high quality and well-resourced environment. Moreover the review teams evaluate the effectiveness of the providers' governance and its contribution to strategic leadership.

Figure 29 highlights the grades awarded for this main question in relation to the effectiveness of leadership, management and governance of the providers reviewed during the academic year 2017-2018. Nine (60%) of the providers licensed by the MoLSD subjected to reviews during this period were judged 'satisfactory' or better, with two (13%) of the 15 training providers being awarded 'outstanding', two (13%) 'good' and five (33%) 'satisfactory'. However, six training providers were graded 'inadequate', with three of them being subject to their first review visit during this cycle of reviews and failing to fulfil the requirements of this main question's criteria.

Of the institutes licensed by the MoE, nine (81%) out of the 11 institutions were graded 'satisfactory' or better, three being awarded 'outstanding'. These three institutions offered English courses for various age categories. On the other hand, the leadership and management aspect was not up to the expected standard in two providers (18%), which were judged 'inadequate'. The self-regulated institution was graded 'good' in this main question.

Providers receiving 'outstanding' and 'good' judgements were characterised by their ability to translate their vision and mission statements into realistic actions

that were practiced in various aspects, contributing to an enhanced level of performance. They also had the capacity to conduct accurate and systematic self-evaluation which resulted in developing clear strategic plans that contributed to improving learners' achievement and the learning experience. These providers also paid attention to strengthening their links with local and international organisations to ensure that gaps between the quality of the provision and the labour market needs were bridged. Conversely, these aspects were not clear in providers whose leadership was not sufficiently effective, particularly those judged as 'inadequate'. This was due to these providers not monitoring the performance of staff (both trainers and administrators), nor providing adequate support in lessons and during courses. Moreover, their quality assurance systems were not comprehensive, being still in an early stage of development, and most of these providers lacked a comprehensive and coherent internal quality assurance manual that stipulates the policies and procedures used to ensure that the quality of provision was maintained, especially with regard to raising learners' achievement to meet their and stakeholders' needs and expectations. These institutions failed to use the results of learners' prior assessment in preparing lesson plans that would address individual learning needs effectively. They also lacked sound mechanisms and procedures to follow up, monitor and analyse learners' achievement and development, and to identify areas for improvements.

Figure 29: Analysis of grades awarded for effectiveness of leadership, management and governance for 27 institutions reviewed in the Academic Year 2017-2018 (Cycle 3)
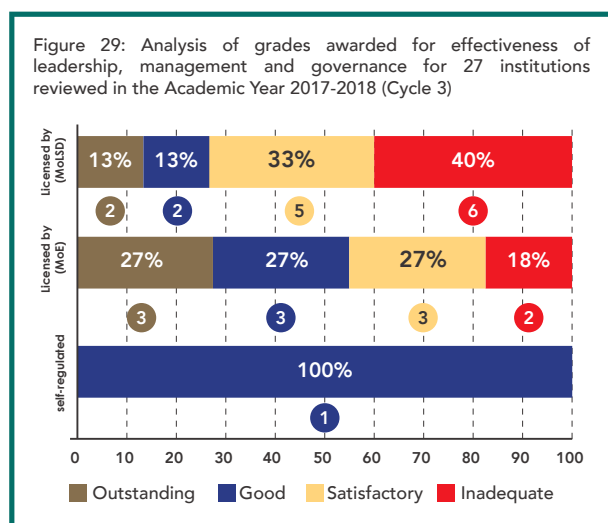
Comparison of the outcomes of Cycle 2 & Cycle 3 of reviews for overall effectiveness

Out of a total of 93 providers experiencing reviews during Cycle 3 of the reviews, 73 were also reviewed during Cycle 2. Twenty providers were subject to reviews for the first time during this cycle, including three institutions licensed by the MoE of which two were awarded 'outstanding' judgments and one 'inadequate'. Of the seventeen providers licensed by the MoLSD, one of them received an 'outstanding' judgment, three 'good', 11 'satisfactory' and two 'inadequate'.

When comparing the overall effectiveness of the providers reviewed during Cycles 2 and Cycle 3, as shown in Figure 30, there is a general improvement in the judgements awarded for the overall effectiveness. Although the number of providers receiving an 'outstanding' judgement dropped by (4%) in Cycle 3, those awarded a 'good' judgment rose by (13%), where the overall number rose from 22 providers to 31. There was a decline in the number of providers which were judged as 'inadequate', reducing from eight (11%) in Cycle 2 to six (8%) in Cycle 3.

Figure 30: Changes in the cumulative outcomes between Cycle 2 and Cycle 3 for Overall Effectiveness (73 institutions)
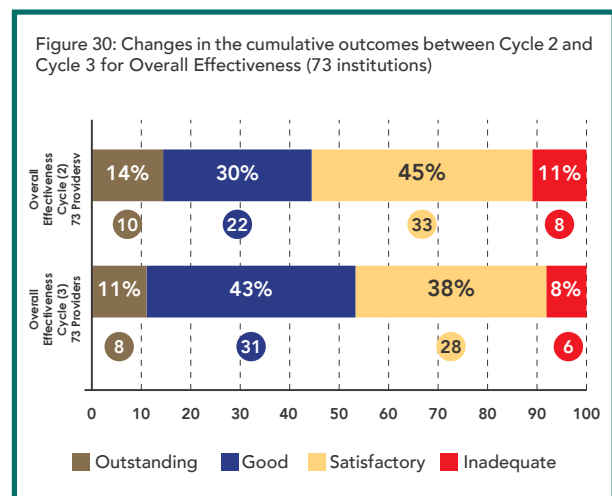
Figure 31 indicates that 20 providers (28%) reviewed during Cycle 2 and Cycle 3 of reviews have improved their grade by at least one point. 38 providers have maintained their status during the two cycles. Of the providers that managed to maintain their judgements, only one provider stayed 'inadequate', while 38 maintained a 'satisfactory' judgement or better. This

indicates that these institutions maintained their performance over both cycles of reviews in spite of the raised expectations and review criteria requirements of Cycle 3. However, 15 providers (20%) received lower grades of at least one point, of which the performance of three declined from 'satisfactory' to 'inadequate'.
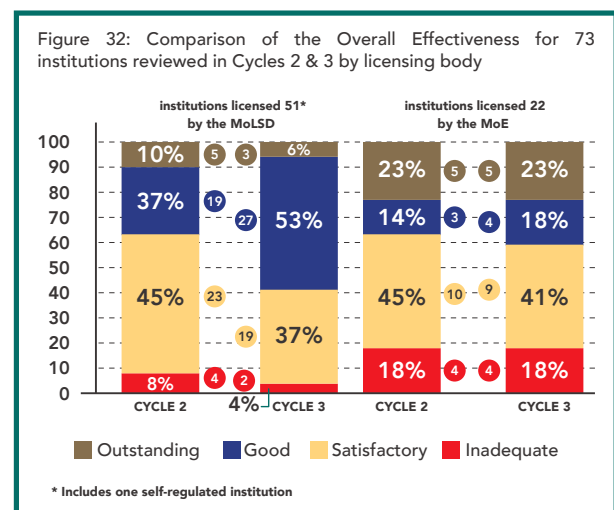
Figure 31: Changes in the outcomes from Cycle 2 to Cycle 3 for Overall Effectiveness (Cumulative: 73 institutions)
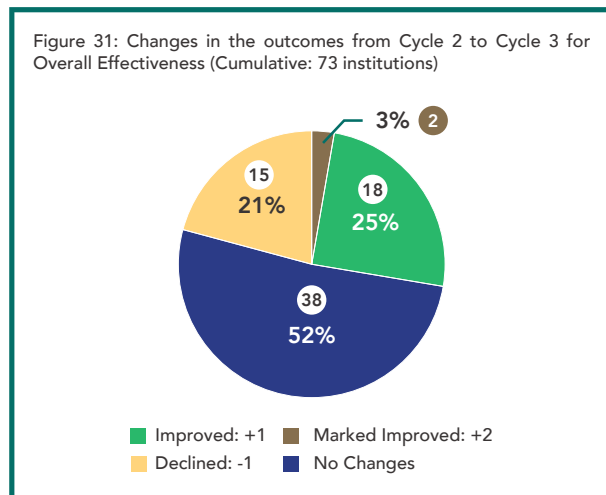
Based on the above it is evident that there were a number of institutions which improved their performance or managed to maintain their good performance over the two cycles of reviews. These institutions are characterised by thoughtful leaderships with a clear vision statement, operating according to strategic plans based on a self-evaluation process and focussing on improving learners' achievements. The leadership in these institutions regularly follows up and assesses the overall performance, identifies areas for improvement, develops initiatives and verifies their implementation especially in term of analysing labour market needs, and offered quality programmes that are aligned with labour market requirements. In addition, the leadership teams select qualified and experienced trainers who employ a wide range of effective teaching, training and assessment strategies.

On the other hand, there are some aspects that need to be improved, especially in the less effective providers. The most prominent are the lack of comprehensive internal quality assurance policies and self-evaluation processes, including the internal moderation and verification processes to improve the quality of performance. Other aspects include the improvement of teaching and training methods and development of assessment mechanisms to address learners' different needs. There is a need to implement effective and accurate mechanisms to monitor learners' performance, identify areas of improvements and seek to address them.

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

When comparing the performance of the 73 providers reviewed during the last two cycles of reviews split by the licensing body, as shown in Figure 32, training providers licensed by the MoLSD have overall improved their grades and, although the percentage of the providers that were judged 'outstanding' has reduced by (4%), the percentage of 'good' institutions has increased by (16%) and the institutions that were graded 'inadequate' dropped by (4%). This indicates the maturity of these training providers and their interest in addressing the recommendations of the BQA. With regard to the institutions licensed by the MoE, while the percentage of 'outstanding' institutions remained unchanged and the percentage that were judged 'good increased, the percentage of 'inadequate' institutions remained unchanged at (18%), which necessitates taking immediate actions by the concerned parties.

Figure 32: Comparison of the Overall Effectiveness for 73 institutions reviewed in Cycles 2 & 3 by licensing body

Comparison of the performance of institutions in the three cycles of reviews

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 93 providers during Cycle 3 to date, as shown in Figure 33, providers have improved overall. The number of providers that received a 'good' or better judgement in the three cycles has increased from (21%) to (40%) and then to (49%) respectively, and the number of 'inadequate' providers has decreased from (18%) to (16%) then to (10%) respectively.

The fact that the number of institutions that received 'good' and 'outstanding' judgments has increased, while the number of institutions that received an 'inadequate' judgment has decreased illustrates that there are success stories that can be learned from and promoted, as these institutions were able to improve, or at least maintain, their performance due to the root culture of quality and its maturity.

Figure 33: Analysis of the outcomes of the providers' performance over the three cycles of reviews
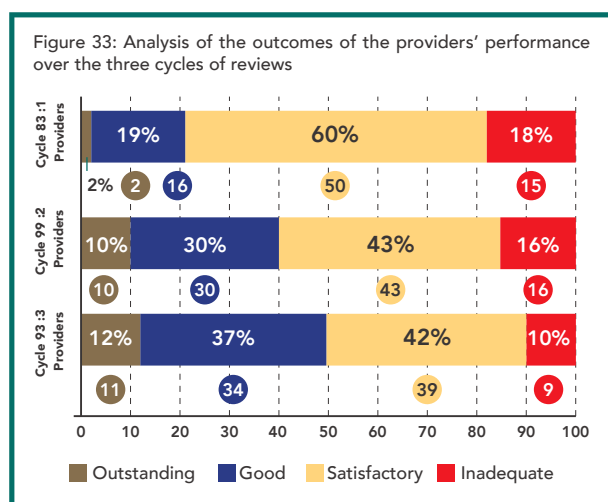
Monitoring Visits for 2017-2018 Academic Year

Regardless of the outcomes of a review visit, training providers should develop an action plan based on the recommendations of the review team, as given in the review report. Providers that are judged '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 that action plan. An institution's progress is judged using a three-point scale: 'sufficient

progress', 'in progress' and 'insufficient progress'.

In the academic year 2017-2018, seven monitoring visits were conducted; six first visits and one second visit. Of these, five were visits to institutions licensed by the MoE and two to institutions licensed by the MoLSD. Figure 34 summarises the results of these monitoring visits. One of the institutions licensed by the MoLSD progressed sufficiently in addressing the recommendations of the review report after being subject to the first monitoring visit, while the other institution received an 'in progress' judgment in the first visit. Of the institutions licensed by the MoE, one was graded 'in progress' in the second monitoring visit, while the remaining four institutions received 'insufficient progress' judgement in their first monitoring visit. This decline and lack of improvement is attributed to the ineffective teaching/training and assessment approaches, which negatively impact learners' achievements, and the lack of sufficient quality assurance systems and monitoring of learners and trainers' performance, which negatively affects the institution's overall effectiveness.

Figure 34: Analysis of grades awarded for monitoring visits in academic year 2017-2018
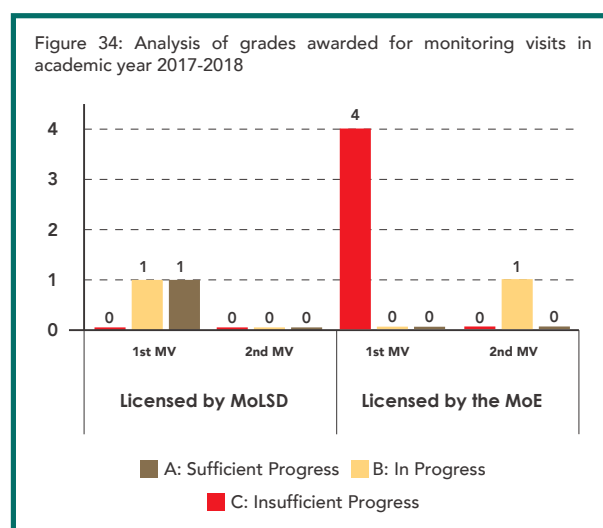
Thus, during the academic year 2017-2018, only one of the seven training institutions that underwent BQA's monitoring visits received a 'sufficient progress' judgment, being licensed by the MoLSD and which was able to achieve notable progress in implementing the recommendations contained in its review report.

HIGHER EDUCATION INSTITUTIONS

Introduction

The Education and Training Quality Authority (BQA), through the Directorate of Higher Education Reviews (DHR), carries out two types of reviews that are complementary. These are the Institutional Reviews, where the whole institution is assessed according to specific standards and indicators, and the Programmes-within-College Reviews, where the quality of teaching, learning and academic standards are assessed in academic programmes within various colleges. The DHR passes its judgements on both types of reviews.

The DHR completed Cycle 1 of institutional reviews in 2013, and Cycle 2 of institutional reviews will commence in the academic year 2018-2019 based on the Institutional Review Framework (Cycle 2) which was approved by the Council of Ministers Resolution No. 38 of 2015. Programme reviews were divided into two phases. During phase 1 the review indicators were applied to a limited number of academic programmes in different colleges and this phase was completed in 2011. Phase 2 of the programme reviews was conducted during the period from May 2012 to December 2017, with all academic programmes offered by higher education institutions in the Kingdom of Bahrain being reviewed. Cycle 2 of programme reviews will commence in the academic year 2019-2020, following the revision and update of the Framework for this cycle by the DHR.

This report outlines the latest updates in institutional reviews and the findings of academic programmes' reviews that were conducted in the academic year 2017-2018. It also illustrates the findings of Phase 2 of programme reviews in the fields of business administration, design, arts and education respectively, and this is followed by an overview of the findings of the follow-up visits. The final section of this report displays the cumulative results of all the reviews that were conducted in Phase 2 of Cycle 1 of programme reviews.

Institutional Reviews

Through formal visits that were conducted by the BQA Chief Executive and top management officials to all the higher education institutions that are subject to the BQA's mandate as per its Royal Decree, the BQA announced that Cycle 2 of the performance quality reviews of higher education institutions (Institutional Reviews) was expected to commence in October 2018. During these visits, they were briefed about the new Institutional Review Framework (Cycle 2) and the approximate date of review for each institution, as well as replying to all the institutions enquiries in this regard. The BQA then arranged to induct the higher education institutions on Cycle 2 of the Institutional Reviews through the organisation of three workshops for the institutions' staff at the Authority's Headquarter in Seef District, to train them on the Institutional Review Framework, its processes, drafting the self-evaluation report, and how to submit supporting evidences. The BQA also conducted other workshops to train local reviewers who can be selected to participate in the reviews.

Reviews of Academic Programmes

The DHR reviews the quality of the performance of all academic programmes in various major disciplinary areas offered by institutions licensed by the Higher Education Council. All programmes leading to a qualification at bachelor or master levels are subject to review, with the exception of the programmes that do not graduate regular batches of graduates and Master degrees that are research oriented. All programmes within a college are reviewed simultaneously according to the Programme Review Framework (Programmes-within-College Reviews) that was ratified by the Council

of Ministers. The Framework focuses on the academic standards of each programme, the quality of teaching and learning and the quality assurance arrangements within all learning programmes. Programme Reviews are carried out using four Indicators, each of which has a number of sub-indicators that are in line with international best practice and these 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 students admitted and 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; 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 are satisfied	Confidence
Two or three Indicators are satisfied, including Indicator 1	Limited Confidence
One or no Indicator is satisfied	No Confidence
All cases where Indicator 1 is not satisfied	

Findings of Academic Programmes Reviews (2017-2018)

In the academic year 2017-2018 the BQA, represented by the DHR, reviewed and published the reports of 17 academic programmes in the fields of business administration, arts, design and physical education offered by three higher education institutions; the University of Bahrain, Ahliya University and Talal Abu-Ghazaleh University College of Business (TAGUCB). The Directorate also reviewed and published nine (first and second) follow-up visit reports of academic programmes in the fields of business administration, information technology, engineering, science and arts offered by five higher education institutions. This brings the total number of reports published in Phase 2 of programme reviews to 119 review reports and 20 follow-up reports.

By analysing the review results of the 17 programmes that were published in the academic year 2017-2018, as shown in Figure 35, only two of these programmes (12%) received a 'confidence' judgement. Twelve programmes (70%) received a 'limited confidence' judgement and three (18%) were judged 'no confidence'.

Figure 36 illustrates the number of the programmes that satisfied the requirements of each of the four indicators, and shows a significant decline compared with the results of previous years.

It is worth noting that most of the programmes that were reviewed received a 'limited confidence' judgement, including the eleven programmes offered by the College of Arts. This raises concerns about the status of the academic programmes offered by the colleges of arts across the Kingdom of Bahrain. Only two of the total programmes reviewed during this academic year received a 'confidence' judgement, one in business administration and the other in arts. This will be discussed further in the following sections of this Annual Report.

Figure 35: Review results of 17 programmes published during the 2017-2018 academic year

Confidence — Limited Confidence — No Confidence
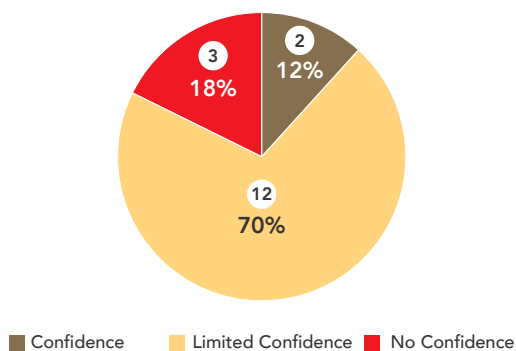
Figure 36: Number of programmes satisfying each Indicator out of 17 programme reports published during the 2017-2018 academic year
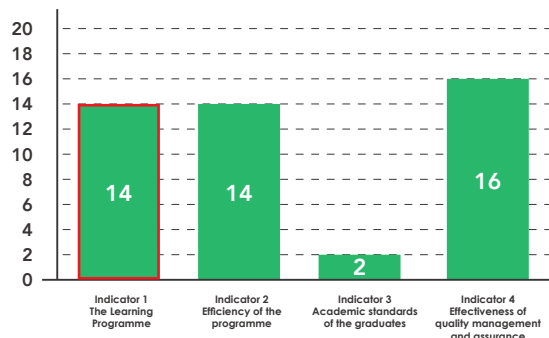
Findings of Academic Programmes Reviews in the Field of Business Administration

During the academic year 2017-2018 the review reports of two academic programmes in business administration offered by two institutions were published; one received a 'confidence' judgement and the other was judged 'no confidence'. This brings the cumulative number of programme reviews undertaken during phase 2 of Cycle 1 of programme reviews in the field of business administration to 43 programmes offered by 12 higher education institutions. Thirty-two of these programmes received a 'confidence' judgement, five received a 'limited confidence' judgement, and six received a 'no confidence' judgement, as shown in Figure 37.

Analysis of the findings of these reviews shows that out of the 32 programmes that received a 'confidence' judgement, 26 were at bachelor level and six were at master level. Six programmes, four bachelor programmes and two at master level, received a 'no confidence' judgement. When analysing the findings of these programmes that received a 'no confidence' judgement, no Indicator of the four Indicators were satisfied in four programmes, two at bachelor level and two at master level. While one bachelor programme satisfied only one Indicator, the other bachelor programme satisfied two Indicators but did not satisfy Indicator 1 (the limiting Indicator), and both received a 'no confidence' judgement.

The five programmes that received a 'limited confidence' judgement were four bachelor programmes and one at master level. Two of the four Indicators were satisfied in two bachelor level programmes and three of the four Indicators were satisfied by two bachelor level programmes and one programme at the master level, while all the five programmes satisfied Indicator 1 (the limiting Indicator).

When the results are aggregated to indicate the total number of programmes satisfying each Indicator, as shown in Figure 38, it is clear that 37 out of the 43 programmes satisfied Indicator 1 'The Learning Programme', 36 satisfied Indicator 2 'Efficiency of the Programme', and Indicator 4 'Effectiveness of Quality Management and Assurance' was satisfied in 37 programmes. The ability of these programmes to satisfy the requirements of Indicator 3, 'Academic Standards of the Graduates', was the weakest, being satisfied in only 34 programmes (79%) of all the programmes in the field of business administration reviewed in Cycle 1 of Programme Reviews. Generally, this is contributed to inconsistency between assessment approaches and methods and the level of these academic programmes, where most assessment methods lack simulation of students' higher order thinking skills.

Figure 37: Cumulative findings of 43 programmes in the field of business administration in 12 institutions

■ Confidence ■ Limited Confidence ■ No Confidence
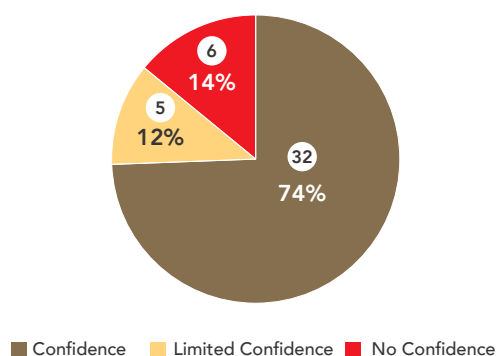
Figure 38: Number of business programmes that satisfied each Indicator out of 43 programmes
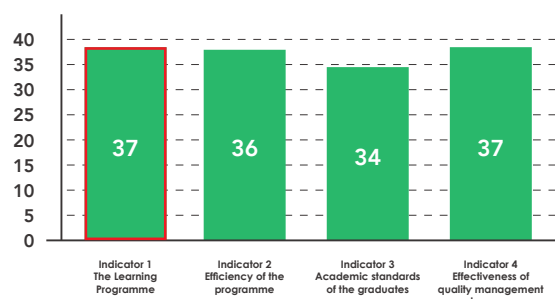
Findings of Academic Programmes' Reviews in the Field of Design

During the academic year 2017-2018 the review report of one academic programme in the field of design, offered by one private higher education institution, was published. With the addition of the nine previous review reports that were published in this field and offered by engineering, design, sciences and arts colleges, ten programmes were reviewed in total of which four at bachelor level and one at master level received a 'confidence' judgement, three a 'limited confidence' judgement and two a 'no confidence' judgement, as shown in Figure 39.

When the results are aggregated to indicate the total number of programmes satisfying each Indicator, as shown in Figure 40, it is apparent that eight out of the 10 programmes satisfied Indicator 1 'The Learning Programme', seven satisfied Indicator 2 'Efficiency of

the Programme', while Indicator 4 'Effectiveness of Quality Management and Assurance' was satisfied by nine programmes. The ability of these programmes to satisfy the requirements of Indicator 3, 'Academic Standards of the Graduates', was the weakest, being satisfied by five programmes (50%) only of all the programmes in the field of design reviewed in Cycle 1 of programme reviews.

Figure 39: Cumulative findings of 10 programmes in the field of design in six institutions

■ Confidence ■ Limited Confidence ■ No Confidence
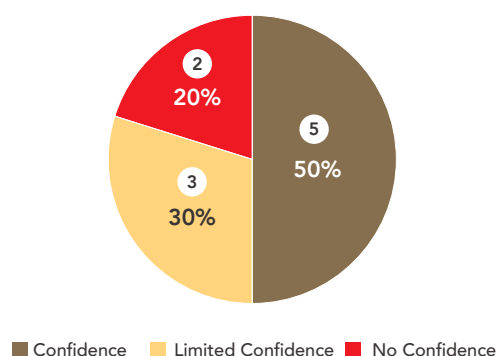
Figure 40: Number of design programmes that satisfied each Indicator out of 10 academic programmes
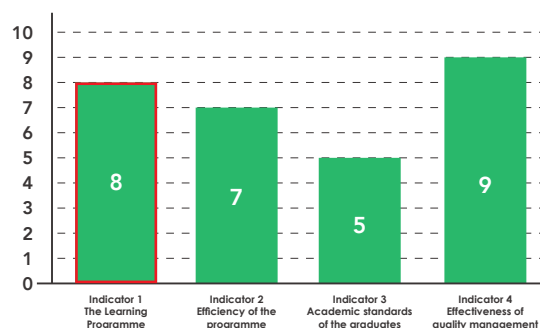
When examining the outcomes based on the nature of the disciplines offered in these programmes, it is noted that there is a weakness in the performance of the interior design programmes. Two out of the six programmes at the bachelor level in this field received a 'confidence' judgement, two received a 'limited confidence' judgement and the remaining two programmes received 'no confidence' judgement. This raises concerns because the graduates of these

programmes are employed in critical fields in the labour market requiring highly professional and skilled graduates and none of the four programmes receiving 'limited confidence' or 'no confidence' satisfied the requirements of Indicator 3, 'Academic Standards of the Graduates'. Generally, this is due to shortages in physical resources and the range of experience and qualifications of the academic staff, which negatively affects the intended outcome of these programmes which aim 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.

Findings of Academic Programmes Reviews in the Field of Arts

During the academic year 2017-2018 the review reports of 13 academic programmes in the field of arts, eight at the bachelor level and five at the master level offered by two higher education institutions, were published. Analysis of the findings of these reviews shows that one programme at the master level received a 'confidence' judgement, one bachelor programme received 'no confidence' judgement, and all the remaining programmes received a 'limited confidence' judgement. This brings the cumulative number of programme reviews undertaken during Cycle 1 in the field of arts to 14 programmes offered by three higher education institutions. One of these programmes received a 'confidence' judgement, eleven received 'a limited confidence' judgement and two received a 'no confidence' judgement, as shown in Figure 41.

Figure 41: Findings of 14 programmes in three higher education institutions in the field of Arts
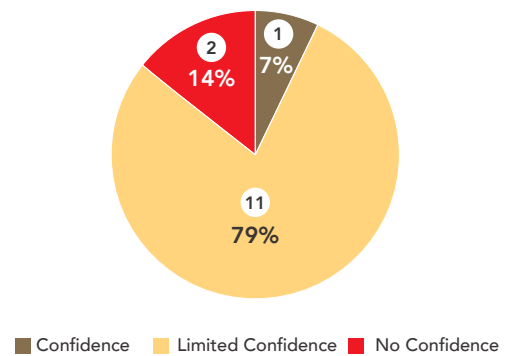
When the results are aggregated to indicate the total number of programmes satisfying each Indicator, as shown in Figure 42, it is apparent that out of the 14 programmes that are offered in various discipline areas by colleges of arts, only one programme (7%), which is offered by a government higher education institution, satisfied the requirements of Indicator 3, Academic Standards of the Graduates.

Based on the above Indicator 3, Academic Standards of the Graduates, which relies on the verification of the quality of the programmes' outcomes, was the weakest. This is largely attributed to the inability of a large proportion of programmes management teams to establish the concept of outcomes-based learning, and the lack of alignment between students' admission requirements and the needs of each academic programme, exacerbated by the non-selectivity of admitted students and the increase in the number of students admitted to some programmes. Furthermore, assessment tools focus on the recall and retrieval of information instead of stimulating students to employ higher order thinking skills such as critical thinking, in addition to a lack of specialised skills in some of these programmes. Therefore, the attributes and academic standards of graduates of these programmes are not achieved. This raises concerns if this pattern of performance of such academic programmes continues.

Figure 42: Number of design programmes that satisfied each Indicator out of 14 programmes
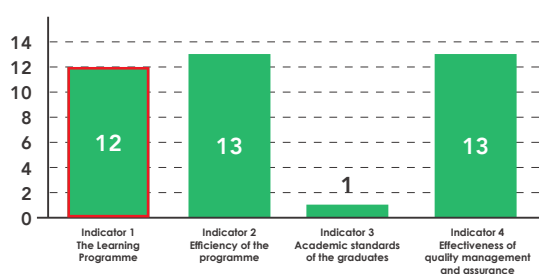
Findings of Academic Programmes Reviews in the Field of Education

During the academic year 2017-2018 the BQA published a review report of a physical education bachelor programme offered by a government higher education institution, the only academic programme of its type across the Kingdom of Bahrain as it requires massive physical and technical resources, yet it received a 'limited confidence' judgement. This is due to the lack of the necessary infrastructure to offer the programme, which negatively affects the attainment of the learning outcomes and consequently did not satisfy the requirements of Indicator 2 and Indicator 3. This brings the cumulative number of programme reviews undertaken during Cycle 1 in the field of education in this academic year to two. One of these received a 'confidence' judgement and the other received a 'limited confidence' judgement.

Follow-up Visits

The follow-up visits that were conducted by the BQA are part of a continuous quality assurance and improvement system. All academic programmes that have been subject to a programme review by the DHR according to 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 Framework and the Authority's policies and procedures.

The 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 passes its judgement on whether each recommendation is 'fully addressed', 'partially addressed' or 'not addressed'. In addition the review panel makes an overall judgement on whether the institution has achieved 'good progress', 'adequate progress' or 'inadequate progress' in addressing the recommendations as a whole.

During the academic year 2017-2018, the DHR undertook the first follow-up visits of seven programmes that are offered by four higher education institutions, in which it assessed the level of the progress achieved by seven programmes in business administration, engineering, sciences and arts. The outcomes of the follow-up visits indicated that all seven programmes offered by the higher education institutions made 'adequate progress' as they were able to address a significant number of the original review report recommendations, especially those with a significant impact on the quality of the programme and its delivery, as well as the academic standards. Consequently, these programmes are not subject to a second follow-up visit.

The DHR undertook the second follow-up visits of two programmes in the field of information technology that are offered by two higher education institutions and received 'insufficient progress' judgement in their first follow-up visits. In these second follow-up reviews one of these two programmes received a 'sufficient progress' judgement, while the other received an 'insufficient progress' judgement.

Based on the above findings eight out of nine programmes (89%) subject to follow-up visits during the academic year 2017-2018 managed to address the majority of the original review reports' recommendations that have a direct impact on improving their judgements and the quality of the programmes.

Cumulative Findings of Academic Programmes' Reviews (Cycle 1)

Since the beginning of Phase 2 of Cycle 1 of programme reviews in the academic year 2011-2012 the DHR has reviewed and published the reports of 119 academic programmes in the fields of medicine, health sciences, computer science and information technology, business administration, law, engineering, design, arts, sciences and education that are offered by 42 colleges of 13 higher education institutions. The BQA completed Phase 2, and the final phase of Cycle 1, of programme reviews.

When the results of these reviews are aggregated, as shown in Table 2 and Figure 43, the results of the reviews of the academic year 2017-2018 have negatively affected the cumulative results of the reviews. 76 academic programmes (64%) received a 'confidence' judgement, representing a decline of 8.5% from the cumulative results of the academic year 2016-2017. The percentage of the 24 academic programmes that received a 'limited confidence' judgement was 20% of the cumulative results of the Cycle 1 of programme reviews, and 19 programmes (16%) received a 'no confidence' judgement.

Table 2: Findings of 119 Programme Reviews by level and disciplinary field in Medicine, Health Sciences, Computer Science and Information Technology, Business Administration, Law, Engineering, Design, Education, Arts and Sciences

No of academic	Level and disciplinary field	Confidence	Limited Confidence	No Confidence
2	Bachelor of Medicine	1	0	1
5	Bachelor of Health Sciences	0	0	5
2	Master of Health Sciences	1	0	1
12	Bachelor of Computer Science and IT	5	1	6
2	Master of Computer Science	1	0	1
34	Bachelor of Business Administration	4	4	26
9	Master of Business Administration	2	1	6
3	Bachelor of Law	0	0	3
2	Master of Law	0	0	2
16	Bachelor of Engineering	1	2	13
9	Bachelor of Design	2	3	4
1	Master of Design	0	0	1
8	Bachelor of Sciences and Education	0	2	6
9	Bachelor of Arts	2	7	0
5	Master of Arts	0	4	1
Total: 119 academic programmes by 42 colleges		19	24	76

Figure 43: Cumulative findings of 119 programme reviews

- Confidence
- Limited Confidence
- No Confidence
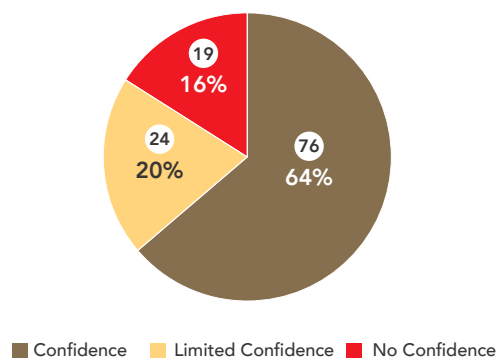
Figure 44: Number of programmes that satisfied each Indicator out of 119 programmes
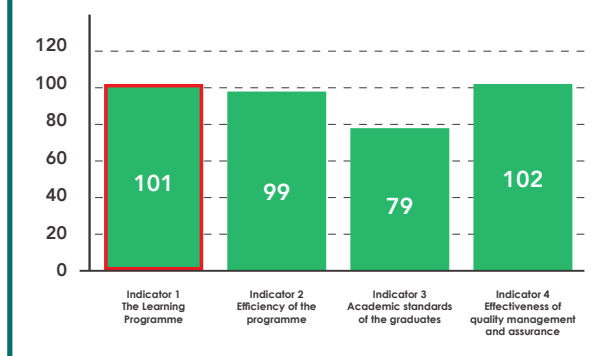
Upon aggregating the number of academic programmes satisfying each Indicator (Figure 44), and analysing the outcomes of the programme reviews and the conclusions reached by the review panels of all programmes reviewed and published during Phase 2 based on the Programmes-within-College Reviews Framework, the following is concluded:

Indicator 1: The learning Programme

Figure 44 shows that a large number of the academic programmes reviewed to date has satisfied the requirements of Indicator 1, 'The Learning Programme', being 101 out of the 119 academic programmes. In comparison with the previous cumulative results of the BQA's reviews – which were outlined in the previous annual reports of BQA – there is a relative stability in the performance of most higher education institutions in the Kingdom of Bahrain with respect to this indicator. It was noted that higher education institutions in Bahrain pay special attention to setting the objectives of their academic programmes and planning schemes, and linking them to the college and university missions. In most reviews, the panel also found that the learning outcomes of the programmes are drafted in an appropriate and measurable manner.

It is also worth mentioning that all the academic programmes offered across the Kingdom of Bahrain paid attention to developing various policies, with some programmes being amended and parts added based on the recommendations of the BQA review reports, especially those relating to plagiarism and

formal benchmarking. The BQA made sure of the implementation of such recommendations during the follow-up visits, which were to the institutions that failed to address this indicator.

Furthermore, the reports of many reviews that were conducted by BQA indicated that the courses offered in most programmes have specific outcomes that were consistent with the intended learning outcomes of the programme. It was also noted that most programmes paid attention to organising the contents of course files, including a description of the course, its objectives, teaching and learning methods and assessment policy. However, most of these files were not verified internally to ensure that the standards and requirements of the courses' internal moderation were addressed, and generally only superficial checks of the availability of items within each course file were conducted. This had a negative impact on a number of academic programmes in terms of their abilities to meet the requirements of Indicator 3, 'Academic Standards of the Graduates'.

The results of follow-up visits indicated that some academic programmes developed the work-based learning methodology and approach, based on the BQA's recommendations in this respect. During the follow-up visits that were conducted for some academic programmes, the BQA noted the diversity of the external institutions with which the colleges cooperate to send their students for training and the approach to allocate credit hours for work-based learning and balancing the assessment process between the employer and the higher education institution.

Although the cumulative results of reviews indicate that the majority of the academic programmes reviewed meet the requirements of Indicator 1, 'The Learning Programme', there are 18 programmes that do not meet those requirements, as illustrated in Figure 44. This can be attributed to inadequate programme structures in terms of depth and breadth, as well as the curricula and syllabi missing fundamental elements that should be included in such programmes, alongside an imbalance between theory and practice in a number of courses. Moreover, the intended leaning outcomes

of some academic programmes are inappropriate to their type and level and are unmeasurable, despite the fact that it is ten years since the Kingdom of Bahrain initiated the adoption of outcome-based teaching and learning pedagogies in higher education. The review reports also indicate that there is a need to train faculty members on the outcome-based learning approach.

Indicator 2: Efficiency of the programme

Ninety-nine out the 109 programmes have satisfied the requirements of Indicator 2, 'Efficiency of the Programme'. The higher education institutions offering these programmes have provided the minimum requirements, including sufficient faculty members who are capable of addressing the various requirements of academic programmes, with the necessary physical resources supported by experienced personnel to provide assistance for students in laboratories, equipment and studios. This is in addition to providing various facilities in the colleges, along with the support needed for students at risk of academic failure and an efficient information archiving and management system that includes students and faculty members' data.

However, the outcome of the programme reviews showed that some aspects in the programmes that have addressed the requirements of this indicator still need improvement. For example, while most programmes have an implemented policy for the appraisal of faculty members, its impact on developing these programmes is still limited. This also applies to the physical resources usage tracking system. Although this system is available, and various information, statistics and reports are accessible, its usage is still limited, and it is not used at the strategic level in contributing to the development of academic programmes.

On the other hand the review reports also indicate that some academic programmes lack the placement tests that are needed based on the nature of these programmes, which negatively affects the performance of students and graduates. Therefore, a number of the recommendations of the BQA review reports urge the colleges to address this issue based on benchmarking

studies with similar academic programmes offered by local, regional and international higher education institutions. Unfortunately some of these programmes were not able to address these recommendations during the BQA's follow-up reviews. According to the programme management teams of some of these programmes, this is due to the small number of students admitted to such disciplines. However, the BQA noted that these institutions did not examine the alignment of the admission policies with the programme's specific needs or track the performance of students during their studies and the progress they made from their admission. In addition, no formal benchmarking studies were conducted with similar programmes and informal benchmarking studies were also not conducted in line with common practices and standards. There is also a need for some higher education institutions to amend their benchmarking policy.

In general, all academic programmes offered in the Kingdom of Bahrain are delivered by specialist and experienced academic staff based on clear and transparent recruitment policies. However, there is still an imbalance between the numbers of faculty members and the number of students enrolled in the various academic programmes, which is considered a challenge for many of these programmes when being offered. On the one hand this has a negative impact on a programme's efficiency in providing sufficient support and guidance for students, on the other hand it hinders the professional development and the promotion of faculty members due to the insufficient time allocated for research and community service because of the high teaching loads of academic staff.

With regard to the programmes failing to satisfy Indicator 2, it is mainly due to inadequate physical resources, particularly laboratories, equipment and software. This is especially so in engineering, information technology, design and media programmes where the infrastructure and the periodic maintenance of laboratories of colleges offering such programmes, particularly in the private higher education institutions, are still poor. There is also the need to provide stable and specialist academic staff

for the programmes and ensure that the profiles of students admitted are suitable for the programme's aims and requirements. Moreover, there are no remedial measures or comprehensive programmes to raise the standards of students and enable them to meet the needs of the programme. The statistics submitted to the BQA's review teams indicated high dropout rates in some programmes, and the length of the time spent by students in a programme to be able to meet its requirements which does not conform to good practices and constitutes a waste of human and financial resources.

Indicator 3: Academic Standards of the Graduates

The reviewed programmes performed most poorly in satisfying Indicator 3, 'Academic Standards of the Graduates', particularly those programmes that were reviewed in the academic year 2017-2018, with only 79 programmes out of 119 satisfying this Indicator. According to the BQA review reports this can be attributed to the inability of a large proportion of the programme management teams to implement the necessary mechanisms of outcomes-based learning. This has led to the use of assessment methods that are not suitable for assessing the achievement of the intended learning outcomes, especially those related to the acquisition of higher order thinking skills and analytical and problem-solving skills. BQA also noted a lack of diversity in assessment tools, with the absence of appropriate descriptions for the assessment of practical courses in particular. Furthermore, the examination reports are not discussed and taken advantage of in improving the assessment methods. The lack of appropriate and effectively implemented mechanisms for internal and external moderation of the main assessment tools has also led to poor monitoring mechanisms for the implementation of assessment policies and the effectiveness of the assessment tools used. The review panels observed many cases in which the degree of difficulty of the final year examinations was not consistent with the course learning outcomes, as well as grades inflation in some

cases. This significantly affects the performance quality of the programmes in relation to this Indicator, with a lack of independent external moderation in most of them.

During the follow-up reviews of the academic programmes that failed to satisfy this indicator, the BQA assessed the progress made in addressing the BQA recommendations. It was noted that, although some changes were made, there is still a need to further develop the mechanisms used to assess the intended learning outcomes of the programmes and their courses and to determine the extent to which the intended outcomes and graduate attributes have been achieved. The BQA review panels also noted that a number of academic programmes have benefitted from adopting internal and external moderation policies in response to BQA recommendations, though the implementation of these mechanisms in an efficient and systematic manner is still not sufficient. Nonetheless, their positive impact has been noted in a few programmes subject to the follow-up reviews.

Based on the statistics as indicated earlier, design and arts programmes that were reviewed performed most poorly in satisfying Indicator 3, 'Academic Standards of the Graduates'. Similar areas for improvement have recurred in most of the published programme review reports. One of the reasons that caused these design programmes to not satisfy Indicator 3 was the need to apply assessment policies and procedures more effectively. Most of the review reports also refer to the lack of mechanisms that are clear and implemented in a consistent manner to measure the achievement of graduates' attributes. There is also a need to adopt new mechanisms to ensure that students' assignments, particularly final projects, meet the academic standards of such programmes and are in line with their type and level.

Considering the arts programmes and as indicated in the review reports, the most important areas for improvement that needed addressing to satisfy the requirements of Indicator 3 included the need to verify that graduate achievements meet a programme's intended learning outcomes and its aims. There is also a

need to conduct an analytical study of student cohorts and to track students' progress, along with admission, withdrawal and dropout rates in these academic programmes, in order to benefit from their results and improve the outcomes. The levels of students' assignments in a number of these programmes were also not up to the expected standards, and there was inflation in the student grades which did not match their performance.

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. However, the role of such advisory boards is still at an early stage and is evolving in many academic programmes, while the BQA seeks to enhance the benefits gained from such advisory boards due to their critical role in enriching and improving the academic programmes and their outcomes.

Indicator 4: Effectiveness of Quality Management and Assurance

102 of the 119 programmes reviewed satisfied Indicator 4, 'Effectiveness of Quality Management and Assurance'. The findings of academic programme reviews during the academic year 2017-2018 showed an improvement in the performance of the academic programmes in addressing the requirements of this indicator. Figure 36 shows that one programme out of 17 failed to satisfy the requirements of Indicator 4, compared to two programmes whose review reports were published during the academic year 2016-2017 (as shown in the previous annual report).

The BQA noted that higher education institutions in Bahrain pay special attention to the development of internal quality assurance mechanisms, reflected in dissemination of the quality culture among colleges' academic and administrative staff and leading to establishing quality assurance sub-offices that are supervised by a main quality assurance centre and governed by the higher education institution's management team. Nonetheless, the effectiveness of such internal processes is still at an early stage in some academic programmes, especially with regard to quality assuring the academic standards of the programmes' graduates, though strong management teams for quality assurance processes within higher education institutions can address any shortcomings in these indicators. The main concern is the inconsistency in implementation of internal quality assurance mechanisms in the various colleges within the institution itself. For the first time academic programmes offered by two higher education institutions did not receive a 'confidence' judgement, which had been attained by all their other programmes reviewed in previous years. Furthermore, the concentration of these judgements in arts programmes raises concern, particularly as these programmes include important disciplines that are only offered by one institution and graduates of these disciplines are expected to play a major role in developing the community and its culture. Hence, the Authority acknowledges that there is an adequate infrastructure for the quality assurance processes within the higher education institutions that were reviewed during this academic year, and these institutions are aware of the need to spread the culture of quality among their academic and administrative staff. Nevertheless, the Authority's position is that this should be more effective and reflect on the ability of the academic programmes to satisfy the requirements of other indicators and all the aspects of the educational process.

The recommendations of BQA's review reports referred to some aspects that require improvements in order to achieve the optimal management of quality assurance mechanisms within the academic programmes. These aspects include the need to ensure the stability of academic and administrative staff in the institutions, along with the availability of a dedicated team to oversee the quality assurance arrangements. There is also a need to enhance the follow-up processes, and the academic programmes management teams must be responsible for the quality of provision instead of considering it as an extra bureaucratic task that the faculty members are subjected to.

The BQA review reports also indicated that the

vast majority of the reviewed programmes did not implement a formal mechanism to identify labour market needs when reviewing or offering new academic programmes. This was evident during the interviews with employers and graduates.

Their views were not taken seriously or regularly when developing academic programmes. This was also obvious in many academic programmes in which graduates' attributes are not compatible with the labour market needs, particularly in rapidly developing practical programmes such as information technology, interior design and graphic design.

NATIONAL EXAMINATIONS

Introduction

The Education and Training Quality Authority (BQA), through the Directorate of National Examinations (DNE), conducted the 2018 national examinations for students in all government schools and for students in private schools who participated on a voluntary basis. In April 2018, Grade 6 students sat for the tenth session of the national examinations, and in March 2018 Grade 12 students sat for the sixth session of the national examinations. All schools fully co-operated in implementing the national examinations in line with BQA's regulations and procedures.

The tenth national examinations session in 2018 took place for Grade 6 students from 101 government schools, plus 18 private schools on a voluntary basis. Overall, a total of 11,892 students from government schools and 901 students from private schools sat for the examinations. Grade 6 students sat the national examinations in four subjects: Arabic, English, Mathematics and Science.

In the latter stages of the implementation of the Grade 6 national examinations, BQA started to mark the examinations in line with the BQA regulations and procedures. Students' marks were captured at the level of question paper totals. Marks were also captured at item level for each subject in order to provide a random sample of 10% of the total cohort of students. This was done to gather the data for a detailed analysis of students' performance.

Note that the results of the private school students cannot be compared directly to those of the government school students. This is due to the fewer number of students participating from private schools this year. In addition, these students do not form a representative 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 the Grade 6 national examinations, a separate detailed analysis cannot be provided. Grade 6 private school students results are instead included within the government school results.

In 2018, BQA held the sixth session of the national examinations for Grade 12 students from all government schools, for Arabic, English and Problem Solving. Thirty-seven secondary government schools participated, with eight private schools participating on a voluntary basis. A total of 9,873 government schools students and 302 private schools students sat the examinations.

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

Grade 6 National Examinations

Performance Assessment Baselines

'The Council of Ministers has approved a plan of a Unified National Examinations System to be implemented gradually and completed by 2020 supervised by the BQA' (Cabinet Edict No. 05-2379). In 2018 a procedure for issuing the results of national examinations was developed in accordance with the requirements of the unified national examinations system. BQA issued the results using the national examinations score on a scale of 0 to 100, allowing the comparison of students' performance in the same year and over various years. The Unified National Examinations Score is an absolute measure that is based on an absolute ability scale

derived from a Rasch Model within Item Response Theory (IRT).

In 2018 the baseline year, the national examination score (NES) was set at the mark of 50, then it changes according to students' performance in subsequent years.

For reasons of confidentiality BQA constructs different tests every year while ensuring that the level of content and statistical specifications are similar to the tests used in previous years. Despite these efforts to ensure similarity the level of difficulty may differ across the years. To account for this BQA uses a process called 'equating the examinations', which adjusts differences in difficulty among the tests from one year to another. 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. For this BQA uses 'Common Item – Nonequivalent Groups Design', so the national examination scores included in this report for 2018 assessments are statistically comparable to all subsequent years' results.

Grade 6 Student Performance

Table 3 below shows the national average in each subject. This will then change according to students' performance in subsequent years.

Table 3 : Grade 6 national average in each subject (2018)

Subject	National Average
Arabic	50
English	50
Mathematics	50
Science	50

Figures 45 - 52 indicate students' performance for 'Skills', 'Competencies' and 'Topics' in languages and technical subjects, the positive value in these figures indicating a better performance while the negative values indicate the opposite.

Arabic:

Figure 45: Grade 6 Arabic results by skills
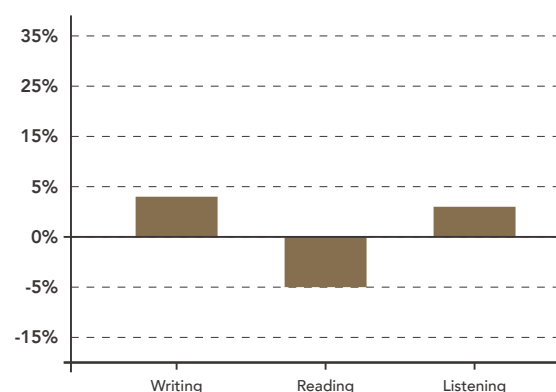
Figure 46: Grade 6 Arabic results by competencies
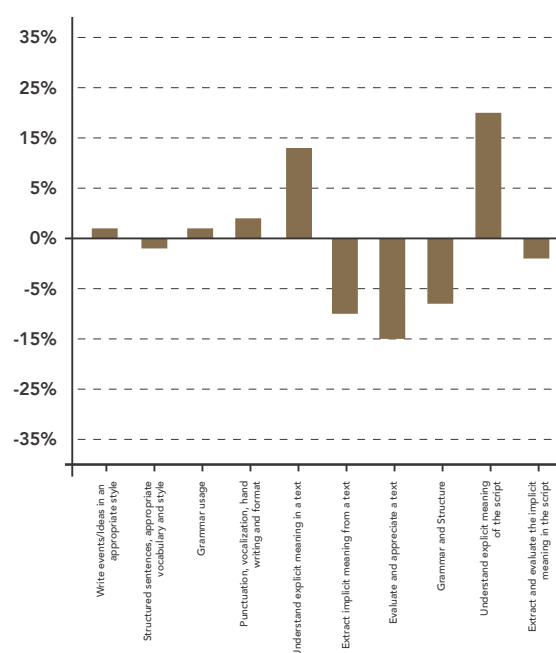
The most important remarks on the Arabic results are:

- Students' performance was best in writing and Listening.
- Competencies in which students performed well include:
  - Understand explicit meaning in a text.
  - Understand explicit meaning of the script.

• Competencies in which students performed poorly include:

- Grammar and Structure.

- Extract implicit meaning from a text.

- Evaluate and appreciate a text.

English:

Figure 47: Grade 6 English results by skills
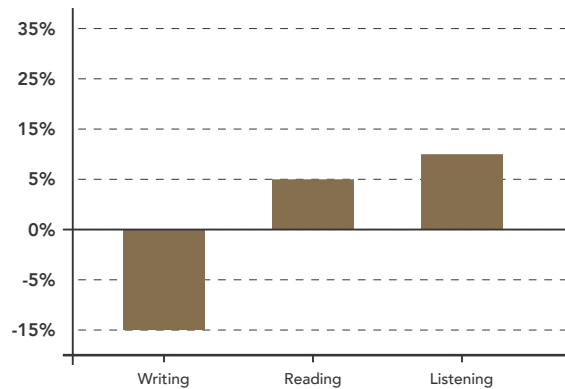
Figure 48: Grade 6 English results by competencies
The most important remarks on the English results are:
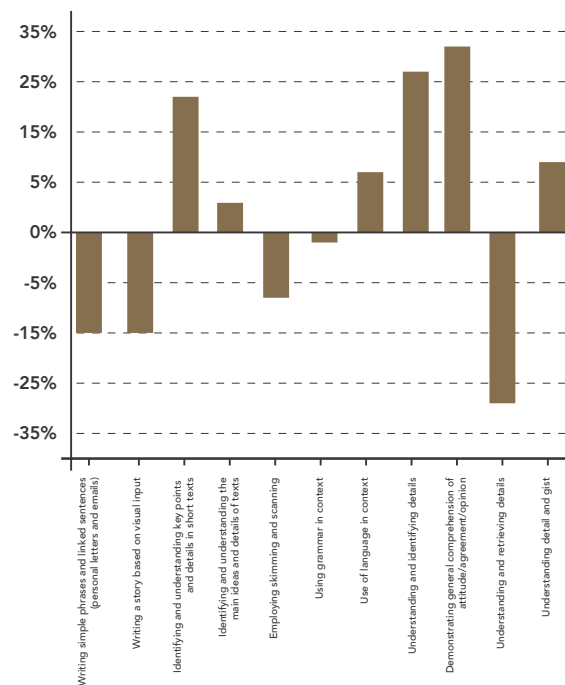
The most important remarks on the English results are:

• Students' performance was best in Reading and Listening.

• Competencies in which students performed well include:

- Identifying and understanding key points and details in short texts.

- Understanding and identifying details.

- Demonstrating general comprehension of attitude/agreement/opinion.

• Competencies, in which students performed poorly include:

- Writing simple phrases and linked sentences (informal letters and emails).

- Writing a story based on visual input.

- Understanding and retrieving details.

Mathematics:

Figure 49: Grade 6 Mathematics results by topics
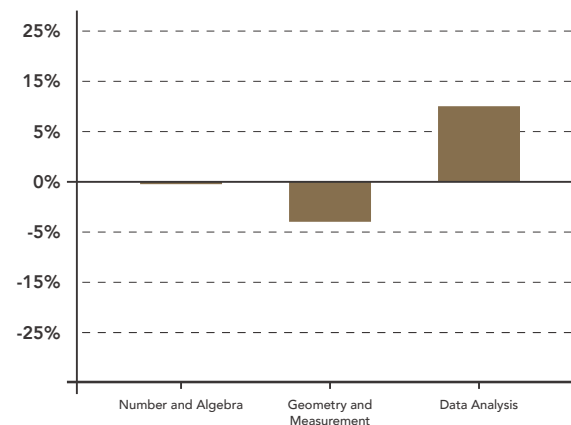
Figure 50: Grade 6 Mathematics results by skills
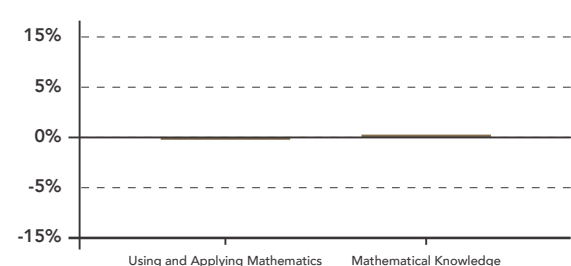
The most important remarks on the Mathematics results are:

- Students' performance was best in Data Analysis.

- Students' performance was almost identical in Mathematical Knowledge and Using and Applying Mathematics.

Science:

Figure 51: Grade 6 Science results by topics
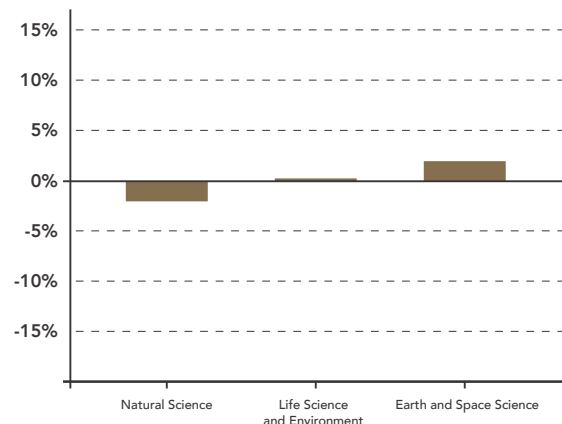
Figure 52: Grade 6 Science results by skills
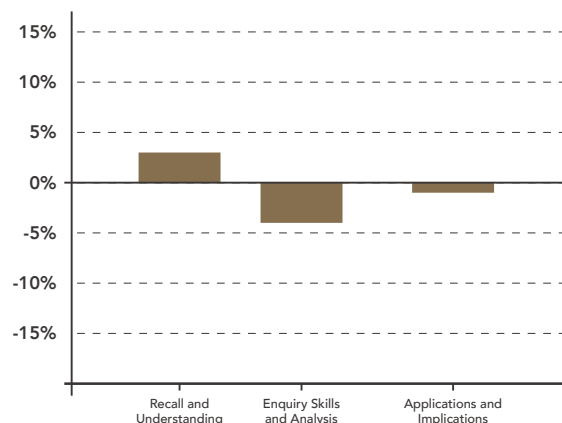
The most important remarks on the Science results are:

- Students' performance was best in Earth and Space Science.

- Skills in which students performed well include:

    - Recall and Understanding.

- Skills in which students performed poorly include:

    - Enquiry skills and analysis.

    - Applications and Implications

National examination score (NES) by Gender for Grade 6

Figure 53 shows the national examination score (NES) for girls and boys in the 2018 national examinations. The NES calculations were based on the marks of all students from the entire national cohort in 2018. Generally, as in previous years, girls outperformed boys in the national examinations in all subjects. The difference was highest in Arabic (9.1%) and lowest in English (5.2%), while the difference was identical (6.3%) in Mathematics and Science.

Figure 53: Grade 6 gender differences in NES
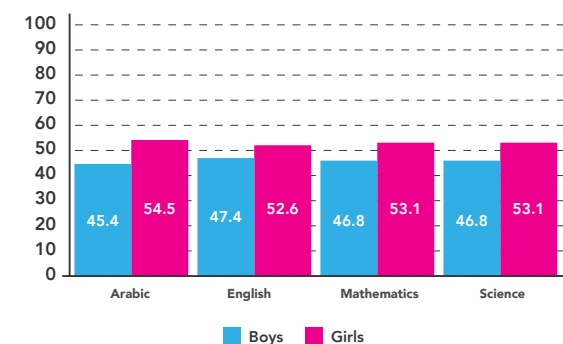
The standards of the examinations

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 an examination, i.e. how well the scores of the individual items correlate with the overall score, on average. Values above 0.8 indicate strong internal reliability. As a commonly held international standard the value of (α) should not be lower than 0.7.

The value of (α) is related both to the number of items in the examination and to the standard deviation of the marks and which tends 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 2018 examinations are given in Table 4 below, together with the NES and standard deviations of the raw marks achieved by all students. Also included are the maximum raw marks. The values of (α) for the 2018 examinations show that the reliabilities of all examinations were good and that the examination results can be treated with confidence. The values of standard deviation for all examinations were equal. This indicates that the distribution of the students' marks within the scope of the available marks was good.

Table 4: Means and standard deviations; Cronbach's alpha 2018

Grade	Subject	Max. raw Marks	NES	Standard deviation	Cronbach's 2018 alpha
		2018	2018	2018	
6	Arabic	102	50.0	11.7	0.89
	English	65	50.0	11.7	0.87
	Mathematics	90	50.0	11.7	0.96
	Science	85	50.0	11.7	0.90

Grade 12 National Examinations

Performance Assessment Baselines

The BQA conducted the sixth 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 match international standards and are benchmarked against international qualifications – Arabic and Problem Solving against the UK International (AS) Level, and English against the Level B2 of the Common European Framework of Reference for Languages (CEFR). The Problem Solving examination is provided in the Arabic version for 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, each grade being set by boundaries of uniform marks. These 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 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 (5).

Table 5: Grades and uniform marks for Grade 12 examinations

Grade	Uniform Marks
A	%90 - %100
B	%80 - %89
C	%70 - %79
D	%60 - %69
E	%50 - %59
U = Fail	Less than % 50

G12 Student Performance

Figures 54 to 56 show the level of performance of Grade 12 government school students in the 2018 national examinations and compares it with their results in 2017, by grade in each examination. Figure 57 highlights the level of performance of Grade 12 private school students by grade in each examination. Figure 58 compares the level of performance of Grade 12 government school students by gender, while Figure 59 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 number of students from private schools who sat the examinations is relatively 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.

Arabic:

Figure 54: Grade 12 **Arabic** results by Grade for government school students in 2018 & 2017

2018

4%
1%
9%
15%
17%
54%

2017

1%
3%
10%
17%
16%
53%

Fail = U | E | D | C | B | A

English:

Figure 55: Grade 12 **English** results by Grade for government school students in 2018 & 2017

2018

5%
4%
5%
7%
8%
71%

2017

4%
3%
4%
6%
8%
75%

Fail = U | E | D | C | B | A

Problem Solving

Figure 56: Grade 12 **Problem Solving** results by Grade for government school students in 2018 & 2017

2018

1%
3%
8%
88%

2017

1%
4%
8%
87%

Fail = U | E | D | C | B | A

Arabic:

As can be seen in Figure 54, 46% of government students achieved a pass grade while 54% did not pass. In comparing the results of students in Arabic, there was a slight decrease in the pass grade from 47% in 2017 to 46% in 2018. In 2018 1% of government school students achieved Grade A, this being the same percentages achieved in 2017, whereas there was a decrease in the pass Grades C and D in 2018 compared to 2017. 9% of students achieved Grade C and 15% achieved Grade D. There was an increase in the pass grade E from 16% in 2017 to 17% in 2018.

English:

As can be seen in Figure 55, 29% of government school students achieved a pass grade while 71% did not pass. In comparing the results of students in English, there was an increase in the pass grade from 25% in 2017 to 29% in 2018. There was an increase in each grade in 2018 when compared to the results in 2017 except for Grade E, where students achieved the same percentages in 2017 and 2018 (8%). 5% of students achieved Grade A, 4% achieved Grade B, 5% achieved Grade C, and 7% achieved Grade D in 2018.

Problem Solving:

As can be seen in Figure 56, 12% of students achieved a pass grade while 88% did not pass. Overall, the Problem Solving examination was a challenge for students in the government schools as none of them

achieved Grades A or B. 1% of students achieved Grade C, 3% achieved Grade D and 8% achieved Grade E. In comparing the results of students in Problem Solving, there was a slight decrease in the pass grade of 1% compared to 2017.

PERFORMANCE OF PRIVATE SCHOOLS STUDENTS

Figure 57: Grade 12 **Arabic**, **English** and **Problem Solving** results by Grade for private school students in 2018

English

Arabic

Problem-Solving (English)

Problem-Solving (Arabic)

Fail = U   E   D   C   B   A
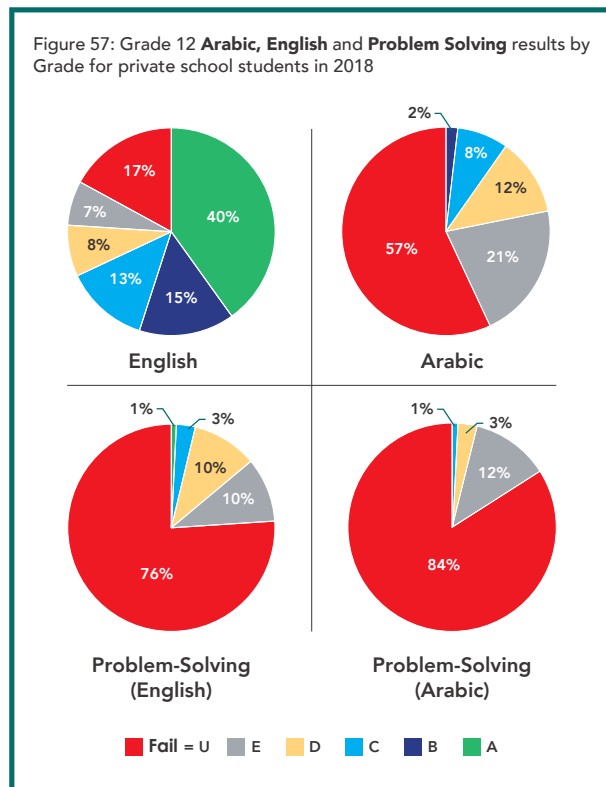
Arabic:

As shown in Figure 57, 43% of the participating private school students in the national examinations achieved a pass grade, while 57% did not pass. 2% of students achieved Grade B, 8% achieved Grade C, 12% achieved Grade D and 21% achieved Grade E. None achieved Grade (A).

English:

As shown in Figure 57, 83% of the participating private school students achieved a pass grade, while 17% did not pass. 40% of students achieved Grade A, 15% achieved Grade B and 13% achieved Grade C.

Problem Solving:

As shown in Figure 57, 16% of students who sat the Arabic version of this examination achieved a pass grade but none of them achieved Grade A or B. 24% of students who sat the English version achieved pass grades. 1% of students achieved Grade A and no students achieved Grade B.

Pass Grades by Gender

The pass grades of government school students are illustrated by gender in Figure 58. In the Arabic and English examinations the government school girls outperformed boys. The maximum difference 42% was in Arabic. The minimum difference was in English at 5%. However, boys outperformed girls in Problem Solving, at 13% for boys and 10% for girls.

Figure 58: Comparison between boys and girls pass rates in government schools

Boys   Girls
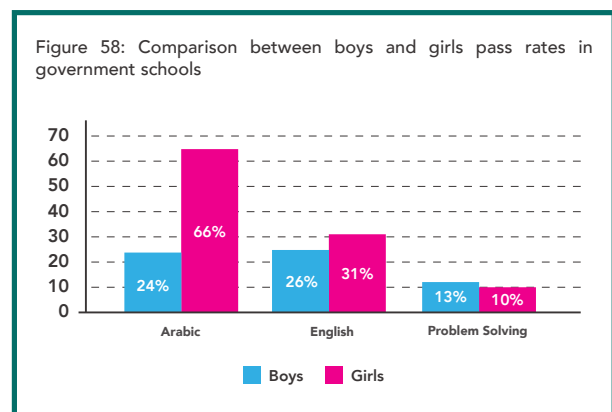
garding the pass grades of the participating private school students, as illustrated in Figure 59 girls achieved pass grades that were higher than boys in Arabic, English and Problem Solving (English version), while the pass grades of boys were higher than girls in Problem Solving (Arabic version).

It should be noted that the number of private schools'

students was very limited; 262 students sat the Arabic examination, 302 sat the English examination, 74 sat the Problem Solving examination (Arabic version) and 107 students sat the Problem Solving examination (English version).

Figure 59: Comparison between boys and girls pass rates in participating private schools

NATIONAL QUALIFICATIONS FRAMEWORK

INTRODUCTION

The National Qualifications Framework (NQF) of the Kingdom of Bahrain is a comprehensive framework based on learning outcomes. It seeks to strengthen links between the qualifications offered and labour market needs, identify the progression pathways between qualifications, facilitate comparison between national and foreign qualifications, determine the importance and value of qualifications for employers and learners, and help to improve learners' mobility and progression within and across all sectors for the purpose of increasing awareness of the concept of lifelong learning through the recognition of all types of learning.

The NQF enhances the roles and responsibilities of stakeholders through the implementation of 10 general policies endorsed by the Prime Minister's Cabinet. These polices relate to the processes of the institutional listing of qualifications in the NQF Register, qualifications compliance with NQF requirements, placement of the national qualifications on the NQF, alignment of foreign qualifications validation of qualifications, enabling learners with special needs to progress through achieving qualifications, and enhancement of the concept of lifelong learning. They also cover the development of national cooperation and communication among stakeholders, referencing of the NQF to other national and regional qualifications frameworks, and continuous quality improvement of the education and training system.

The National Qualifications Framework Operations

The Education and Training Quality Authority (BQA), represented by the Directorate of National Framework Operations (DFO), carries out two complementary processes; the institutional listing, whereby the institution as a whole is evaluated to ensure that it has established proper formal and transparent arrangements to maintain the standards, and the value of qualifications that will be placed on the NQF. With regard to the qualifications placement process the Authority evaluates the qualifications of the listed education and training institutions to ensure their compliance with the eligibility criteria, prior to presenting the applications to specialist panels to validate, evaluate and place the qualifications on the NQF.

Institutional Listing

The education and training institutions operating in the Kingdom of Bahrain are listed according to specific standards to ensure that each institution maintains the necessary policies, procedures and structures that support a suitable environment through which 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 2017-2018 four vocational and higher education institutions were listed on the NQF. These comprised one higher education institution and three vocational institutions that met the institutional listing standards and requirements, bringing the total number of listed education and training institutions to 18 as illustrated in Figure 60. It also brought the total

number of institutional listing applications evaluated during that academic year to seven, of which one was not listed and two are in the process of meeting the required conditions, as shown in Figure 61.

Figure 60: Institutions that were evaluated and met the institutional listing standards & requirements in 2017-2018

1
25%

3
75%

■ Vocational Education and Training   ■ Higher Education
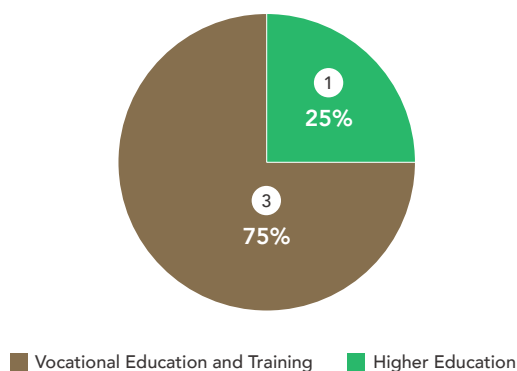
Figure 61: Total number of institutional listing applications evaluated in 2017-2018

2
Condition Fulfilment

1
Not Listed

4
Listed
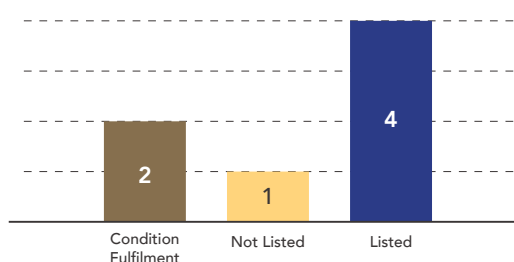
National Qualifications Placement

Placement of qualifications is a means to bridge the gap between the qualifications offered by education and training institutions and labour market needs. Qualifications placement according to the 10 NQF levels 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 fulfil 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 2017-2018 15 applications fulfilled the validation standards. Nine from higher education institutions met the validation standards and requirements, including three associate degree qualifications placed on Level 7 and six bachelor's degree qualifications placed on Level 8. Other applications submitted by vocational institutions were four qualifications in general English for adults at elementary level placed on Level 2, one award in fire safety placed on Level 3, and one national diploma qualification placed on Level 6. These entries are illustrated in Figures 62 and 63 and bring the total number of national qualifications placed on the NQF to 53. The total number of national qualifications placement applications that were evaluated in the academic year 2017-2018 was 44 as illustrated in Figure 64.

Figure 62: National Qualifications that met the validation standards and requirements in 2017-2018

6
40%

9
60%

■ Vocational Education and Training   ■ Higher Education
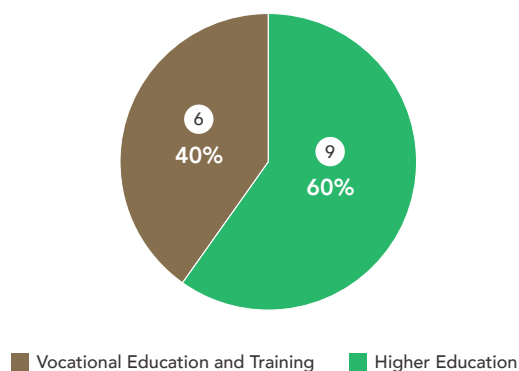
Figure 63: Qualifications that met the validation standards and requirements according to the NQF Levels in 2017-2018
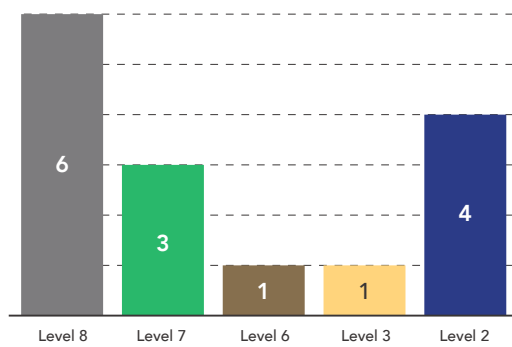
Figure 64: Total number of national qualifications placement applications in 2017-2018
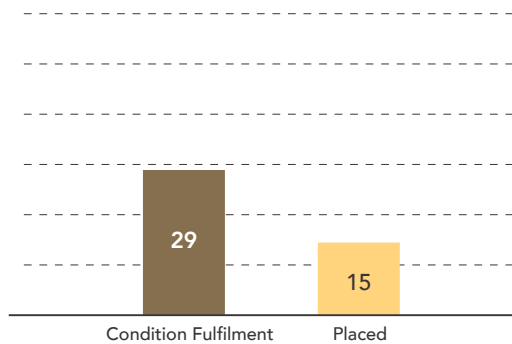
Alignment of foreign qualifications to the NQF

The Authority commenced the implementation phase of the Alignment of Foreign Qualifications to the NQF Project through the Directorate of Academic Cooperation & Coordination (DAC). This process evaluates the foreign qualification according to the alignment standards to facilitate their comparison with the national qualifications, using the NQF as a comparison for better understanding the value of the foreign qualifications to employers and stakeholders of the education and training system in the Kingdom of Bahrain. The Authority developed an alignment mechanism in line with the NQF General Policy No. 9.

Foreign qualifications are aligned using the following four standards:

• Ownership of the Qualification;

• Justification of Need;

• Quality Assurance; and

• NQF Level and Credit Alignment.

During the academic year 2017-2018 six foreign qualifications alignment requests met the alignment standards. One of these was from a higher education institution offering a foreign qualification at masters level aligned to Level 9 of the NQF, five were from two awarding bodies whose foreign qualifications are offered by vocational training institutions in the Kingdom of Bahrain covering one professional qualification being aligned to Level 9, two were foundation diplomas and two were foundation certificates aligned to Level 5 as illustrated in Figures 65 and 66.

Figure 65: Foreign qualifications applications that met the alignment standards and requirements during 2017-2018

■ Vocational Education and Training   ■ Higher Education
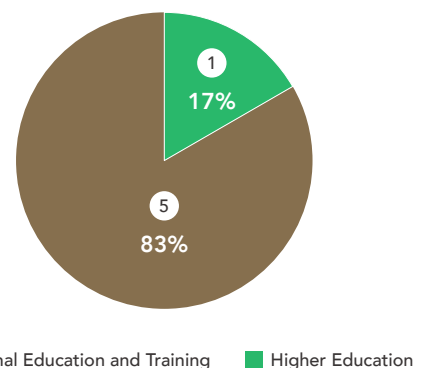
Figure 66: Levels of foreign qualifications that met the alignment standards and requirements during 2017-2018
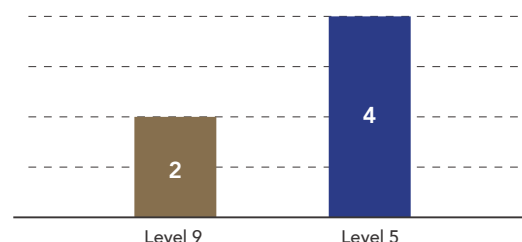
• Local and International Cooperation:

The BQA, represented by the Directorate of Academic Cooperation & Coordination (DAC) of the GDQ, promotes local cooperation with stakeholders in the Kingdom of Bahrain as well as international cooperation with its peer authorities and institutions. This is done through entering into memoranda of understanding and strategic partnership agreements. This shapes and updates education policies and implements the national vision to counter the challenges facing the qualifications system and become closer to labour market needs and in line with the NQF requirements as a means of development of education and training systems. Examples include the referencing project between the National Qualifications Framework of Bahrain (NQF) and the Scottish Credit and Qualifications Framework (SCQF), based on the Memorandum of Understanding signed between the BQA and the Scottish Credit and Qualifications Framework Partnership (SCQFP) in November 2015.

• Capacity Building Workshops:

The Authority held nine capacity-building workshops for higher education and vocational education and training institutions. In these, 108 representatives from institutions were trained on the NQF processes, with detailed explanations and presentations being provided on the institutional listing, placement of national qualifications and alignment of foreign qualifications. The Authority also continued to provide training for members of the 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 114 trained evaluation and validation panel members for institutional listing and qualifications' placement applications.

These workshops were followed by consulting readiness and support visits to the education and training institutions that were scheduled to submit their institutional listing and qualifications placement applications within specified deadlines. These visits were made in line with the Authority's policy of communicating and cooperating with the education and training institutions, providing support and guidance for applicants, and responding to any ambiguities or enquiries.

With the aim of spreading the NQF culture nationally, the BQA organised five awareness workshops for stakeholders with the aim of raising 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 through the participation of all relevant parties. To promote the quality assurance culture as part of the NQF processes within the various categories of community across the Kingdom, the Authority held two of these workshops targeting the students of the University of Bahrain and Bahrain Polytechnic. These covered the NQF processes and introduced learners to the NQF and its benefits for the Kingdom's education and training sectors.

As part of the development of the NQF processes and to enhance the role of the experts the Authority also organised a consultative meeting with a number of panel members of the evaluation and validation for institutional listing and qualifications' placement applications, to discuss areas for improvement of the processes.

• Referencing the National Qualifications Framework of Bahrain (NQF) and the Scottish Credit and Qualifications Framework (SCQF)

In November 2015 the BQA signed a Memorandum of Understanding with the Scottish Credit and Qualifications Framework Partnership (SCQFP), agreeing to consider the benefits of formal referencing of the two frameworks. Thus in October 2017 the BQA and SCQFP agreed to carry out the referencing project between the National Qualifications Framework of Bahrain (NQF) and the Scottish Credit and Qualifications Framework (SCQF). Funded by

the Labour Fund (Tamkeen), this was to support the transfer and mutual recognition of both qualifications and students between the two countries. It is worth mentioning that the NQF referencing process with the Scottish Framework is the first of its kind in the Middle East region and the second for countries outside the European Union.

The aim of referencing between the frameworks is to enhance confidence among their holders for the purpose of international recruitment or transfer. This confidence derives from providing a clear and reliable explanation of how the levels of national qualifications in a country are linked with those in another country.

The process of relating the two frameworks is based on a robust, tried and tested approach. The principles are based on the referencing criteria for the European Qualifications Framework (EQF) and on the criteria and processes that are used in self-certification of higher education frameworks to the Bologna cycles. Scotland has experience of referencing their Framework to the EQF and also to another regional Framework, and has used this experience to agree a process with Bahrain.

The linking of the levels in the two frameworks involved a technical approach, with sampling of qualifications from both Frameworks being undertaken to verify the accuracy from both perspectives. This work was carried out by an independent expert to provide an unbiased, transparent and experienced technical perspective.

The referencing process also focused on the participation of groups of stakeholders in the Kingdom of Bahrain and Scotland, the outcome being shared with stakeholders in both countries to ensure the process was robust and the outcome was validated. There is now a greater awareness of the need for qualifications systems to have high international credibility, as qualifications play a major role in facilitating competitiveness and learning and knowledge-based economic growth. The BQA organised a consultative meeting with the stakeholders in the education and training sector in the Kingdom of Bahrain to present and discuss the final report on the education and training system in the Kingdom. This was in the

presence of representatives from the Ministry of Education (MoE), the Ministry of Labour and Social Development (MLSD), the Civil Service Bureau (CSB), the Higher Education Council (HEC), the Labour Fund (Tamkeen), higher education and vocational training institutions and a representative of employers.

During the meeting, a presentation was made on the importance of this project, and that the process of referencing the National Qualifications Framework of Bahrain (NQF) and the Scottish Credit and Qualifications Framework (SCQF) which is based on a number of principles agreed between the two authorities and the BQA has been able to adhere to and complete referencing the two frameworks officially. This is in addition to the efforts made by strategic partners from the stakeholders of the education and training sector, who played a key role in this process through partnership and cooperation to achieve the desired goals.

The referencing process is based on five main standards:

- **Principle 1:** The roles and responsibilities of the relevant bodies and authorities are clear and transparent.

- **Principle 2:** Comparison of the NQF and the SCQF demonstrates the matching between the levels of the two frameworks.

- **Principle 3:** The NQF and the SCQF are based on learning outcomes and, where these exist, credit systems and the recognition of credits.

- **Principle 4:** The policies and processes for the inclusion of qualifications on the NQF and the SCQF are clear and transparent.

- **Principle 5:** Both qualifications frameworks are underpinned by quality assurance and are consistent with international quality assurance principles.

Analysing the findings, there is a correspondence between the levels of the Bahrain NQF and the SCQF for all levels in the frameworks except for SCQF Level 1, which finds no match with the Bahrain NQF. The results of the comparison between the two frameworks show

that the NQF Level 1 is higher than the SCQF Level 1, as it corresponds to the SCQF Level 2. The SCQF levels sometimes match more than one level in the Bahrain framework; this may be a consequence of the fact that the SCQF has more levels than the Bahrain framework – the NQF comprises 10 levels while the SCQF comprises 12 levels as illustrated in Table (6).

Table 6: Referencing summary between Bahrain NQF and SCQF Levels [1]

Bahrain National Qualifications Framework (NQF)	Scottish Credit and Qualifications Framework (SCQF)
10	12
9	11
9 (with a significant match to level 8)	10
8	9
7	8
6	7
5	6
4 (with some match to level 5)	5
3	4
2	3
1 (with some match to level 2)	2
No match[2]	1

As part of the process of arriving at the most reliable correspondence between levels in the two frameworks, two further processes were completed:

The **first process** was to have experts in the two countries examine the logic of the proposed levels linkages.

The **second process** was to select three similar types of qualifications from different sectors of the education and training systems; from each country a school graduation qualification, a skilled worker qualification and a master's level qualification were chosen and compared in detail. These two processes confirmed the results of the referencing.

General Directorate of National Qualifications Framework Forum

The Education and Training Quality Authority Forum was organised by the General Directorate of National Qualifications Framework (GDQ) on 19 April 2018 titled 'The NQF: Are We Closer to Market Needs?'. Approximately 130 specialists from the education and training sector of the Kingdom of Bahrain, Kingdom of Saudi Arabia and Malaysia took part in the Forum. The aim was to link the learning outcomes and labour market needs, and to fill the gap between the learning outcomes and market developments. It also aimed to clarify the role of the national qualifications frameworks, including the NQF in Bahrain, which plays a role in linking the qualifications offered and the labour market needs in the Kingdom of Bahrain.

The Forum's agenda covered an update on GDQ activities and achievements, including the processes of institutional listing, national qualifications placement, and alignment of foreign qualifications, along with the approach used by the GDQ to train higher education and vocational education and training institutions on NQF processes and how to build their capacities. The Forum also discussed the most important projects carried out by the GDQ, such as the 'Credit Framework Project' and 'Alignment of Foreign Qualifications to the NQF'.

One of the Forum's key themes was 'Building Linkage Between Industry and Education and Training Through NQF' delivered by Dr. Eddy Chong, Chief Technical Officer, Finance Accreditation Agency, Malaysia, along with a specialised workshop titled 'How to Utilise Market Research to Increase Learner's Employability'. A panel discussion titled 'Designing Curriculum to Support Market Needs' was conducted by a number of employers and experts in the education and training field.

The Forum concluded with a presentation titled

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1. In cases of qualifications granted from abroad that are not matching with qualification's titles on the NQF of Bahrain, relevant rules and regulations of Bahrain's regulatory bodies apply.

2. The NQF comprises 10 levels while the SCQF comprises 12 levels. Therefore, the results of the comparison between the two frameworks showed that the NQF level 1 is higher than the SCQF level 1, as it corresponds to the SCQF level 2.

'Promoting Confidence in Bahrain's NQF on a Global Scale: Referencing with SCQF'. This reviewed the Referencing Project between the National Qualifications Framework of Bahrain (NQF) and the Scottish Credit and Qualifications Framework (SCQF), the steps and phases of implementation of the project, and its importance to the Kingdom of Bahrain in enhancing confidence in the qualifications offered as a result of the quality assurance of the qualifications on each of the frameworks linked to each other.

The Forum concluded with a number of final recommendations, the most important of which were: the education and training institutions are to conduct studies on labour market needs based on genuine analysis and understanding of the labour market and learners' needs, and stakeholders' needs and requirements, seeking to increase cooperation between education and training institutions, representatives of the labour market and stakeholders to equip learners with knowledge, skills and competencies that are consistent with the current industry needs by providing a balanced mix of theory and practice, graduates to be equipped with high and transferable skills regionally and internationally, including strengthening the required skills and competencies for employment, problem solving, self-administration, planning, organising, technology and continuous learning-related skills. It is necessary to include in the curricula the labour market needs and economic requirements of Bahrain's development agenda by including courses that reflect the currently required skills, knowledge and competencies for the labour market, such as communication and teamwork skills.

Other recommendations covered the importance of referencing national qualifications framework with the qualifications frameworks in other countries, as this plays a key role in their mutual recognition which, in turn, enhances the efficiency of national qualification holders.

• Regional and international relationships:

At regional and international levels the Authority took part in the Scottish Credit and Qualifications Framework Partnership (SCQFP) Conference which was organised under the theme: 'Qualifications Framework: Linking the Learning Journey' . In this Dr. Tariq Al Sindi, General Director, GDQ, submitted a paper on the Kingdom of Bahrain's model for NQF design and implementation, the supporting projects to the NQF including the Alignment of Foreign Qualifications to the NQF Project, and the Referencing Project between the National Qualifications Framework of Bahrain (NQF) and the Scottish Credit and Qualifications Framework (SCQF) upon signing a Memorandum of Understanding between the BQA and the SCQFP.

On the sidelines of this conference a meeting was held between Ms. Aileen Ponton, the SCQFP Chief Executive Officer, and the team working on the referencing project of the NQF and the SCQF. This followed up on the project for the purpose of achieving the framework aims in terms of mutual recognition of the qualifications placed, according to international standards and criteria, preparing for the recognition of all types of learning and disseminating a culture of lifelong learning.

The Authority also took part in the Third Arab Network for Quality Assurance in Higher Education (ANQAHE) Regional Conference 2018 under the theme: 'Quality Higher Education in the 21st Century: Achieving Effectiveness and Adding Value', which was held in collaboration with the National Bureau for Academic Accreditation and Education Quality Assurance in the State of Kuwait. The BQA presented a paper on the role of the National Qualifications Framework in Education Reform, which was preceded by a workshop titled: "The Role of the National Qualifications Framework in Improving Education Systems".

10 YEARS .. DECADE OF DEVELOPMENT

A book documenting BQA's stages of development since its establishment

To celebrate its 10th anniversary the Quality Education and Training Authority (BQA) has published a book titled 'Decade of Development'. In five chapters this documents BQA's stages of development through establishment, growth, maturity, cross-border initiatives and, finally, shaping the future of Bahrain.

In the Establishment Chapter the Book describes the BQA formation initiative, from its idea to establishment, and how it benefited from other pioneering models in the quality of education and training sector. It also took advantage of foreign expertise and partnerships that contributed to the establishment and structure.

This Chapter also discusses a number of challenges faced by the Authority and its staff and how it overcame them. It covers the recruitment stages, from the Chief Executive Officer to the rest of the team of Bahraini education and training staff, and how they replaced foreign expertise to carry out this essential national task.

Chapter Two covers the 'growth' stage of the national initiative, the launching of the pilot phase and conducting site visits, including the implementation of reviews of schools, universities and institutes.

Chapter Three discusses the maturity stage, where the National Qualifications Framework was established to operate under the umbrella of the Authority. It also covers new BQA developments, conferences and forums that have contributed to its exemplary reputation at the Arab, regional and international levels, to the point where the Authority's work and activities are now recognised as being based on international best practice.

Chapter Four reviews the BQA evolution from 'local and regional' to 'cross-border' stages. It discusses the transition from being a local body to becoming an international centre of expertise in the field of quality assurance in education and training. The Authority has established its regional presence and received certificates and commendations from its international partners, with BQA experts taking office in Arab, international and Islamic quality networks.

The last Chapter in the Book, titled 'Shaping Bahrain's Future', reviews the thoughts of a number of officials who have witnessed BQA's achievements or made a significant contribution to its success, and their visions for the future of the Authority.

The Book uses the methodology of interviews, with a collection of documents and documentation. It also relies on narrative supported by archival images, timetables and digital statistics, including the historical sequence of this national education edifice over the ten years 2008-2018.

It is noteworthy that the Book, which celebrates the story of the establishment and success of the Education and Training Quality Authority, was launched at a special ceremony organised by the Authority to mark its 10th anniversary. This was under the patronage and presence of His Highness Shaikh Mohammed bin Mubarak Al Khalifa, Deputy Prime Minister and Chairman of the Supreme Council for the Development of Education and Training.

CONCLUSION

"To be leaders in fostering sustainable quality enhancement for world-class education and training sectors in Bahrain" has been the vision adopted by Education and Training Quality Authority over the last decade. A vision that made the process of promoting the culture of quality and development of the education and training sectors a tangible reality thanks to the great support of our leadership, the combined efforts of those in charge of education and training in the Kingdom, the availability of the necessary well-trained human resources and BQA's continuous efforts to keep abreast of the latest developments. All of these contributed to enabling the Authority to achieve its mission of raising awareness of the importance of fostering sustainable quality enhancement in the education and training sectors, as well as achieving the development goals of the Kingdom of Bahrain in line with its Economic Vision 2030.

During its 10-year journey of development and improvement of the performance of education and training institutions, BQA has made a multitude of outstanding achievements. The implementation of its strategic plans has had a positive impact on the education and training community and its institutions and has resulted in several development measures and plans to improve work, enhance performance and implement visions. The mechanisms adopted ensure maximum transparency and professionalism in its undertakings, seeking primarily to establish the spirit of participation and integration in the work between BQA, relevant stakeholders and those interested in the educational process at the national and international levels.

This year's report, its tenth edition, provides an analytical presentation of the performance of education and training institutions in the Kingdom, the results of National Examinations, the education and training institutions that have been listed and the qualifications that have been placed and aligned to the National Qualifications Framework. Also described are the lessons learned from these findings and the future plans proposed by BQA, represented by its relevant directorates, to support and develop the quality of education and training in the Kingdom.

The Education and Training Quality Authority, represented by the **Directorate of Government School Reviews**, completed the sixth and seventh phases of the third review cycle in May 2018 by reviewing the performance of 64 government schools. This brings the total number of schools reviewed to 188 government schools out of 208. The results of the two phases showed that 14% of government schools received an 'outstanding' judgement, 36% received an 'inadequate' judgement and the remainder received 'good' and 'satisfactory' judgements with a percentage of 22% and 28% respectively. The results of the reviews in the academic year 2017-2018 show that high-performing schools were characterised by their high strategic planning abilities, efficient professional development programmes provided for their employees, and various leading projects combined with proactive initiatives to transfer outstanding experiences to other schools. On the other hand low-performing schools were affected by the inability to provide the levels of education and learning that support the academic progress of their students, particularly in relation to the development of students' basic skills, combined with the instability of their educational and administrative staff and the poor performance of some of them. They were also unable to deal with challenges, particularly those related to students' awareness and behaviour, the structuring and organisation of educational stages and grades, and the appropriateness of the school environment and fitness of its facilities. One of the phenomena that continued with this year's reviews was the poor performance of the intermediate stage, as well as the clustering of high

judgements in girls' schools and lower judgements in boys' schools.

In general, the results of the third cycle showed equal 'outstanding' and 'good' judgements amounting to nearly one-third of schools, while the same proportion of schools received an 'inadequate' judgement, which is not in line with the Kingdom's vision and aspirations. While 28 schools received an 'outstanding' judgement in this cycle, 61 received an 'inadequate' judgement, 45 of which received the same judgement in all aspects. This indicates that these schools are facing numerous challenges in dealing with their educational situation and the recommendations of previous reviews, causing many of them to receive recommendations for intervention by the relevant authorities at the Ministry of Education to improve their overall performance. Furthermore, the comparison of performances across cycles confirms the growing phenomenon of polarity between 'outstanding' and 'inadequate' judgements.

In order to measure the progress made by schools judged as 'inadequate' in dealing with the recommendations of their reviews, BQA carried out 35 monitoring visits, including 17 second monitoring visits, in which only 3 schools made 'sufficient progress'. 18 first monitoring visits were also conducted, in which only 4 schools made 'sufficient progress'. Most monitoring visit judgements were within the scope of 'in progress', which indicates that dealing with the recommendations of the review is ineffective and requires immediate intervention by the relevant authorities at the Ministry of Education to improve their overall performance. Of the schools included in monitoring visits, 6 received an 'inadequate' judgement in all three review cycles and 20 received the same judgement in the last two review cycles.

The Directorate will continue to review the performance of government schools in the academic year 2018-2019 in accordance with the schedule set for the third cycle, which is expected to be completed by the end of December 2018. The fourth review cycle will start in February 2019 which coincides with the issuing of the updated School Reviews Handbook.

The **Directorate of Private Schools and Kindergarten Reviews** completed the review of 16 private schools in the academic year 2017-2018 as part of the second cycle of private schools reviews, bringing the total number of schools reviewed in this cycle to 57. The results of the 57 private schools reviewed in each of the first and second cycles indicate a limited overall improvement in performance. This shows in the a slight increase in the percentage of private schools that received 'outstanding' and 'good' judgements in the second review cycle, and a small decrease in the percentage of schools that received an 'inadequate' judgement. However, the percentage of schools which received an 'inadequate' judgement remains a challenge towards fulfilling the Kingdom's education development aspirations. This is particularly so with the schools that have maintained an 'inadequate' judgement in both review cycles, which indicates that those schools and their managements are facing challenges in improving their overall performance. The cumulative results of the second review cycle show a clear variation in the performance of private schools, particularly in planning and following up on the development of schoolwork, to ensure the improvement of the effectiveness of teaching and learning. This shows directly in students' academic performance. Therefore there is a need for collaboration and combined efforts to increase the level of awareness among the leadership teams in these schools. They need to focus on development priorities in order to benefit from the recommendations of the reviews, to improve performance and ensure that it shows positively and directly in students' academic and personal performance.

In the academic year 2018-2019 the Directorate will complete the second cycle of private schools reviews by the end of December 2018. Monitoring visits will also be conducted to schools which received an 'inadequate' judgement in the second review cycle to push them towards improvements in their performance. The third cycle of private schools reviews will start in the second half of the academic year 2018-2019.

In the academic year 2017-2018 the Education & Training Quality Authority, represented by the

Directorate of Vocational Reviews, completed the review of 27 training institutions, bringing the total number of training institutions reviewed in the third Cycle of Reviews to 93. The reviews in the academic year 2017-2018 comprised 15 institutions licensed by the Ministry of Labour and Social Development, 11 educational institutions licensed by the Ministry of Education and one self regulated institution.

Out of these institutions 25 (93%) received a 'satisfactory' or better judgment. The percentage of institutions that received a 'good' or better judgment in the overall effectiveness was 41%, of which 22%, representing 6 institutions, received an 'outstanding' judgment. Institutions that received a 'satisfactory' judgment represented 52% of the total. Comparing the results of the three review cycles indicates that a number of institutions have made a tangible improvement between the second and third cycles, these being the institutions that have a clear vision and mission and operate according to strategic plans that are based on an accurate self-evaluation which is translated into operational plans focused on improving learners' achievement levels. On the other hand, there were some areas for improvement, particularly in the least effective training institutions, the most important of which are improving and developing internal quality assurance systems, developing and following up on the implementation of operational plans, and carrying out the self-evaluations, including audits and verifications, to improve the quality of provision.

Additionally, 7 monitoring visits were conducted in this academic year, with one institution achieving a marked progress in fulfilling the recommendations contained in the review report and two other institutions showing progress in fulfilling some of the recommendations, while the remaining institutions hardly made any progress.

The Directorate, as part of its future plan, will complete the third review cycle by reviewing the performance of the remaining vocational training institutions. Monitoring visits will also be conducted to those training and education institutions that received an 'inadequate' judgment in this cycle, in order to drive these institutions to improve their performance. Meanwhile the vocational reviews framework for the fourth review cycle is being updated.

Between January 2012 and September 2018 the BQA, represented by the **Directorate of Higher Education Reviews**, reviewed and published the reports of 119 academic programmes in the fields of medicine and health sciences, computer science, information technology, administration, law, engineering, design, sciences, education, and arts. These programmes are offered by 42 colleges in 13 higher education institutions. This completed the first cycle of the review of academic programmes. Currently, the Directorate is communicating with the relevant internal and external stakeholders to collect feedback and analyse the results to be used in updating the academic programme reviews framework for the second cycle.

The results of the recently published reviews show a clear variation in the performance of government and private institutions in different disciplines. While the results indicate that all law programmes received a 'confidence' judgement, the performance of private higher education programmes varies in other disciplines, particularly in engineering, design, information technology and business administration. Whereas the information technology, engineering and design programmes offered by the two government higher education institutions were notably better, the results of arts and physical education programmes offered by the main government institution was unexpected. These programmes received a 'limited confidence' judgement, which is alarming, particularly as these programmes include important disciplines offered only by one institution and graduates of these disciplines are expected to play a major role in building society and culture.

The results also indicate a clear variation in the implementation of policies relating to the management of programmes and quality assurance of their outcomes in the various colleges of the same institution. It was the first time that the programmes offered by two higher education institutions (one private and one government) did not receive a 'confidence' judgement,

with all the other programmes that were reviewed in previous years receiving that judgement. The admission policies and requirements of academic programmes remain challenging for a number of these programmes, as there is no evidence to indicate that these policies result in the admission of students who fit the needs of the programme, which has led to high dropout rates. Other students extend their study period in order to fulfil the programme requirements, particularly in the absence of remedial plans and comprehensive programmes to raise their levels and enable them to meet the needs of the programme. This problem is in addition to the negative impact of the current admission policies on the academic standards of the academic programmes and graduates.

BQA supports the development process in higher education institutions by making recommendations on what each higher education institutions should do to develop all its academic programmes. These institutions have provided BQA with an improvement plan for each programme that was reviewed by BQA – including programmes those receiving a 'confidence' judgement – based on the recommendations contained in its reports. The DHR also continues its follow-up visits to higher education institutions, the results of which indicate the ability of 8 academic programmes provided by 4 higher education institutions to address the recommendations of the review report, in whole or part. However, the follow-up visit to an academic programme in the field of information technology showed that the higher education institution was unable to address most of the recommendations, particularly those that have a significant impact on the quality of provision and academic standards of the graduates. This raises concerns regarding the institution's ability to provide quality educational programmes for students, particularly since this is the second follow-up visit for the programme.

The second cycle of higher education institutions reviews is scheduled to begin in the academic year 2018-2019. BQA has announced this through official visits by its CEO and senior management to the higher education institutions that are subject to review by BQA in accordance with its founding decree. During these visits the new Institution Review Framework was introduced, as well as the approximate date of the review for each institution, and institutions' questions in this regard were addressed.

In order to enhance and support national capacity building BQA has prepared higher education institutions for the institutional reviews by providing workshops for their staff to train them on the review framework and processes and how to write self-evaluation reports and provide supporting evidence. BQA has also conducted workshops to train local reviewers to assist with the reviews in the future.

BQA hopes that the results of its reviews will contribute to the development of higher education institutions and enable them to provide citizens and residents in the Kingdom with quality higher education that produces individuals capable of contributing to the realisation of Bahrain's Economic Vision 2030 and the "transition from an oil-based economy to a more productive economy capable of competing globally."

BQA, represented by the **Directorate of National Examinations**, also held the tenth session of National Examinations for the year 2018 for Grade 6 students, and the sixth session for Grade 12 students.

For Grade 6 National Examinations, the results were issued using the National Examination Score System. The national average was set at 50 marks in the baseline year 2018, after which it changes according to students' performance in subsequent years.

In the results of Grade 12 national examinations of 2018, students' performance this year compared to 2017 showed a slight improvement in English but declined slightly in both Arabic and problem solving, and the highest pass rate for this year were in Arabic 46%, followed by English 29% and Problem Solving 12%.

As in previous years, girls outperformed boys in Grade 6 national examinations. In Grade 12, girls performed better than boys in languages, while boys performed better in Problem Solving.

The resulting recommendations included the need to continue to benefit from the national examinations reports, which include the strengths in students' performance and areas for improvement, and the need to motivate students to demonstrate their best cognitive and mental abilities in the national examinations. Teachers need to cover the requirements of the adopted national curriculum in teaching and learning, to conduct qualitative and continuous training for teachers on various effective teaching methods, and to utilise assessments in providing students with competencies that achieve lower and higher order thinking skills.

In the academic year 2017-2018 the Education and Training Quality Authority, represented by the **General Directorate of the National Qualifications Framework**, listed 4 institutions in the National Qualifications Framework Register, including one higher education institution and 3 vocational training institutions. BQA also placed 15 national qualifications on the National Framework Register, including 9 higher education qualifications and 6 vocational training qualifications. In addition 6 foreign qualifications were aligned to the NQF, being one qualification from a higher education institution and 5 qualifications from two awarding bodies granting foreign qualifications offered in vocational training institutions in the Kingdom of Bahrain. BQA also held 9 training workshops on capacity building for higher education institutions and vocational training institutions on NQF processes. In order to promote the culture of the National Qualifications Framework locally, BQA held 7 awareness-raising workshops for several parties, with the participation of all relevant stakeholders, aimed at raising awareness of the importance of the NQF in linking education and training outputs to the needs of the labour market and its objectives in terms of developing education and training in the Kingdom. In order to enhance confidence in the National Qualifications Framework at the international level and support mobility and mutual recognition of qualifications and students between the two countries, BQA referenced the National Qualifications

Framework to the Scottish Credit and Qualifications Framework (SCQF). The referencing process is based on linking corresponding levels in both frameworks using a technical approach and the participation of relevant stakeholders in the Kingdom of Bahrain and Scotland. The referencing process has been shared with stakeholders in both countries to enhance the process and verify its results. BQA also held the General Directorate of National Qualifications Framework Forum titled 'The National Qualifications Framework: Are We Closer to Market Needs, with a view to linking education outputs to labour market needs and highlight the role of national frameworks, including the Bahraini National Qualifications Framework which acts as the link between the qualifications offered and the needs of the labour market in the Kingdom of Bahrain.

Through institutional listing and qualification placement some areas for improvement were identified. These include the need to provide the necessary support to education and training institutions and to conduct studies to identify labour market needs based on real analysis and understanding of the labour market and the requirements of employers. There is also the need to enhance cooperation between education and training institutions, labour market representatives and relevant stakeholders in the preparation of knowledgeable learners with the skills and competencies suited to the needs of the labour market, by providing a balanced mix of theoretical knowledge and practical application and equipping graduates with high and regionally and internationally mobile skills including enhancing problem-solving, self-management, planning and organisation skills, as well as skills relating to technology and continuous learning. There is a need to build the capacity of institutions and qualification designers in relation to the requirements of the National Qualifications Framework, in terms of the minimum number of credit hours for the type and level of qualification, the consistency between the title and the content of the qualification, and ensuring smooth knowledge progression throughout its constituent units over the course of its semesters and years of study. In addition there is the need to equal

the depth of knowledge of learners' options in terms of optional modules with controls for learners' choices, to achieve an equal learning experience for all learners.

The results showed that the benchmarking process in most education and training institutions is limited in a manner that does not serve its objectives of improving and developing the programmes and performance of the institution. Therefore, there is a need to benefit from local, regional and international good practices to enhance the quality of educational outputs. There is also a need to improve the quality of the formulated learning outcomes to clearly indicate the skills, knowledge and competencies required for the qualification and its constituent units, with proper consistency between the required learning outcomes of the unit and the assessment methods used. The importance is stressed of having a mechanism for measuring the achievement of learning outcomes and ensuring the effective and regular use of measurement results in the improvement of the programme over time. As for assessment processes, there is a need to activate formal arrangements and pre-assessment and post-assessment verification; to ensure the accuracy and moderation of the assessment results and to implement these in a periodic and regular manner to ensure the quality of the assessment and that assessment methods need to adequately cover the learning outcomes and verify the contents of all students' work, to ensure that it is free from plagiarism and to ensure scientific honesty.

The General Directorate of National Qualifications Framework will continue its work through its two directorates, the Directorate of National Framework Operations and the Directorate of Academic Cooperation and Coordination, in accordance with the Directorate's operational plan. Applications for institutional listing, national qualifications placement and foreign qualifications alignment from education and training institutions and awarding bodies will be received and evaluated. The Directorate will provide all technical support, including capacity-building workshops and readiness support visits to these institutions, as well as training the members of the

institutional listing evaluation panels and qualifications validation panels. The General Directorate will continue to develop other projects in cooperation with all stakeholders, update operational procedures in accordance with international good practices and enhance the importance of linking learning outcomes to labour market needs. It will also continue its efforts to introduce the National Qualifications Framework and its objectives locally and internationally, seizing regional and international cooperation opportunities, including the preparation for referencing of the National Qualifications Framework to other qualifications frameworks, in order to achieve the objectives of the NQF, the most important of which is the recognition of all types of learning and the promotion of lifelong learning.

SUCCESS STORIES

Introduction:

This section of the Annual Report provides a summary of the greatest success stories achieved on the path to improvement and development of the education and training sector in Bahrain, which the Education and Training Quality Authority (BQA) has been keen to achieve in collaboration with the government and private schools and training providers that have been reviewed over the cycles of reviews effective from the academic year 2009-2008 to the academic year -2017 2018.

The Authority has dedicated a section to selected success stories of schools and providers in this current annual report. This seeks to show how these government and private schools, as well as training providers, have succeeded in achieving 'outstanding' grades in their review reports in three consecutive review cycles, translating the Authority's recommendations and the review teams' observations into achievable action and improvement plans. Hence, this section reflects the value of the achievements made by these schools and providers, which are recognised by the Authority and set an example for the remaining education and training institutions seeking to achieve their own key milestones and contribute towards enhancing the education and training model in the Kingdom of Bahrain as a continuing success story which we are proud to develop.

The purpose of this section is therefore to praise and spread the concept and optimal applications of quality assurance, displaying models of the opportunities available to education and training institutions with various capabilities who can use similar innovative improvement mechanisms on the one hand and apply best practice in the field of quality assurance on the other hand.

We will present three success stories of government and private schools and providers that have responded positively to the recommendations in their review reports and thereby sustained remarkable progress in their performance.

According to the Authority's recent review reports findings for the ten years covered by this Annual Report, one of the main reasons for the significant progress made by these schools is the strength of leadership and management. This is 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.

Two schools, one government and one private, and one training provider that have been judged 'outstanding' in consecutive review cycles conducted by the BQA are reviewed here. They are:

- **Government Schools**
  Al Orouba Primary Girls School was graded 'outstanding' in three consecutive review cycles.

- **Private Schools**
  Riffa Views International School was judged 'outstanding' in two consecutive review cycles.

- **Vocational Institutions**
  Bahrain Music Institute was graded 'outstanding' in three consecutive review cycles.

Success Story 1:
Al Orouba Primary Girls School

Est. **1994**	**Governorate** **Muharraq**	**Admin Staff** **36**	**Teaching Staff** **57**	**Number of students** **684**	**Teaching language** **Arabic**	**2010 - 2014** **2017**

Aminah Al-Sulaiti
School Principle

A Road to Excellence:

"Towards pioneering and creativity' is a very short sentence, but it is comprehensive and profound in content, and it inspires us to achieve excellence and innovation" says Ms. Aminah Al-Sulaiti, the Principal of Al Orouba Primary Girls School about its success.

"The school spreads the organisational culture and climate across the education institution to ensure the highest possible level of performance in provision and services. Achievers are characterised by accuracy in their work, attention to detail, continuous follow-up and diligence, and these are the features of the school's teaching and administrative staff," she continues.

"The school's teaching and administrative staff cooperate to implement the principle of 'prevention is better than cure'. This has helped the school to perform its activities in as correct and professional a manner as possible to avoid committing mistakes and helps us to face challenges.

We handle any problems as they emerge.

The school uses accurate self-evaluation to identify strengths and areas for improvement. The plans and aims are then developed through participation, discussion and various meetings with the school's members to implement the principles of partnership, decentralisation, community engagement, delegation of authority and sharing responsibility to spread the culture of quality assurance among all the school's staff in particular, and the community in general.

Quality is a practice and a culture across the school, informed by full conviction, understanding and commitment to implementation in order to achieve perfection. The culture of the school is characterised by the staff's loyalty, diligence and dedication to professional work and performance. This contributes to maintaining the 'outstanding' level over the BQA's three consecutive review cycles."

"Excellent human relations, the spirit of a cohesive family and teamwork in perfect harmony, and a high feeling of belonging are the features of the school's staff," said Ms. Sulaiti.

The Journey of Excellence:

Students, teachers, and parents are considered stakeholders and decision makers, as well as the key foundation of leadership and creativity at Al Orouba Primary Girls School.

The school focuses on building the students' personalities by keeping them abreast of the latest developments in the contemporary world,

concentrating on students' learning outcomes and seeking to develop them through the Student Sponsorship Project. This project aims to raise student's mastery of core subjects through individual teaching in or out of school hours, being further proof of the dedication of the school's teaching staff towards the improvement of the teaching process and students' learning outcomes which contribute to achieving results higher than the national average in the Authority's national examinations.

The school's joint liability environment has greatly contributed to the support of students' good behaviour through the above-mentioned 'Student Sponsorship Project', together with the 'My Credit is the Secret of Distinction Project' which aims to enhance their soft skills and train them to assume responsibility and make decisions in exercising their rights and responsibilities, as well as confronting everyday situations.

The school Principal stresses that the school seeks to provide parents with sufficient information and data on the education practices, developing strategies that encourage communication with individuals and community institutions to achieve transparency. Through the 'I progress through my values project' the school provides lectures and meetings, while lectures are presented by parents in collaboration with their daughters in the classroom, and this shows in the development and personal growth of a significant group of students. It also leads to the high satisfaction of parents and participation in the school environment, and has an active role in enhancing confidence and promoting direct communication among all stakeholders.

BQA's Role:

The School's staff express their pride and interest in the BQA's review visits which they consider a strong drive to proving to themselves that they are capable of providing a sustainable learning environment, continuous self-development and innovation and competitiveness, and are capable of acquiring a prominent identity through ongoing vocational training and development programmes at the school.

The School's Message:

The reasons for the school's excellence are the staffs' infinite loyalty and dedication. Without this institutional loyalty the school would not have achieved pioneering excellence in all aspects at the educational and learning levels and overcome all obstacles and challenges, for which the support of a dedicated and multi-talented teaching and administrative team has been essential.

Last but not least, there is the conviction that quality is a leadership style that contributes to the dissemination of the organisational philosophy and achievement of perfection, according to the Principal of the School.

Emphasis on quality is a continuous process. Therefore, it is necessary to ensure that this is not eroded and that sustainability and continuous training to achieve better results is achieved through providing professional development opportunities for all workers, encouraging and motivating continuous creativity and accuracy that facilitates work and limits any waste of energy.

"If we seek success we must excel in our profession through training and continuous learning so as to increase understanding," says the school Principal, who concluded by saying:

"Let our motto always be: Allah loves that whenever any of you does something he should excel in it."

Success Story 2:
Riffa Views International School

Est. **2008**	**Governorate** **Southern**	**Admin Staff** **7**	**Teaching Staff** **60**	**Number of students** **328**	**Teaching language** **English**	**2014 - 2018**

Dr. Kurt Nordness
School Principal

A Road to Excellence:

Maintaining a record of excellence and 'outstanding' level is not a simple task; however, who vows to continue his success story will pursue the road to excellence.

Riffa Views International School adheres to certain approaches and mechanisms to achieve excellence.

Dr. Kurt Nordness, the Principal of the School, said that the school recruits high quality staff committed to delivering best educational practice. The quality of teachers makes the biggest difference to the success of student learning.

The school focuses on professional development for teachers. This enables it to reach its desired educational goals while also providing a programme of training that is suitable for different teachers with different levels of experience.

The road to excellence was not an easy task; the vision of the school is based on applying the growth strategy in all aspects of work. The Principal of the School said: "By maintaining a growth mind-set in all we do our admissions policy allows us to take any student we believe we can cater for and will 'grow' in our educational programme. We use student achievement data, surveys and feedback from our accreditation agencies that identifies growth points for the school and we then ensure that these are explicitly addressed in our strategic and yearly planning."

"The school leadership team works hard to thoroughly understand the process and prepare documentation as required. We try to ensure that the data collection process for BQA is part of our work each year, regardless of a formal visit happening or not," he added.

The Journey of Excellence:

RVIS has worked to adopt data analysis systems for both internal and external assessment and testing. This ensures they are constantly looking at student performance and addressing areas needing attention to ensure that all students are being catered for and are achieving the growth they are capable of.

The Principal of the School said, "Following our first BQA review in 2014 we have continued to use technology-based systems for collecting and storing evidence relevant to the BQA process. Evidence collection to support the BQA review process has become part of our yearly work and is a wonderful documentation of all that we do in the school."

He also confirmed that teachers are involved as part

of an on-going process in helping collate evidence for BQA. They are kept informed and engaged in what the BQA process is about. For example regular classroom observations, during our walkthrough protocol by leadership team members, is consistent with criteria used in the BQA teacher observation process. Areas of the school program that data and feedback indicate need attention are explicitly addressed through school planning and, if needed, by adopting internal subject review processes.

The RVIS Board of Trustees are positively involved in the school and go to great lengths to ensure that the school is well supported and managed. Both the Board of Trustees and School Leadership Team ensure that quality teaching and learning are the priority, and significant financial support is given to support this area of focus.

For example, the professional development support for teachers at RVIS is exceptional. Teachers are willing to improve their practices and this in turn has very positive results on student learning.

BQA's Role:

The overall academic achievement at RVIS is most pleasing, with 'outstanding' results particularly in elementary and middle schools. With the school's young history of just three graduating classes to date the small numbers of students in the secondary school shows in academic performance in some subject areas. There is also an open policy on students taking the IB programme, or some IB courses, and this sometimes shows in the level of students' attainment in the IB examinations.

The Principal of the School said "The BQA review again highlighted the exceptional programmes of character development, technology, community service projects and links to a global society that RVIS works hard to develop for all students. The extremely positive tone and culture of the school was highlighted by the reviewing team as one of the shining features of RVIS. This accurately reflects the positive feeling everyone associated with the school has."

"While there are some areas we would like to see

developed in the protocols used by BQA, our school has been very grateful for the highly professional manner in which the BQA team conducted the review. The RVIS leadership team genuinely felt the visiting team came to our school with positive intentions and an open mind," he added.

The School's Message:

"RVIS has, from its beginning in 2008, adopted a standards-based approach to teaching and learning. As a school committed to teaching, assessing, grading and reporting to standards this can be a difficult model to fit the protocols around percentage scores such as are used in the BQA process. However, as shown by our two very successful visits it can be done! RVIS remains committed to our standards-based concept. We have a strong focus on character development and care as much about 'How' we learn as 'What' we learn. We know from current educational research that we are educating students for a future where their success will not be driven by test scores but rather by their mastery of 21st Century competency and disposition skills.

The message to other schools is to maintain a commitment to what your school stands for – know who you are and why you provide the type of education you do. Work with the BQA process and be willing to learn from it. Share your best practices with other schools and be open to learning from them – our purpose as educators is to improve education for all students in Bahrain, regardless of which school they attend."

Success Story 3:
Bahrain Music Institute

Est. **2000**	**Governorate** **Capital**	**Admin Staff** **5**	**Teaching Staff** **13**	**Number of students** **2939**	**Teaching language** **English**	**2011 - 2014** **2017**

Dr. Mubarak Najem
Institute Maneger

A Road to Excellence:

Bahrain Music Institute (BMI) is an educational cultural edifice that, since its establishment in 2000, has established itself as a prominent institution in the Kingdom of Bahrain and has gained a remarkable reputation across the Gulf States in record time through its music programmes and courses.

"The Institute offers music programmes designed around the latest educational methods in the world, including the courses accredited by the Associated Board of the Royal School of Music (ABRSM) of the United Kingdom, it is supervised by a qualified and experienced teaching team of Arab and foreign teachers," said the Maestro Dr. Mubarak Najem, BMI's Managing Director.

"The Institute has a continuous development strategy based on the latest developments in the Institute's business activities, where new training programmes to study all musical instruments covering all age categories and levels for those wishing to improve their musical talents are developed," he added.

The Bahrain Music Institute is also keen to organise concerts on an ongoing basis to provide learners with opportunities to enhance their self-confidence while playing music.

As the Institute believes in the importance of encouraging learners to attend and adhere to the general rules and regulations of education institutions, it has introduced an electronic registration system to follow up learners' portfolio and education process through the Institute's interactive website, as well as the learners' attendance records and communication with learners through emails using the new system.

BQA's Role:

"We at BMI are proud to achieve 'outstanding' grade in the BQA's review reports in three consecutive review cycles. This achievement has had a positive role in the development of the Institute, determined areas for improvement and giving us confidence to carry out many improvements and developments to promote the teaching and learning processes," said Dr. Mubarak Najem.

BMI's Managing Director also points out that "Based on the results of the Institute's reviews and taking the recommendations and observations of the review teams into account to develop improvement plans and offer quality provision to learners, BMI has developed the Trinity College Syllabus, BMI Level Exams and ABRSM curriculum. The Institute has also reviewed assessment methods of the internal examinations,

developed an electronic system, and improved the Institute's facilities.

In this regard the Institute's management and staff continuously comply with the BQA's recommendations and provide transparent reports and records through holding meetings with staff to allocate duties and tasks and involve them in addressing the BQA requirements, in collaboration and coordination with the management team.

The management has been keen to take advantage of the BQA review reports. All observations and recommendations have been addressed, an improvement plan has been developed to improve the administrative processes, and the Institute has complied with the timetable for implementing such plans, periodically assessing the areas for improvement and measuring their impact on the provider's business activities and improving the quality of provision.

The Provider's Message:

Dr. Mubarak Najem, BMI's Managing Director said, "Education is a message involving trust that requires a person to work honestly, sincerely and diligently. We are committed to developing our staff competencies, capabilities and skills in all aspects of music by providing them with professional development programmes, appointing experienced teams that can deliver the BMI message correctly. Teaching music to Bahrainis, residents and expatriates of all ages and levels in accordance with the latest international methods and curricula will undoubtedly contribute to the advancement of the musical movement in the Kingdom of Bahrain."

APPENDICES

Directorate of Government Schools Reviews

#		Government schools reviewed	Overall judgements Cycle 2	Overall judgements Cycle 3
1	Q	Al-Orouba Primary Girls School	1: Outstanding	1: Outstanding
2	Q	Hajer Primary Girls School	1: Outstanding	1: Outstanding
3	Q	Rabia'a Al-Adaweyia Primary Girls School	1: Outstanding	1: Outstanding
4	Q	Al-Rawdha Primary Girls School	1: Outstanding	1: Outstanding
5	Q	Ain Jaloot Primary Girls School	1: Outstanding	1: Outstanding
6	Q	Karrana Primary Girls School	1: Outstanding	1: Outstanding
7	Q	Al-Khawarizmi Primary Boys School	1: Outstanding	1: Outstanding
8	Q	Sumayia Primary Girls School	1: Outstanding	1: Outstanding
9	Q	Al-Sehlah Primary Girls School	1: Outstanding	1: Outstanding
10	Q	Hitteen Primary Boys School	1: Outstanding	1: Outstanding
11	Q	Aminah Bint Wahab Primary Girls School	1: Outstanding	1: Outstanding
12	Q	Khawlah Secondary Girls School	1: Outstanding	1: Outstanding
13	Q	Al-Muharraq Primary Girls School	2: Good	1: Outstanding
14	Q	Al-Qadsiah Primary Girls School	2: Good	1: Outstanding
15	Q	Saar Primary Girls School	2: Good	1: Outstanding
16	Q	Sar Secondary Girls School	2: Good	1: Outstanding
17	Q	Al-Safa Primary Girls School	2: Good	1: Outstanding
18	Q	Al-Belad Al-Qadeem Primary Girls School	2: Good	1: Outstanding
19	Q	Zubaidah Primary Girls School	2: Good	1: Outstanding
20	Q	Al-Sanabis Primary Girls School	2: Good	1: Outstanding
21	Q	Arad Primary Girls School	2: Good	1: Outstanding
22	Q	Fatima Bint Asad Primary Girls School	2: Good	1: Outstanding
23	Q	Jidhafs Secondary Girls School	2: Good	1: Outstanding
24	Q	Sakeena Bint Al-Hussain Primary Girls School	3: Satisfactory	1: Outstanding
25	Q	Abufiras Alhamadani Primary Boys School	3: Satisfactory	1: Outstanding
26	Q	Mariam Bint Omran Primary Girls School	3: Satisfactory	1: Outstanding
27	Q	Um Ayman Primary Girls School	3: Satisfactory	1: Outstanding
28	Q	Aisha Um Al Moamneen Primary Girls School	_	1: Outstanding
29	Q	Um Salama Intermediate Girls School	1: Outstanding	2: Good
30	Q	Tubli Primary Girls School	1: Outstanding	2: Good

31		Al-Jazeera Primary Boys School	2: Good	2: Good
32		Hafsa Um Almoumineen Primary Girls School	2: Good	2: Good
33		Al-Daih Primary Intermediate Girls School	2: Good	2: Good
34		Al-Nabeeh Saleh Primary Girls School	2: Good	2: Good
35		Qurtoba Intermediate Girls School	2: Good	2: Good
36		Sanad Primary Girls School	2: Good	2: Good
37		Asma That Alnetaqain Primary Girls School *	2: Good	2: Good
38		Sitra Primary Girls School	2: Good	2: Good
39		Al-Qudes Primary Girls School	2: Good	2: Good
40		Zannoobia Intermediate Girls School	2: Good	2: Good
41		Sh. Mohamed Bin Isa Al-Khalifa Primary Boys School	2: Good	2: Good
42		Al-Noaim Secondary Boys School	2: Good	2: Good
43		Omayma Bint Al-Noaman Secondary Girls School	2: Good	2: Good
44		West Rifaa Primary Girls School	2: Good	2: Good
45		Al-Noor Secondary Girls School	2: Good	2: Good
46		Gharnata Primary Girls School	2: Good	2: Good
47		Al-Duraz Intermediate Girls School	2: Good	2: Good
48		Sitra Intermediate Girls School	2: Good	2: Good
49		Sitra Secondary Girls School	2: Good	2: Good
50		Hamad Town Primary Girls School	2: Good	2: Good
51		Al-Duraz Primary Girls School	2: Good	2: Good
52		Abu Alaala Almaari Primary Boys School	3: Satisfactory	2: Good
53		Al-Muharraq Secondary Girls School	3: Satisfactory	2: Good
54		Tulaitela Primary Girls School	3: Satisfactory	2: Good
55		Al-Hoora Secondary Girls School	3: Satisfactory	2: Good
56		Al-Busaiteen Primary Girls School	3: Satisfactory	2: Good
57		A'ali Primary Girls School	3: Satisfactory	2: Good
58		Al-Dair Primary Intermediate Girls School	3: Satisfactory	2: Good
59		Salmabad Primary Girls School	3: Satisfactory	2: Good
60		Al-Esteqlal Secondary Girls School	3: Satisfactory	2: Good
61		Al-Hunaineya Primary Girls School	3: Satisfactory	2: Good
62		Al-Busaiteen Intermediate Girls School	3: Satisfactory	2: Good
63		Ibn Al-Nafees Primary Boys School	3: Satisfactory	2: Good

* Asma That Alnetaqain Primary Intermediate Girls School Previously

64	Q	Buri Primary Girls School	3: Satisfactory	2: Good
65	Q	Hassan Bin Thabit Primary Boys School	3: Satisfactory	2: Good
66	Q	Almustaqbal Primary Girls School	2: Good	
67	Q	Al-Nowaidrat Primary Girls School	2: Good	
68	Q	Shahrakan Primary Girls School	2: Good	
69		Um Kalthoom Intermediate Girls School	2: Good	3: Satisfactory
70		Fatima Bint Alkhattab Primary Girls School	2: Good	3: Satisfactory
71		Al-Hidd Secondary Girls School*	2: Good	3: Satisfactory
72		Al-Zallaq Primary Intermediate Girls School	2: Good	3: Satisfactory
73		Zainab Intermediate Girls School	2: Good	3: Satisfactory
74		Al-Manhal Primary Girls School	2: Good	3: Satisfactory
75		Al-Mutanabbi Primary Boys School	2: Good	3: Satisfactory
76		Bait Al-Hekmah Primary Girls School	2: Good	3: Satisfactory
77		East Rifaa Primary Girls School	2: Good	3: Satisfactory
78		Ruqaya Primary Girls School	2: Good	3: Satisfactory
79		Tubli Primary Boys School	2: Good	3: Satisfactory
80		Ibn Sina Primary Boys School	3: Satisfactory	3: Satisfactory
81		Abu Bakr Al-Siddeeq Primary Boys School	3: Satisfactory	3: Satisfactory
82		Buri Primary Boys School	3: Satisfactory	3: Satisfactory
83		Al-Sanabis Intermediate Girls School	3: Satisfactory	3: Satisfactory
84		West Rifa'a Primary Boys School	3: Satisfactory	3: Satisfactory
85		Isa Town Secondary Girls School	3: Satisfactory	3: Satisfactory
86		Al-Ma'refa Secondary Girls School	3: Satisfactory	3: Satisfactory
87		Al-Khansa Primary Girls School	3: Satisfactory	3: Satisfactory
88		Khalid Bin Alwaleed Primary Boys School	3: Satisfactory	3: Satisfactory
89		Safeyia Bint Abdulmuttalib Primary Girls School**	3: Satisfactory	3: Satisfactory
90		Jidhafs Primary Boys School	3: Satisfactory	3: Satisfactory
91		A'ali Intermediate Girls School	3: Satisfactory	3: Satisfactory
92		Nasiba Bint Ka'ab Primary Girls School	3: Satisfactory	3: Satisfactory
93		Omar Bin Abdul Aziz Primary Boys School	3: Satisfactory	3: Satisfactory
94		Jaw Primary Intermediate Girls School	3: Satisfactory	3: Satisfactory
95		Al-Qayrawan Intermediate Girls School	3: Satisfactory	3: Satisfactory
96		Jidhafs Secondary Technical School	3: Satisfactory	3: Satisfactory
97		Al-Wafa'a Secondary Girls School***	3: Satisfactory	3: Satisfactory
98		Sh. Isa Bin Ali Al-Khalifa Secondary Boys School	3: Satisfactory	3: Satisfactory
99		Al-Hedayah Al-Khalifia Secondary Boys School	3: Satisfactory	3: Satisfactory
100		Al-Ja'afari Religious Institute	3: Satisfactory	3: Satisfactory
101		Al-Nuzha Primary Girls School	3: Satisfactory	3: Satisfactory
102		Isa Town Secondary Boys School	3: Satisfactory	3: Satisfactory
103		Alahd Alzaher Secondary Girls School	3: Satisfactory	3: Satisfactory
104		Hamad Town Primary Boys School	3: Satisfactory	3: Satisfactory

* Al-Hidd Intermediate Secondary Girls School Previously
** Safeyia Bint Abdulmuttalib Primary Intermediate Girls School in cycle 2
*** Isa Town Secondary Commercial Girls School Previously

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105		Salahuddeen Alayyoubi Primary Boys School	3: Satisfactory	3: Satisfactory
106		Al-Rasheed Primary Boys School	3: Satisfactory	3: Satisfactory
107		West Rifaa Secondary Girls School	3: Satisfactory	3: Satisfactory
108		Sar Primary Boys School	3: Satisfactory	3: Satisfactory
109		A'ali Primary Boys School	3: Satisfactory	3: Satisfactory
110		Ahmad Al-Umran Secondary Boys School	3: Satisfactory	3: Satisfactory
111		Balqees Primary Girls School	3: Satisfactory	3: Satisfactory
112		Yathreb Intermediate Girls School	3: Satisfactory	3: Satisfactory
113		Al-Sanabis Primary Boys School	3: Satisfactory	3: Satisfactory
114		Hamad Town Secondary Girls School	3: Satisfactory	3: Satisfactory
115		Halima Al-Sa'adeyya Intermediate Girls School	3: Satisfactory	3: Satisfactory
116		Saba' Primary Girls School	3: Satisfactory	3: Satisfactory
117		Barbar Primary Boys School	3: Satisfactory	3: Satisfactory
118		Khadija Al-Kubra Intermediate Girls School	3: Satisfactory	3: Satisfactory
119		Um Al-Qura Primary Intermediate Girls School	3: Satisfactory	3: Satisfactory
120		Al-Dheya Primary Boys School	3: Satisfactory	3: Satisfactory
121		Qalali Primary Boys School	4: Inadequate	3: Satisfactory
122		Al-Rawdha Primary Boys School	4: Inadequate	3: Satisfactory
123		Sa'ad Bin Abi-Waqqas Primary Boys School	4: Inadequate	3: Satisfactory
124		Al-Busaiteen Primary Boys School	4: Inadequate	3: Satisfactory
125		Al-Muharraq Secondary Boys School	4: Inadequate	3: Satisfactory
126		Al-Andalus Primary Girls School	4: Inadequate	3: Satisfactory
127		Al-Dair Primary Boys School	4: Inadequate	3: Satisfactory
128		Arad Primary Boys School	4: Inadequate	3: Satisfactory
129		Al-Alaa Alhadhrami Primary Boys School	4: Inadequate	3: Satisfactory
130		Al Wadi Primary Boys School	4: Inadequate	3: Satisfactory
131		Al-Manama Secondary Girls School	3: Satisfactory	
132		Isa Town Primary Boys School	3: Satisfactory	
133		Al-Salam Primary Girls School	3: Satisfactory	
134		Primary Religious Institute	3: Satisfactory	
135		Al-Hidd Intermediate Girls School	3: Satisfactory	
136		Al-Shorooq Secondary Girls School	3: Satisfactory	
137		Aali Intermediate Boys School	2: Good	4: Inadequate
138		Um Alhassam Primary Boys School	3: Satisfactory	4: Inadequate
139		Askar Primary Intermediate Boys School	3: Satisfactory	4: Inadequate
140		East Rifaa Intermediate Girls School	3: Satisfactory	4: Inadequate
141		Omar Bin Al-Khattab Primary Intermediate Boys School	3: Satisfactory	4: Inadequate
142		Arad Intermediate Girls School	3: Satisfactory	4: Inadequate
143		West Riffa Intermediate Girls School	3: Satisfactory	4: Inadequate
144		East Rifaa Primary Boys School	3: Satisfactory	4: Inadequate

145		Al-Imam Ali Primary Intermediate Boys School	3: Satisfactory	4: Inadequate
146		Al-Razi Primary Boys School	3: Satisfactory	4: Inadequate
147		Al-Rifaa Intermediate Boys School	3: Satisfactory	4: Inadequate
148		Badr Al-Kobra Primary Boys School	3: Satisfactory	4: Inadequate
149		Al-Salmaniyia Intermediate Boys School	3: Satisfactory	4: Inadequate
150		Alta'awon Secondary Boys School	3: Satisfactory	4: Inadequate
151		Jaber Bin Hayian Primary Boys School	3: Satisfactory	4: Inadequate
152		Isa Town Intermediate Girls School	3: Satisfactory	4: Inadequate
153		Al-Jasra Primary Boys School	3: Satisfactory	4: Inadequate
154		Othman Bin Affan Intermediate Boys School	3: Satisfactory	4: Inadequate
155		Abdul Rahman Al-Nassir Intermediate Boys School*	3: Satisfactory	4: Inadequate
156		Safrah Primary Intermediate Girls School	3: Satisfactory	4: Inadequate
157		Al-Yarmook Primary Boys School	3: Satisfactory	4: Inadequate
158		Alzallaq Primary Intermediate Boys School	3: Satisfactory	4: Inadequate
159		Al-Qudaibia Primary Intermediate Boys School**	3: Satisfactory	4: Inadequate
160		Uqba Bin Nafe'a Primary Boys School	3: Satisfactory	4: Inadequate
161		Sh. Abdul Aziz Bin Mohd Al Khalifa Secondary Boys School	3: Satisfactory	4: Inadequate
162		Al-Jabiriyia Secondary Technical School	4: Inadequate	4: Inadequate
163		Al-Belad Al-Qadeem Intermediate Boys School	4: Inadequate	4: Inadequate
164		Jidhafs Intermediate Boys School	4: Inadequate	4: Inadequate
165		Religious Intermediate Secondary Institute	4: Inadequate	4: Inadequate
166		Safra Primary Intermediate Boys School	4: Inadequate	4: Inadequate
167		Isa Town Intermediate Boys School	4: Inadequate	4: Inadequate
168		Osama Bin Zaid Primary Boys School	4: Inadequate	4: Inadequate
169		Al-Imam Al-Ghazali Intermediate Boys School	4: Inadequate	4: Inadequate
170		Arad Primary Intermediate Boys School	4: Inadequate	4: Inadequate
171		Al-Budaiya Primary Boys School	4: Inadequate	4: Inadequate
172		Hamad Town Intermediate Boys School	4: Inadequate	4: Inadequate
173		Hamad Town Secondary Boys School	4: Inadequate	4: Inadequate
174		Karzakan Primary Boys School	4: Inadequate	4: Inadequate
175		Sh. Kalifa Bin Salman Institute Of Technology	4: Inadequate	4: Inadequate
176		Al-Monthir Bin Sawa Al-Tamimi Primary Boys School	4: Inadequate	4: Inadequate
177		Abusaiba Primary Boys School	4: Inadequate	4: Inadequate
178		Al-Imam Al-Tabary Primary Boys School	4: Inadequate	4: Inadequate
179		Al-Hidd Primary Intermediate Boys School	4: Inadequate	4: Inadequate
180		Ibn Tufail Primary Boys School	4: Inadequate	4: Inadequate
181		Al-Farabi Intermediate Boys School	4: Inadequate	4: Inadequate
182		Al Maamoon Primary Boys School	4: Inadequate	4: Inadequate
183		Hamad Town Intermediate Girls School***	4: Inadequate	4: Inadequate
184		Sanad Primary Boys School	4: Inadequate	4: Inadequate

* Abdul Rahman Al-Nassir Primary Intermediate Boys School in Cycle 2
** Al-Qudaibia Intermediate Boys School in Cycle 2
*** Hamad Town Intermediate Secondary Girls School Previously

185		Abdul Rahman Al-Dakhel Intermediate Boys School	4: Inadequate	4: Inadequate
186		East Rifaa Secondary Boys School	4: Inadequate	4: Inadequate
187		Samaheej Primary Intermediate Boys School	4: Inadequate	4: Inadequate
188		Al-Tadamon Secondary Girls School	4: Inadequate	4: Inadequate
189		Ammar Bin Yaser Primary Boys School	4: Inadequate	4: Inadequate
190		Al-Duraz Intermediate Boys School	4: Inadequate	4: Inadequate
191		Ahmad Al-Fateh Primary Intermediate Boys School	4: Inadequate	4: Inadequate
192		Sh. Mohd Bin Khalifa Al-Khalifa Primary Intermediate Boys School	4: Inadequate	4: Inadequate
193		Ibn Rushd Intermediate Boys School	4: Inadequate	4: Inadequate
194		Al-Khalil Bin Ahmad Intermediate Boys School	4: Inadequate	4: Inadequate
195		Al-Khamis Primary Boys School	4: Inadequate	4: Inadequate
196		Sitra Primary Boys School	4: Inadequate	4: Inadequate
197		Tareq Bin Ziyad Intermediate Boys School	4: Inadequate	4: Inadequate
198		Sh. Abdulla Bin Isa Al-Khalifa Secondary Technical School	4: Inadequate	
199		Al-Wehda Secondary Boys School	4: Inadequate	
200		Ghazi Al-Qosaibi Secondary Girls School	4: Inadequate	
201		Al-Hidd Primary Boys School	4: Inadequate	
202		Al-Khaleej Al-Arabi Primary Intermediate Girls School*	4: Inadequate	
203		Al-Sehlah Primary Intermediate Boys School	4: Inadequate	
204		Awal Intermediate Boys School	4: Inadequate	
205		Al-Budaiyya Primary Intermediate Girls School	4: Inadequate	
206		Al-Imam Malik Bin Anas Primary Boys School	4: Inadequate	

* Al-Khaleej Al-Arabi Intermediate Girls School Previously

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	Safrah Primary Intermediate Girls School	In progress	Sufficient Progress
2	Uqba Bin Nafe'a Primary Boys School	In progress	Sufficient Progress
3	Al-Duraz Intermediate Boys School	In progress	Sufficient Progress
4	Isa Town Intermediate Girls School	Sufficient Progress	
5	Alzallaq Primary Intermediate Boys School	In progress	In progress
6	Al-Yarmook Primary Boys School	In progress	In progress
7	Sh. Abdul Aziz Bin Mohd Al Khalifa Secondary Boys School	In progress	In progress
8	Al-Qudaibia Primary Intermediate Boys School	In progress	In progress
9	Ibn Rushd Intermediate Boys School	In progress	In progress
10	Ahmad Al-Fateh Primary Intermediate Boys School	In progress	In progress
11	Othman Bin Affan Intermediate Boys School	In progress	In progress
12	Ammar Bin Yaser Primary Boys School	In progress	In progress
13	Abdul Rahman Al-Nassir Intermediate Boys School	In progress	In progress
14	Al-Khalil Bin Ahmad Intermediate Boys School	Insufficient Progress	In progress
15	Tareq Bin Ziyad Intermediate Boys School	In progress	
16	Sh. Mohd Bin Khalifa Al-Khalifa Primary Intermediate Boys School	In progress	Insufficient Progress
17	Al-Jasra Primary Boys School	In progress	Insufficient Progress
18	Al-Khamis Primary Boys School	Insufficient Progress	Insufficient Progress
19	Sitra Primary Boys School	Insufficient Progress	Insufficient Progress

Directorate of Private Schools & 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		Riffa Views International School	Grade 1 to 12	1: Outstanding	1: Outstanding
5		The Bahrain Bayan School	Grade 1 to 12	2: Good	1: Outstanding
6		Nadeen School	Grade 1 to 6	2: Good	1: Outstanding
7		The French School	Grade 1 to 12	2: Good	2: Good
8		New Millennium School	Grade 1 to 12	3: Satisfactory	2: Good
9		Creativity Private School	Grade 1 to 12	3: Satisfactory	2: Good
10		Al-Eman Schools – Girls Section	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		Shaikha Hessa Girls' School	Grade 1 to 12	3: Satisfactory	2: Good
14		Al Noor International School	Grade 1 to 12	2: Good	3: Satisfactory
15		Alia School	Grade 1 to 10	2: Good	3: Satisfactory
16		Modern Knowledge Schools	Grade 1 to 12	2: Good	3: Satisfactory
17		Palms Primary School	Grade 1 to 6	2: Good	3: Satisfactory
18		Asian School	Grade 1 to 10	3: Satisfactory	3: Satisfactory
19		Tylos Private School	Grade 1 to 9	3: Satisfactory	3: Satisfactory
20		Al Raja School	Grade 1 to 12	3: Satisfactory	3: Satisfactory
21		Al Rawabi Private School	Grade 1 to 12	3: Satisfactory	3: Satisfactory
22		Middle East Educational Schools	Grade 1 to 12	3: Satisfactory	3: Satisfactory
23		International School of Choueifat	Grade 1 to 12	3: Satisfactory	3: Satisfactory
24		Sacred Heart School	Grade 1 to 10	3: Satisfactory	3: Satisfactory
25		Al Falah Private Schools – Boys Section - Muharraq Branch	Grade 4 to 12	3: Satisfactory	3: Satisfactory
26		Al-Eman Schools - Boys Section	Grade 1 to 12	3: Satisfactory	3: Satisfactory
27		The Indian School	Grade 1 to 12	3: Satisfactory	3: Satisfactory
28		Abdul Rahman Kanoo International School	Grade 1 to 12	3: Satisfactory	3: Satisfactory
29		Al Mahd Day Boarding School – Saar Branch	Grade 1 to 10	4: Inadequate	3: Satisfactory

30		Hawar International School	Grade 1 to 12	4: Inadequate	3: Satisfactory
31		Ebenezer Private School	Grade 1 to 6	4: Inadequate	3: Satisfactory
32		Talent International and the Infant School – Manama Branch	Grade 1 to 8	4: Inadequate	3: Satisfactory
33		Al Hekma International School	Grade 1 to 12	4: Inadequate	3: Satisfactory
34		Al-Maaly Gate School	Grade 1 to 6	4: Inadequate	3: Satisfactory
35		Al-Wisam School	Grade 1 to 12	4: Inadequate	3: Satisfactory
36		Pakistan School – Manama Branch	Grade 1 to 5	4: Inadequate	3: Satisfactory
37		Al Mahd Day Boarding School – Riffa Branch	Grade 1 to 6	4: Inadequate	3: Satisfactory
38		Ahlia School	Grade 1 to 9	4: Inadequate	3: Satisfactory
39		Quality Education School-Manama Branch	Grade 1 to 3	4: Inadequate	3: Satisfactory
40		New Vision School	Grade 1 to 12	3: Satisfactory	4: Inadequate
41		Al Salam School	Grade 1 to 11	3: Satisfactory	4: Inadequate
42		The New Indian School	Grade 1 to 12	3: Satisfactory	4: Inadequate
43		Quality Education School – Magabah Branch	Grade 1 to11	3: Satisfactory	4: Inadequate
44		Ibn Al-Haytham Islamic School	Grade 1 to 12	3: Satisfactory	4: Inadequate
45		Talent International and Infant School – Riffa Branch	Grade 1 to 8	3: Satisfactory	4: Inadequate
46		Al Majd Private School	Grade 1 to 12	4: Inadequate	4: Inadequate
47		AMA International School	Grade 1 to 12	4: Inadequate	4: Inadequate
48		Bangladesh School - Bahrain	Grade 1 to 10	4: Inadequate	4: Inadequate
49		Pakistan School - Isa Town Branch	Grade 1 to 12	4: Inadequate	4: Inadequate
50		Pakistan Urdu School	Grade 1 to 12	4: Inadequate	4: Inadequate
51		City International School	Grade 1 to 10	4: Inadequate	4: Inadequate
52		Al Mahd Day Boarding School – Sama-heej Branch	Grade 1 to 8	4: Inadequate	4: Inadequate
53		The New Horizon School – Janusan Branch	Grade 1 to 6	4: Inadequate	4: Inadequate
54		Al Manar Private School	Grade 1 to 9	4: Inadequate	4: Inadequate
55		Al Falah Private Schools – Boys Section - A'ali Branch	Grade 1 to 12	4: Inadequate	4: Inadequate
56		Al Falah Private Schools - Girls Section -A'ali Branch	Grade 1 to 12	4: Inadequate	4: Inadequate
57		Eastern School	Grade 1 to 12	4: Inadequate	4: Inadequate

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	Al Mahd Day Boarding School – Samaheej Branch	Sufficient Progress	
2	Al Majd Private School	In Progress	In Progress
3	Ibn Al-Hytham Islamic School	In Progress	In Progress
4	Talent International and Infant School - Riffa Branch	In Progress	
5	City International School	In Progress	
6	Bangladesh School - Bahrain	Insufficient Progress	

Directorate of Vocational Reviews

#		Provider	Cycle 2 Review Grade	Cycle 3 Review Grade
1		Kumon- Bahrain	1: Outstanding	1: Outstanding
2		British Language Centre	1: Outstanding	1: Outstanding
3		Capital Institute	1: Outstanding	1: Outstanding
4		Gulf Aviation Academy (GAA)	1: Outstanding	1: Outstanding
5		EMIC Training	2: Good	1: Outstanding
6		Berlitz Training Centre	2: Good	1: Outstanding
7		American Cultural & Educational Centre	2: Good	1: Outstanding
8		Origin Training Centre	-	1: Outstanding
9		Kunooz Al Arabiya Center for Arabic Language Learning	-	1: Outstanding
10		Genetech Training & Development	1: Outstanding	2: Good
11		Bahrain Institute for Banking and Finance (BIBF)	1:Outstanding	2: Good
12		Institute of Finance	1:Outstanding	2: Good
13		Al Mashreq Training (previously Arabian East Training Center)	1:Outstanding	2: Good
14		Al Moalem Institute	2: Good	2: Good
15		Safety Training & Consultants Center	2: Good	2: Good
16		RRC Middle East (Closed)	2: Good	2: Good

17		Victory Training & Development Institute (VTDI)	2: Good	2: Good
18		Taylos Human Development	2: Good	2: Good
19		Neo vartis Training Centre	2: Good	2: Good
20		Logic Institute for Training & Human resource Development	2: Good	2: Good
21		ILC Training	2: Good	2: Good
22		Yellow Hat Training s.p.c	2: Good	2: Good
23		London Training Center	2: Good	2: Good
24		Sylvan Learning Centre-Bajrain	2: Good	2: Good
25		Harvest Training Centre (Previously Al Hassad Training Center)	2: Good	2: Good
26		AlGadh Training Institute	2: Good	2: Good
27		Daar Al Maarefa Language Centre	2: Good	2: Good
28		RICI Training Centre	-	2: Good
29		Bahrain International Retail Development Center (BIRD) (Closed)	3: Satisfactory	2: Good
30		Human Performance Improvement (HPI)	3: Satisfactory	2: Good
31		Horizons for Human Resource Development	3: Satisfactory	2: Good
32		Aptech Computer Education	3: Satisfactory	2: Good
33		Bait Al Taleem Institute	3: Satisfactory	2: Good
34		Leaders Institute for Training & Development	3: Satisfactory	2: Good
35		Training Plus Institute (Previously New Horizons Computer Learning Centre)	3: Satisfactory	2: Good
36		Group Talal Abu-Ghazaleh Training Group	3: Satisfactory	2:Good
37		Score Training Institute	3: Satisfactory	2:Good
38		BAS Aircraft Maintenance Training (BAS-TC)	3: Satisfactory	2: Good
39		The Training Centre of the Bahrain Society of Engineers	4: Inadequate	2: Good
40		Delmon Academy for Computer and Managerial Science (DACMS)	4: Inadequate	2: Good
41		Business Avenue Training Center	-	2: Good
42		Procloud Training Centre	-	2: Good
43		Gulf Insurance Institute (Closed)	2: Good	-

44		Impact Training Institute	2: Good	
45		Bridge Training Solutions (Closed)	2: Good	-
46		A.I.T Centre	2: Good	
47		Dynamics Training Institute (Closed)	2: Good	-
48		Berlitz Language Center - Bahrain	2: Good	
49		Gulf World Institute for Career Development & Quality (Closed)	2: Good	
50		Bahrain Institute of Hospitality & Retail (BIHR)	2: Good	3: Satisfactory
51		Al-Wasat Training and Development institution	2: Good	3: Satisfactory
52		Ernst and Young Training Center	2: Good	3: Satisfactory
53		Golden Trust for Management & Commercial Training & Consultancy	2: Good	3: Satisfactory
54		Thinksmart for development & Training	2:Good	3: Satisfactory
55		National Institute for Industrial Training	3: Satisfactory	3: Satisfactory
56		Modern Institute of Science & Computer	3: Satisfactory	3: Satisfactory
57		Deena Institute of Technology	3: Satisfactory	3: Satisfactory
58		Al Banna Training Institute (Closed)	3: Satisfactory	3: Satisfactory
59		Excellence Training Solutions	3: Satisfactory	3: Satisfactory
60		Industrial Petroleum Training Services (I.P.T.S.)	3: Satisfactory	3: Satisfactory
61		I Design Training centre	3: Satisfactory	3: Satisfactory
62		English Language Skills Centre	3: Satisfactory	3: Satisfactory
63		Success Training Centre (STC)	3: Satisfactory	3: Satisfactory
64		Al - Badeel for Training Development	3: Satisfactory	3: Satisfactory
65		Al Jazeera Modern Institute	3: Satisfactory	3: Satisfactory
66		Osho Training	3: Satisfactory	3: Satisfactory
67		Regal Gulf Training Centre	3: Satisfactory	3: Satisfactory
68		Inma Training and Development Centre	3: Satisfactory	3: Satisfactory
69		Marvel Management Training Institute	3: Satisfactory	3: Satisfactory
70		Bahrain Institute for Technology (previously,Bahrain Institute for Entrepreneurship & Technology (BIET))	3: Satisfactory	3: Satisfactory
71		National Institute of Technology (NIT)	4: Inadequate	3: Satisfactory
72		Global Institute for Management Science	4: Inadequate	3: Satisfactory
73		Al Awael Learning Institute	4: Inadequate	3: Satisfactory
74		Al Moheet Institute	4: Inadequate	3: Satisfactory
75		Future Institute for Training & Development (previously Al Meer Training Center)	4: Inadequate	3: Satisfactory
76		TUV Nord Training Centre	-	3: Satisfactory

77		Manahel Training Centre	-	3: Satisfactory
78		Seed Training Centre	-	3: Satisfactory
79		Resources Training Centre	-	3: Satisfactory
80		The Nine Training Centre	-	3: Satisfactory
81		Masar Centre for Training and Development	-	3: Satisfactory
82		Oasis Training Centre	-	3: Satisfactory
83		AMA International Training Institute	-	3: Satisfactory
84		Madar Training Centre	-	3: Satisfactory
85		Invita Training Centre	-	3: Satisfactory
86		Train Me Training Centre	-	3: Satisfactory
87		Professional Training Institute/ (previously Al Amal Institute for Studies & Training) (Closed)	3: Satisfactory	-
88		Brothers Training Development Institute	3: Satisfactory	
89		Hanan Training Institute	3: Satisfactory	
90		Bahrain Training Institute (BTI)	3: Satisfactory	
91		Flextrain for Training & Development (Closed)	3: Satisfactory	-
92		Design Technology Training Center (Closed)	3: Satisfactory	-
93		Gulf International Institute (Closed)	3: Satisfactory	-
94		Projacs Training Centre (Closed)	3: Satisfactory	-
95		Prestiege Institute for Training Human Resources (Closed)	3: Satisfactory	-
96		Investment for Training and development (Closed)	3: Satisfactory	-
97		Beauty Face Institute	3: Satisfactory	4: Inadequate
98		Management Development Centre	3: Satisfactory	4: Inadequate
99		Al Adwha Institute	3: Satisfactory	4: Inadequate
100		Al Mawred Institute	3: Satisfactory	4: Inadequate
101		Bahrain Institute	3: Satisfactory	4: Inadequate
102		Al Hayat Institute for Human Resources Development	4: Inadequate	4: Inadequate
103		Glory Education Centre	-	4: Inadequate
104		Takween Training Centre	-	4: Inadequate
105		Bright Future Training Centre	-	4: Inadequate
106		Lingo Ease centre	4: Inadequate	
107		Al Amjaad Institute	4: Inadequate	
108		English Plus Institute	4: Inadequate	
109		New Vision Training Institute (NTI) (Closed)	4: Inadequate	-
110		The Gulf Academy for Development of Human Resources	4: Inadequate	
111		Novo-Tech Training (Closed)	4: Inadequate	-
112		Manama Training Centre (Closed)	4: Inadequate	-

Cultural Centres

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

Monitoring visits to institutions judged 'Inadequate'

#	Institutes receiving monitoring visits	First Monitoring visit	Second Monitoring visit
1	Kalabhavan Art Centre	Insufficient Progress	In progress
2	Bahrain Institute	Insufficient Progress	
3	Al Hayat Institute for Human Resources Development	Insufficient Progress	
4	Al Mawred Institute	Insufficient Progress	
5	Glory Education Centre	Insufficient Progress	
6	Bright Future Training Centre	In progress	
7	Takween Training Centre	Sufficient Progress	

Higher Education Programmes-within-College Reviews

1. Field of Medicine and Health Sciences

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

2. Field of IT & Computing

#	Institution	Year of Last Re-/view Follow up Visit	No. of Satisfied Indicators	Conclusion	First Follow-up Visit Con-clusion	Second Follow-up Visit Con-clusion
1	University of Bahrain B.Sc. in Information Systems College of Information Technology	2013	4	Confidence		
2	University of Bahrain B.Sc. in Computer Science College of Information Technology	2013	4	Confidence		
3	University of Bahrain B.Sc. in Computer Engineering College of Information Technology	2013	4	Confidence		
4	Ahlia University Bachelor in Distributed Systems and Multimedia College of Information Technology	2013	4	Confidence		
5	Ahlia University Bachelor in Information Technology College of Information Technology	2013	4	Confidence		
6	Ahlia University Master in Information Technology and Computer Science College of Information Technology	2013	4	Confidence		
7	Arab Open University B.Sc. in Information Technology and Computing-Faculty of Computer Studies	2013	4	Confidence		
8	Royal University for Women Bachelor of Science in Computer Science Faculty of Information Technology	2013	1	No confidence		
9	AMA International University – Bahrain Master of Science in Computer Science College of Computer Studies	2013	0	No confidence		
10	Gulf University Bachelor in Computer Engineering and Information Systems College of Computer Engineering and Sciences	2013	0	No confidence		
11	Gulf University Bachelor in Computer Communications Engineering College of Computer Engineering and Sciences	2013	0	No confidence		
12	Applied Science University Bachelor in Computer Science College of Arts & Science	2018	3	Limited Confidence	Adequate progress	
13	Royal University for Women Bachelor of Science in Information Technology College of Information Technology	2015	1	No confidence	Adequate progress	
14	University College of Bahrain B.Sc. in Information Technology	2017	2	Limited confidence	Inadequate progress	Inadequate progress
15	AMA International University – Bahrain Bachelor of Science in Computer Science College of Computer Studies	2017	1	No confidence	Inadequate progress	Adequate progress

3. Field of Business

#	Institution	Year of Last review	No. of Satisfied Indicators	Conclusion	Follow-up Visit Conclusion
1	Ahlia University Master of Science Degree in Engineering Management (MSEM) College of Business and Finance	2017	4	Confidence	
2	Bahrain Institute of Banking and Finance Diploma in Accounting and Finance (leading to BSc in Accounting and Finance) Bangor University Programmes	2017	4	Confidence	
3	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	2017	4	Confidence	
4	Bahrain Institute of Banking and Finance Diploma in Islamic Finance (leading to BSc in Banking and Finance) Bangor University Programmes	2017	4	Confidence	
5	University of Bahrain Bachelor of Science in Business Management College of Business Administration	2014	4	Confidence	
6	University of Bahrain Bachelor of Science in Marketing College of Business Administration	2014	4	Confidence	
7	University of Bahrain Bachelor of Science in Accounting College of Business Administration	2014	4	Confidence	
8	University of Bahrain Bachelor of Science in Banking and Finance College of Business Administration	2014	4	Confidence	
9	University of Bahrain Master in Business Administration College of Business Administration	2014	4	Confidence	
10	Ahlia University Bachelor's Degree in Accounting and Finance College of Business and Finance	2014	4	Confidence	
11	Ahlia University Bachelor's Degree in Banking and Finance College of Business and Finance	2014	4	Confidence	
12	Ahlia University Bachelor's Degree in Economics and Finance College of Business and Finance	2014	4	Confidence	
13	Ahlia University Bachelor's Degree in Management Information Systems College of Business and Finance	2014	4	Confidence	
14	Ahlia University Bachelor's Degree in Management and Marketing College of Business and Finance	2014	4	Confidence	

15	Ahlia University Master Degree in Business Administration College of Business and Finance	2014	4	Confidence	
16	Arab Open University BA in Business Administration/Systems track Faculty of Business Studies	2014	4	Confidence	
17	Arab Open University Master of Business Administration offered by (OUM) & hosted by AOU Faculty of Business	2014	4	Confidence	
18	Bahrain Polytechnic Bachelor of International Logistics Management Faculty of Business	2014	4	Confidence	
19	Bahrain Polytechnic Bachelor of Business Faculty of Business	2014	4	Confidence	
20	Royal University for Women Bachelor of Business in Bainking and Finance Faculty of Business & Financial Sciences	2014	4	Confidence	
21	Royal University for Women Bachelor of Business in Human Resources Faculty of Business & Financial Sciences	2014	4	Confidence	
22	Royal University for Women Bachelor of Business in International Business Faculty of Business & Financial Sciences	2014	4	Confidence	
23	Applied Science University Bachelor in Business Administration College of Administrative Sciences	2014	4	Confidence	
24	Applied Science University Bachelor in Accounting College of Administrative Sciences	2014	4	Confidence	
25	Applied Science University Bachelor in Accounting and Finance College of Administrative Sciences	2014	4	Confidence	
26	Applied Science University Master of Business Administration College of Administrative Sciences	2014	4	Confidence	
27	Applied Science University Master in Human Resources Management College of Administrative Sciences	2014	4	Confidence	
28	Kingdom University Bachelor of Science in Business Management College of Business Administration	2014	4	Confidence	
29	Kingdom University Bachelor of Science in Finance and Accounting College of Business Administration	2014	4	Confidence	
30	Kingdom University Bachelor of Science in Finance and Banking College of Business Administration	2014	4	Confidence	
31	Gulf University Bachelor of Accounting and Financial Systems College of Administrative & Financial Sciences	2014	4	Confidence	

32	Gulf University Bachelor of Human Resource Management Programme College of Administrative & Financial Sciences	2014	4	Confidence	
33	Applied Science University Bachelor in Political Science College of Administrative Sciences	2017	3	Limited Confidence	Adequate progress
34	Applied Science University Bachelor in Management Information Systems College of Administrative Sciences	2017	3	Limited Confidence	Adequate progress
35	Applied Science University Master in Accounting and Finance College of Administrative Sciences	2017	3	Limited Confidence	Adequate progress
36	AMA International University Bachelor of Science in Business Informatics College of Administrative and Financial Sciences	2016	2	Limited Confidence	Adequate progress
37	Gulf University Bachelor of Communication College of Administrative & Financial Sciences	2017	1	No Confidence	Adequate progress
38	AMA International University Bachelor of Science in International Studies College of Administrative and Financial Sciences	2016	0	No Confidence	Adequate progress
39	AMA International University Master of Business Administration College of Administrative and Financial Sciences	2016	0	No Confidence	Adequate progress
40	University College of Bahrain Bachelor of Science in Business Administration Department of Business Administration	2017	2	Limited Confidence	Inadequate progress
41	University College of Bahrain Master of Business Administration Department of Business Administration	2017	0	No Confidence	Inadequate progress
42	Gulf University Bachelor of Business Administration Programme College of Administrative & Financial Sciences	2014	2	No Confidence	
43	Talal Abu-Ghazaleh University College of Business Administration Bachelor of Business Administration (Management, Logistics, & International Accounting) College of Business Administration	2017	0	No Confidence	

4. Field of Law

#	Institution	Year of Last review	No. of Satisfied Indicators	Conclusion
1	Kingdom University Bachelor of Law/ College of Law	2015	4	Confidence
2	Applied Science University Bachelor in Law / College of Law	2015	4	Confidence
3	University of Bahrain Bachelor of Law / College of Law	2015	4	Confidence
4	University of Bahrain Master of Public Law / College of Law	2015	4	Confidence
5	University of Bahrain Master of Private Law / College of Law	2015	4	Confidence

5. Field of Engineering

#	Institution	Year of Last review/ Follow up Visit	No. of Satisfied Indicators	Conclusion	Follow up Visit Conclusion
1	University of Bahrain B.Sc. in Architecture College of Engineering	2016	4	Confidence	
2	University of Bahrain B.Sc. in Interior Design College of Engineering	2016	4	Confidence	
3	University of Bahrain B.Sc. in Civil Engineering College of Engineering	2016	4	Confidence	
4	University of Bahrain B.Sc. in Electrical Engineering College of Engineering	2016	4	Confidence	
5	University of Bahrain B.Sc. in Electronics Engineering College of Engineering	2016	4	Confidence	
6	University of Bahrain B.Sc. in Chemical Engineering College of Engineering	2016	4	Confidence	
7	University of Bahrain B.Sc. in Process Instrumentation and Control Engineering College of Engineering	2016	4	Confidence	

8	University of Bahrain B.Sc. in Mechanical Engineering College of Engineering	2016	4	Confidence	
9	Ahlia University Bachelor's Degree in Mobile and Network Engineering College of Engineering	2016	4	Confidence	
10	Ahlia University Bachelor's Degree in Computer and Communication Engineering College of Engineering	2016	4	Confidence	
11	Bahrain Polytechnic Bachelor of Engineering Technology Faculty of Engineering, Design and ICT	2015	4	Confidence	
12	Bahrain Polytechnic Bachelor of Information and Communications Technology Faculty of Engineering, Design and ICT	2015	4	Confidence	
13	Bahrain Polytechnic Bachelor of Visual Design Faculty of Engineering, Design and ICT	2015	4	Confidence	
14	Bahrain Polytechnic Bachelor of Web Media Faculty of Engineering, Design and ICT	2015	4	Confidence	
15	Kingdom University Bachelor of Science in Architecture Engineering College of Architectural Engineering and Design	2018	3	Limited Confidence	Adequate progress
16	Kingdom University Bachelor in Interior Design College of Architectural Engineering and Design	2018	2	Limited Confidence	Adequate progress
17	AMA International University – Bahrain Bachelor of Science in Mechatronics Engineering College of Engineering	2018	3	Limited Confidence	Adequate progress
18	Applied Science University Bachelor in Interior Design College of Arts and Science	2016	3	Limited Confidence	Adequate progress
19	Applied Science University Bachelor in Graphic Design College of Arts and Science	2016	3	Limited Confidence	Adequate progress
20	Ahlia University Bachelor's Degree in Interior Design College of Arts and Science	2017	1	No Confidence	
21	AMA International University – Bahrain Bachelor of Science in Informatics Engineering College of Engineering	2015	1	No Confidence	
22	Gulf University Bachelor of Interior Design Engineering College of Engineering	2017	0	No Confidence	

6. Field of Education, Science and Design

#	Institution	Year of Last review / Follow up Visit	No. of Satisfied Indicators	Conclusion	Follow up Visit Conclusion
1	University of Bahrain B.Sc. In Chemistry College of Science	2017	4	Confidence	
2	University of Bahrain B.Sc. in Biology College of Science	2017	4	Confidence	
3	University of Bahrain B.Sc. in Mathematics College of Science	2017	4	Confidence	
4	University of Bahrain B.Sc. in Statistics and Operational Research College of Science	2017	4	Confidence	
5	University of Bahrain B.Sc. in Physics College of Science	2017	4	Confidence	
6	University of Bahrain MA in Arabic Language College of Arts	2017	4	Confidence	
7	University of Bahrain Bachelor of Education Bahrain Teachers' College	2016	4	Confidence	
8	Royal University for Women Bachelor of Arts in Interior Design College of Art and Design	2016	4	Confidence	
9	Royal University for Women Bachelor of Arts in Graphic Design College of Art and Design	2016	4	Confidence	
10	Royal University for Women Bachelor of Arts in Fashion Design College of Art and Design	2016	4	Confidence	
11	Royal University for Women Master of Design Management College of Art and Design	2016	4	Confidence	
12	University of Bahrain BA in Mass Communication College of Arts	2017	3	Limited Confidence	
13	University of Bahrain MA in Mass Communication College of Arts	2017	3	Limited Confidence	
14	University of Bahrain BA in Tourism College of Arts	2017	3	Limited Confidence	

15	University of Bahrain BA in History College of Arts	2017	3	Limited Confidence	
16	University of Bahrain BA in Sociology College of Arts	2017	3	Limited Confidence	
17	University of Bahrain MA in Measurement and Evaluation College of Arts	2017	3	Limited Confidence	
18	University of Bahrain MA in Psychological Counseling College of Arts	2017	3	Limited Confidence	
19	University of Bahrain BA in English Language and Literature (Single Track) College of Arts	2017	3	Limited Confidence	
20	University of Bahrain M.A. in English Language College of Arts	2017	3	Limited Confidence	
21	University of Bahrain BA. in Islamic Studies College of Arts	2017	3	Limited Confidence	
22	University of Bahrain BA in Arabic Language and Literature College of Arts	2017	3	Limited Confidence	
23	University of Bahrain Bachelor of Physical Education College of Physical Education	2017	2	Limited Confidence	
24	Ahlia University Bachelor's Degree in Mass Communication & Public Relations College of Arts and Science	2017	2	No Confidence	
25	University College of Bahrain Bachelor of Arts in Communication and Multimedia	2016	0	No Confidence	

National Qualification Framework Operations

Institutional Listing

Education and Training institution listed on the National Qualifications Framework

#	Education / Training Institution 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	Gulf University	Higher Education
9	Bahrain Training Institute	Vocational Education and Training
10	Genetech Training and Development	Vocational Education and Training
11	Bahrain Institute for Banking and Finance	Vocational Education and Training
12	National Institute for Industrial Training	Vocational Education and Training
13	Safety Training and Consultants Center (STC)	Vocational Education and Training
14	British Language Centre	Vocational Education and Training
15	Tylos Human Development	Vocational Education and Training
16	Horizons HRD	Vocational Education and Training
17	Pro Cloud Training Center	Vocational Education and Training
18	Gulf Aviation Academy	Vocational Education and Training

National Qualifications Placement

National Qualifications Placed on the various levels of the National Qualifications Framework

#	Level	Qualification Name	Institution
1	2	General English Language Courses for Adults: Elementary Level 1A	British Language Centre
2		General English Language Courses for Adults: Elementary Level 1B	British Language Centre
3		General English Language Courses for Adults: Elementary Level 1C	British Language Centre
4		General English Language Courses for Adults: Elementary Level 1D	British Language Centre
5	3	Award in Fire Safety	Safety Training and Consultants Centre (STC)
6	5	National Certificate in Office Management	Bahrain Training Institute
7	6	Diploma in Information and Communications Technology	Bahrain Polytechnic
8		Certificate of Tertiary Teaching and Learning	Bahrain Polytechnic
9		Diploma in Business	Bahrain Polytechnic
10		National Diploma in Human Resources Management	Bahrain Training Institute
11		National Diploma in Warehouse Management	Bahrain Training Institute
12		National Diploma in Purchasing and Supply Chain Management	Bahrain Training Institute
13		National Diploma in Supervisory Skills	Bahrain Training Institute
14		National Diploma in Medical Equipment Maintenance	Bahrain Training Institute
15		National Diploma in Islamic Banking and Finance	Bahrain Training Institute
16		National Diploma in Education and Training Practice	Bahrain Training Institute
17		National Diploma in Business (Accounting)	Bahrain Training Institute
18	7	Associate Degree in Engineering Technology (Mechanical)	Bahrain Polytechnic
19		Associate Degree in Engineering Technology (Electronics)	Bahrain Polytechnic
20		Associate Degree in Web Media	Bahrain Polytechnic
21	8	Bachelor of Science in Computer Science	University of Bahrain
22		Bachelor of Science in Nursing	University of Bahrain
23		Bachelor of Science in Information Systems	University of Bahrain
24		Bachelor of Science in Computer Engineering	University of Bahrain
25		Bachelor of Science in Biology	University of Bahrain
26		Bachelor's Degree in Banking and Finance	Ahlia University
27		Bachelor's Degree in Management and Marketing	Ahlia University
28		Bachelor's Degree in Accounting and Finance	Ahlia University
29		Bachelor's Degree in Economics and Finance	Ahlia University
30		Bachelor's Degree in Management Information Systems	Ahlia University
31		Bachelor's Degree in Information Technology	Ahlia University
32		Bachelor's Degree in Multimedia Systems	Ahlia University
33		Bachelor's Degree in Computer and Communication Engineering	Ahlia University
34		Bachelor's Degree in Mobile and Network Engineering	Ahlia University
35		Bachelor of Web Media	Bahrain Polytechnic
36		Bachelor of Information and Communications Technology (Networking Major)	Bahrain Polytechnic

37		Bachelor of Information and Communications Technology (Programming Major)	Bahrain Polytechnic
38		Bachelor of Information and Communications Technology (Database Major)	Bahrain Polytechnic
39		Bachelor of Information and Communications Technology (Management Information Systems Major)	Bahrain Polytechnic
40		Bachelor of Business (Marketing Major)	Bahrain Polytechnic
41		Bachelor of Business (Management Major)	Bahrain Polytechnic
42		Bachelor of Business (Accounting)	Bahrain Polytechnic
43	8	Bachelor of Business (Banking & Finance)	Bahrain Polytechnic
44		Bachelor of Engineering Technology (Electronics)	Bahrain Polytechnic
45		Bachelor of Business (Human Resources Management)	Bahrain Polytechnic
46		Bachelor of Engineering Technology (Mechanical)	Bahrain Polytechnic
47		Bachelor of Science (BSc) in Nursing	Royal College of Surgeons in Ireland-Medical University of Bahrain
48		Bachelor of Science (BSc) in Nursing –Bridging Programme	Royal College of Surgeons in Ireland-Medical University of Bahrain
49		Bachelor of Business in Banking and Finance	Royal University for Women
50		Bachelor of Business in International Business	Royal University for Women
51		Bachelor of Business in Human Resources	Royal University for Women
52		Master's Degree in Information Technology and Computer Science	Ahlia University
53	9	MSc in Nursing	Royal College of Surgeons in Ireland-Medical University of Bahrain

Qualifications Alignment

Foreign Qualifications Aligned on the National Qualifications Framework

#	Level	Qualification Name	Awarding Body	Providers in Bahrain
1	5	Foundation Certificate in Human Resource Practice	Chartered Institute of Personnel and Development (CIPD) – United Kingdom	1- Bahrain Institute of Banking and Finance 2- Bahrain Training Institute 3- Victory Training & Development Institute
2		Foundation Diploma in Human Resource Practice	Chartered Institute of Personnel and Development (CIPD) – United Kingdom	1-Bahrain Institute of Banking and Finance 2- Bahrain Training Institute 3- Victory Training & Development Institute
3		Foundation Certificate in Learning and Development	Chartered Institute of Personnel and Development (CIPD) – United Kingdom	1- Bahrain Institute of Banking and Finance 2- Victory Training & Development Institute
4		Foundation Diploma in Learning and Development	Chartered Institute of Personnel and Development (CIPD) – United Kingdom	1- Bahrain Institute of Banking and Finance 2- Victory Training & Development Institute
5	9	Master of Science Degree in Engineering Management	The George Washington University - United States of America	Ahlia University
6		ACCA Professional Level	The Association of Chartered Certified Accountants - United Kingdom	1- Bahrain Institute of Banking and Finance 2- Ernst & Young

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