



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

Directorate of Vocational Reviews

Monitoring Visit Report

**Al Hayat Institute for
Human Resources Development
Sehla
Kingdom of Bahrain**

Date of last review: 7-9 November 2016
Date of the 1st monitoring visit: 7 March 2018
Date of the 2nd monitoring visit: 14 February 2019

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Monitoring visit

The purpose of monitoring visits is to evaluate the progress made by Al Hayat Institute for Human Resources Development in addressing the key issues for action identified in the review report.

Information about the provider

Al Hayat Institute for Human Resources Development (Al Hayat) was established in 1999. It is licensed by the Ministry of Education (MoE) to provide educational courses mainly tutorial courses based on the national school's curriculums. The courses on offer cover mathematics, English, Arabic, science, chemistry, physics and accounting, for learners in the primary, intermediate and secondary levels. The Institute also offers a number of disciplines covering General English language courses besides basic and a few locally designed Information Technology (IT) courses; however, none of these have been conducted since the last monitoring visit.

All courses are delivered at the institute's premises, which is located in Sehla. Learners' ages are six years old and above and are sponsored by their parents or through charity organisation. In its submission, the Institute states that the total number of enrolments since the last monitoring visit conducted in March 2018 has been 445 learners on various regular courses and that the current enrolment is 74 learners.

Al Hayat has verbal work agreements with its staff and teachers. The Institute is managed by a team comprising a managing director, three secretaries, a transport coordinator and a number of drivers, in addition to a pool of eleven teachers who work as and when required. All staff members, including the managing director, work at the institute on a part-time basis.

First monitoring visit outcomes

The overall effectiveness of Al Hayat was judged as inadequate in its last review and consequently the institute was subjected to its first monitoring visit to assess the progress it has made in addressing the recommendations detailed in the review report. The first monitoring visit was conducted on 7 March 2018, and as a result the Institute was judged to make 'insufficient progress' in addressing the recommendations stated in the review report as none of

the recommendations were addressed. The Institute exerted small efforts towards improving its provision; however, these practices did not yield a positive impact on the provision and did not support addressing the recommendations specifically the one related to improving learners' achievement and the quality assurance system which they remain ineffective. Furthermore, the performance data gathered were not critical enough and were not thoroughly analysed to inform the Institute's plans for improvement. Moreover, the concerns raised in the review report regarding health and safety were still persisting.

Significant changes to the provider since the first monitoring visit:

Courses on offer and the management structure remained the same since the first monitoring visit. Nonetheless, the following changes were introduced:

- general maintenance work was carried out and a number of classrooms were upgraded
- the Institute started keeping some records on learners' performance; however, still insufficient learners' work is kept
- one fire drill was conducted in September 2018

Criteria for judging progress on recommendation and the provider’s overall progress:

Table 1: Judgement per recommendation

Judgement	Standard
Fully Addressed	The provider has demonstrated marked progress in addressing the recommendation. The actions taken by the provider have led to significant improvements in the identified aspect and, as a consequence, in the overall effectiveness of the provider, particularly in the outcomes for learners.
Partially Addressed	The provider has taken positive action to address the recommendation. There is evidence that these actions have produced improvements and that these improvements are sustainable. The actions taken are having a positive, but as yet incomplete, impact on the quality of provision and outcomes for learners.
Not Addressed	The provider has not taken appropriate actions to address the recommendation and/or what actions have been taken have had little or no impact on the quality of provision and outcomes for learners. Weaknesses still persist within this aspect of provision.

Table 2: Overall Grading

Grade	Grade Description	Standard
A	Sufficient progress	The provider has fully addressed the majority of the recommendations contained in the review report, and/or previous monitoring report, and includes those which have most impact on learners’ achievement, and the rest have been partially addressed. No further monitoring is required.
B	In progress	The provider has at least partially addressed all of the recommendations contained in the review report and/or previous monitoring report.
C	Insufficient progress	The provider has made little or no progress in addressing the majority of the recommendations contained in the review report and/or previous monitoring report.

Progress on recommendations

Recommendation 1:

Improve the learning environment to ensure that it provides a safe and healthy atmosphere for learners and staff.

Judgment: Partially addressed

Comment:

The Institute has taken a number of appropriate actions to improve the health and safety aspect since the first monitoring visit, such as keeping a proper first aid box in the reception area, placing signs indicating emergency exits and identifying a designated assembly point. Moreover, the fire alarm system currently has a proper log book demonstrating that it is tested regularly to assure its functionality. These are in addition to the actions taken in the first monitoring visit of placing fire extinguishers in suitable locations, which were recently serviced. Al Hayat has also developed a building and classroom follow-up form that is used to periodically monitor the health and safety matters, and there is evidence that a number of general maintenance works have been carried out based on the comments raised in the filled forms. These include renovating of the restrooms, maintaining the water desalination equipment, repairing the water tank and fixing the internal lighting in a number of classrooms. Nonetheless, there are still a number of classrooms with damaged ceilings and light fittings. Moreover, there are no formal health and safety policy with clear evacuation floor plans and adequate number of restrooms, and the Institute still does not employ a certified first aider paramedic who can deal with young learners.

Recommendation 2:

Ensure that learners enrolled in the tutorial courses develop appropriate skills and knowledge and make sufficient progress, particularly in English.

Judgement: Partially addressed

Comment:

Since the first monitoring visit, the Institute's management has taken a few additional measures to address this recommendation which impacted slightly the learners' achievement. From the observed tutorial lessons, the majority of learners acquire relevant knowledge, develop proper skills and make sufficient progress, particularly in mathematics. This is demonstrated by learners' participation and solving the given activities during the observed lessons. On the other hand, in the less successful lessons, particularly in English tutorial courses, the ineffective teaching methods and the poor lesson planning hindered learners' abilities to work independently and they were not able to develop the expected skills and knowledge and were unable to achieve the lessons' objectives. These courses currently represent one quarter of the total enrolment. The Institute started assessing learners' prior attainment through applying relevant diagnostic tests for different courses; however, this practice is not implemented consistently by all teachers and records kept are not reliable. Moreover, Al Hayat provided a limited sample of learners' produced work which was not sufficient to reflect on learners' actual work and thus limiting monitoring of learners' progress throughout the course and assessing their achievement over a period of time.

Recommendation 3:

Ensure that assessment methods are rigorous and consistent.

Judgment: Partially addressed

Comment:

The Institute's management has taken some suitable measures to address this recommendation since the first monitoring visit. In the majority of the observed lessons, teachers used appropriate formative assessment tools such as questioning techniques and peer assessment, supported with a number of in-class activities and worksheets to measure learners' individual

understanding and the extent to which learners achieve the course objectives, particularly in mathematics. Recently, Al Hayat started to keep samples of learners' works; however, the samples provided in this monitoring visit were limited and covered a few courses, which is not sufficient to ensure the rigorousness of the written assessments. Moreover, the assessment tools used in the English courses - both formative and summative - are still not rigorous and the observed lessons revealed that insufficient time is provided to learners to practice the given tasks or learn from their mistakes which impedes their achievement of the relevant skills particularly their writing skills.

Recommendation 4:

Ensure that courses are well planned, structured and resourced to meet the needs of learners and stakeholders.

Judgment: Not addressed

Comment:

The Institute's management did not take any effective initiatives towards addressing this recommendation. Despite that the Institute provides tutorial courses based on national school's curriculums, there is no formal mechanism to regularly review and update the courses' components. During the monitoring visit, the Institute stated that it has taken a few steps to address learners and parents' requests by conducting more classes for midterm and final examinations' revision specifically for chemistry subjects for secondary level and science subjects for primary grades. However, this was not through a formal mechanism that indicates how courses structured and planned. Al Hayat provides handouts which are supported with a number of relevant activities and proper worksheets; however, still they are not always well organised for easy reference and they vary in their quality. Moreover, these handouts are not authentic; they are mostly not designed by the Institute or by the involved teachers. The Institute also lacks others educational resources to meet the needs of learners.

Recommendation 5:

Ensure that learners are well supported and guided to achieve better outcomes.

Judgment: Not addressed

Comment:

There are no major improvements regarding this recommendation since the first monitoring visit. Currently, learners and their parents can access information about the type of courses on offer, timetable and holidays through the Institute's social media accounts such as 'WhatsApp' and 'Instagram' applications and Short Messaging system (SMS).

While a number of teachers were able to identify the less able learners and provide them with the needed support during the tutorial session, the Institute has not yet developed a system to support and guide learners outside lessons to help them reach their full potentials. The Institute monitors learners' absenteeism through telephone calls with parents; however, this is not consistently carried out. Moreover, the process of informing parents of the level of performance of their children throughout the course remains insufficient. Al Hayat still lacks a formal and explicit mechanism to ensure that learners including those with special needs are provided with the required support to overcome their learning difficulties and improve their achievement.

Recommendation 6:

Improve the leadership and management by:

- developing smart strategic and operational plans based on critical self-assessment
- ensuring that achievement data is kept, aggregated and analysed, and that the outcomes are used for improvements
- developing an effective quality assurance system that includes comprehensive policies and procedures and, critically, an internal lessons observation system.

Judgment: Not addressed**Comment:**

The Institute has not taken enough and effective measures to address the recommendations under leadership and management. Although Al Hayat administered questionnaires to various groups of learners, parents, teachers and administrators in order to seek their views on the vision statement and values of the Institute, the collected feedback was not analysed until the

time of this monitoring visit. The Institute still does not have a critical self-evaluation process in order to ensure continuous improvement of the provision. Al Hayat did not yet develop clear strategic planning mechanism with clear key success indicators which impedes the development of effective action plans. Moreover, the Institute has not taken any effective measures to translate the previous review's recommendations into a detailed action plan.

As for the collection and aggregation of achievement data, Al Hayat has not taken effective measures to meet this part of the recommendation since the last monitoring visit. Although the Institute maintains a few records about individual learners' performance, the current mechanism used for data collection is neither consistent nor reliable. The current available data is insufficiently detailed, does not enable accurate monitoring of learners' attainments and their performance and does not provide the management with precise indicators that can be used for trends analysis over time and inform future improvement.

Since the first monitoring visit, the management has not taken any significant steps towards establishing effective arrangements to ensure the quality of what is delivered. Up until the date of this visit, the Institute did not develop comprehensive policies or procedure that would clearly state its internal quality assurance processes; including those relevant to verification and moderation processes. Regarding the monitoring of teachers' performance, the Institute has not taken any significant action to fulfill this recommendation. Al Hayat still lacks an efficient internal system that systematically monitors conducted lessons to ensure continuous quality improvements. Although the teaching and learning methods has slightly improved since the first monitoring visit specifically in mathematics, as seen in the observed lessons, there are still a minority of lessons that are ineffectively delivered particularly in the English tutorial courses.

Overall Judgement and Further Recommendations

Overall Judgement: Insufficient progress

Comment:

Al Hayat has made insufficient progress, since the first monitoring visit, to improve the provision. Although the management has exerted additional efforts to improve the learning environment and ensure that learners and staff have a healthy and safe study place, other recommendations identified in the review report, especially those related to leadership and management, have not been addressed. With the limited of competent human resources, the Institute has implemented a few initiatives to improve the learning process and monitor its

outcomes. Most courses are still neither well planned nor structured to meet the full range of the learners’ needs. Moreover, the used resources are not sufficient to enrich the learning experience and still the Institute lacks an effective mechanism to update and review courses regularly.

The quality of teaching has adequately improved and the Institute has exerted some efforts to improve learners’ achievement. Although Al Hayat teachers are knowledgeable, for a minority of the observed lessons specifically the English tutorial courses, ineffective teaching methods, which fail to motivate and challenge learners sufficiently and meet their individual learning needs, are still in use. Accordingly, learners are not progressing as expected; this has impacted negatively learners’ attainment, specifically in the English courses.

Although the quality of assessment tools used to ensure learners’ understanding has improved adequately for most subjects, the assessment tools used in the English tutorial courses remain ineffective and do not always suit learners’ level and their needs. Moreover, the provided feedback to learners is general and do not help them in identifying precisely what they need to do to improve further. In addition, learners’ achievement data although kept, are not reliable, and are neither aggregated nor analysed to monitor trends and inform future improvement.

Summary of progress grades

Overall progress grade	Grade: C	Description: Insufficient progress
Recommendations		Description
Recommendation 1		Partially addressed
Recommendation 2		Partially addressed
Recommendation 3		Partially addressed
Recommendation 4		Not addressed
Recommendation 5		Not addressed
Recommendation 6		Not addressed

The Institute has not taken adequate steps to address the review report recommendations and improve performance. The Institute has been graded an 'Insufficient progress' status due to the ineffective steps taken to address the major recommendations. As per Education & Training Quality Authority (BQA) regulations, the Institute will be subjected to a normal review visit.