



الهيئة الوطنية
للمؤهلات وضمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

Directorate of Vocational Reviews Review Report

**Indian Institute of Performing Arts
Manama
Kingdom of Bahrain**

Date Reviewed: 1-3 April 2014

VO79-C2-R084

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The Directorate of Vocational Reviews

The Directorate of Vocational Reviews (DVR) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. Established to raise standards in vocational education and training, the DVR is responsible for monitoring and reporting on the quality of vocational provision, identifying strengths and areas for improvement, establishing success measures, spreading best practice and offering policy advice to key stakeholders, including the Ministry of Labour and the Ministry of Education.

Reviews are based on the DVR's *Review Framework*, and carried out on providers' premises by teams of carefully selected and highly trained reviewers. All providers are invited to nominate a senior member of their staff to participate in the planning of the review, and to represent them during review team meetings. Reviewers examine a range of evidence before arriving at a series of judgements and awarding grades for the quality of the provision.

Review grades are awarded on a four-point scale:

Grade description	Interpretation
1: Outstanding	This describes provision or an outcome that is/are at least good in all aspects and outstanding in the majority.
2: Good	This describes provision or an outcome that is/are at least satisfactory in all aspects and good in the majority. There may be some particularly successful approaches or outcomes.
3: Satisfactory	This describes a basic level of adequacy. There are no major areas of weakness, which substantially affect what learners, or significant groups of learners, achieve. There may be some features, which are good.
4: Inadequate	This describes situations where major weaknesses in some areas affect the outcomes for learners and outweigh any strength in the provision.

Introduction

Description of the provision

Indian Institute of Performing Arts (IIPA) is licensed by the Ministry of Education and has been in operation since January 2003. IIPA provides classes for the Indian community in Indian Arts in two main areas: traditional Indian singing (such as Hindustani and Carnatic) and dance (such as Kathak and Bharatnatyam). In addition to courses in western music (guitar, keyboards and violin), and painting and drawing. These courses are offered across three levels – preliminary, intermediate and advanced. Most courses offered are internally certified by the institute, except for the western music courses, which are externally accredited by the Associated Board of the Royal Schools of Music (ABRSM), UK. Most learners are of Indian origin and are sponsored by their parents. Since November 2011 and up to the date of this review, the institute has enrolled 285, 204, 346 and 171 learners, aged five and above, in the years 2011, 2012, 2013 and 2014 respectively.

IIPA is led by a Managing Director (who is also the Principal of the institute) and employs seven teachers and two administrative staff on a full-time basis. The institute operates from one location in Manama.

Scope of the review

This review was conducted over three days, by a team of four reviewers. During the review, reviewers attended lessons and other related activities, analysed data about the courses and qualifications learners achieve, examined learners' written and other work, studied documents and materials provided by the institute and met with staff, learners, parents and teachers.

In the previous review, the capacity to improve was judged below satisfactory, learners' achievement was judged good and the overall effectiveness and other aspects of the provision were judged satisfactory.

This report summarises reviewers' findings and their recommendations about what the provider should do to improve.

Table of review judgements awarded

Overall Effectiveness	
How effective is the provision in raising learners' achievement and meeting the full range of learners and stakeholders' needs?	Grade: 3 Satisfactory
Learners' Achievement	
How well do learners achieve?	Grade: 3 Satisfactory
Quality of Provision	
How effective is teaching and/or training in promoting learning?	Grade: 2 Good
How well do programmes meet the needs and interests of learners and stakeholders?	Grade: 3 Satisfactory
How well are learners supported and guided to achieve better outcomes?	Grade: 3 Satisfactory
Leadership and Management	
How effective are leadership and management in raising achievement and supporting all learners?	Grade: 3 Satisfactory

Review judgements

Overall effectiveness

How effective is the provision in raising learners' achievement and meeting the range of learners and stakeholders' needs?

Grade: 3 Satisfactory

The overall effectiveness of IIPA's provision is satisfactory. All the aspects of the provision are judged satisfactory, except the effectiveness of teaching and/or training, which is judged good.

The majority of learners develop appropriate skills, gain knowledge and progress satisfactorily given their starting points. Qualified teachers, having relevant qualifications and teaching experiences for their respective subjects are deployed according to their specialisation. They use an adequate range of teaching methods and activities to engage and motivate learners. Learners are appropriately assessed and useful verbal and practical feedback is provided.

The institute offers a relevant range of courses that appropriately meets the needs of learners and its local community. The courses offered by the institute are designed internally and are based on guidelines drawn from a number of accredited and recognized universities/colleges in India. Learners are supported and guided to achieve better outcomes and teachers and staff are always reachable and available during and after the working hours. Learners are provided with extra lessons when needed. The institute has an informative and friendly to use website, whereas the learning environment is not inspiring enough.

The institute has basic strategic and operational plans. Teachers are mainly recruited from India and their quality of teaching is monitored by an adequate lesson observation procedure. Parents and learners' feedback is collected informally; however, the outcome of the feedback is not utilized to inform the improvement of the provision. The institute maintains very effective links with learners, parents and the local community. IIPA provides a healthy and safe learning environment.

IIPA's capacity to improve is satisfactory. The institute is focused on delivering a niche courses targeting towards Indian community. The institute maintains a good relationship with parents, learners and the local Indian community. There is a steady increase in the number of enrolment, and repeat business is good over the last two years. The range of courses offered by the institute caters to the needs and interests of the learners and the

community. The institute has qualified and experienced teachers and is in the process of increasing the number of teachers. In addition, the institute is increasing community activities by organising annual performance events. Although the institute does not have a systematic and formal self-evaluation process that is carried out regularly, the management is aware of its strength and weaknesses. Moreover, the recommendations of the previous review report were translated into an action plan, which is implemented adequately.

Learners' achievement

How well do learners achieve?

Grade: 3 Satisfactory

Learners' achievement at IIPA is satisfactory overall. Almost 80% of the learners develop and gain appropriate skills in their chosen courses along with basic relevant theoretical knowledge. The institute conducts initial assessment of all new learners joining the institute to evaluate their skills and natural talent. Additionally, it carries out annual examinations to those learners interested in having course completion certificates. From the scrutiny of the available data on-site and the statistics provided by the institute, the majority of learners' make satisfactory progress from their starting point; however, a minority of learners do not progress as expected.

The main objectives of the learners and parents attending courses at IIPA are to develop the learners' skills, enhance their talent and be competent to perform on stage confidently; these objectives are met by almost all the learners successfully. Many learners are rewarded with external certificates for winning on stage performances in their schools and some other local competitions, along with performing confidently in the annual performance event. It is evident from those performances and lesson observation that most of the learners are self-motivated and enjoy their performance. In the better-observed lessons, some learners were able to detect their own pitfalls and correct them by themselves, and most of the time without the assistance of the teachers. Generally, learners are able to perform individually, in groups (the whole class in one time) and collaboratively during the annual performance event and some other social events.

The institute keeps attendance records for all courses, monitors them effectively and actions are taken against absenteeism, however, attendance has no influence on learners overall grade. Punctuality is not recorded and there is no policy for it within the institute, however, no incidence for such a case was seen during the observed lessons.

The quality of provision

How effective is teaching and/or training in promoting learning?

Grade: 2 Good

IIPA teachers are highly qualified, knowledgeable, and have the relevant qualification and teaching experience for their respective subjects. Teachers have sufficient command of their subjects and almost all of them accommodate the needs of each individual learner effectively. Almost all lessons start and end on time, with effective time management on the performing activities in promoting learning amongst learners from different levels and abilities as well as sharing the training lesson's objectives with learners at the start of each lesson. Teachers appropriately, yet informally, plan their lessons to suit the individual needs of most of the learners.

In the majority of the observed lessons, teachers succeed in engaging and motivating learners effectively and use suitable repetitive practical activities that match their abilities and skills to ensure the accuracy of the skills being developed. Moreover, teachers motivate learners to develop the skills confidently and overcome shyness. In some of the better lessons observed, teachers enable learners to further their understanding by challenging their abilities to perform in public such as in the annual performance event.

During lessons observed, teachers assessed learners' understanding and performance sufficiently and provided useful verbal and practical feedback and, when it was needed, asked learners to repeat the practical activities to master a skill. In addition, teachers assess each individual learner's gained skills every three months. According to the samples of learners' work provided by the institute, assessment of written work is rigorous with sufficient written feedback enabling learners to improve further. In some courses such as Hindustani vocal, Kathak and Bharatnatyam, learners are asked to submit a project on relevant topics such as famous singers and Kathak dancers. From the sample seen, no feedback is provided by the teachers on the quality of those project works.

Teachers maintain records of learners' progress in each lesson and marks obtained during the conducted assessments. Teachers use the available resources to enable learning, such as whiteboard, cassette players, harmonium, Tabla, guitar, keyboard and relevant textbooks and materials.

How well do programmes meet the needs and interests of learners and stakeholders?

Grade: 3 Satisfactory

Courses offered at IIPA aim at developing the relevant skills among learners essential for performing different type of arts. These include dance, drawing and painting, music-vocal and instrumental courses with a focus on Indian Arts to respond to requests from the Indian community. The range of courses offered by the institute includes Hindustani and Carnatic Vocal, Kathak, Bharatanatyam, watercolour painting and sketching and colouring, as well as contemporary music courses such as guitar and piano. There is no formal survey carried out by the institute to gather and analyse stakeholders' views on the quality and relevance of courses offered, however the institute seeks stakeholders feedback informally during the annual performance event. Syllabi of all courses offered are designed internally by the respective teachers and are based on guidelines drawn from syllabi of accredited and recognized universities/colleges in India. Learners opting for the keyboard and guitar courses are encouraged to take certified examinations at the ABRSM, UK. The institute provides opportunities to learners to listen to and meet with celebrated people, artists and professionals in order to enhance their learning experience. Moreover, the institute takes additional steps to conduct extra-curriculum activities, in which almost all learners participate.

Courses offered provide learners with an opportunity to develop their artistic skills and fulfil the aspirations of both learners and parents to participate in stage performances conducted at local functions and in their respective schools. The structure and planning of all courses is suited to meet the needs of most learners, as they are adequately flexible and enable learners to complete the requirements at a pace suitable for them. Nonetheless, review of courses is limited to the respective teachers' initiative. Adequate resources like music systems, keyboards with headphones, cassette players, harmoniums, guitars and tablas ensure smooth conduct of courses.

How well are learners supported and guided to achieve better outcomes?

Grade: 3 Satisfactory

Learners at IIPA are supported and guided to achieve better outcomes. IIPA teachers, staff and management are supportive and have strong relationship with learners and their parents. Teachers and staff members are always reachable and available during and after working hours *via* pre-arranged meetings and through telephone conversations.

Prior to the start of any training course, the administration staff share with parents the institute's rules and regulations, such as the attendance policy, assessment methods, compensation lessons, payments policy and transportation service. Also appropriate course outlines are shared with parents, which contain the topics that will be covered along with the allocated periods. Course outlines are always available at the reception desk for the learners and parents to review.

On regular basis, parents are invited to attend and observe the performance and progress of their children during lessons and throughout the training course. In their feedback, parents' stated that they are highly satisfied with their children's performance; how their children are able to perform independently and confidently during the lessons. The institute conducts a semi-annual meeting between parents and teachers to share learners' progress. Moreover, through the annual performance event, parents are invited to witness how their children have developed their musical and art skills. Progress cards are used to record the progress of learners during the course and are provided to learners who are sitting the external examination. In addition, to providing compensation lessons to learners who miss lessons for genuine reasons, the institute provides learners with extra lessons when it is needed to enable them to practice the required skills.

The institute maintains an informative and user-friendly website that contains detailed information about the offered courses and all the previous annual performance events. IIPA learning facilities are fit-for-purpose; however, the learning environment can be more inspiring, for example, some classrooms are small especially for the dance course.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?

Grade: 3 Satisfactory

IIPA has a mission statement that alludes to learners' achievements and is translated to strategic and operational plans that are basic and do not specify clearly the timescales to achieve the stated objectives. The previous review recommendations were translated into an action plan, which is implemented adequately. The institute's organisational structure is fit for its purpose, considering the number of learners' enrolled and the type of courses offered. The management recruits from a pool of qualified teachers, mainly from India, with sufficient teaching experiences to match the requirements of the subjects taught at the institute. Teaching staff are appropriately deployed, however not all are inducted. An adequate lesson observation procedure is used to monitor the quality of teaching, where each teacher is observed at least once every six months by the institute's management. Whilst the form used for this purpose is very basic and not detailed, appropriate written feedback and remarks are provided and discussed with each individual teacher after each lesson observations. In addition, common issues are discussed during the management and teachers meetings. All classes are continuously monitored by the institute's Principal through the close circuit television (CCTV) and verbal feedback is provided to teachers after the lesson when it is required. Training is provided occasionally to teachers based on their request.

Relevant initial assessments are carried out for all courses offered by the institute. These are administered during the first few lessons of any course and most of these assessments are practical assessments that assess the skills and inborn talent of the learners. The majority of the teachers utilise the outcome of these assessments to cater for less, and more able learners in the class. Learners' achievement records are appropriately maintained, aggregated for each course every four months and verified by the institute's management, however these records are not analysed by the institute and used for decision-making. The records are regularly shared with parents during the parents and teachers meetings. Parents' views are not collected formally; however, these are collected informally during the parents and teachers meetings. Although the parents' feedback is recorded, it is not analysed to inform improvements. IIPA maintains very effective links with learners, parents and its local community, especially the Indian community. The institute organises an annual learners' performance event, where almost all the learners participate in the event to which they invite distinguished Indian singers and dancers to visit the institute and perform a concert.

Basic health and safety measures are in place and no obvious hazards to learners and staff are present. From learners' questionnaire, learners stated that health and safety measures are explained to them very briefly at the beginning of the course. Administration staff carry out adequate premises' risk assessments regularly, however these are not documented and no fire drill was carried out by the institute for the last two years. Whilst the institute is aware of its strength and weaknesses it does not have a systematic and formal self-evaluation process that is carried out regularly and the Self-Evaluation Form (SEF) submitted for the purpose of this review is very brief and identifies few areas for improvements. Moreover, the grades provided in the SEF are over overestimated.

The provider's key strengths

- Teachers are qualified with relevant experience in the fields of the Indian Art and music and use a range of effective methods that succeeded in engaging and motivating almost all learners
- Almost all teachers accommodate learners' specific needs.
- Effective links are maintained with parents, a group of local community and other stakeholders.
- The institute is very flexible in the delivery pattern and time of the courses to suit the needs of learners and stakeholders

Recommendations

In order to improve, IIPA should:

- formalize the institute's self-evaluation system and use its outcome to inform the development of the strategic and operational plans and device a mechanism to monitor their outcomes
- support and enable learners, especially those with lower abilities, to achieve sufficient progress as expected from them
- ensure that learners' achievement data are analysed and trends are monitored over time
- improve the learning environment
- develop and systematically implement a procedure to review courses periodically.