



Vocational Review Unit Monitoring Visit Report

**Al Adhwa Institute
Isa Town - Kingdom of Bahrain**

Date of last review: 6-8 June 2011

Date of 1st monitoring visit: 5 June 2012

Date of 2nd monitoring visit: 20 December 2012

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Monitoring visit

The purpose of monitoring visits is to evaluate the progress made by an institute in addressing the key issues for action identified by the review report.

Criteria for judging progress on an issue / recommendation and the provider's overall progress:

Information about the provider

Al Adhwa Institute (Al Adhwa) was established in 2002 and is licensed by the Ministry of Education. The institute mainly offers tutorial courses for the main subjects (mathematics, science, Arabic language and English language) for all school levels besides non-accredited basic computer courses and general English. In addition, the institute recently started to conduct tutorial courses for university subjects including accounting, economics and mathematics. The institute has enrolled a total of 700 students during the last academic year.

Al Adhwa Institute has one centre located in Isa Town which is operated by a managing director who is the owner as well, a part-time secretary and an office boy. The institute utilises a pool of fifteen part-time teachers.

First monitoring visit outcomes

Al Adhwa was graded with insufficient progress in the first monitoring visit as it made little or no progress in addressing the majority of the recommendations contained in the review report.

Out of the nine recommendations, only four recommendations were partially addressed. These were related to lesson planning, quality of hand-outs, strategic and operational plans, and the performance management system.

Any significant changes to the provider since the last monitoring visit:

Since the first monitoring visit the institute has made some improvements that have had some impact, particularly on students' achievement and the quality of teaching. However, most of these changes started relatively late or are still on going. The quality team conducted some initiatives, such as implementing monthly progress tests, revising the strategic plan and preparing an operation plan. In addition, a scheme of work for each subject was also prepared. The management carried out class visits to observe most teachers. Four in-house training workshops were conducted for teachers in September and October 2012. The centre gained approval to run two new courses from the Ministry of Education. They have also recently approached Tamkeen for ICT equipment support and to attend a number of Tamkeen training programmes aimed at training providers.

Criteria for judging progress on an issue / 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:

Ensure that all students are progressing well and achieving their course objectives.

Judgment: fully addressed

Comment:

In the first semester of the academic year 2012-2013 the institute started to implement a suitable monthly assessment procedure to monitor students' progress. Analysis of students' marked work as well as the progress made in the majority of the sessions observed indicate that the centre has addressed this recommendation sufficiently. Overall, the majority of students now make satisfactory progress.

Recommendation 2:

Introduce an attendance policy, improve on attendance and punctuality and ensure that records are well maintained.

Judgement: partially addressed

Comment:

Attendance is recorded during classes and a register file is maintained. The institute has a policy in place for recording punctuality and records are kept by each teacher for those attending late for more than three times. Based on the available records and observed lessons, the institute still has issues with attendance and punctuality as a proportion of students do not attend regularly. Although the provider claims that they follow-up with parents on these cases, the issue has not yet been adequately resolved.

Recommendation 3:

Use a variety of teaching methods in all classes to engage and motivate students.

Judgment: fully addressed

Comment:

From the lessons observed, the teaching methods used in the majority of lessons have generally improved as reflected by the more frequent use of open discussions, activities and checking of students' understanding, despite the limited resources available. In the more effective lessons, teachers used the available resources including the whiteboard, school textbook and the worksheets effectively and generated useful discussions and students' participation that kept most students engaged and highly motivated. On a few occasions, teachers challenged the understanding of the students and encouraged them to develop their problem solving skills and arrive at correct answers independently.

Recommendation 4:

Ensure that lessons are well planned and the varying needs of students are sufficiently met.

Judgment: partially addressed

Comment:

Based on the lessons observed, it appears that teachers generally plan their lessons sufficiently well by preparing relevant worksheets and activities that generally meet students' learning needs. In the more effective lessons, teachers start with a useful introduction to lesson objectives often through interaction with an input from the students and conclude with written exercises to check their understanding. Teachers also put an emphasis on aspects of the course which they see most important and where students have most difficulty in school. The mathematics lesson plan provided contained different exercises tailored to meet students' varying needs. However, the institute does not have records of lesson plans for other subjects.

Recommendation 5:

Improve on the quality and content of all handouts distributed to students.

Judgment: partially addressed

Comment:

Al Adhwa teachers use the relevant school textbook as well as providing students with additional worksheets, revision notes and copies of selected past examination papers for the courses offered. These additional learning materials are relevant and useful. However, the quality of the copies are not always clear enough and often not well organised for easy reference and use. In addition, they lack a proper structure and format and some copies do not show the title of the subject, level or year. The computer course material is not updated. However, a suitably structured "IT for disabled students" course material has been produced and is awaiting approval from the Ministry of Education.

Recommendation 6:

Ensure that all health, safety and hygiene measures are taken and improve the learning environment.

Judgment: partially addressed

Comment:

The centre is free from immediate risks and hazards and the management have attended to some issues related to health and safety such as assigning a member of staff to follow-up on health and safety aspects, installing safety bars on the first floor windows, servicing more regularly the fire extinguishers, placing more exit signs around the building and installing a fire alarm. However, some aspects still need further improvement and a formal risk assessment has not yet been carried out. The fire alarm has very limited smoke detector points and there is only one first aid box which is kept in the reception area. The centre still has not identified an assembly point. The premises require further clearing up of storage areas and to improve the general safety and hygiene of the place further although the centre has undertaken some general maintenance work such as painting the walls of the classrooms.

Recommendation 7:

Introduce and implement robust strategic and operational plans and record, monitor and analyse data related to results and performance.

Judgment: partially addressed

Comment:

An appropriate strategic plan for 2012-2013 with assigned responsibilities and timeframe is now in place. It focuses appropriately on developing teachers and improving students' achievement. A suitable operational plan is also in place linked to the main objectives. Four relevant planned workshops were conducted to teachers in September and October 2012 as part of the strategic plan. A monthly assessment has recently been implemented for the intermediate and the secondary stage students for all the subjects. Students' work is marked and archived. Currently a basic monthly performance report is sent to parents which provides general information on students' performance. However, Al Adhwa does not maintain sufficient and useful students' progress records to help the management effectively monitor and analyse students' results and performance.

Recommendation 8:

Introduce and implement a performance management system.

Judgment: fully addressed

Comment:

A quality team was formed in February 2012 to look after the quality assurance in the centre. It consists of five senior teachers from the four main subjects and the director. A suitable lesson observation form was developed and introduced in May 2012 by the team. Eight teachers were peer observed in class. The observations were appropriately critical. Three teachers who got the highest number of critical items were provided with suitable feedback at a special meeting and the teachers agreed to improve their teaching. In addition the director started to observe most teachers during the current semester and completed a visit form for each and verbal feedback provided to the teachers after these visits.

Recommendation 9:

Actively seek all stakeholders' views, analyse them and take actions accordingly.

Judgment: partially addressed

Comment:

Students' feedback is now collected from most groups (students in grade 6 and above) on a regular basis. The received forms are noted and signed by the director but not aggregated or analysed. Parents receive the monthly performance report and are asked to write their opinion on the progress of their children and return the report back to the institute. One meeting was held with a small number of parents during the last semester to inform them about the role they can play to improve their children's attainment as well as to share with them any concerns they may have. However, there is no record of the agreed actions or any subsequent follow-up. The centre recently introduced a student suggestion and complaint form but very few forms have so far been collected.

Overall judgement and further recommendations

Overall judgement: in progress

Comment:

It appears that Al Adhwa management have started to look into improving the quality of what they offer in a more meaningful way. The provider is now graded as 'in progress' as all the recommendations have been at least partially addressed. The recent involvement of a group of senior teachers in sharing the responsibility of monitoring performance and setting relevant plans and to act as a quality team has led to some improvements including the drafting of a useful operational plan, introducing monthly assessments for all courses, carrying out peer class observations, conducting teachers' development workshops and collecting feedback from students. However, the impact of these improvements is still limited and not yet fully evident across all subjects. Record keeping and data analysis of performance data remain as key issues to be tackled in order to show sufficient progress and improve further.

Monitoring visit recommendations:

- ensure that all students make the progress expected of them
- improve the teaching methodologies and the use of learning resources to engage and motivate all students to promote more effective learning
- maintain proper record keeping and ensure that the performance data and feedback are analysed and their outcomes are effectively used to improve the provision
- ensure that formal risk assessment is regularly conducted and all health and safety aspects are always in place.

Summary of progress grades

Overall Progress Grade	Grade: B	Description: In Progress
Recommendations	Description	
Recommendation 1	Fully addressed	
Recommendation 2	Partially addressed	
Recommendation 3	Fully addressed	
Recommendation 4	Partially addressed	
Recommendation 5	Partially addressed	
Recommendation 6	Partially addressed	
Recommendation 7	Partially addressed	
Recommendation 8	Fully addressed	
Recommendation 9	Partially addressed	