



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

Directorate of Vocational Reviews

Review Report

Golden Trust Training & Consultancy
Juffair
Kingdom of Bahrain

Date Reviewed: 25-28 February 2019

VO006-C4-R001

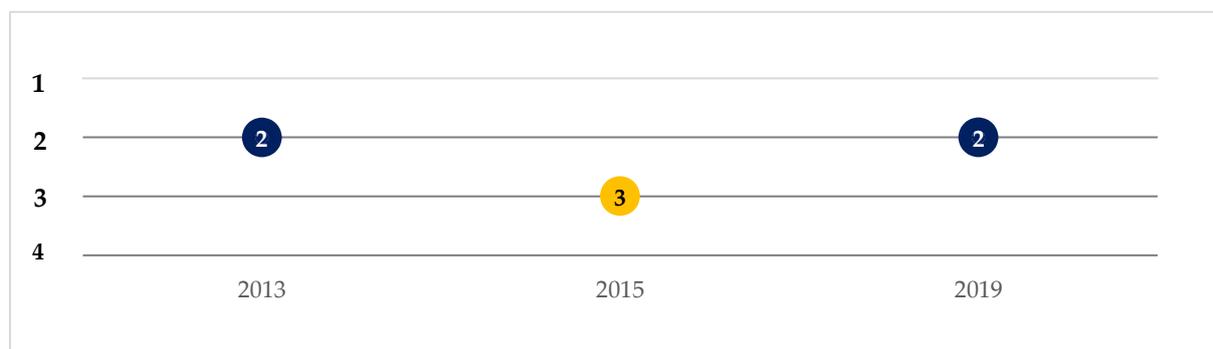
Introduction

The Directorate of Vocational Reviews (DVR) of the Education & Training Quality Authority (BQA), conducted this review over four days by a team of five reviewers. For this review, reviewers observed lessons and other related activities, analysed data about the courses and qualifications learners achieve, examined learners' written and other work, examined documents and the materials provided by the Golden Trust Training and Consultancy and collected feedback from learners, employers, trainers, management and support staff.

This Report summarises the review team's findings and their recommendations about what the provider should do to improve.

Summary of review judgements		
	Aspect	Judgement
Outcomes	Learners' achievement	2
Programmes and processes	Effectiveness of teaching/training and assessment	2
	Quality of Courses/Programmes	2
	Learners' support and guidance	2
Management and governance	Effectiveness of leadership, management and governance	1
Capacity to improve		1
Overall effectiveness		2

Provider's overall effectiveness throughout the last three reviews



Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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Overall effectiveness 'Good'

Judgement justifications

- The overall effectiveness of Golden Trust Training & Consultancy (GT) is good, as all aspects of its provision except the effectiveness of leadership, management and governance, which is outstanding.
- GT has developed vision and mission statements with a focus on maximizing learners' achievement and experience. The vision and mission statements coupled with an ongoing self-evaluation is used to develop the Institute's strategic plan, which includes clear goals and specific key performance indicators (KPIs).
- Annual quality improvement plan and operational plans are developed and their implementation is monitored to ensure the quality of provision and to inform decision making.
- GT closely monitors learners' achievement and effective actions are recommended to provide individual learners with the required support.
- Learners achieve successfully most of course objectives they aim for in a range of local attendance courses which represent 67% of the total enrolment. The externally-accredited courses by the General Council of Islamic Banks and Financial Institutions (CIBAFI) represent 33%, with high success and retention rates. Learners' average grades of CIBAFI modules is within the international rates.
- Highly effective links are maintained with relevant local, regional and international stakeholders. GT shapes its offerings based on an effective understanding of market and learners' needs and requirements through utilizing the senior management expertise and relationship with the clients.
- Courses are delivered by qualified trainers with noticeable depth of knowledge and theoretical and practical command of the courses they teach. Trainers effectively plan and design the assessment methods to evaluate learners' understanding and measure the achievement of objectives.
- Trainers use varied training methods to engage and encourage learners effectively in session. However, in some cases, learners are provided with insufficient opportunities to participate in sessions.

Capacity to improve 'Outstanding'

Judgement justifications

- Since the last BQA review, GT implemented a range of initiatives such as updating the Institute's policies and procedures and relevant forms, standardising course files with consistent practices, enhancing the 'Learner Progress Report Template' to better evaluate the distance travelled by each learner, introducing trainers' training opportunity and hiring full time trainers.
- Other significant developments include effective strategic planning closely monitored with regular and inclusive self-evaluation conducted. Furthermore; hiring competent staff, and management with availability of sufficient physical resources. The Institute has also broadened the range of its offerings by CIBAFI programme expansion. Other improvements include new partnership with awarding bodies such as International Business Training Association (IBTA) and Association for Accredited Small Business Consultant (AASBC), updated GT website, and introducing Approach Deployment Results Improvement (ADRI) cycle in GT self-evaluation.
- The Institute has reviewed all policies and procedures and introduced others, such as those relevant to course design, review and approval, assessment, and moderation and facilitation of learning and trainee support.
- GT has already started the process for institutional listing on the National Qualification Framework (NQF) and is planning to shift towards local achievement courses.
- The Institute has a plan to initiate a learning portal (moodle) which will contain all the information related to the learners and their achievements.
- A fit for purpose internal quality assurance system is in place, with capable human resources to carry out improvement plans as they arise.
- Success and retention rates are maintained high in the majority of courses and high repeat business and enrolment maintained over the years'. The Self-Evaluation Form (SEF) is detailed, informative and critical, and identifies a range of improvement actions.

The provider's key strengths

- Learners develop knowledge, skills and competences relevant to their learning experience and generally, achieve the qualifications they aim for.
- Trainers are qualified with noticeable theoretical and practical experiences; utilizing a suitable range of teaching and assessment methods.
- GT's senior management maintains close links with the clients that is reflected on the size of the repeat business and shapes the Institute's offerings.
- There is a formal policy for learners' attendance, which is effectively implemented.
- GT's strategic planning is based on conducting a regular self-evaluation process that emphasize on learners' achievement and overall quality of provision.

Recommendations

In order to improve, Golden Trust Training & Consultancy (GT) should:

- further improve the relevant knowledge and vocational skills developed by learners and their progress to achieve the intended course objectives and qualifications in a timely manner
- further ensure that trainers use more effective training strategies to engage and motivate learners productively throughout each session and that feedback provided to learners clearly indicate how they can improve further, specifically for the local attendance courses
- further improve the internal quality assurance system to include more comprehensive and detailed policies and procedures to better monitor the overall performance of the provision
- ensure consistent implementation of verification and moderation processes across all aspects of the provision.

Leaners' achievement 'Good'

Judgement justifications

- Most learners acquire effective skills and knowledge in the local attendance courses offered in the fields of soft skills and courses externally accredited by CIBAFI in the field of Islamic finance. However, a minority of learners do not master their skills upon course completion.
- Learners' and employers' feedback confirms that the developed skills are relevant to the workplace and meeting the expected standards. Evidence was provided of learners being able to apply their new skills in the workplace and complete assigned projects successfully. A number of learners have been promoted after successfully completing the CIBAFI programmes.
- The local attendance courses represent 67% from the total enrolment and all learners successfully achieve most of the stated course objectives. In the CIBAFI courses, most learners achieve the qualifications they aim for in a timely manner; however, a number of them achieve their qualification from the second attempt.
- From the sessions observed and scrutinizing the records of learners' assessments, learners progress well throughout the courses, and are able to use the methodologies and approaches gained to complete the required activities or assignments. Furthermore, a number of learners continue to the advanced levels of the CIBAFI programmes. However, in a few sessions, especially for the externally accredited courses, learners were not always progressing well throughout the sessions.
- According to the observed sessions and the recorded videos examined by the review team, learners are self-motivated and enjoy their learning in most sessions. However, learners' engagement and interaction is minimal in a number of the CIBAFI courses.
- In a number of courses, learners are provided with opportunities to enhance their critical thinking skills through analysing related case studies, and in general, they are able to reflect critically on the views of other learners and their attainment level.
- Learners attend regularly; attendance and punctuality are well-recorded. However, punctuality is an issue in a few cases.
- It is noted that learners work well independently and show ability to work collaboratively during group activities. However, in the less effective observed sessions, a few learners required further support from trainers to complete the given task.

Areas for improvement

- learners' mastering of the intended skills upon course completion
- the ability of learners to work independently when completing given tasks.

Effectiveness of teaching/training and assessment 'Good'

Judgement justifications

- Trainers exhibit noticeable depth of knowledge of their vocational area of concern. This is evident from the accurate explanations, illustrations of concepts and range of relevant real-life experiences provided to learners during the observed sessions.
- In the better lessons, which comprise more than 60% of the observed lessons, trainers utilise a range of training methods such as lectures, discussions, brain storming, games and role plays; that effectively engage and motivate learners. Available learning resources and materials are employed effectively to deliver the training courses and smoothly facilitate learning. However, in some of the observed sessions, trainers were not able to motivate learners in a productive manner.
- Training sessions are appropriately planned. The objectives are shared with learners and sessions are delivered smoothly and in a progressive manner. Session content, mode of delivery and activities are effectively adjusted to support and guide those learners who need assistant, while challenging the more capable learners. This was evident through repeated explanation, bilingual support, and providing more applied exercises. Appropriate training methods are used to promote individual and group learning. In the majority of the observed sessions, learners were encouraged to work independently to promote self-learning. In the better sessions, learners were stimulated to think critically and analytically, in order to enhance their learning experience.
- Learners are sufficiently challenged to stimulate and develop their higher order thinking skills. However, in a minority of the observed sessions, the challenge provided to learners to stimulate their aforementioned skills, was less effective.
- Formative and summative assessments are effectively planned and designed to measure learners' attainment of course objectives. A varied set of formative assessments is used to effectively

measure learners' understanding. These include open and direct questioning techniques, peer feedback and learners' self-assessment. These assessments are suitable, relevant and well linked to the courses' level and stated objectives.

- Assessments in general are suitable, and in better sessions these are well-structured, timely, frequent, fair, and well mapped to the stated objectives. Learners assessed work clearly illustrates that learners are on target to meet the planned course objectives.
- Rubrics are available to ensure consistent grading of learners' work and detailed pre-defined rubrics are available for the majority of local attendance courses. However, the implementation of these rubrics varies

among trainers. Moreover, the moderation processes are applied for pre- and post-course assessments; however, the moderation do not extend to cover the moderation of all assessment tools used.

- In the majority of the observed sessions, instant and effective verbal feedback was provided to learners that suits the course type and learners' needs. For the local attendance courses trainers maintain progress reports of learners, in which written feedback mostly on learners' level of commitment is provided. The quality of the provided written feedback varies among trainers; where cases exist of trainers not precisely indicating how learners can improve further.

Areas for improvement

- motivating learners productively to participate throughout the session
- moderation process to cover all the assessment tools
- trainers' feedback to indicate how learners can improve further; specifically, in the local attendance courses.

Quality of course/programmes 'Good'

Judgement justifications

- Courses on offer are based on an effective understanding of the market and learners' needs and requirements. GT utilises its senior management experience and close links with the clients to shape the offerings and keep current with market trends and demands.
- GT offers a range of locally-designed courses in the fields of leadership, management and human resources development which are effectively customised to meet clients' specific needs and requirements. In addition, the Institute offers a number of externally-accredited courses that serve a niche market of Islamic Banking and Finance in association with the General Council of Islamic Banks and Financial Institutions (CIBAFI).
- Learners and clients are satisfied with the range of courses on offer and the extent to which those courses have positive contribution to improve learners' skills and competences at the workplace.
- Courses are well-planned and structured with detailed outlines that clearly indicate the objectives, topics and target audience. A number of outlines particularly in the externally-accredited courses include more detailed information on the corresponding training and assessment methods. However, in a number of cases the planned learning hours are not sufficient to attain the stated course objectives, or the course objectives are not always matching the objectives stated in the session plan.
- Relevant policy and procedure for courses design, approval, review and update are in place. The process is appropriately implemented for the locally-designed courses by GT team in collaboration with the trainers. These courses are customised according to clients' requirements and updated whenever the same course is to be subsequently conducted. The externally-accredited courses are reviewed and updated by the awarding body (CIBAFI).
- Courses on offer are well-resourced to meet learners' needs and clients' requirements. The locally-designed course materials are mostly well-written and supplemented with purposeful illustrations. A number of courses are also accompanied with fit-for-purpose and sufficiently detailed hand-outs. Learners have access to a small library which includes a range of relevant textbooks and references. Course outlines clearly specify the target audience, entry requirements

and prerequisites for the both locally designed and externally-accredited courses which are effectively implemented. The accesses and entry

requirements in the locally-designed course are always discussed and agreed on during the customisation process.

Areas for improvement

- the planned learning hours to be sufficient to attain the stated course objectives
- the alignment between the objectives stated in the session plan and the course objectives.

Learners' support and guidance 'Good'

Judgement justifications

- GT has a policy on learners support that is not detailed enough. However, considering the type of and short duration courses on offer, learners at GT receive effective support and guidance to achieve better outcomes throughout their learning experience.
- Trainers and staff are approachable, cooperative and supportive before and during the course and whenever approached by potential learners. A course manager is assigned for each course to provide the needed support and attend to any issues raised by learners or trainers.
- One-on-one and coaching sessions are provided to learners when required. In the externally-accredited courses (CIBAFI), learners have an opportunity to re-sit the final examination and those who need more support to improve their achievement are provided with compensation or refreshment sessions.
- Relevant references, further readings and useful links are provided to learners beyond the prescribed course to enhance their learning experience. Moreover, useful advice is provided to learners through the progress report on further development opportunities.
- There are examples of success stories where the support provided helped learners to successfully achieve their certificates with high marks.
- GT is responsive and flexible in terms of course structure, language, venue and timing to accommodate learners' and clients' needs. Clients and learners have access to well-informed guidance and advice about the courses on offer through GT's informative website and useful social media accounts.

- Detailed course outlines and brochures are available in advance to provide learners and clients with better informed decision on course selection. Learners in the externally-accredited courses are also provided with a comprehensive guide/manual.
- GT maintains effective communication with clients to inform them about learners' performance through detailed reports shared with them upon course completion.
- Consolidated reports are shared with clients taking a series of courses within a specific period. These reports provide a holistic overview on learners'

attendance and performance during the course alongside useful remarks of learners' strengths, weaknesses and recommendations for further improvement.

- GT has a suitable policy to identify and support learners with Special Educational Needs and/or Disabilities (SEND). Though the policy highlights appropriate arrangements, the special assessment arrangements are insufficiently detailed to cater for different type of courses.
- A few cases of learners with SEND have been encountered which were dealt with appropriately.

Areas for improvement

- the level of details stipulated in the Institute's learners' support policies.

Effectiveness of leadership, management and governance 'Outstanding'

Judgement justifications

- GT's management is guided by well-structured strategic and operational plans that are fully aligned with the institute's vision, mission statements and objectives, all of which are focused towards providing quality vocational education, training skills and knowledge.
- Based on in-depth understating of learners' and employers' specific requirements and ongoing self-evaluation, GT draft its strategic goals that is reflected into strategic objectives linked to specific and detailed KPIs. These clearly stipulated objectives are monitored closely by the management team. Moreover, the President overseas the performance of the institute and provides on a regular basis constructive advice for the sustainability and growth of the institute.
- An annual quality improvement plan and annual operational plans are developed and reviewed periodically to ensure their implementation towards quality of provision and to provide an informative executive summary for the management.
- The organisational structure is supported with sufficient human and physical resources. Clear roles and responsibilities are defined and shared with the staff. There is an effective mechanism in place for selecting, hiring and inducting qualified staff and trainers.
- GT identifies staff professional developments needs through a formal appraisal system and multiple trainer's evaluation criteria. GT conducted number of professional training for trainers and trainers' best practices and knowledge sharing sessions to enhance their knowledge and performance
- The internal quality assurance system includes a set of policies and procedures to ensure the quality of the provision. The policies are developed and reviewed on regular basis to ensure their suitability. However, the internal quality assurance system requires more comprehensive and detailed policies and procedures, to better monitor the overall performance of the provision.
- The moderation and verification processes are consistently implemented; however, these do not cover all aspects of the learning provision and implementation varies in quality. Currently the process is mainly focused on developing and

reviewing of course materials and summative assessments.

- Purposeful trend analysis of learners' achievement is conducted to trigger further improvement. Annual consolidated performance report is regularly prepared and conveyed to the management to be reflected on strategy and action planning.
- Suitable health and safety policies, procedures and equipment in place. The learning environment is hygienic, safe and free from obvious hazards, to ensure learners are comfortable and

able to focus on the delivered knowledge.

- Strong links with local, regional and international partners are maintained. Learners, trainers and employers' feedback is regularly gathered and improvement actions are taken based on their views.
- GT's self-evaluation form (SEF) submitted for this review is detailed and informative with relevant supporting evidence; however, the grades slightly overestimate the provision.

Area for Improvement

- consistent implementation of verification and moderation processes across all aspects of the learning provision.
- more comprehensive and detailed policies and procedures, to better monitor the overall performance of the provision.

Appendix (1): Provider information

Name of the provider (English)	Golden Trust Training & Consultancy					
Name of the provider (Arabic)	معهد جولدن ترست للتدريب والاستشارات					
Licensing Body	Ministry of Labour and Social Development					
Year of establishment	19 April 2007					
Age range of learners	18+ years					
Number of learners (2015 – 2019)	Male	2079	Female	1363	Total	3442
Learning Areas	Local achievement	<ul style="list-style-type: none"> Not Applicable 				
	Externally accredited	<ul style="list-style-type: none"> Islamic Banking accredited by General Council of Islamic Banks & Financial Institutions (CIBAFI) 				
	Local attendance	<ul style="list-style-type: none"> Leadership, Management and Human Resource Development 				
Institution's listing status	Not yet listed on the National Qualification Framework (NQF)					