



Assessing and Monitoring Learners' Performance - a Holistic Perspective

The Directorate of Vocational Reviews 5th Forum

23 January 2019



From Cycle 1 to Cycle 4 *The Journey Travelled*

Wafa Almansoori



Education & Training Quality Authority







Directorate of Vocational Reviews (DVR)

Our mandate

Review and report on the quality of vocational education and training across the Kingdom of Bahrain.

DVR's objectives are to:

-  provide decision makers and stakeholders with evidence-based judgment
-  identify strengths and areas for improvement, focusing on the achievement and experience of learners;
-  promote improvement and a culture of self-evaluation and public accountability among providers;
-  identify and spread good practices.



Improving the Quality of Vocational Education & Training (VET)



The expected role of VET Providers



Increase **responsiveness** to **changes** in labour market demands

Play an effective role in **matching** between **demand** on VET and **supply**. Hence, improve **employability**

Improve **access** to training opportunities.

Why Quality Assurance

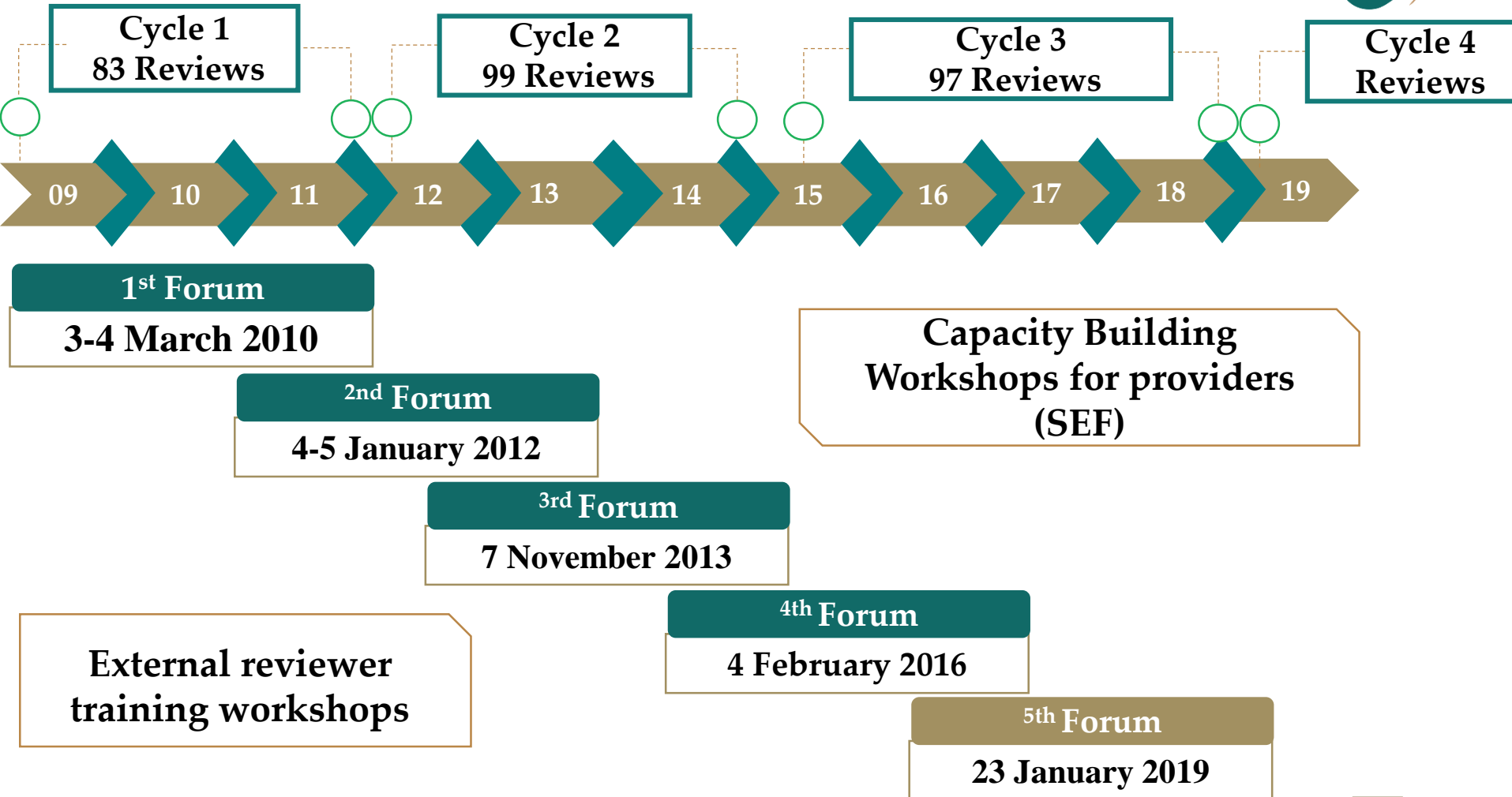


External Quality assurance of VET institutes and their offerings promotes **mutual trust** in training provision and **transparency**

DVR's Achievement



2009 - 2018



Cycle 4 Review Framework

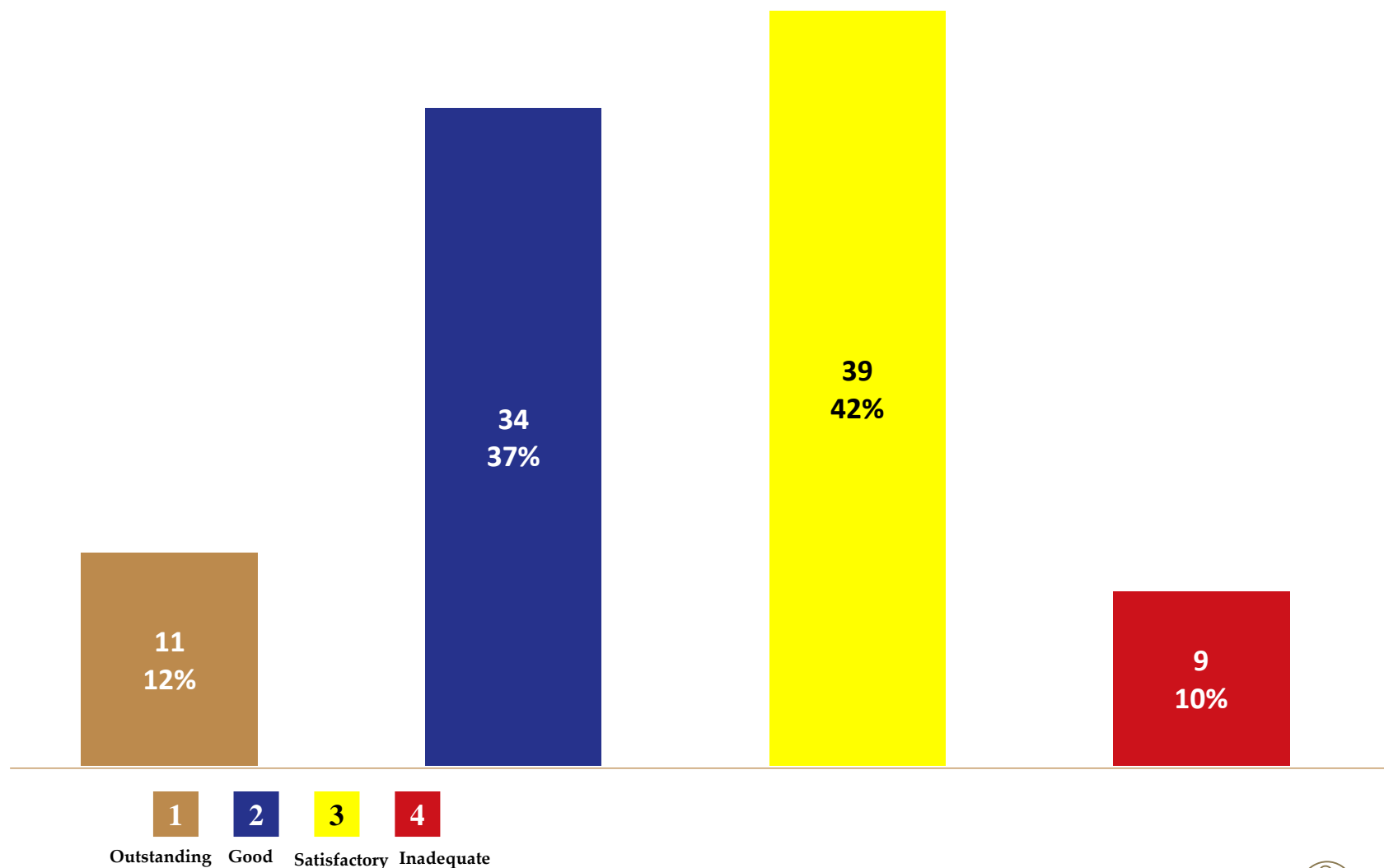
Aspects and Criteria

- Aspect (1): Learners' achievement
- Aspect (2): Teaching/training and assessment
- Aspect (3): Quality of courses/programmes
- Aspect (4): Learners' support and guidance
- Aspect (5): Leadership, management and governance

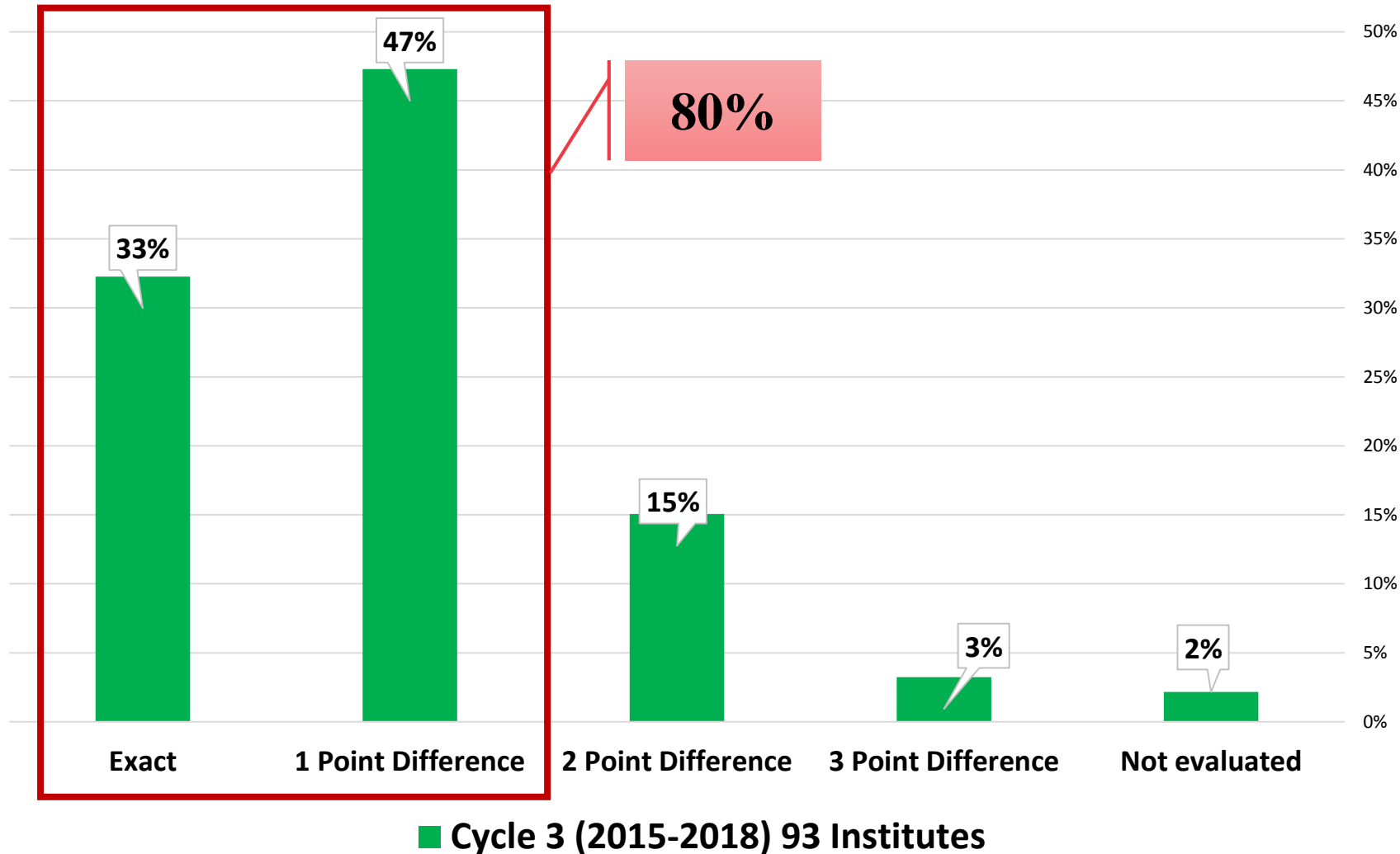
Overall Effectiveness
Capacity to improve



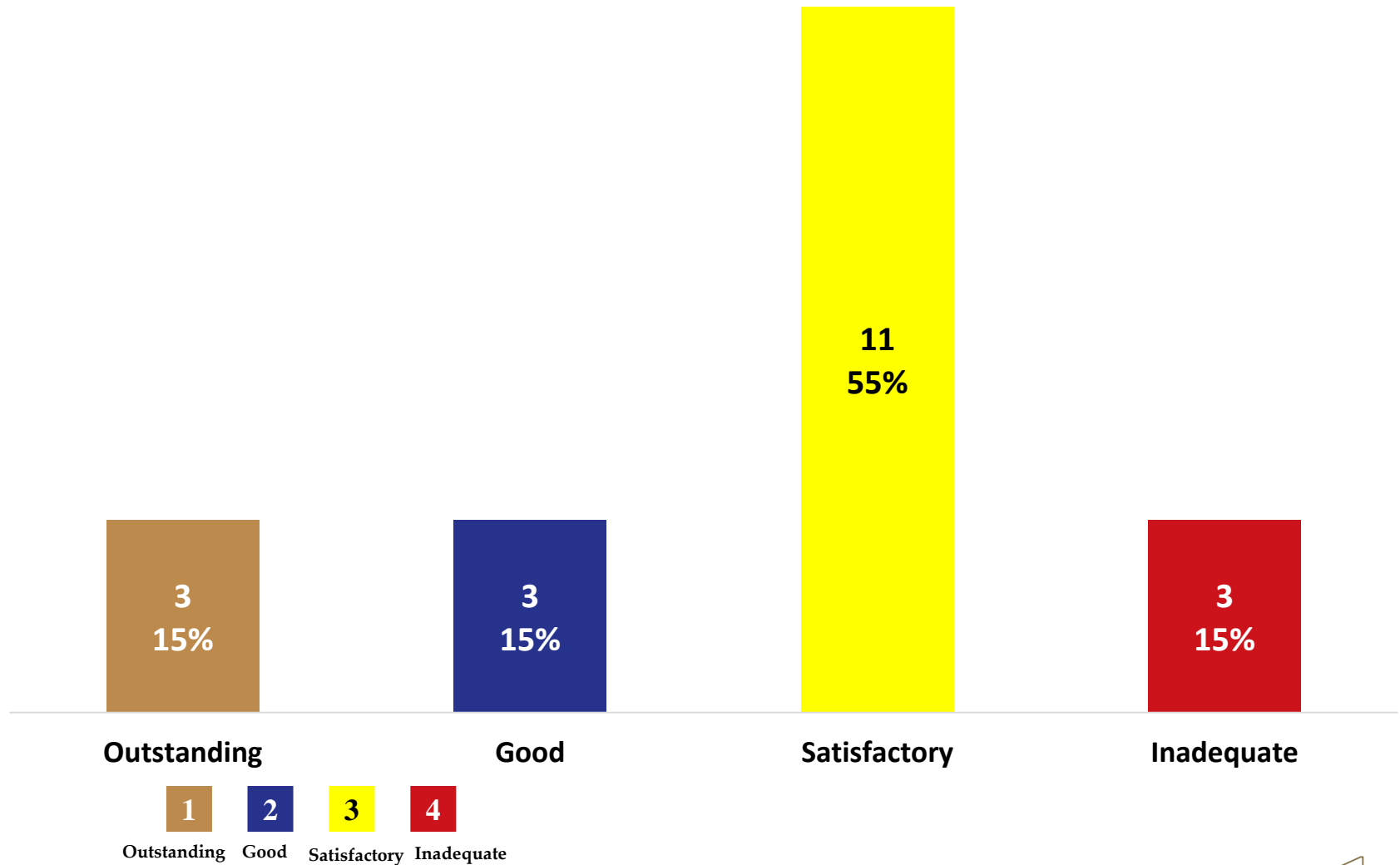
Overall effectiveness of (93) Providers Reviewed in Cycle 3



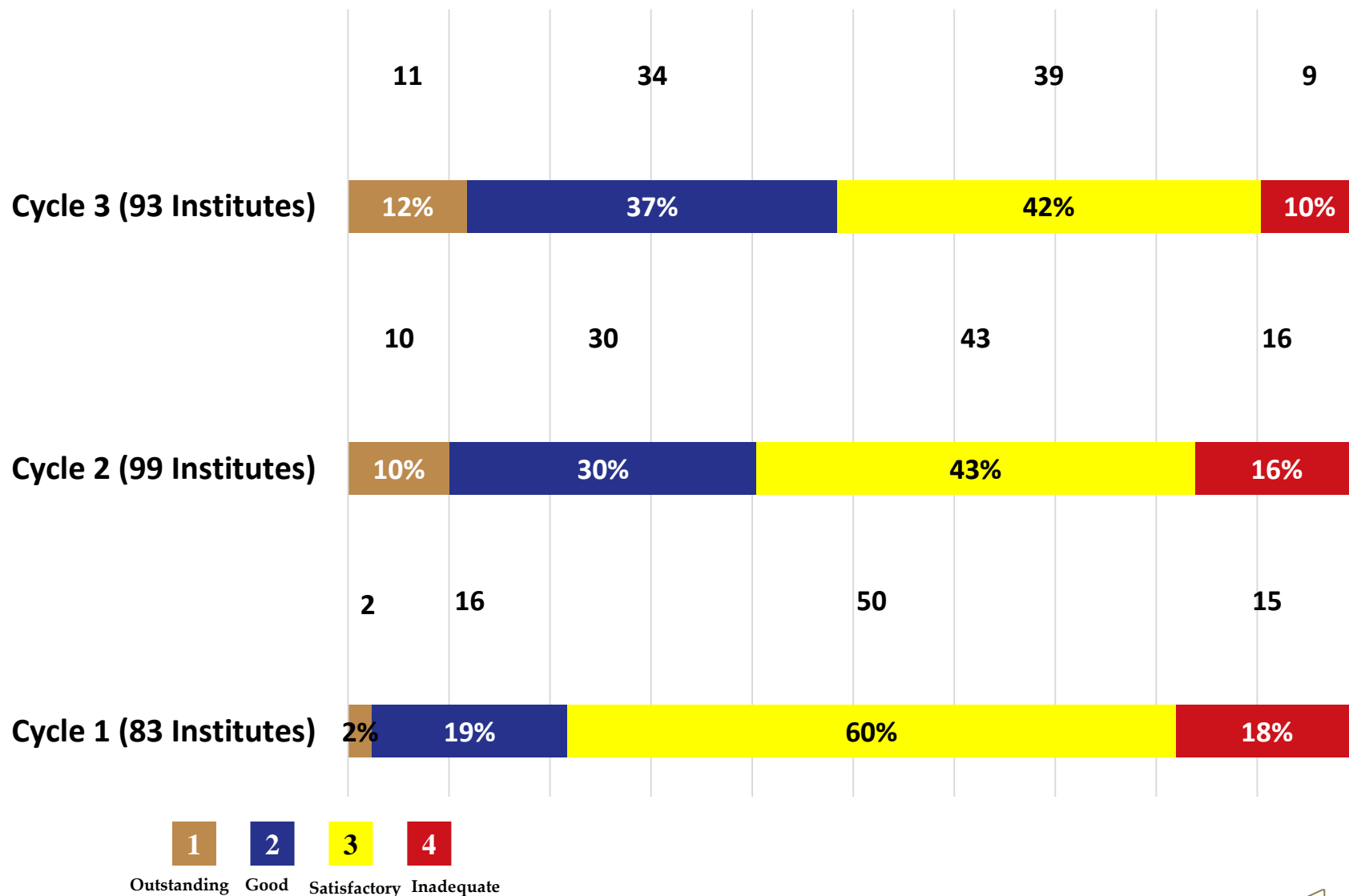
Comparison of the Overall Effectiveness Judgement between SEF and Review Team Judgments



Overall effectiveness of **NEW** Providers Reviewed in Cycle 3

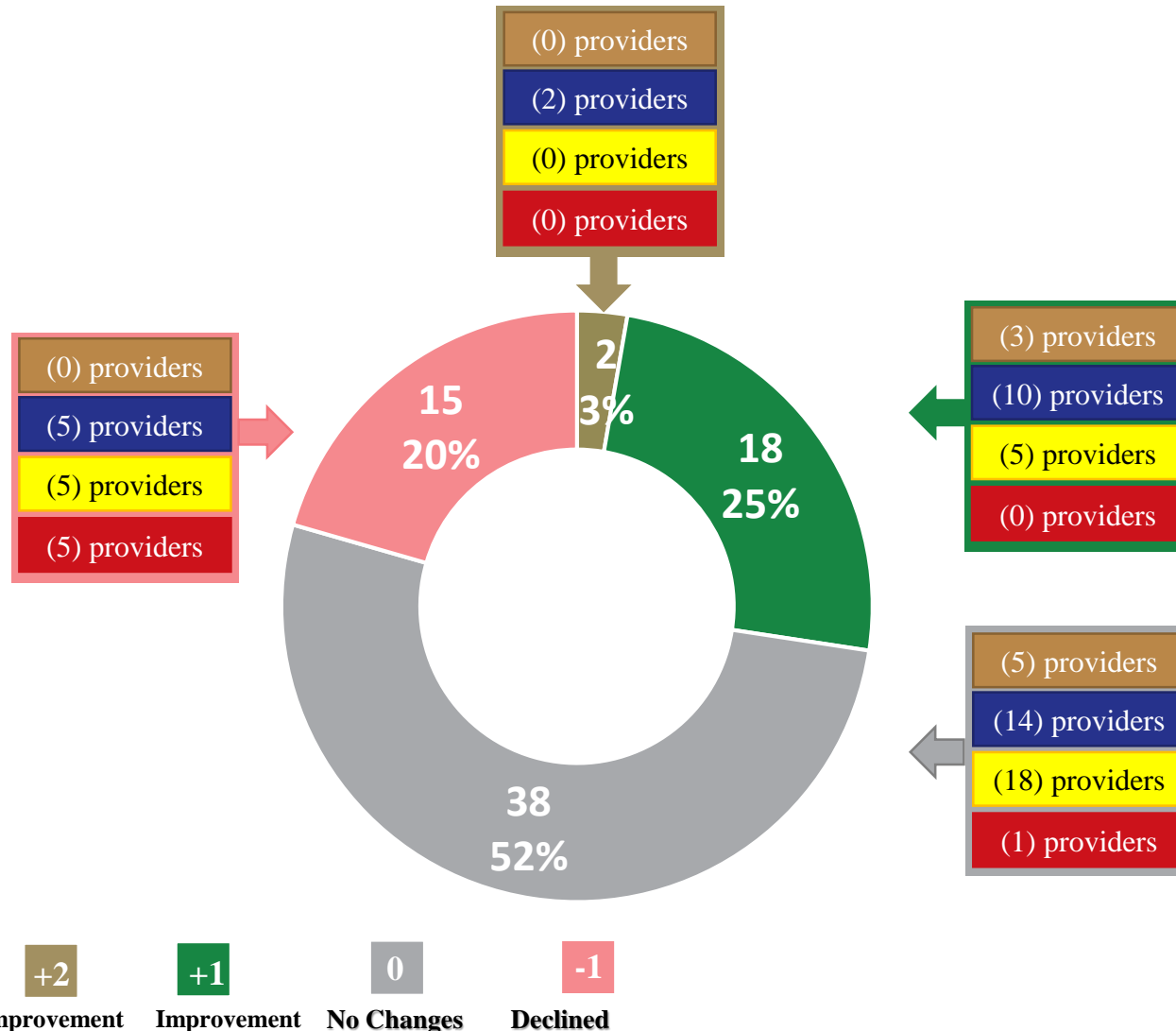


Overall Effectiveness (Cycle 1, 2, & 3)

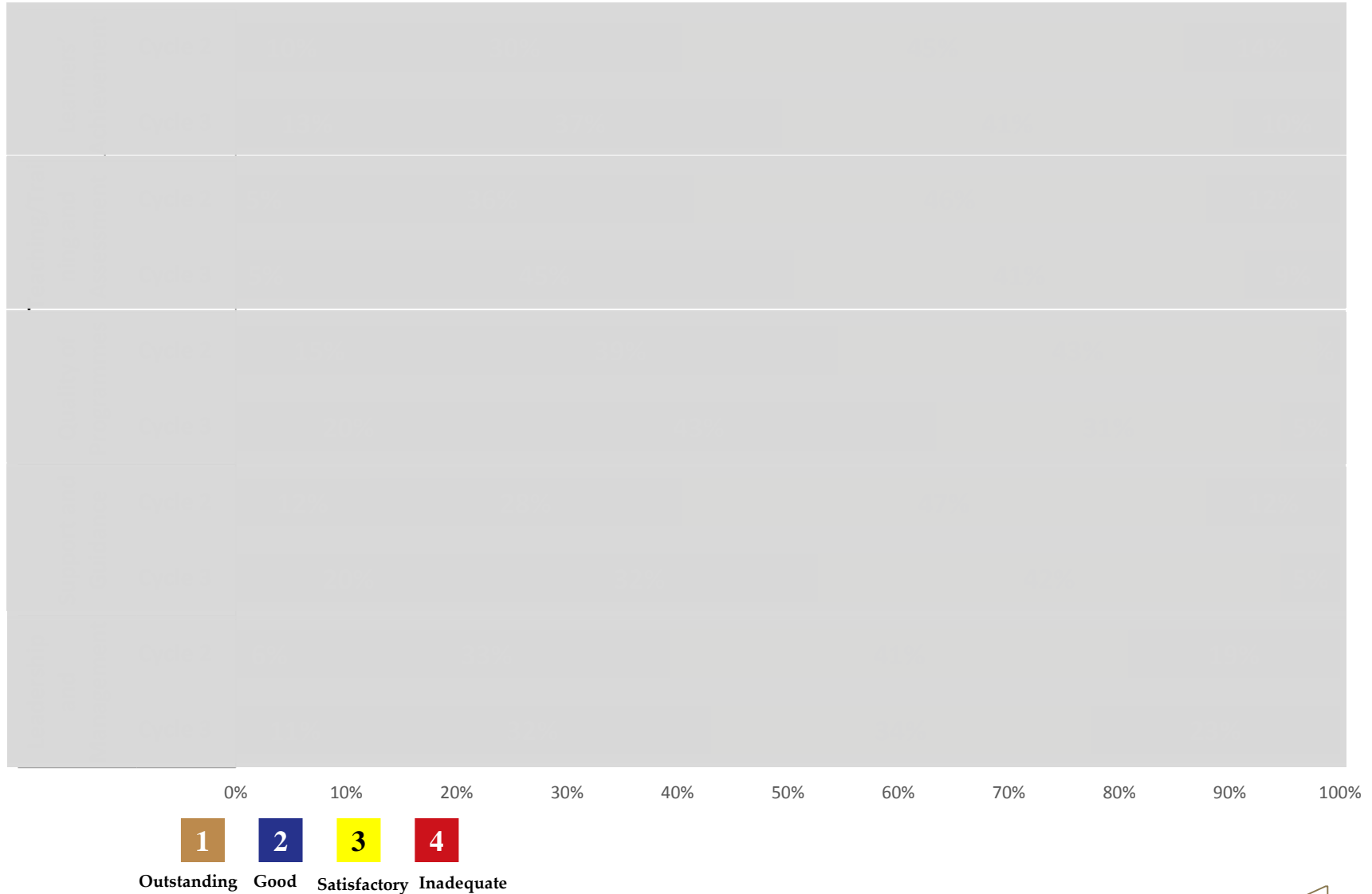


Changes in the Judgements of the Overall Effectiveness of (73*) Providers

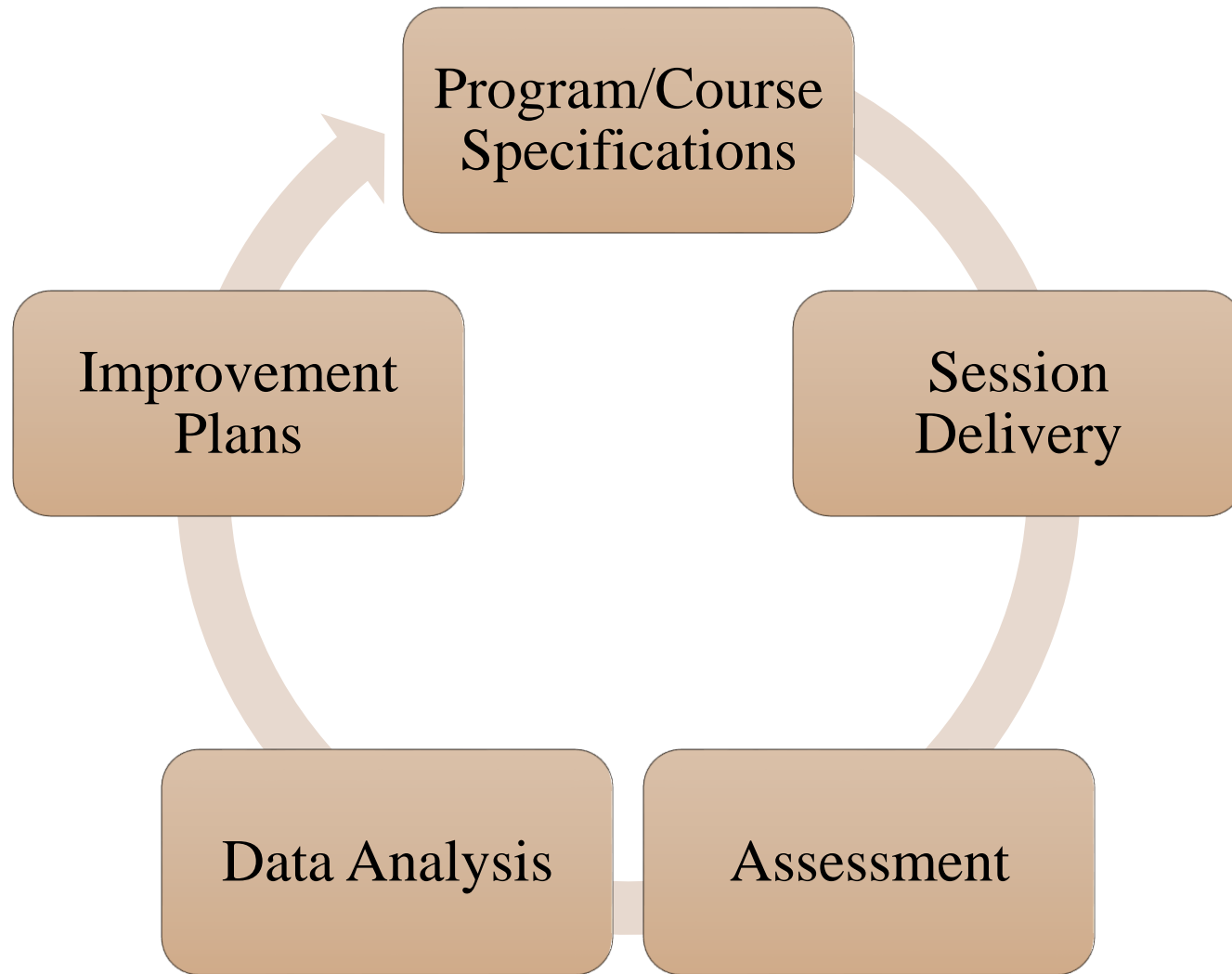
* Providers reviewed in both Cycle 2 & 3



Comparison of Review Outcomes of Cycles 2 & 3 (per Aspect Comparison)



Learners' Achievement





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Kingdom of Bahrain - مملكة البحرين



Thank You





LEARNERS' ACHIEVEMENTS AT BTI (THE COMPLETE CYCLE)

**Wednesday
23 January 2019**



Agenda



- Introduction to BTI
- Qualifications offered at BTI
- Learners' Achievements
- Case Study: Orientation Programme

Introduction to BTI



**BTI was transferred
to MOE by virtue of
Royal Decree No (24)**

1992

2013

**Established by the
High Council for
Vocational Training.**

2011

**Re-organization of
BTI by virtue of
Royal Decree No (22)**



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Bahrain Training Institute

Qualifications offered at BTI



BTEC



NQF

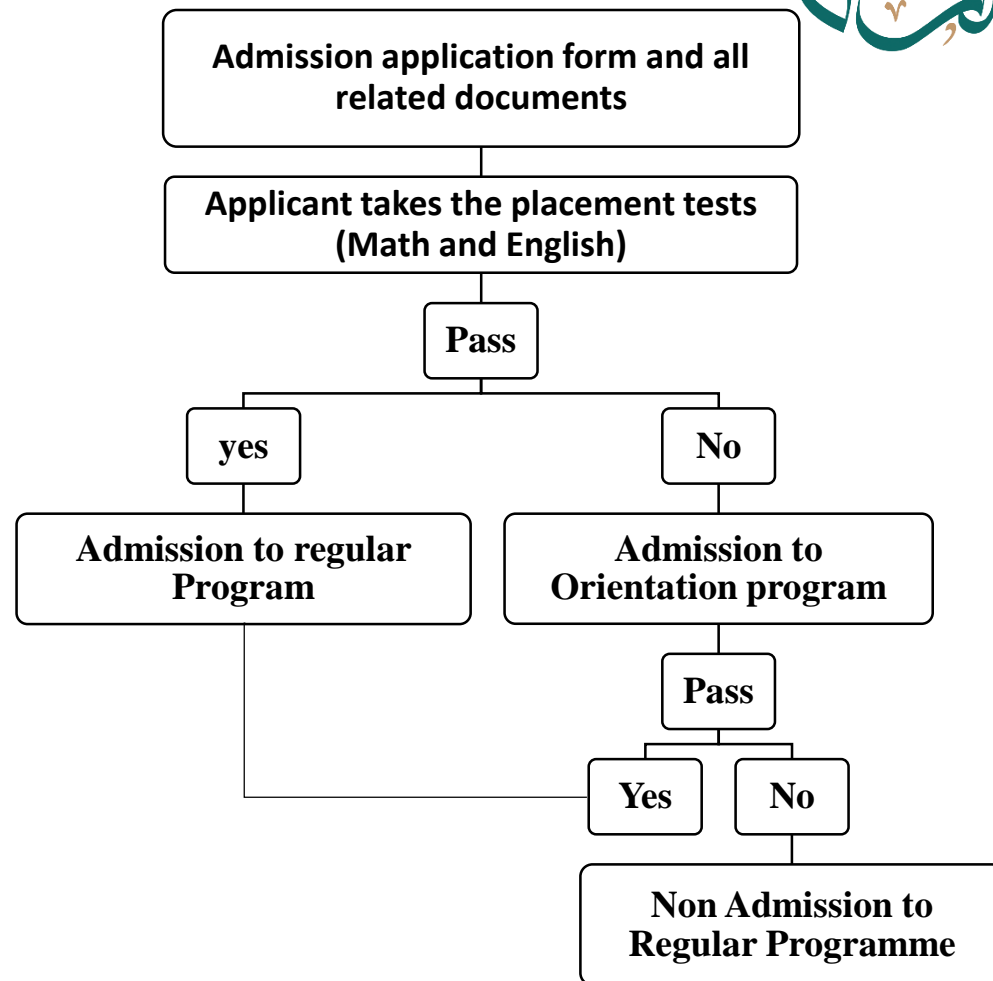


الهيئة الوطنية
للمؤهلات وضمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

**Professional
Courses**

**Orientation
Programme**

Short Courses





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Bahrain Training Institute

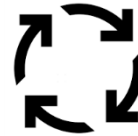
Learners' Achievements



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Bahrain Training Institute



Diagnostic Test



**The Learning
Process**



**Review and
Evaluation**





Learners' Achievements



Divisional Level

Preparing Lesson Plans

Formative and Summative Assessments

Periodic Review of Learners Achievements

Pre and Post- Assessments Verification

Lesson Observations

Assessment Audits

Institutional Level

Learners Achievements

Lesson Observations

Assessment Audits



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Bahrain Training Institute

Learners' Achievements



Preparing Lesson Plans



Objectives of learning (learning outcomes)



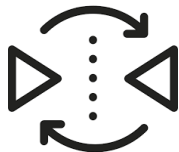
Teaching/learning strategies and activities



Materials and Resources



Plenary



Trainer Reflection



Differentiated Activities



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Bahrain Training Institute

Learners' Achievements



Differentiated Activities

**Different activities
are prepared to
suit different levels
of learners.**

Bahrain Training Institute
Math & Science Division

WORKSHEET-I

D1 : Independently carry out checks on calculations using relevant alternative mathematical methods, making appropriate judgments on the outcome

Level - I

1. Solve the system of linear equations: $7x - 2y = 8$, $5x - 3y = 1$ using Cramer's methods.

Level - II

1. Use matrix method to solve :

$$\begin{aligned} 3p &= 2q \\ 4p + q + 11 &= 0 \end{aligned}$$

Level - III

1. Solve the following simultaneous linear equations using Cramer's rule and verify the results:

$$\begin{aligned} \frac{a}{2} - 7 &= -2b \\ 12 &= 5a + \frac{2}{3}b \end{aligned}$$



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Learners' Achievements



Lesson Observation

Formal Observation

Training Delivery Audit Rubric

Walk-through Observation

Give guidelines on general
areas of strength and those
that need to be improved.

1 Planning and preparation

2 The Quality of Training

3 Assessments

Formative and Summative Assessments

Formative assessments

- Quizzes
- Practical activities
- Exercise sheets
- Recitation
- Home works
- Board works

Summative assessments

- Tests
- Quizzes
- Assignments
- Practical Assignments
- Final Exams
- Practical Tests





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Learners' Achievements



Periodic Review of Learners Achievements

1. **Phase One:** Collecting data.
2. **Phase Two:** Analyzing and Interpreting the data highlighting the areas of strength and challenge.
3. **Phase Three:** Establishing actions and setting goals.
4. **Phase Four:** Determining result indicators and monitoring of results

Bahrain Training Institute
Training Division: Math and Science
Training Year (2017 – 2018)
Data Analysis Framework

Training Division Program	Unit Title	Unit Code: BTEC BTI/NOF	Group No (Indicate if there more than one group)	
			Assessor Name (If more than one group add all names)	
Assessment	Phase one Collecting data (What do the data reveal?)	Phase two Analyzing and Interpret the data (Area of strength, areas of challenge, prioritizing)	Phase three Establish Actions (Set goals, review and revise)	Phase four Determine result indicators (Monitor results)
Test 1				
Test				
	Name	Signature	Date	Comments
Assessor				
Unit leader				
HOD	Dr. Zainab Al-Tooq			

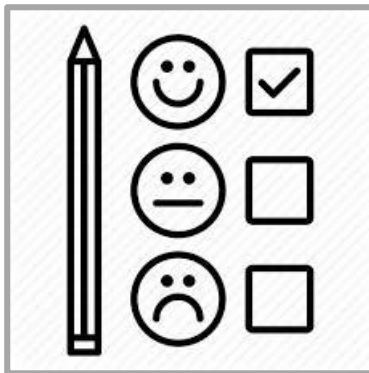
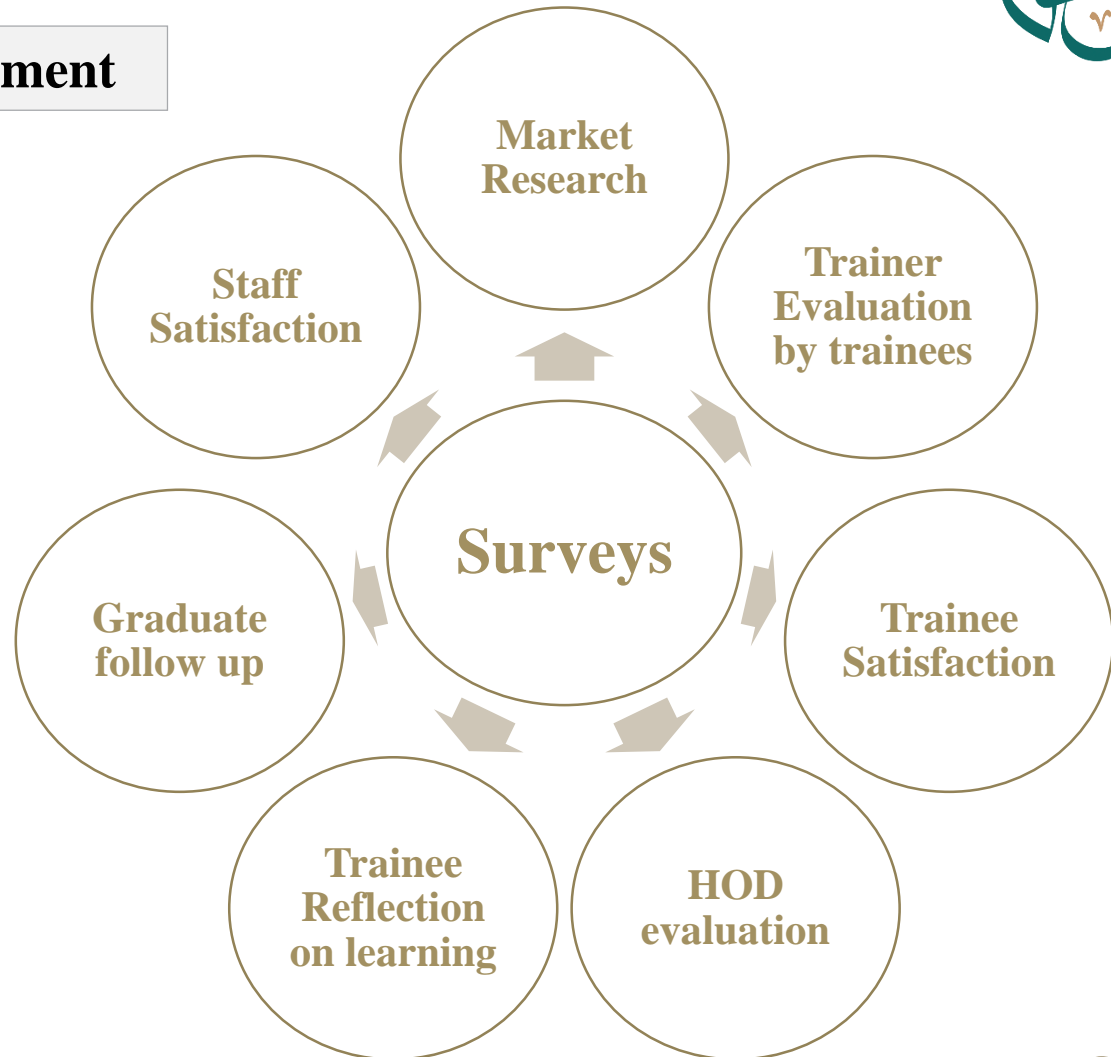


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Learners' Achievements



Research and Development





Learners' Achievements



**Trainee Achievement
Reports**

Key areas:

- **Marking Assessment** (content/design, type, method, manner of its conduct)
- **Trainee attitude**
- **Trainer teaching performance**
- **Other divisional requirements**

**Review and
Evaluation**

**Reports on trainees'
progression**

Action Plan

Sharing Sessions and Professional Development



Sharing sessions



Industrial immersion



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Learners' Achievements



Sharing Sessions and Professional Development



In-house
External
Online



59%

Attendees to Training

76%

2016/2017

2017/2018



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Learners' Achievements



Learners Support



**Mathematics
Club**



**Workshop on
Writing
Assignments**



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Learners' Achievements



Learners Support



Art Club



Remedial Classes

Learners' Achievements











Learners Support



**Workshops for
Orientation Program
trainees**

Consultation Form

Name of Trainer: Nona Al-Samegh Semester: 2 Training Year: 2017-2018

Trainee Name	Trainee Signature	ID Number	Unit Code	Group Number	Consultation Issue/Topic	Conclusion/ Action Taken	Date	Trainer Signature
Muneera Bu Ali			MATR1183	AD-1	Break-Even	Solve	19/4/2018	
Talal Ebrahim		2017045	"	"	analysis	EX.	19/4/2018	
Talal Ebrahim		2017045	"	AD-1	Variance and SD	Solve Ex	20/4/2018	
Mohamed Saad		2017053	MATR1183	AC-1	measure of tendency	Solve Ex	3/5/2018	
					mean, median			
					and mode			
					for grouped data			

**Office Hours/
Consultation**



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Learners' Achievements



Learners Support

Guidance and Counselling

Divisional Level

Academic Advisor

Institutional Level

Guidance and Counselling Division





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Learners' Achievements



Learners Support

On-Job Training Centre

Field Training



Career Week



Recruitment



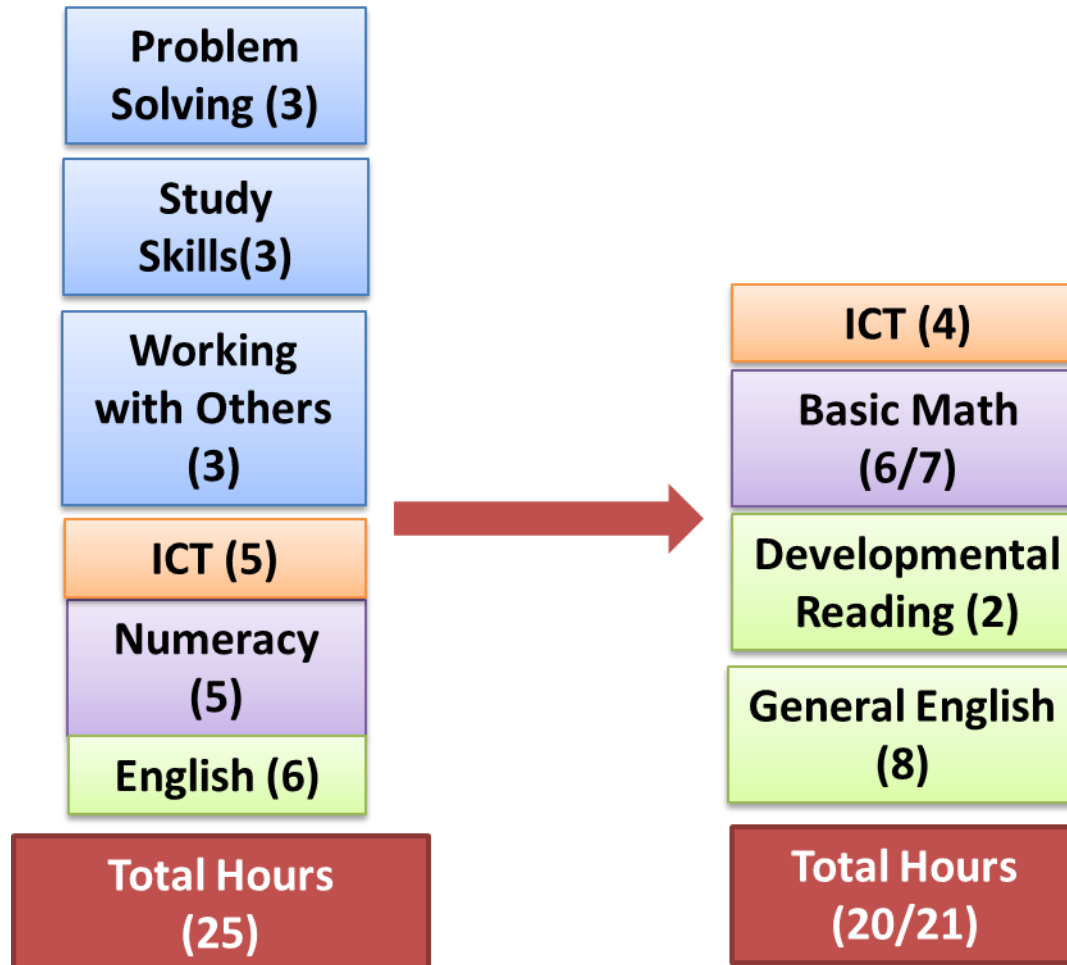


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Case Study (Orientation Programme)



Modifications in the Orientation Program:





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Case Study (Orientation Programme)



Modifications in the Orientation Program:

Courses	Teaching Hours Per Week
General English	8 hours
Developmental Reading	2 hours
ICT	4 hours
Basic Math*	6 hours (for non-engineering track) 7 hours (for engineering track)

Starting from this semester, trainees are given one chance to repeat the unit they have failed.



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Case Study (Orientation Programme)



- As a result of orientation program modifications, an increased pass rate was observed for the last two semesters.
- There is an ongoing review and analysis of the program to further improve it.



Thank You





Turning non-accredited modules into a credit-bearing qualification – BIBF case

**Dr Abulla Al Sada &
Dr Maitham Al Oraibi**

**Wednesday
23 January 2019**

BIBF



Agenda

- Design motives and challenges
- New qualifications' structures
- Formulating PILOs and CILOs
- Assessment design
- Way-forward and challenges

1

2

3

4

Outstanding Good Satisfactory Inadequate

The BIBF Highlights

1981

38 Years in Business

Established in 1981 with a vision to be the institute of choice for the development of business professionals



340,000 Students

The BIBF has delivered training to over 340,000 students since its inception

400 +

Specialised Programmes

The BIBF offers Quality Programmes to serve the Financial Services Sectors



Central Bank of Bahrain

Affiliated & Governed by the Central Bank of Bahrain



International Training

Delivered training to over 63 Countries worldwide by sending trainers or receiving delegations from visiting countries

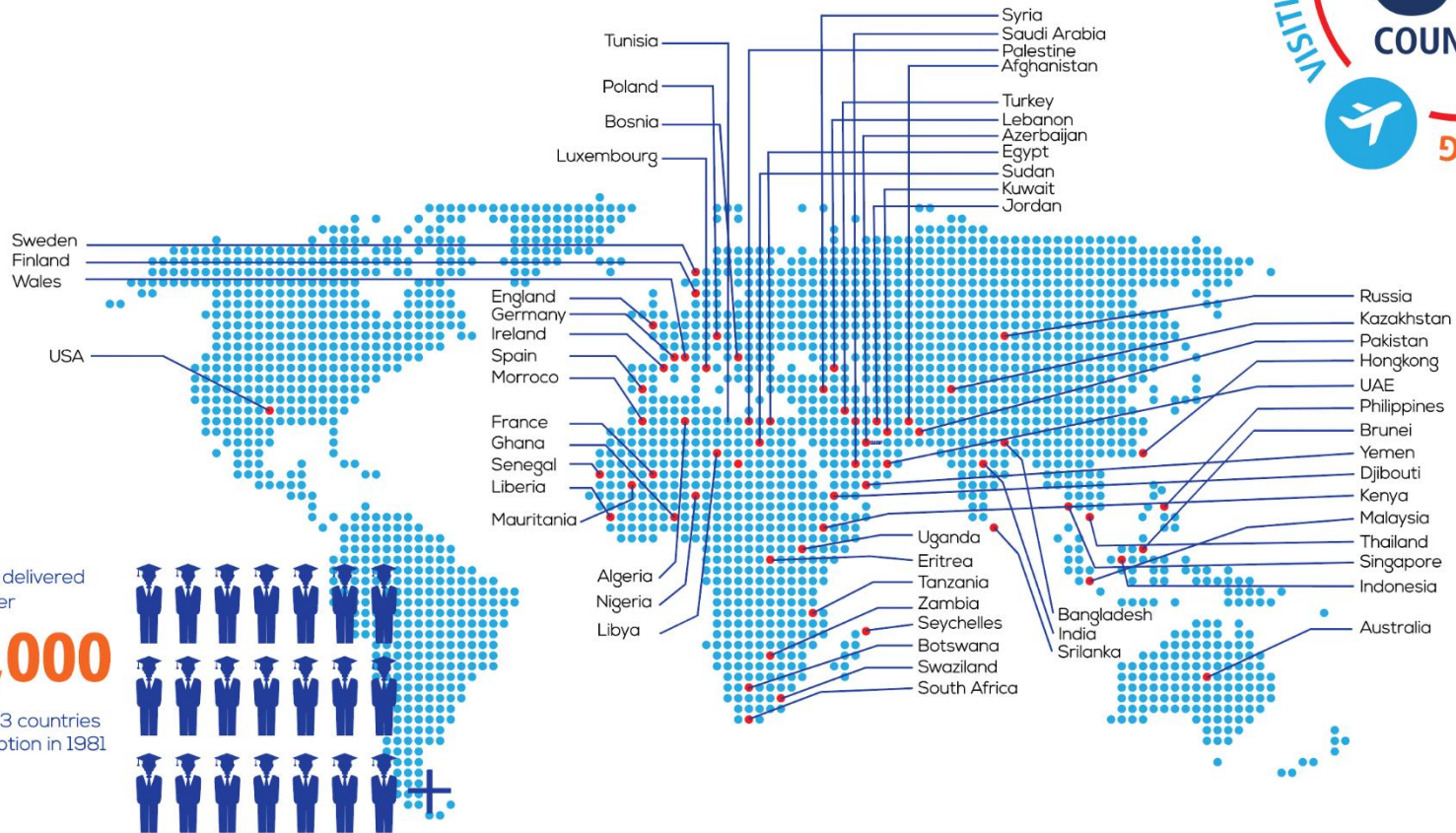


Global Trust

World Bank,
Amazon Web Services (AWS), and
Islamic Development Bank (IDB),

• GLOBAL FOOTPRINT

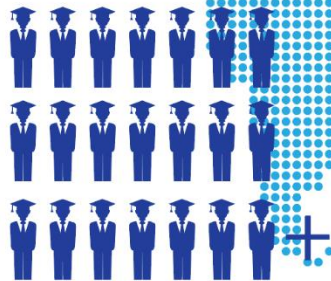
VISITING TRAINING DELEGATES
63
COUNTRIES
INTERNATIONAL TRAINING



The BIBF has delivered training to over

340,000

students in 63 countries since its inception in 1981



Learning Centres

Banking

Accounting & Finance

Insurance

Islamic Finance

Leadership & Management

Digital Transformation & Project
Management

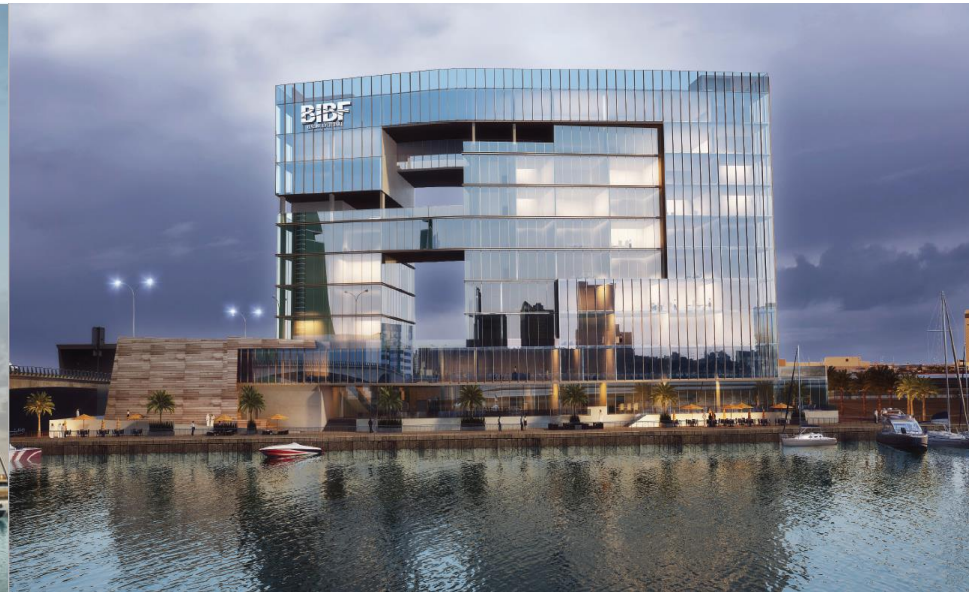
Academics



The BIBF New Building



Day View



Night View

Design motives

- NQF placement and local recognition
- Robustness in assessment and monitoring effectiveness
- Market needs:
 - small but growing segment of entry-mid management level
 - Agility in learning; self-paced over longer span
 - Recognition of rather non-accredited learning modules

1

Outstanding

2

Good

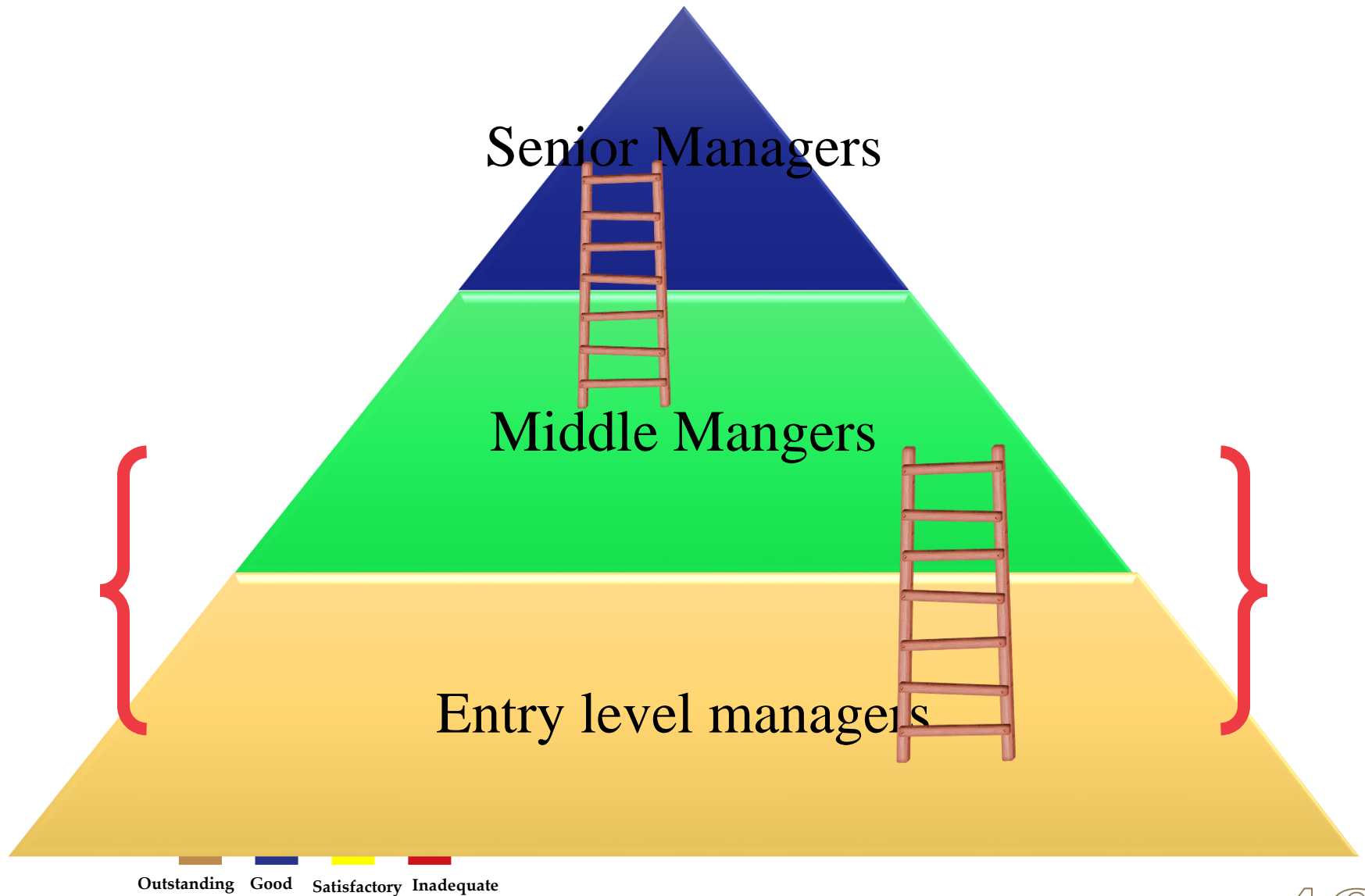
3

Satisfactory

4

Inadequate

Value proposition



Design challenges

- Establishing clear market needs
- Qualification structuring
- Setting learning outcomes
- Formulating assessment strategies

1

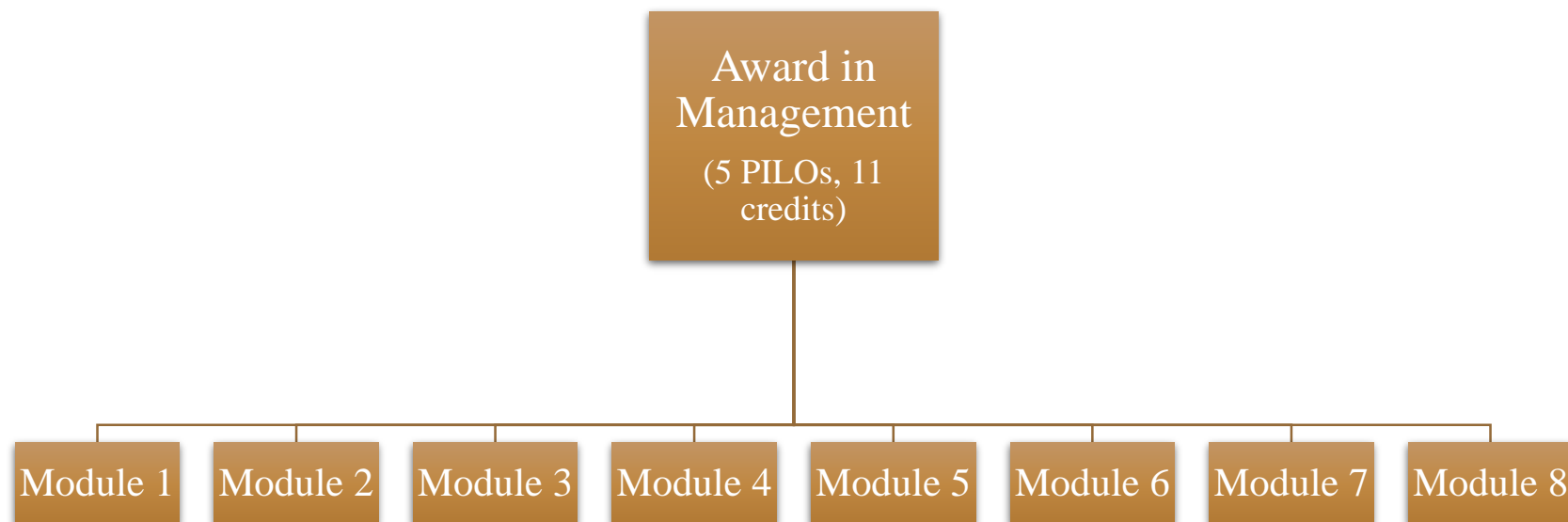
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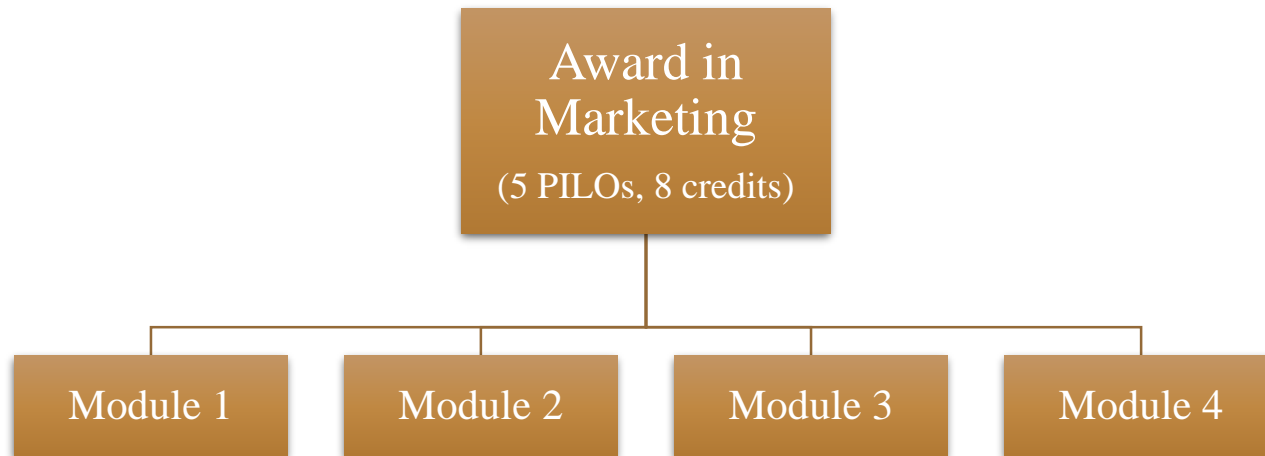
Outstanding Good Satisfactory Inadequate

Award in Management



1 2 3 4
Outstanding Good Satisfactory Inadequate

Award in Marketing



1

Outstanding

2

Good

3

Satisfactory

4

Inadequate

The diagram illustrates the overlap of CILOs across three PILOs:

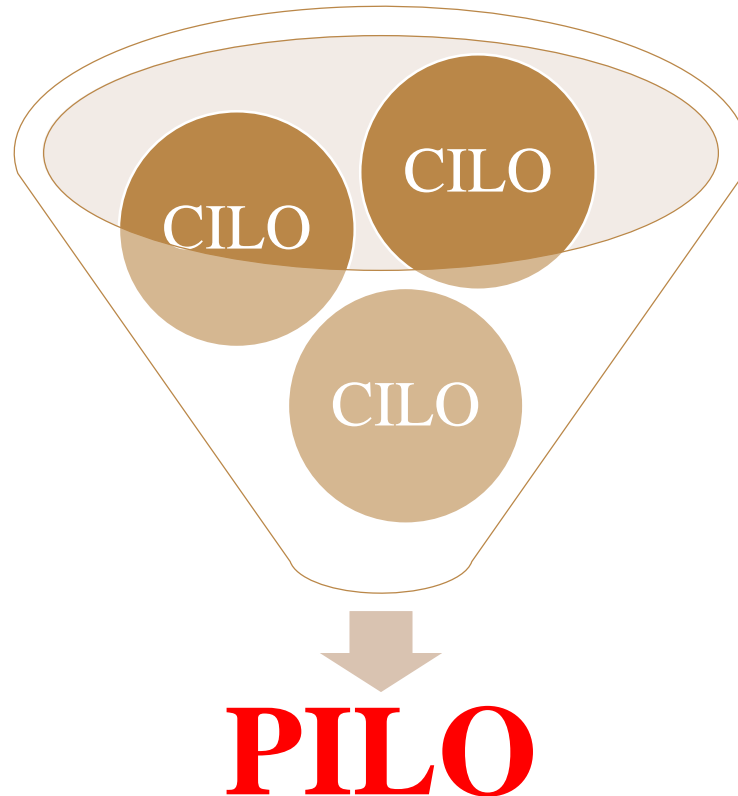
- PILO 1 (Top):** Contains 3 unique CILOs and 1 shared with PILO 2.
- PILO 2 (Right):** Contains 3 unique CILOs and 1 shared with PILO 1.
- PILO 3 (Left):** Contains 3 unique CILOs and 1 shared with PILO 2.
- Intersection of all three PILOs:** Contains 1 CILO.

4

52

Setting CILOs and PILOs

Bottom-up Approach



1

2

3

4

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PILOs-CILOs matrix

PILO #	Units	Unit CILOs
PILO#1.	1 2 3	1 1 1
PILO#2.	1 3 4	2 2, 3 1, 2
PILO#3.	2 3 4	2,3,4,6 2,3 2,3,4
PILO#4.	1 2 3 4	3 2,4,5,6 2,3,4 2
PILO#5.	1 3 4	4,5 4 3,4,5



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Award in Management

PILO 1 Managing individual performance

PILO 2 Managing organizational performance

PILO 3 Managing change

PILO 4 Process management and monitoring

PILO 5 Business communication



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Award in Marketing

PILO 1 Marketing models and frameworks

PILO 2 Digital and non-digital marketing tools

PILO 3 Economics of marketing

PILO 4 Value-based marketing approach

PILO 5 Marketing communication plans



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Assessment design

- Summative assessment at Unit level (CILO level) only.
- Multiple summative and formative assessment tools
(written examination, assignment, project, case-study etc.)
- Quality assured assessment:
 - Pre-assessment verification
 - Post-assessment moderation
 - Examination board review and approval



Challenges

- Fitness-for-purpose assessment strategies
- Pre- and post-assessment moderation and verification
- Paradigm shift and managing stakeholders expectations
- Logistical issues – mixing credit and non-credit opting

learners

1

2

3

4

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Take-away messages

- Turning short and non-accredited courses into a QUALIFACTION – Yes we can!
- Be mindful of the challenges:
 - Establish needs
 - Feasibility and worthiness of final product
 - Fitness-for-purpose assessment
- Devise enablers:
 - Time and efforts
 - Internal and external expertise
 - Commitment and engagement

1

2

3

4

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Thank You





Assessing and Monitoring Learners' Performance- A Holistic Perspective

**Wednesday
23 January 2019**





Assessment: A Case Study of an Outstanding Vocational Training Institute in Bahrain

ORIGIN[®]

TRAINING CENTRE

1

2

3

4

Outstanding Good Satisfactory Inadequate

Content

1. Challenges

2. Our Response

3. Pave your way towards “Outstanding”

4. Origin Training Centre Experience

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Challenges

1

Outstanding

2

Good

3

Satisfactory

4

Inadequate

Challenges



Based on BQA's Annual Reports:

2009

**Lack of Monitoring and
Document Learners' Progress**

**Failed Assessment of
learners**

**Not checking the attainment
of skills and knowledge.**

Challenges



Based on BQA's Annual Reports:

2017

Trainer-Centred

**Insufficient Assessment
Methods**

**Lack of coordinating lesson
planning with learners'
outcomes**



Our Responses

1

Outstanding

2

Good

3

Satisfactory

4

Inadequate

Our Responses



- **A Rubric Method of Assessment.**
- **Baseline Assessment - Distance Travelled.**
- **Developing Moderation.**
- **Learners-Centred Approach.**

Advance Management Leadership Course



Grading Criteria
<i>Clear attainment of all course objective, showing complete and comprehensive understanding of the course content, with development of relevant skills & intellectual initiative to an extremely high level</i>
<i>Substantial attainment of most course objectives showing a high level of understanding of the courses content, with development of relevant analytical and later interpretive skills to a high level</i>
<i>Sound attainment of some major course objectives, with understanding of most of the basic course content and development of relevant skills to a satisfactory level</i>
<i>Some attainment of a range of course objectives, showing a basic understanding of course content with development of relevant skills</i>
<i>Poor attainment of course objectives, showing a little understanding of course content with development of relevant skills</i>

Internal Moderation Form 3: Post-Assessment

(For use with external courses)

Completed by the Course Co-ordinator	Programme Code:		Course Title:		Course Code:	
	LOs Assessed:		Version:		Level:	Credits:
	Assessment task being moderated:					
	Assessor:			Moderator:		
	Are there issues that arose during the conduct of this assessment task that need to be considered for future assessments?					Yes/No
	<small>Comments: (eg plagiarism, technical issues, timing issues, organisational issues)</small>					
	The following assessment documents must accompany this form: (Tick boxes to confirm)					
	External Moderators report					<input type="checkbox"/>
	List of all results and a chart showing the distribution of grades					<input type="checkbox"/>
	Comment on the assessment results					
<small>Comments: (What is the pattern of achievement? Are there questions/tasks with low achievement results?)</small>						
<small>Comments: (Where is the feedback provided? What type of feedback is provided? Is it useful?)</small>						
Commendations:						
<small>Comments: (What worked well?)</small>						
<input type="checkbox"/> Assessment meets requirements			<input type="checkbox"/> Assessment does not meet requirements			
Recommendations for future changes						
<small>Comments: What can be learned from the results? Do any of the following need to change: the assessment task; the teaching strategy; the course content?</small>						

If any of the required items are missing or if you have indicated 'No' in one of the sections above then do not sign below. The Moderation will need to be re-submitted by the Course Co-ordinator

1

Moderator signature: _____

Date: _____

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Internal Moderation Form 4: Post-Assessment

(For use with attendance only courses)

Completed by the Course Co-ordinator	Programme Code:		Course Title:		Course Code:	
	LOs Assessed:		Version:		Level:	
	Assessment task being moderated:					
	Assessor:			Moderator:		
	Are there issues that arose during the course that need to be considered for the future?					Yes/No
	Comments: <i>(eg technical issues, timing issues, organisational issues)</i>					
	The following documents must accompany this form: (Tick boxes to confirm)					
	Student evaluation summary					<input type="checkbox"/>
	Comment on the evaluation results					
	Comments: <i>(What is the pattern of evaluation?)</i>					
Commendations:						
Comments: <i>(What worked well?)</i>						
Recommendations for future changes						
Comments: <i>What can be learned from the evaluation feedback?</i>						

If any of the required items are missing or if you have indicated 'No' in one of the sections above then do not sign below. The Moderation will need to be re-submitted by the Course Co-ordinator

Moderator signature: _____

Date: _____

Outstanding Good Satisfactory Inadequate



Pave Your Way Towards «Outstanding»

5

**How effective leadership efforts
in improving the quality of
training provision?**

1

**How well do
learners achieve?**

**Grade
Outstanding**

4

**How well are
learners
supported and
guided?**

3

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

2

**How effective are
training and
assessment in
promoting learning?**

Outstanding Good Satisfactory Inadequate

2

How effective are training and assessment in promoting learning?

- Learner-centred approach.
- Use of pre-entry assessment results to enhance training practice.
- Examples of meeting diverse needs of learners.

1

2

3

4

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Origin Training Experience



- **Accurate placement of learners in the right program.**
- **Continuous monitoring & follow-up from the trainers.**
- **Regular reports about learners by trainer/course coordinator.**
- **Quizzes & activities.**
- **Higher-order thinking strategies.**



- **Trainer feedback form.**
- **Attendance Analysis.**
- **Final assessment.**
- **On the job training.**
- **Learners' guidance form (Special Needs).**



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TRAINING CENTRE





Assessing and Monitoring Learners' Performance - a Holistic Perspective

Wednesday
23 January 2019





British Language Centre

المركز البريطاني للغات



Enhancing Learning and Progress

The British Language Centre is an English Language Centre with a difference!



- We deliver high quality English Language Courses.
- Employ qualified, native English speaking teachers.
- Our teaching style is communicative and aims to increase self confidence, self esteem and expression.
- Curriculum is from Cambridge University Press.
- Courses develop speaking, listening, reading and writing skills.
- We are located in a quiet and safe area with parking facilities.
- We aim to offer high quality customer services.



- نوَقِّر دورات لغة انجليزية ذات جودة عالية.
- المدرّسين من الجنسية البريطانية و يحملون كفاءات عليا.
- طريقة التدريس لدينا تعتمد على طرق التواصل وتهدف إلى زيادة الثقة بالنفس و تحسين طرق التعبير.
- المنهج المعتمد هو من جامعة كامبريدج البريطانية.
- الدورات تطوّر مهارات المحادثة والاستماع و القراءة والكتابة.
- المركز يقع في منطقة هادئة و آمنة و تتوفر فيها مواقف للسيارات.
- نهدف إلى توفير خدمات زبائن ذات جودة عالية.



The BLC aims to enable learners to develop their English language, communication and interpersonal skills to help individuals reach their full potential.

المركز يهدف إلى تمكين الطلبة من تطوير قدراتهم اللغوية، طرق التواصل و المهارات الشخصية لمساعدتهم في تحقيق أهدافهم.



British Language Centre (BLC) Courses



- Children 5-11 year olds
- Young People 12-15 year olds
- Adults 16 year olds and above

Generally classes are for two hour and take place twice a week.

Four hours of classes each week for approximately seven weeks.

- الأطفال 5 – 11 سنة.
- الشباب 12 – 15 سنة.
- البالغين 16 سنة فما فوق.

بشكل عام الصفوف تمتدّ لمدة ساعتين مرتّتين أسبوعياً و لمدة 7 أسابيع.

Course Structure and Approach



Curriculum

- All texts books are published by Cambridge University Press, England.
- Each course has a Student book and a Work book.
- The Young People and Adults courses have CD ROMS.
- Courses will involve a range of activities including group discussions and activities, pair work, small group work, individual tasks, presentations, conversations, reading, writing and listening activities.
- Creative activities will be used to convey the messages of the curriculum, creative arts, DVDs, audio exercises, newspapers, books, photographs.

- كل الكتب مطبوعة لدى مطبعة جامعة كامبريدج في إنجلترا.
- كل دورة ستتضمن كتاباً للطالب وكتاباً للتمارين.
- دورات الشباب والبالغين ستتضمن كذلك قرصاً مدمجاً CD ROM
- الدورات ستحتوي على أنواع مختلفة من الأنشطة بما فيها مناقشات جماعية و أعمال ثنائية و عمل ضمن مجموعات و أنشطة فردية و عروض و محادثات و قراءة و كتابة و استماع.
- الأنشطة الإبداعية ستستخدم لإيصال رسائل المنهج: فنون ابتكارية، أقراص DVD، أعمال صوتية، صحف وكتب و صور.



[https://www.youtube.com/watch?v=2tHsnfke7Mc
&index=17&list=UUXr_4crSqi-zynYq4vJ_UDw](https://www.youtube.com/watch?v=2tHsnfke7Mc&index=17&list=UUXr_4crSqi-zynYq4vJ_UDw)



Assessing and monitoring learners' performance from a holistic perspective.





Holistic



- ▶ Formative / Summative Assessment
- ▶ Self-Assessment
- ▶ Course Evaluations



Formative and Summative Assessments

Formative Assessment



- ▶ Monitor and analyse in class
- ▶ Teachers' approach
- ▶ Feedback

Summative Assessment

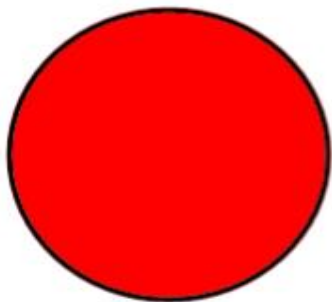


- ▶ Formal assessment
- ▶ Measure performance according to skill
- ▶ Evaluate and next steps

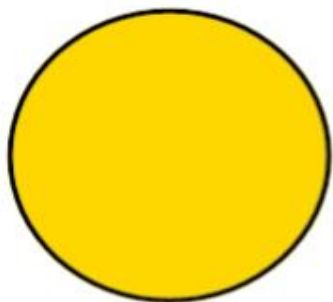
Self-Assessment



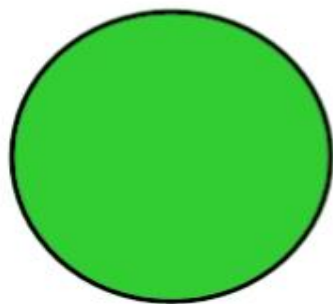
- ▶ Learner reflects on their own skills and learning
- ▶ Teacher can make adaptations as necessary



Writing about daily routines.



Spelling **verbs**.
Reading a letter.



Read and say the time.

Course Evaluations



- ▶ Student voice
- ▶ Learners reflect on their learning experience



Holistic



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



Thank You

