



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

Directorate of Vocational Reviews

Review Report

Industrial Petroleum Training Services
Jurdab
Kingdom of Bahrain

Date Reviewed: 24 - 26 June 2019

VO037-C4-R009

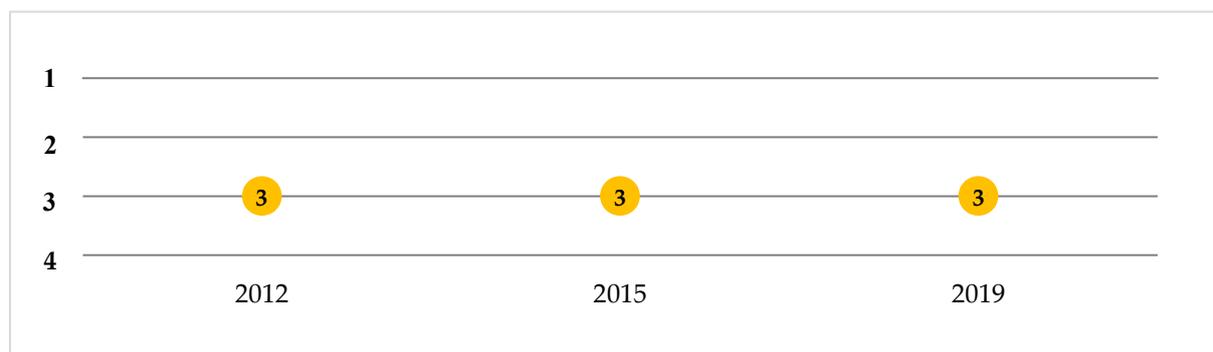
Introduction

The Directorate Vocational Reviews (DVR) of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of four 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 Industrial Petroleum Training Services 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	3
Programmes and processes	Effectiveness of teaching/training and assessment	3
	Quality of courses/programmes	3
	Learners' support and guidance	3
Management and governance	Effectiveness of leadership, management and governance	4
Capacity to improve		4
Overall effectiveness		3

Provider's overall effectiveness throughout the last three reviews



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

Judgement justifications

- Industrial Petroleum Training Services (IPTS) is graded 'Satisfactory' in all review aspects, except the Effectiveness of leadership, management and governance, which is graded 'Inadequate'.
 - The Institute offers a suitable range of externally accredited, local achievement and local attendance courses in the fields of occupational health and safety, management, administrations and soft skills. The externally accredited courses are offered in affiliation with a number of international awarding bodies including MEDIC First Aid, the London Chamber of Commerce and Industry (LCCI), the Chartered Institute of Environmental Health (CIEH) and the National Examination Board in Occupational Safety and Health (NEBOSH).
 - Courses are designed and planned to support achieving practical and theoretical learning outcomes. However, in the MEDIC First Aid courses, the actual learning hours allocated for each course are not sufficient to cover all the course learning outcomes stated.
 - Learners enrolled in the externally accredited courses, which represent 77% of the total enrolment, gain relevant knowledge skills appropriately. However, a few learners do not competently acquire the skills and knowledge stated in the course outcomes.
- The majority of learners enrolled in the LCCI – Level 1 English for Business (Reading and Writing) course, which constitutes 5% of the total enrolment, develop appropriate skills and knowledge relevant to basic business communication.
 - Scrutiny of learners assessed work, outcomes of post-course assessments and Learners Performance Data (LPD) submitted for the purpose of this review show that learners enrolled in the local achievement and local attendance courses, which represent 23% of the total enrolment, score high success rates with appropriate attainment of learning outcomes.
 - Trainers enrich session delivery with their work-related experiences, which enhances the learning experience at IPTS. In addition, trainers employ suitable training strategies and learning resources when delivering the courses.
 - Trainers assess learners' performance and measure the achievement of course outcomes through a suitable range of formative and summative assessment tools. However, there are no agreed-on rubrics to ensure transparent and consistent marking of learners theoretical and practical work.
 - During the sessions observed, trainers provided learners with useful verbal feedback to help them improve further. However, the provided samples of learners assessed work lack constructive written feedback to help them improve further.

- Learners at IPTS receive appropriate support and guidance to achieve better outcomes. Nevertheless, there is no comprehensive and explicit procedure on learners' support. This is limited to a brief and general statement within the Institute's quality policy.
- IPTS lacks a rigorous and regular self-evaluation process to inform strategic planning. In 2016, the Institute developed a basic SWOT analysis. However, the outcomes of this analysis were not utilised to inform the strategic planning or improve the quality of the provision.
- While records of learners' performance are maintained, trends over time and areas are neither identified nor utilised to raise learners' achievement and inform decision making. Moreover, the procedure used for moderation of assessments is not effective in ensuring the rigor of the assessment tools used.

Capacity to improve 'Inadequate'

Judgement justifications

- The Institute's performance did not change significantly since the last review, and the effectiveness of leadership, management and governance is still 'Inadequate'.
- The Institute's approach to quality assuring its offerings has not been effective, as there are no clear formal policies or procedures to monitor the quality of the provision and the overall performance. These policies and procedures include the areas of quality of teaching and assessment, programme design and review, support mechanisms, and monitoring of staff performance.
- In 2016, IPTS conducted a basic SWOT analysis. But no evidence was provided on utilising these outcomes to inform improvement plans. The Institute lacks a regular self-evaluation process that evaluates the current status of the Institute and utilises the outcomes to inform its strategic and operational plans.
- Although the Self-Evaluation Form (SEF) submitted for the purpose of this review includes sufficient information, grades stated overestimate the Institute's performance in most of the review aspects. Moreover, the grade awarded to the overall effectiveness of the Institute does not reflect an understanding of the grading rubric stipulated in the DVR's review framework.
- Since the last review conducted in 2015, learners' enrolment has declined to 652 for the period from October 2015 to the date of this review. New training courses were added to the offerings in response to the regulations from the National Health Regulatory Authority

(NHRA); however, the implementation of these courses is yet to be seen.

- The Institute has a fit for purpose organisational structure, equipped with two full-time trainers, marketing and administrations staff. IPTS Management maintains links with stakeholders and local community and has a well-established network of international awarding bodies.
- The learning environment is fit for purpose with essential health and

safety measures in place. Nevertheless, the Institute premises has only one emergency exit. Moreover, expansions in the premises and the increase in the number of facilities have had a negative impact on the power supply to the premises. Currently, the Institute management is working to facilitate the premises with a second emergency exit and solve the electrical power issues.

The provider's key strengths

- Trainers utilise their work-related experience effectively to enrich the learning experience and link theoretical knowledge with practical applications.
- Effective learning resources, such as videos and manuals provided by the awarding bodies, are available for the Basic and Basic Plus First Aid courses.

Recommendations

In order to improve, Industrial Petroleum Training Services (IPTS) should:

- improve assessment methods and ensure that clear rubrics are developed to evaluate theoretical and practical learners' work
- improve the quality of learners' performance reports and ensure that constructive written feedback is provided
- ensure that course outcomes are clearly stated and mapped to assessments and that courses' actual learning hours are sufficient to attain the stated learning outcomes
- strengthen the leadership and management by:
 - developing a strategic plan that is based on regular self-evaluation of the Institute's status, and translating the plan into operational plans with clear actions, accountabilities, time -lines and success measures
 - developing and implementing a comprehensive quality assurance mechanism to monitor the overall performance of the provision
 - ensuring that staff performance is effectively monitored and improved.

Learners' achievement 'Satisfactory'

Judgement justifications

- The majority of learners gain sufficient knowledge and skills relevant to their fields of study. However, a few learners do not acquire the skills stated in the course outcomes.
- Learners Performance Data (LPD) submitted for the purpose of this review shows that 77% of the learners are enrolled in the externally accredited courses, 13% in the local attendance courses and 10% in the local achievement course, which comprises one course only, titled 'Fire Fighting' and learners' achievement in this course is appropriate.
- Despite that learners produce both practical and theoretical work throughout the course duration, rubrics for evaluating learners' works are not available. Nonetheless, scrutiny of the samples of learners assessed work, and the grades awarded to final examinations revealed that the majority of learners enrolled in the Basic and Basic Plus First Aid MEDIC courses, which represent 68% of total enrolment, gain relevant knowledge and appropriately develop the required first aid skills. However, a few learners do not competently acquire the skills and knowledge stated in the course learning outcomes.
- Nine percent of the total enrolment is disseminated among the LCCI, CIEH and NEBOSH courses. These represent 5%, 3%, and 1% respectively. Learners enrolled in the CIEH and NEBOSH courses develop effective knowledge and skills in the fields of occupational health and safety. On the other hand, the majority of learners enrolled in LCCI – Level 1 English for Business (Reading and Writing) course develop appropriate skills and knowledge relevant to basic business communication.
- Learners' performance, knowledge acquisition and skills' development outcomes are measured against the pre-defined learning, using a range of formative and summative assessments. Records of learners' achievement are accurately maintained. Nonetheless, assessments used in a number of courses are not clearly mapped to the learning outcomes.
- The vast majority of learners enrolled in the externally accredited, local achievement and local attendance courses achieve their course outcomes appropriately. The provided LPD for the past three years shows high success and retention rates; at 96% and 100% respectively. Nonetheless, the current practices used for moderation and verification of assessments are superficial and do not ensure the rigour of the assessments used.
- Relevant pre- and post-course assessments are conducted to evaluate learners' initial attainment at entry levels, and progress made towards the end of the courses. Analysis of pre- and post-course assessments and scrutiny of learners' assessed work indicate that learners' progress adequately throughout the course; however, a few learners show minimal progress.

- Generally, learners are attentive, committed and show positive attitude towards their learning experience. They are confident to share practices applied at their workplace and reflect on what they have learnt during the sessions. Attendance records show that the vast majority of learners attend regularly; however, punctuality is not recorded.
- From the observed sessions and scrutiny of learners' assessed work, the majority of learners are able to work individually and collaboratively through the in-class activities; however, there are a few cases where learners are over-dependent on trainers' support.

Areas for improvement

- learners' ability to develop the required vocational skills and achieve all stated course learning outcomes
- learners' ability to work independently.

Effectiveness of teaching/training and assessment 'Satisfactory'

Judgement justifications

- Trainers show obvious depth of knowledge and understanding of the subject delivered, they utilise their work-related experience effectively to enrich the learning experience and link theoretical knowledge with practical applications, particularly in the First Aid courses.
- Training sessions are appropriately planned, managed and delivered in a progressive and sequential manner. Objectives of the sessions are shared with learners at the start of the session. Trainers use suitable lesson plans, which include course outcomes, roles of learners and trainer, time allocation, topics to be covered, activities and learning resources. However, in some cases time is not effectively distributed among the activities.
- Trainers adequately use training methods such as lecturing, discussions and practical work to engage and motivate the majority of learners throughout the training session. These methods are supported with suitable range of learning resources, such as text book, smart board, dummies, First Aid Kits, and videos. However, in a few cases learners are not encouraged sufficiently to participate throughout the session.
- Trainers tailor their delivery appropriately to support and guide learners who need assistant and those with higher capabilities. They utilise a wide range of practical activities and repeat explanations as needed and in different languages where possible to support learners. However, there is no evidence on how session plans are

adjusted based on the outcomes of the continuous assessment of learners' performance.

- Trainers sufficiently promote self-learning and higher order thinking by providing learners with extra reading materials and stimulating critical thinking skills through effective in-class discussions such as comparison between CO₂ and H₂O extinguishers. These approaches empower learners to become independent and confident.
- Assessment tools used, in general, are relevant to the course content and mapped to the learning outcomes in the majority of courses. In addition, learners are given suitable information on how they will be assessed. Summative assessments are planned and suitably designed to measure learners' attainment of the course outcomes. Formative assessments spread between individual and collective activities; however, the

quality of these activities vary across courses. Moreover, there is no evidence of formal rubrics used to ensure consistent and fair marking of learners practical and theoretical work.

- Assessments are frequent, but learners' assessed work lacks constructive written feedback that could help learners achieve better, especially in the LCCI - Level 1 English for Business (Reading and Writing) course. Pre- and post-course assessments are subject to moderation; however, this practice is not effective to ensure the rigor of assessments.
- Attendance records are maintained. Records of pre- and post-course assessments grades are kept, and progress is measured for all learners; however, outcomes are not utilized as required.

Areas for improvement

- the formal rubrics for marking learners' practical and theoretical work
- the utilisation of learners' prior attainment in lessons planning
- the written feedback on learners' assessed work

Quality of course/programmes 'Satisfactory'

Judgement justifications

- IPTS offers a range of externally accredited, local achievement and local attendance courses in the fields of occupational health and safety, management, administrations and soft skills. All offered courses are very short in duration (1 to 3 days), except for the LCCI course, which is short in duration (12 days). The externally accredited courses are offered in affiliation with a number of international awarding bodies including MEDIC First Aid, the Chartered Institute of Environmental Health (CIEH), the London Chamber of Commerce and Industry (LCCI) and the National Examination Board in Occupational Safety and Health (NEBOSH).
- IPTS holds regular marketing meetings with its current and potential clients through which their training needs are discussed and appropriately addressed. In addition, learners and clients' feedback on the conducted courses are taken into consideration when developing the annual training calendar. IPTS predominately relies on the outcomes of its marketing activities and the senior management's experiences to appropriately shape its offerings. However, the Institute lacks a holistic and inclusive mechanism to gauge the market needs and keep current with emerging trends and requirements.
- In response to the regulations of the National Health Regulatory Authority (NHRA) on Continuous Professional Development (CPD) and Continuing Medical Education (CME) for healthcare practitioners and professionals, new training courses; namely: Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS) and Advanced Trauma Life Support (ATLS) courses, have been added to the Institute's offerings; however, these have not been yet conducted.
- Learners and clients are satisfied with the range of courses on offer and the extent to which these courses have positive contribution in improving their skills and competences at the workplace.
- Courses are suitably planned and structured with fit-for-purpose outlines that indicate the course objectives, learning outcomes, topics to be covered, training strategies and assessment methods. However, in a number of cases, the assessments are not clearly stated or mapped to the learning outcomes.
- Though courses are designed and planned to adequately support practical and theoretical learning, there are cases in which the course is conducted in a compressed duration and/or a significant proportion of the course learning hours is not effectively allocated. This impacts attainment of course learning outcomes; particularly in the one-day courses.
- The different components of the local attendance and local achievement courses are designed and updated in collaboration with the trainers, while

the externally accredited courses are updated as per the awarding bodies' specifications and requirements. Nevertheless, IPTS lacks a formal procedure to guide the processes of designing, approving, reviewing and updating the courses and ensure that these processes are systematically implemented across all courses.

- Courses on offer are sufficiently resourced to meet learners' needs and clients' requirements. The available learning resources and facilities are adequate and appropriate considering the number of learners and the type and length of offered courses.
- The locally-designed learning materials, which include handouts and PowerPoint Presentations slides, are generally appropriate, though these vary in quality. The learning materials in the externally accredited courses are fit for purpose and current with

effective videos and manuals specifically for the MEDIC First Aid courses.

- Health and safety courses are adequately resourced with the relevant equipment and safety gears such as first aid kits and dummies to meet the course requirements.
- Though learners' profile is discussed with the client prior to their enrolment, course outlines do not clearly stipulate the target audience, access and entry requirements and course pre-requisites.
- In the LCCI - Level 1 English for Business (Reading and Writing) courses, IPTS conducts a suitable placement test; however, there is no rubric or guidelines to ensure consistency when evaluating and placing the candidates in the right level.

Areas for improvement

- the mechanism used to gauge market needs and requirements
- the course intended learning outcomes (ILOs) statements, mapping ILOs to assessment, and the allocation of actual training hours
- a formal procedure on designing, approving, reviewing and updating courses on offer
- courses' access and entry requirements.

Learners' support and guidance 'Satisfactory'

Judgement justifications

- Considering the type and short duration of courses on offer, learners at IPTS receive appropriate support and guidance to achieve better outcomes. The Institute has a brief and general statement related to learners' support and guidance within its quality policy. Nevertheless, there is no comprehensive and explicit procedure to ensure consistency and effectiveness of the provided support and guidance.
- Trainers are approachable and supportive. They provide guidance to learners on work-related issues and enrich their knowledge in relevant matters. Moreover, trainers use different languages during the session and, if required, they translate the assessments to meet learners' specific needs.
- In the majority of courses, learners are provided with relevant references and recommended readings beyond the prescribed courses to enrich their learning experience.
- When needed, learners are provided with extra hours to discuss their progress with the trainer and offer them further explanations as needed. In addition, prior to the post-course assessment, learners are provided with a recapitulation and revision of the course to help them consolidate and assimilate the course content.
- Learners and clients have access to relevant information about the offered courses through IPTS's informative website and useful social media accounts. Detailed course outlines and brochures are available in advance to provide learners and clients with sufficient guidance to make informed decision on course selection.
- The arrangements for the delivery of courses are flexible in terms of language, venue and timing to accommodate learners' needs and clients' requirements.
- At the start of a training course, learners are provided with a brief and useful induction on general course rules and guidelines including health and safety instructions.
- IPTS maintains adequate communication with its clients to inform them about the course outcomes through summary reports on learners' performance. In addition, learners' attendance is monitored and followed up.
- The summary reports provide information on learners' attendance and scored marks in the pre- and post-course assessments, along with recommended courses for the group of learners. However, these reports do not include details or written feedback to reflect learners' individual performance throughout the course.
- IPTS administers a pre-training questionnaire through which learners declare whether they have any special needs. However, the Institute does not have a policy in place to identify and support learners with Special Educational Needs and/or Disabilities (SEND) or any special arrangements to cater for this category of learners. It is

worth noting that no cases have been reported yet.

Areas for improvement

- policy and procedure for learners' support, including for those with Special Educational Needs and/or Disabilities (SEND)
- the reports shared with clients upon courses completion to reflect learners' individual performance throughout the courses.

Effectiveness of leadership, management and governance 'Inadequate'

Judgement justifications

- IPTS has vision and mission statements that focus on providing a quality of training programmes and elevating individual trainees to their utmost potential. However, this is not translated into a strategic direction that can be transformed into operational plans that enable achieving these statements.
 - The Institute lacks a structured Strategic Plan (SP) which is translated into detailed operational plan. IPTS provided a document for the period 2016 – 2019, that mainly lists a number of daily activities, with no clear timeline, accountabilities or success measures that can be used to monitor progress overtime. In addition, there is no explicit strategic objective which emphasis on maximising learners' achievement.
 - The Institute lacks the mechanism to carry out a rigorous and inclusive self-evaluation process that informs strategic and operational planning. There is evidence of a SWOT analysis that was conducted in 2016. However, it is not clear how this was conducted
- and there is no link between the SWOT analysis submitted and the 2016-2019 SP. The SEF submitted for the purpose of this review includes sufficient information. Nonetheless, grades awarded to most of the review aspects overestimate the provision and the overall effectiveness grade is not in line with the grading rubric stipulated in the DVR review framework.
- Records on learners' attendance, results of pre- and post-course assessments and the progress learners make from their starting points at the enrolment stage are maintained. However, these data are not utilised by the management to raise learners' achievement and inform decision-making.
 - The Institute lacks effective quality assurance system, which includes proper and clear policies and procedures that cover the main operations of the Institute and its offerings. For example, a rigorous verification and moderation procedures to verify assessment design and implementation are not in place.

- The provided quality policy document contains general statements that do not guide systematic implementation of the processes. Evidence provided on the internal moderation of pre- and post-course assessments indicates that the process is superficial and is not sufficiently effective to ensure the rigor of assessment tools used.
- Trainers performance is regularly monitored and records are maintained. The form used for internal observation of sessions covers the following areas: teaching, learners' achievements, and learning environment. The observer is expected to use a four-scale grade (outstanding, good, satisfactory and inadequate) when evaluating these areas. However, no rubric is provided to guide the evaluation. Moreover, although the outcomes of these observations are shared with the concerned trainer, there is no evidence of a mechanism being used to develop improvement plans and monitor their implementation.
- Full-time staff appraisal comprises a self-evaluation step and the supervisor evaluation step. However, the forms used in the two steps are not aligned. Moreover, staff appraisal is not conducted regularly. Staff are provided with opportunities to attend IPTS health and safety courses, which ensures that staff are familiar with health and safety measures. Nonetheless, staff professional development is not informed by the outcomes of their appraisal.
- Considering the number of enrolment and the type and length of courses on offer, the Institute has a suitable

organisational structure; lead by the General Manager (GM) reporting to the Chief Executive Officer (CEO) who is a full-time trainer. Both the CEO and GM are members of Board of Directors, the role of which is to oversee financial matters only. The Institute also has a marketing team that includes three newly appointed staff. In addition, IPTS employs two administration staff; one of them is a full-time trainer.

- While the recruitment policy has a list of steps to be followed when recruiting new staff, the policy lacks a description of minimum requirement in terms of qualifications and experiences. A very brief job description for both the administration and marketing staff is available.
- The Institute maintains links with local stakeholders and international awarding bodies. Learners and employers' feedback on courses provided are collected upon course completion. However, outcomes of the feedback are not utilised to inform decision making and guide improvement plans.
- The learning environment is suitable and hygienic and essential health and safety measures are in place. Nonetheless, there is one emergency exit door only in the premises. Moreover, expansions in the premises and the increase in the number of facilities have overloaded the electrical power supply of the building. Currently, the Institute management is working on adding another emergency exit door and solving the electrical power issues. A certified first aider is always available during training and

working hours; however, the first aid kit box is not maintained.

Areas for improvement

- the self-evaluation process and its utilisation in the strategic and operational planning
- staff appraisal system and professional development
- the quality assurance arrangements.

Appendix (1): Provider information

Name of the provider (English)	Industrial Petroleum Training Services					
Name of the provider (Arabic)	الصناعي النفطي لخدمات التدريب					
Licensing body	MLSD					
Year of establishment	2009					
Age range of learners	+18					
Number of learners (January 2016-March 2019)	Male	495	Female	157	Total	652
Learning areas	Externally accredited	<ul style="list-style-type: none"> • Basic and Basic Plus First Aid MEDIC courses • Chartered Institute of Environmental Health (CIEH) • London Chamber of Commerce and Industry (LCCI) • National Examination Board in Occupational Safety and Health (NEBOSH). 				
	Local achievement	<ul style="list-style-type: none"> • Health and Safety 				
	Local attendance	<ul style="list-style-type: none"> • Occupational Health and Safety • Management and Administrations • Soft skills 				
Institution's listing status	Not yet listed on the National Qualification Framework (NQF)					