



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

Directorate of Vocational Reviews

First Monitoring Visit Report

Management Development Center
Jannusan
Kingdom of Bahrain

Date of last review: 13 – 15 March 2018

Date of the 1st monitoring visit: 30 April 2019

VO022-C4-Ma007

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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 in the review report.

Information about the provider

Management Development Center (MDC) was established in 2003. It is licensed by the Ministry of Labour and Social Development to offer a range of management, business soft skills, and real-estate courses, all of which are short non-accredited courses delivered mainly in Arabic language. Since the last review which was conducted in March 2018, the Center enrolled 154 learners, 91% of whom were enrolled in the real-estate courses, and 9% in the business and soft skills courses.

MDC operates from one location in Jannusan and is managed by a Chief Executive Officer (CEO), who is also the owner and a trainer. The Center employs a full-time senior training coordinator, three training coordinators, one of whom is recruited on a full-time basis, one full-time Information Technology (IT) technician who is also in charge of health and safety, and one full-time accounting technician. The Center has access to a wide pool of trainers from abroad, in addition to nine Bahraini trainers who are contracted per course as and when needed.

Last review

The overall effectiveness of MDC was judged 'Inadequate' in the last review and therefore the Center was subjected to a monitoring visit to assess the progress it is making in addressing the recommendations detailed in the review report. The review report concluded that all aspects of provision are inadequate except for quality of programmes and quality of support and guidance, which were graded as satisfactory.

Any significant changes to the provider since the last review:

- MDC developed a suitable improvement plan that includes a set of actions and measurements to monitor its implementation.
- MDC has improved the arrangements for maintaining learners' performance records.

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 learners develop sufficient knowledge and skills and achieve their course objectives

Judgment: partially addressed

Comment:

Since the last review, MDC took some actions to ensure that learners develop sufficient knowledge and skills and achieve their course objectives. Currently, MDC management keeps electronic and physical records related to learners' attendance and performance data, in addition to learners' assessed work.

The Center awards learners with attendance certificates for which learners are required to meet a minimum attendance rate of 70%, and set for pre-course test, quizzes and post-course test. Generally, for all courses marks are distributed as follows: attendance (10%), participation (10%), quizzes (30%) and post-course test (50%). From the analysed data, observed sessions and learners' testimonial, it is evident that learners are gaining sufficient knowledge and skills and progressing adequately through their chosen courses. In addition, analysis of learners' performance data (LPD) shows that retention and success rates are very high. However, from evidence provided, assessments used are not always properly linked to the course objectives and course contents. Moreover, there are a few cases of discrepancies in the samples of learners' marked work that was provided by the Center to the monitoring visit team.

Recommendation 2:

Improve training methods to engage and motivate learners effectively, and ensure that assessment is rigorous, objective and consistently implemented.

Judgement: partially addressed

Comment:

Since the last review, the Center has taken some positive actions to address this recommendation. Nevertheless, the impact of these actions on the quality of the provision and outcomes for learners is yet to be fully seen.

MDC has improved its arrangements for maintaining learners' performance records. Moreover, a useful individual 'Performance Report' is prepared upon course completion that includes information on learner's attendance, participation and the results of the pre- and post-course assessments. It also includes an evaluation of learners against eight criteria such as attitude, personal skills and team work, yet there is no rubric to guide this evaluation.

The observed sessions indicate that trainers use some appropriate training methods to engage the majority of learners, such as explanation, discussion and direct questioning techniques. However, training sessions are mostly trainer-centred, and learners are not always encouraged to participate. Trainers use a range of formative and summative assessments that are suitable for assessing learners' understanding and achievement of course objectives. These assessments include pre- and post-course tests, in-class activities and quizzes. However, there are cases where the assessment tools used are neither rigorous nor conformed to the prescribed course objectives and content. In addition, there are a few cases of discrepancies in correction and marking, even though key answers are available for the summative assessments. These cases of discrepancies were also noted in the reports from post-course assessment moderation process that has been recently introduced.

Recommendation 3:

Improve leadership and management by:

- improving strategic planning and ensuring that it is based on a critical self-evaluation processes
- improving the quality assurance arrangements, strengthening current policies and procedures so that they are more detailed and ensuring that they are consistently implemented, thereby improving the verification of assessment and ensuring that learners' prior attainment is consistently assessed and utilised
- ensuring that learners' and trainers' performances are closely monitored and the outcomes are used for continuous improvement and informing decision making.

Judgment: Not Addressed

Comment:

MDC has not taken sufficient measures to address this recommendation effectively. Recently, the Center's strategic plan has been revised and updated; however, the revision was not based on any kind of self-assessment activities. The current plan includes a list of strengths and weakness that are not critical enough and are not reflected in the strategic goals and objectives. For example, some of the aspects identified as 'strength' are identified in the objectives stated in the strategic plan as areas for improvement. In addition, the operational plan is not complete, as objectives relevant to improving leadership and management are not included. Moreover, actions stated are not always aligned with the objectives, time scales are not always specific, success indicators are not always measurable and monitoring of progress is not clearly stated.

Quality assurance arrangements are insufficient; the Center lacks comprehensive quality assurance policies and procedures. The policies and procedures are not improved nor detailed enough and are not fully implemented in the vast majority of the conducted courses. MDC improved procedure for assessing learners' prior attainment is insufficiently and inconsistently implemented and the outcomes are insufficiently utilised to inform lesson planning, this was clearly noticed in the observed sessions where assessment did not suit learners' level. The verification process is limited to checking marks' addition and even this is inconsistently implemented. Although MDC has improved the arrangement of keeping learners' achievement data, learners' achievement is insufficiently monitored or analysed.

Although records of learners' achievement are currently kept, these are not analysed nor effectively utilised for improvement or informing decision making. While the Center is utilising the developed class observation form to measure the trainers' performance, the outcomes are not followed up to ensure continuous quality improvement.

Overall Judgement and Further Recommendations

Overall Judgement: Insufficient progress

Comment:

Although MDC has partially addressed recommendations related to learners' achievement -in terms of knowledge and skills development- and training and assessment methods, the

recommendation related to the role of leadership and management in securing quality of provision is not yet addressed.

MDC has utilising a useful individual 'Performance Report' for maintaining learners' performance records. Although, learners' achievement data are kept, these are not aggregated, analysed or utilised to improve the provision. Moreover, the Center lacks comprehensive policies and procedures to ensure systematic processes in various areas such as verification, assessment and performance monitoring. Recently, the MDC has updated its strategic plan; however, this was not done based on critical self-evaluation process and until the time of this monitoring visit, the plan was not fully operationalised.

Summary of progress grades

Overall progress grade	Grade: C	Description: Insufficient progress
Recommendations	Description	
Recommendation 1	Partially addressed	
Recommendation 2	Partially addressed	
Recommendation 3	Not addressed	

'Insufficient progress' is given to MDC since the Center has not at least partially addressed the review report recommendations. As per the BQA regulations, the Center will be subject to a second monitoring visit.