



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

Directorate of Vocational Reviews

Review Report

Victory Training and Development Institute
Seef District
Kingdom of Bahrain

Date Reviewed: 23-26 December 2019

VO033-C4-R019

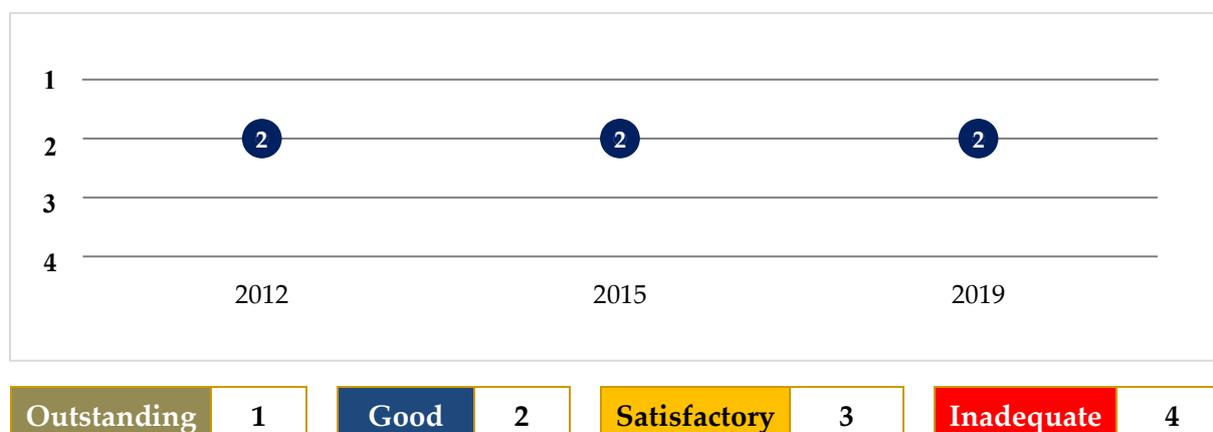
Introduction

The Directorate of Vocational Reviews (DVR) of the Education & Training Quality Authority (BQA), conducted this review over four days by a team of six reviewers. For this review, reviewers observed training sessions 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 Victory Training and Development Institute 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	2
Capacity to improve		2
Overall effectiveness		2

Provider's overall effectiveness throughout the last three reviews



Overall effectiveness ‘Good’

Judgement justifications

- Victory Training and Development Institute (VTDI) offers courses and programmes that are based on a clear and thorough understanding of the market needs and the Institute’s business plan is informed by an extensive understanding of the market’s emerging requirements and continuous self-evaluation process. The plan is cascaded to departmental plans which are systematically monitored to ensure timely achievement of the set objectives.
- Learners’ achievement is closely monitored. Accurate and reliable data are kept for the conducted courses and these are analysed at individual course level. However, data is not aggregated to monitor trends over time.
- Trainers’ performance is regularly monitored through class observations; however, the feedback provided to trainers is not always critical, and the identified areas for improvement are not clearly followed up.
- Quality assurance arrangements and procedures are effective and are implemented robustly in the Chartered Institute of Personnel Development (CIPD) programmes, which constitute 66.1% of the total enrolment. Nonetheless, the available written policies are scattered, insufficiently detailed and do not necessarily cover all aspects of the provision.
- Learners develop knowledge, skills and competences pertinent to their training, particularly those enrolled in the CIPD programmes where most of them pass their units from the first attempt and progress steadily towards the achievement of the qualifications they aim for in accordance with awarding body’s timeframe. Yet, a few learners face difficulties in mastering the required skills in the English courses, particularly speaking and listening.
- VTDI trainers deploy effective training strategies that succeed in productively engaging most of the learners throughout the session. They use a range of effective formative and summative assessments that are clearly mapped to the course Intended learning Outcomes (ILOs). However, in a minority of the observed sessions particularly in English course, the training methods and assessment tools used were not effective enough to further learners’ understanding or measure their achievement.
- The externally accredited courses are well-structured and planned while the local courses are suitably structured. Although the assessment in the local courses are relevant to the stated course ILOs, it is not explicitly and clearly mapped to these ILOs.
- An effective mechanism is implemented to support and guide learners to achieve better outcomes particularly in the CIPD programmes. Nevertheless, there is no dedicated comprehensive support policy that clearly articulate how learners with special educational needs and/or abilities are identified and supported.

Capacity to improve 'Good'

Judgement justifications

- VTDI maintained its previous overall judgement and the judgements of the review aspects, except for the effectiveness of teaching/training and assessment which has improved from 'Satisfactory' to 'Good'.
- The Institute's management has a clear strategic direction that is reflected in the effectively executed and closely monitored business plan which is informed by an extensive understanding of the market current and emerging needs, and continuous and rigorous self-evaluation process.
- VTDI has sufficient and appropriate physical and human resources to enable improvement to be carried out. Previous review recommendations have been sufficiently addressed. This is clearly reflected in the improvement of the training and assessment methodologies adopted by trainers.
- Improvements carried out since the last review include the expanded use of the Customer Relationship Management system (CRM) in business forecast and development, and staff performance monitoring as staff members' day-to-day operational tasks are automated. Furthermore, VTDI is studying the possibility of expanding the current CRM system to an Enterprise Management System (EMS) or a Learning management System (LMS).
- The institute introduced employability skills programmes in 2018. These are Gatehouse Award Certificates in English for Speakers of Other Languages (ESOL), and Certiport Internet & Computing Core Certification (IC3). VTDI has added the following to its list of affiliates: the Institute of Leadership and Management (ILM)-from January 2016, the Institute for Human Resources Management Education (iHRME)-from April 2017. Furthermore, the Institute has narrowed the number of the soft skills courses to three main courses, which were restructured and updated to be more focused.
- The number of enrolments has steadily increased from 369 in 2016 to 939 in 2017 to 1108 in 2018. However, it decreased to 807 learners in 2019.

The provider's key strengths

- Learners acquire and develop knowledge, skills and competences that are relevant to their courses and programmes and most of them achieve the qualifications in accordance with the awarding body's timeframe.
- Trainers employ effective training strategies that engage most of the learners productively throughout the session and use a range of relevant formative and summative assessment to evaluate learners' understanding and measure the achievement of the stated learning outcomes.
- Courses and programmes are offered based on a clear understanding of the market needs.
- The Chartered Institute of Personnel Development (CIPD) programmes are effectively implemented and quality assured.
- Learners are well-supported and guided to achieve better outcomes; particularly those enrolled in the CIPD programmes.
- The Institute follows an effective business plan that is informed by a thorough understanding of the market current and emerging needs and the outcomes of a rigorous self-evaluation process.

Recommendations

In order to improve, VTDI should:

- further improve learners' mastery of the required skills and competences; particularly in the English courses
- further improve the training methods used to better engage learners throughout the session, accommodate their varying needs and promote critical thinking and lifelong learning; particularly in the English courses
- develop a comprehensive quality assurance manual that covers all aspects of the provision and ensure that best practices in the Chartered Institute of Personnel Development (CIPD) programmes are spread across other courses.

Learners' achievement 'Grade'

Judgement justifications

- Learners acquire and develop effective knowledge, vocational skills and competencies mainly in the fields of leadership, management, and human resources development. Learners' feedback reflects high satisfaction with the outcomes of the training they receive at VTDI. However, a few learners face difficulties in mastering skills; particularly in speaking and listening across different levels of the English courses.
- According to the analysis of the Learners' Performance Data (LPD) and the Institute's records submitted for this review, retention and success rates are high across different courses and programmes and most learners achieve the ILOs as indicated in their ability to productively complete different types of assessment.
- In CIPD programmes, which constitute 66.1% of the total enrolment, achievement rate is 100%. These are assignment-based qualifications. In CIPD level 3 Diploma (Foundation), 96% of the learners achieve the units' requirements from the first attempt, and 4% from the second or third attempt. In CIPD level 5 Diploma (Intermediate), 94% achieve the units' requirements from the first attempt, and 6% from the second or third attempt.
- The English courses constitute 13% of the total enrolment where Gatehouse Awards Entry level certificates in English for speakers of Other Languages (ESOL) make most these courses. Although the submitted LPD shows high success rates in these courses, the rates do not reflect the standards of learners' produced work or their achievement in the observed sessions. Nevertheless, the pass rates in ESOL courses are comparable to the international pass rates.
- Pre- and post-course assessments are implemented in the local courses and a few of the externally accredited courses. Considering the starting points of the learners; the majority of them are able to progress well towards achieving the course ILOs. However, the added value for a few learners is minimal, particularly in the English and soft skills courses.
- In CIPD programmes, the majority of learners show significant progress over units towards achieving their qualification. Furthermore, a minority of those learners have progressed successfully and acquired advanced qualifications.
- Learners are attentive and show positive attitude towards their learning. Learners enrolled in the CIPD programmes are able to reflect

critically on their learning during class discussions and their produced assignments. Additionally, the 'Reflected Development Plan' implemented in the soft skills courses shows that learners are able to appropriately evaluate what they have learned, where to improve and link their learning with their professional growth.

- From the observed sessions and attendance records, most learners

attend regularly. However, punctuality is an issue in a few cases. Moreover, there were cases where the overall attendance rate was not reported accurately in the final learners' attendance reports.

- The majority of learners exhibit confidence and ability to work well independently and collaboratively during the class activities. They have the ability to express their views and participate in the class discussions and debates and listen to others.

Areas for improvement

- Learners' mastery of skills and progress in English courses; particularly speaking and listening across different course levels.
- Learners' punctuality.

Effectiveness of teaching/training and assessment 'Good'

Judgement justifications

- The trainers' in-depth knowledge, experience and understanding of their subject area are well reflected in their accurate explanations and relevant examples provided to learners during the course of study. They use effective training strategies that succeed in engaging most learners' productively throughout the session. These include discussions, debates, group activities and role-play. Teaching is supported with the use of relevant learning resources, including Power Point Presentations, videos, flip charts and data projectors. However, in a few of the observed sessions, a minority of learners were passive and were not motivated enough to participate.
- A range of formative and summative assessment methods are utilised throughout the courses to evaluate learners' level of attainment, these include oral questioning, quizzes, assignments, practical tests and presentations, in-addition to pre- and post-course assessments.
- Assessments are clearly mapped to the stated ILOs in the vast majority of courses and programmes, with a robust internal verification process to measure the achievement of the unit ILOs in the CIPD programmes. Learners' work is accurately marked based on clear rubrics and answer keys. However, in a minority of the observed sessions, particularly in ESOL courses, the implementation of the assessment was not sufficiently rigorous to evaluate learners' understanding and measure the achievement of the learning outcomes.
- Most sessions are well planned and delivered, utilising detailed and structured lesson plans that outline the topics to be covered, training and assessment methods and resources to be used. Trainers share the session's learning outcomes with the learners and mostly adjust course content and session delivery based on learners' queries and the outcomes of the continuous formative assessments. However, in a few sessions, the use of learning time is inconsistent due to the extended duration of the introductory activities, or quick transition between activities without ensuring learners' understanding.
- Trainers appropriately accommodate individual learners' needs during the sessions by challenging their abilities, providing further explanations, discussing learners' specific work-related examples and using bi-language where required. However, the less able and passive learners are not always supported sufficiently within the session.
- In the better sessions, trainers develop learners' higher order thinking skills through probing questions and discussing different case studies.

However, this is not a common practice. In a number of sessions, the training methods used do not sufficiently stimulate learners' critical thinking skills or promote their lifelong learning.

- Records of learners' performance are maintained in most courses, though formative assessment records are not always maintained or updated for the soft skills and ESOL courses. Although, learners are provided with constructive

verbal feedback during the sessions, written feedback on their work is inconsistent and do not always highlight the areas for improvement. In the local courses, though trainers' evaluation reports are maintained with generic comments on learners' performance, there is no clear pre-defined rubric for this evaluation and these reports do not always reflect learners' actual performance.

Areas for improvement

- Support provided for the less able learners to engage them productively throughout the sessions.
- Developing learners' higher order thinking skills and promoting their lifelong learning.
- Trainers' evaluation reports.

Quality of course/programmes 'Good'

Judgement justifications

- VTDI offers a range of externally-accredited programmes (constituting 80.01% of the total enrolment), concentrated in the field of leadership, management and human resources development; and of which, almost all lead to a CIPD professional qualifications. The Institute also offers a host of soft skill courses (local achievement, and local attendance); such as Increasing Efficiency through Adequate Basic Skills, Bahrain Labor Law, Creating Coaching Culture, and Self-Management courses.
 - VTDI has a clear understanding of the market needs which is supported by a robust data collected on demands on courses and through bulk emailing surveys. These are aggregated in the Institute's effectively-utilized internal CRM system. In addition, the Institute extracts information through Tamkeen portal. All these constitute the rationale for programmes initiation based on clients' requirement, for both the externally-accredited programmes and the local courses.
 - Most learners exhibit high level of satisfaction, indicating that the programmes offered match their needs. The vast majority of the stakeholders confirmed that the training provided by VTDI has had a positive impact on their employees' acquisition of skills and knowledge and has improved their performance at the workplace.
- There is a clear evidence of courses offered in response to requests from stakeholders. This is done through proposals initiated for the ready-made courses, or offerings that are customized based on existing and approved courses. In addition, VTDI adjusts the in-session activities to suit clients and learners' specific interest domain.
 - Most of the externally-accredited programmes are impeccably planned and structured with clear articulation of ILOs which are properly aligned with the assessments. The structure and the planning of the local courses are fit-for-purpose. The assessments are rigorous and are scheduled effectively in the externally-accredited programmes; and at most, fit-for-purpose in the local courses. Although the assessments conducted in the local courses (which constitute 18.7% of the enrolment) are relevant to the stated ILOs, there is no explicit and clear mapping of those assessments to the ILOs.
 - There is a formal documented policy and it is evident that courses on offer are designed and updated effectively. However, the processes through which these have been executed are not systematically documented. Evidence exist of poignant responses to emerging changes in the market, or to needs of learners and stakeholders. In

the case of the externally-accredited programmes, these are updated in accordance with the awarding body requirements and standards.

- In the externally-accredited programmes, and specifically in the CIPD, the Institute maintains an exhaustive set of learning resources for learners, while useful resources are provided to the other professional programmes. All of these resources are, invariably, reflective of the current commercial standards. Resources available for the local courses are relevant and fit for the nature of these courses.
- Learners are well screened to ensure that they acquire the entry

requirements in both the externally-accredited programmes and the local courses. This is supported by a well-articulated policy to ensure transparency, equal opportunities, and fairness. Evidence of implementation affirms VTDI's consistency- and at times flexibility- and effectiveness in vetting learners for acceptance or level placement in accordance with the requirements of the parties involved (stakeholder, VTDI, the professional awarding bodies). To facilitate bridging identified knowledge gaps, recommendations by the assessor are stated for alternative paths and/or levels, if necessary.

Areas for improvement

- Explicit and clear mapping of local courses assessment tools to the stated course ILOs.
- documentation of the processes implemented for course design, updates and approval.

Learners' support and guidance 'Good'

Judgement justifications

- VTDI implements an effective mechanism to support and guide learners to achieve better outcomes, particularly in the CIPD programmes. The Institute has a number of sufficiently detailed policies related to learners' support and guidance including those associated with appeal and academic misconduct. However, these policies do not clearly articulate how at-risk learners are identified and ensure consistency of practices across the provision.
- Learners enrolled in the CIPD programmes are provided with a thorough induction session to enable them settle in quickly and confidently, while learners enrolled in other courses are provided with a brief and fit-for-purpose induction at the beginning of their courses.
- In the CIPD programmes, learners are made aware of the available support channels during the induction session and through the comprehensive 'Learner Handbook' shared with them at the beginning of their studies. When required, learners are provided with one-on-one support to overcome their learning difficulties and enable them to comply with the assignments' requirements. In addition, learners are eligible for an extension of assignment submission as per the awarding body and VTDI's regulations.
- In the English courses, the coordinators follow up on learners' progress and attendance during the course, and one-on-one sessions are provided where required. VTDI has flexible arrangements for the delivery of its courses in terms of timing and venue to suit learners' needs and clients' requirements.
- Learners enrolled in the CIPD programmes are provided with relevant references, further readings and useful workshops on 'Harvard Referencing System and Assignment Writing' to enhance their learning experience and abilities. Learners enrolled in the English courses are provided with a useful field activity (English Day Out) to enhance their communication and life skills.
- Recently, one-on-one coaching sessions were provided to learners to support them in setting plans for improving their performance; however, the implementation of these plans is not followed up.
- Learners and stakeholders have access to well-informed advice and guidance about the offerings and course selection *via* different channels including the Institute's enlightening website, social media accounts and course outlines and brochures.
- Considering that almost all learners enrolled at VTDI are walk-in learners, employers are adequately informed about learners' performance through attendance reports and certificates that are shared with them at the end of the course. Reports on course outcomes are shared with employers upon request. These include information about learners' progress and end of course

evaluation results. Nevertheless, there are a few cases where the information stipulated in the report is inaccurate or not clearly presented.

- VTDI has a policy on 'reasonable adjustments and special considerations' to support learners with Special Educational Needs and/or Disabilities (SEND). However, this policy

predominately focuses on assessment arrangements and does not clearly stipulate the mechanism used to identify and support those learners throughout their learning experience. Notwithstanding the above, one case of a learner with physical disability has been reported which was appropriately accommodated by the Institute

Areas for improvement

- The policy to identify and support learners with Special Educational Needs and/or Disabilities (SEND).
- The follow-up on the implementation of the 'Personal Development Plans'.

Effectiveness of leadership, management and governance 'Good'

Judgement justifications

- VTDI has clear vision and mission statements that are focused on developing learners' knowledge and skills and enabling clients to fulfil their requirements.
- The Institute has an effective business plan which is informed by in-depth understating of the market's specific requirements, continuous self-evaluation processes utilising the CRM system statistical analysis and sales study reports, and relevant SWOT analysis. This plan is cascaded to departmental plans that set operational tasks, Key Performance Indicators (KPIs) and accountabilities which are systematically monitored through the CRM system to ensure the achievement of the set targets and objectives.
- Learners' achievement is closely-monitored. The Institute maintains accurate records of learners' performance which are analysed and closely followed-up on individual course level. However, the outcomes of the analysis are regularly discussed during management and staff meetings to inform short-term action planning but not necessarily to inform the overall self-evaluation process, as achievement data and the overall attendance rates are not aggregated to monitor trends over time.
- Considering the number of enrolment and the type of programmes/courses offered, VTDI organisational structure is fit for purpose and the Institute is supported with capable full-time staff and qualified and experienced trainers which meet the Institute's aims and objectives. Roles and responsibilities are clearly stated, and staff and trainers are well inducted and effectively deployed. However, some staff members are overloaded with different responsibilities.
- Trainers' performance is regularly monitored through internal lesson observations carried out by the quality assurance manager and programme heads. However, the given feedback is not always critical enough and the areas for improvement are not systematically followed up.
- Staff performance is effectively monitored through the annual performance review that clearly identifies the areas for development. Accordingly, staff are provided with opportunities for professional development.
- VTDI has effective arrangements and procedures to ensure the quality of the provision. In the CIPD programmes, quality assurance measures are robust including the verification and moderation processes. Nevertheless, the verification and moderation processes are insufficiently documented in the other courses. Furthermore, the written policies are scattered, are not detailed enough and do not cover all the learning provision.

- The learning environment is fit for purpose with appropriate classrooms that are sufficiently equipped. Essential health and safety requirements are in place. A risk assessment has been carried out and health and safety instructions are displayed all around the institute and are shared with learners at the start of their courses. Four of the staff members are trained on handling emergency cases and certified as first aiders. However, the health and safety policy and documentations are insufficiently detailed.
- Links are well established with relevant stakeholders such as employers and awarding bodies, and the local community. Learners and employers' feedback is collected, but not always aggregated and analysed. In a few cases, the outcomes of these are utilised to guide improvement.

Areas for improvement

- Internal quality assurance policy to cover all aspects of the learning provision.
- The documentation of the verification and moderation process for courses other than the CIPD.
- The effectiveness of the comments provided on lesson observations and the follow-up on the identified areas for improvement.
- The monitoring of learners' achievement over time.

Appendix (1): Provider information

Name of the provider (English)	Victory Training and Development Institute (VTDI)					
Name of the provider (Arabic)	معهد فيكتوري للتدريب والتطوير					
Licensing body	Ministry of Labour and Social Development (MLSD)					
Year of establishment	2008					
Age range of learners	16 and above					
Number of learners	Male	703	Female	746	Total	1449
Learning areas	Externally accredited	<ul style="list-style-type: none"> • Gatehouse Award Entry Level 1 Certificate in English for Speakers of Other Languages (ESOL) • Gatehouse Award Entry Level 2 Certificate in English for Speakers of Other Languages (ESOL) • Gatehouse Award Entry Level 3 Certificate in English for Speakers of Other Languages (ESOL) • Certiport Internet & Computing Core Certification (IC3) • Chartered Institute of Personnel and Development (CIPD) Level 3 Diploma in Human resources Practices • Chartered Institute of Personnel and Development (CIPD) Level 3 Diploma in Learning and Development • Chartered Institute of Personnel and Development (CIPD) Level 5 Diploma in human resources management • Chartered Institute of Personnel and Development (CIPD) Level 5 Diploma in learning and Development 				

		<ul style="list-style-type: none"> • Institute of Leadership and Management (ILM) Certificate in Leadership and Management Level 3 • Institute for Human Resources Management Education (iHRME) Certified Senior Professional in Human Resources Management and Compensation (CSPHRC)
	Local achievement	<ul style="list-style-type: none"> • In business • In soft skills • Bahrain Labour Law
	Local attendance	<ul style="list-style-type: none"> • Bahrain Labour Law
Institution's listing status	Not yet listed on the National Qualification Framework (NQF)	
List of Qualification placed on/aligned to the NQF	Chartered Institute of Personnel and Development (CIPD) Qualifications are aligned to the NQF	