



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

# **Directorate of Vocational Reviews Second Monitoring Visit Report**

**The Training Centre of the Bahrain Society of Engineers  
Juffair  
Kingdom of Bahrain**

**Date of last review: 29 November - 1 December 2010**

**Date of First monitoring visit: 5 November 2013**

**Date of Second monitoring visit: 25 May 2014**

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## **Monitoring visit**

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The purpose of monitoring visits is to evaluate the progress made by an institute in addressing the key issues for action identified by the review report.

### **Information about the provider**

The Training Centre of the Bahrain Society of Engineers was established by the Bahrain Society of Engineers with a key function to serve the engineering community and promote professional practice. The centre was licensed by the Ministry of Labour in 2003. It offers a range of training courses in engineering and related management and information technology topics. The centre has affiliations with a number of regional training providers such as the Engineers Training Centre in Jordan. Since November 2013, 122 learners have attended different courses conducted by the Centre. Most of the courses are short, and non-accredited. Learners are mostly employed engineers and technical staff sponsored by public or private organisations and few privately financed individuals.

The Training Centre of the Bahrain Society of Engineers operates from one centre located in Juffair. The Centre is headed by director representing the Bahrain Society of Engineers Board and is managed by a full time training manager who report to the director. The centre also employs full-time training coordinator and assistant training coordinator, on-call administrative assistants and a pool of more than 15 part-time trainers from the region and from other parts of the world. The centre also is supported by the Training Committee of the BSE that offers advice and assistance on training issues.

### **Last review/first monitoring visit outcomes**

The overall effectiveness of the Centre was judged inadequate in the review conducted in December 2010. While capacity to improve, learners 'achievements, quality of teaching, and leadership and management were all judged inadequate, the quality of programme and support and guidance provided to all learners were judged satisfactory. Consequently, the institute was subjected to a monitoring visit by the Directorate of Vocational Reviews (DVR) of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) in November 2013. In this monitoring visit, the progress achieved by the Centre was judged as 'in progress' as all the recommendations identified in the previous review have been at least

partially addressed. The institute's management introduced some measures to improve the quality of their provision, including assessing learners' prior attainment in all courses systematically. The Centre introduced adequate internal verification and moderation processes, effective system to assess learners' progress during each course and effective time management of the training sessions. Also, the institute introduced effective lesson planning to cater for all learners' needs by utilising the outcomes of the initial and continuous assessment and enriching learners experience by introducing relevant additional activities. Training delivery approach improved to engage and motivate learners. Quality of training in classes was checked by effective session observations for trainers. The institute collected, aggregated and analysed learners and employers' feedback for all course and improved the effectiveness of leadership and management in monitoring and enhancing the quality of the provision. However, the impact of those improvements was still limited and their effect was not fully evident across all areas highlighted in the previous recommendations.

### **Any significant changes to the provider since the last review/monitoring visit:**

Since the last review, conducted in November 2013, the Centre has introduced the following changes:

- Revise and improve form for implementing Verification & Moderation process.
- Trainer's manual has been improved and issued.
- Update the 2014 action plan.
- Improve the training centre with new office equipment.
- Number of meeting the management has increased.
- Part-time trainers are fully inducting before any course.
- Recruit additional training officer assistant.
- Improve feedback to learners on their progress.
- The institute's web site has improved.
- Extra additional activities to enrich learning experience.
- Class observation form has been improved.
- Increased the support provided to learners.
- Implement different and useful teaching techniques.
- Collecting stakeholders' views systematically.
- Improve punctuality monitoring procedure.
- Introduce incentives to recognise learners "Best Achievers" in September 2013.
- Improve classroom facilities by using smart boards.

**Criteria for judging progress on an issue / recommendation and the provider's overall progress:**

**Table 1: Judgement per recommendation**

<b>Judgement</b>	<b>Standard</b>
<b>Fully Addressed</b>	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.
<b>Partially Addressed</b>	The provider has taken positive actions 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 yet incomplete, impact on the quality of provision and outcomes for learners.
<b>Not Addressed</b>	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 persist within this aspect of provision.

**Table 2: Overall Grading**

<b>Grade</b>	<b>Grade Description</b>	<b>Standard</b>
<b>A</b>	<b>Sufficient progress</b>	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. <b>No further monitoring is required.</b>
<b>B</b>	<b>In progress</b>	The provider has at least partially addressed all of the recommendations contained in the review report and/or previous monitoring report.
<b>C</b>	<b>Insufficient progress</b>	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

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### Recommendation 1:

Improve learners' progress and attainment by:

#### 1.1) introducing an effective verification and moderation process to ensure reliability and consistency of assessments

**Judgement: Fully addressed**

#### Comment:

The institute's management has taken some additional measures to address this recommendation since the first monitoring visit. The internal verification and moderation system used has been revised, improved and implemented almost across all the conducted courses. The revised system focuses on the pre- and post- course assessments, in-class exercises, lesson plan, course plan and verify the trainer's experience and qualifications to ensure that these are related to the course provided. The verification system could benefit from extending it to cover course material as well. The review team have seen sufficient number of learners' activities and assessments where they have been verified to match the course objectives and further moderated to ensure the accuracy of the assessments marking.

#### 1.2) ensuring that all learners' needs are strictly met and they are challenged to reach their full potential

**Judgement: Fully addressed**

#### Comment:

Since the first monitoring visit, the vast majority of learners are making now at least sufficient progress and are developing skills relevant to the course they attend. From the observed lessons, learners are sufficiently challenged and their needs are well addressed to ensure that they reach their full potential. In addition, learners' end of course results show that almost all learners pass the assessment and achieve the course objectives. However, there is a minor issue

on the learners' final scored marks; where grade awarded for learner's participation and a few of the formative assessments are left to the trainer's decision without a clear guiding rubric.

**1.3) Ensuring that learners receive effective support and guidance when needed, and informing them and their employers about their progress.**

**Judgement: Fully addressed**

**Comment:**

The institute has taken some useful measures to address this recommendation. Learners are provided with suitable support and guidance such as providing them with a useful and well informative course guideline manual at the start of any course, rewarding the best two achievers in each of the conducted courses and them to attend the BSE's Tuesday forum and lecture. In addition, the institute offers free seats for learners interested in attend technical conferences offered by the Centre. The institute improved the 'trainee feedback form' and introduced a new form titled 'course improvement form', which complements the first form in collecting detailed learners' feedback. The review team has seen evidence on a number of cases where individual learning difficulties and needs were addressed. Learners are always aware of their progress and employers are kept informed about their employees' progress through a recently developed learner's achievement report'.

**Recommendation 2:**

Improve the quality of training and learning by:

**2.1 Ensuring that trainers deploy an effective range of teaching techniques to motivate and engage all learners.**

**Judgement: Fully Addressed**

**Comment:**

Currently, trainers use a range of training methods with a sufficient number and range of activities to engage, motivate, and challenge learners effectively. This is well evident in the



observed sessions and in the provided samples of session plans. The techniques used are interactive learner-focused approaches with effective individual and group work and oral discussions that most learners are participating. Other examples of the techniques used are presentation, hand-on exercises and role-play.

### **Recommendation 3:**

Improve the effectiveness of leadership and management in monitoring and enhancing the quality of provision by:

#### **3.1 devising effective strategic plans**

**Judgement: Fully addressed**

**Comment:**

The institute has developed a useful strategic plan based on a gap analysis carried out by the institute. A detailed and suitable action plan is developed with relevant objectives and specific key performance indicators for each action, focused towards improving learners' achievements and improving the provision. Top management monitors the implementation of the action plan and there are evidence that identified actions are implemented according to the milestone stated in the plan since the first monitoring visit.

#### **3.2 consistent gathering and analysing of stakeholders' views, and effectively using the outcomes**

**Judgement: Fully addressed**

**Comment:**

Since the last monitoring visit, the feedback from learners and employers on each course is collected through useful and detailed questionnaires. These feedbacks are aggregated and analysed by the institute. There are evidence that the majority of the comments and recommendations raised by the learners and employers feedbacks are actioned by the management.

### **3.3 improving governance arrangements and reconsidering staffing levels and responsibilities**

**Judgement: Fully addressed**

**Comment:**

The current organizational structure and governance arrangements has improved since the last monitoring visit by including a full time training manager and an additional assistant training officer. There are clear roles and responsibilities for trainers and all staff members within the structure and frequent meetings are held between the newly appointed training director, the training manager, the staff members and the trainers where relevant issues are discussed.

### **Overall Judgement and Further Recommendations**

**Overall Judgement: Sufficient progress**

**Comment:**

Since the first monitoring visit, the Centre started to exert good efforts towards improving the quality of what it offers. The institute is now judged to have achieved 'Sufficient progress' as all the recommendations of the review have been fully addressed. The institute's management has introduced proper measures to improve the quality of the provision, including devising an effective strategic plan. The current organisation structure and governance arrangements meet the aim and objectives of the institute. The institute gathers and analyses stakeholders' views, and appropriately uses the outcomes to inform decision-making. Currently, trainers are using a good range of training methods to engage, motivate and challenge learners to ensure that they reach their full potential and the process of internal verification and moderation of assessment is effective and well implemented across all the conducted courses. Learners are provided with a suitable support and guidance and they are aware of their progress and so are their employers. The impact of these improvements is evident across all areas of the previous recommendations.

**Monitoring visit recommendations:**

In order to improve, The Training Centre of the Bahrain Society of Engineers should continue with the effective implementation of its improvement plan to sustain the enhancement in the institution performance.

## Summary of progress grades

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<b>Overall progress grade</b>	<b>Grade: A</b>	<b>Description: Sufficient Progress</b>
<b>Recommendations</b>		<b>Description</b>
Recommendation 1		Fully addressed
Recommendation 2		Fully addressed
Recommendation 3		Fully addressed