



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

Directorate of Vocational Reviews

Review Report

**The Training Centre of the Bahrain Society of
Engineers (BSETC)**
Juffair
Kingdom of Bahrain

Date Reviewed: 15-17 July 2019

VO061-C4-R010

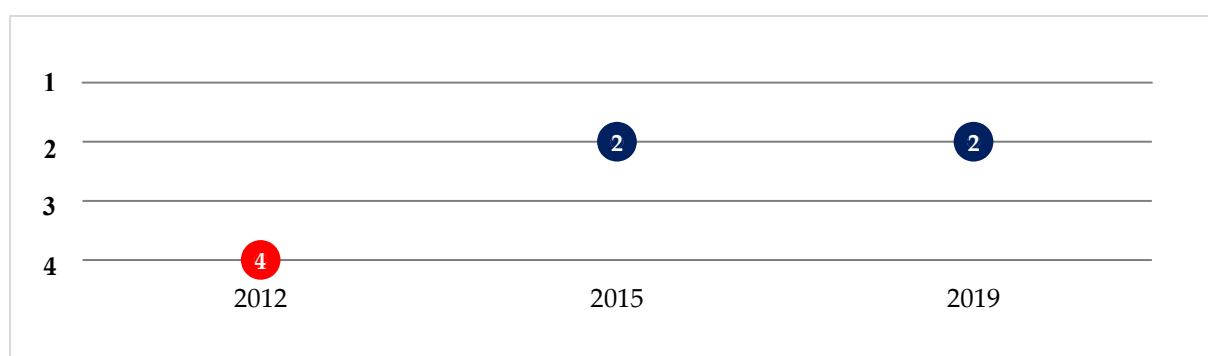
Introduction

The Directorate Vocational Reviews (DVR) of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of five 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 materials provided by the Bahrain Society of Engineers Training Centre 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	1
	Learners' support and guidance	1
Management and governance	Effectiveness of leadership, management and governance	1
Capacity to improve		1
Overall effectiveness		2

Provider's overall effectiveness throughout the last three reviews



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

Judgement justifications

- Learners' achievement as well as the effectiveness of teaching/training and assessment are judged 'Good' at the Training Centre of the Bahrain Society of Engineers (BSETC), while all the other Aspects are judged 'Outstanding'.
- The management and the Board of Directors maintain effective relationship with major industrial companies, ministerial organisations and international bodies to inform its improvement directions and decisions. This is well reflected in the Centre's strategic and operation planning that are geared towards meeting learners' evolving needs of the different engineering sectors.
- The Centre aggregates and maintains detailed learners' achievement records for all courses and further trend analysis is carried out to inform improvement plans.
- Learners acquire knowledge and develop vocational skills relevant to their needs. Most learners achieve their course Intended Learning Outcomes (ILOs) in a timely manner. However, a minority of learners are not mastering the required skills and competences upon course completion.
- Trainers use an effective range of training methods to engage and challenge learners and promote learning through sharing their relevant vocational experience. Most sessions are well planned and delivered. Trainers utilise detailed and well-structured lesson plans. The outcomes of learners' profiles, the pre-course assessment results and the continuous formative assessment are utilised in informing the lesson plan.
- Based on a precise understanding of the local market needs and trends, BSETC offers a range of local attendance and local achievement courses in the fields of engineering, soft skills, leadership and management and health and safety with a focus on the engineering sectors. Newly introduced 'Tamheed' programme is offered with clear defined progression routes and learning pathways.
- Considering the type and duration of the offered courses, BSETC provides comprehensive support and guidance to help learners reach their full potential. Formal, inclusive and clear support policy and procedure are effectively implemented during the learning journey. Additionally, trainers provide guidance to learners on work-related aspects and enrich their knowledge in related matters.
- BSETC implements a comprehensive quality assurance system, which has been revised recently. This includes informative policies and procedures which are utilised to ensure that the quality of learning and training is consistent in all courses. Nonetheless, the moderation and verification process is not implemented consistently across all courses and it does not cover all aspects of learning.

Capacity to improve 'Outstanding'

Judgement justifications

- Since the last review conducted in 2015, BSETC has maintained its overall performance, while the effectiveness of programmes, support and guidance and the leadership, management and governance have improved from 'Good' to 'Outstanding'
- The leadership and management has taken substantial improvement initiatives to address the previous review recommendations such as implementing a comprehensive quality assurance system with detailed documentations that includes relevant procedures and policies, most of which are implemented rigorously.
- To ensure sustainable growth and quality improvement, the Centre has implemented highly effective strategic and operational plans with challenging targets that are monitored closely by the management and the Board of Directors. These plans are further developed based on feedback from the Advisory Committee and international consulting bodies and the on-going self-assessments carried out by the management team.
- BSCTC has a fit-for-purpose organisational structure to run its operations. Most staff have extensive experience in the field of vocational training. To meet its future expansion, the Centre have expanded its current human resources by recruiting more qualified staff including the Centre's Manager.
- Through its highly effective links and affiliations with local, regional and international bodies, the Centre has recently introduced 'Tamheed' programme targeting newly graduate engineers, to prepare them for employability opportunities.
- BSETC has finalised a plan to implement a new IT system based on Cloud technology for improving the monitoring of achievements and archiving of documentations, and is currently finalising a major plan for constructing the premises for a new training centre which is expected to have extra laboratories and classrooms.

The provider's key strengths

- Learners gain effective skills, knowledge and competencies relevant to their learning and the majority of them progress well considering their prior attainment.
- The range of effective training methods utilised to engage learners and promote learning through sharing relevant vocational experience.
- The range of highly demanded locally-designed courses that are based on a thorough understanding of the local market trends and needs.
- The comprehensive and systematic support and guidance provided to learners throughout their learning journey.
- The effective strategic and operational plans that are well aligned to the Centre's vision, mission and value statements, which are based on thorough and periodic self-evaluation process that benefits from internal and external stakeholders feedback.

Recommendations

In order to improve, the Training Centre of the Bahrain Society of Engineers should:

- ensure that learners better master vocational skills and achieve the planned course intended learning outcomes
- ensure that learners are provided with effective feedback on what they need to improve further
- improve the verification and moderation processes to ensure better consistency of learning and training.

Learners' achievement 'Good'

Judgement justifications

- Learners acquire knowledge and develop effective vocational skills relevant to their field of learning. The majority of them are able to competently complete the assigned tasks, with a number of them achieving high competency rates. However, a minority of learners are not mastering the required skills and competences upon course completion.
- Employers expressed their satisfaction with the acquired skills and most learners are highly satisfied with the knowledge they acquire and the extent of positive impact this has on their performance at the workplace and their career progression. Evidence was provided on cases of unemployed candidates who managed to secure the employment they aspire; specifically, as a result of attending 'Tamheed' programme.
- The Centre has structured assessment process to measure learners' achievement by using a variety of formative and summative assessments' tools that are suitable for the type and duration of the courses and are linked well to the ILOs and are well verified in most of the courses.
- Most learners achieve their course ILOs in a timely manner. Learners are provided with local certificates upon satisfying the minimum attendance rate of 75% and completing 60% of the overall scored marks.
- The Learners' Performance Data (LPD) shows high retention and achievement rates. These rates reflect a good level of standards of knowledge and understanding, which is confirmed through the samples of learners' produced work provide for this review and their participation during the in-class activities and the level of interaction with their trainers.
- The Centre has clear methods to evaluate learners' attainment at entry level to establish a starting point from which the progress made by learners can be measured. These include aggregating information from learners' profile and conducting relevant pre-course assessments. From the observed sessions, scrutiny of learners' work and considering the starting points of learners at entry level, most of the learners progress well towards achieving the course ILOs; though, a few of them make minimal progress or maintain a low level of attainment.
- Learners are mature and the majority of them show a high level of ownership towards their learning. This is well reflected in their commitment of attending their training sessions regularly; however, punctuality is an issue in a few cases.
- The majority of learners are eager to demonstrate their understanding and confidently present their work. They challenge each other, and a number of them consolidate and extend what they have been taught during the session by participating in productive discussions, questioning their trainers

and providing accurate justifications to their answers.

- From the observed sessions and scrutiny of learners' work, the majority of learners are able to work well independently and collaboratively when given the opportunity. However, within the group, learners vary in their level and a number of them dominate the discussion, while a minority

require frequent support and direction from the trainer to enable them to move on.

Areas for improvement

- learners' mastering of the intended skills and their progress towards achieving the course ILOs.

Effectiveness of teaching/training and assessment 'Good'

Judgement justifications

- BSETC trainers come from relevant vocational industries and have professional experience. They display in-depth knowledge and understanding of their vocational area, which are well reflected in their accurate explanation of real-life cases and citing a range of vocational examples relevant to learners' professional fields. Most trainers employ relevant range of training methods and learning resources which effectively engage the majority of learners productively throughout the session. These include work-related scenarios, group discussions, video clips, role-play, mobile search. However, a minority of learners in a number of sessions were not fully engaged.
- A range of formative and summative assessment tools, such as questioning techniques, group work activities, case studies, quizzes, and presentations, in-addition to per- and post-course assessment, are utilised throughout the course to evaluate learners' level of attainment. The assessments are clearly mapped to the course ILOs and are used to measure learners' individual attainment. Learners' work is accurately marked based on clear rubrics and model answers. Notwithstanding the above, there were cases in the provided samples of straightforward assessments that focus more on recalling knowledge with emphasises on the theoretical parts of the course rather than the practical.
- Most sessions are well planned and delivered; trainers start with a very

useful recapitulation to link to the previous session and utilise detailed and well-structured lesson plans. The outcomes of learners' profiles, pre-course assessment results and outcomes of the continuous formative assessments are utilised to inform lesson plans and adjust course content and session delivery. A 'Class Plan Verification Form' is used to state the changes and their justifications on the lesson plan tools. However, in a few cases lesson plans were executed ineffectively and there were issues related to class time management.

- Trainers appropriately accommodate the needs of individual learners during sessions by challenging learners, providing further explanations and simplifying the language used, including the use of bi-language, where required; though, less involved and

passive learners are not always supported sufficiently within the session. Trainers occasionally use training methods that encourage self-learning to enhance learners' higher order and critical thinking.

- Relevant and reliable records on learners' performance are maintained and regularly updated. Learners are made aware of their performance through constructive verbal feedback provided during the session. In addition, the 'achievement report', which is shared with learners upon the course completion, includes useful individualised comments and recommendations. Nevertheless, the written feedback on learners' performance is inconsistent among courses and formative assessment records are not always maintained.

Areas for improvement

- engaging and challenging learners' productively throughout the session
- learners' higher order and critical thinking
- the provided feedback to informs learners on how they can improve further.

Quality of course/programmes 'Outstanding'

Judgement justifications

- Based on a precise understanding and systematic sensing of local market needs and global trends, BSETC offers a range of highly demanded local attendance and local achievement courses in the fields of engineering, leadership and management, soft skills and health and safety with a focus on the

different engineering sectors. These courses are short in duration ranging from 1 to 5 days.

- BSETC has an Advisory Committee that comprises members with wide industrial knowledge and experiences, which the Centre relies on for expanding its offerings and

ensuring that it addresses the training needs of the engineering market. For instant, 'Tahmeed' programme was launched recently, in response to local needs, targeting young graduate engineers to develop their life skills and prepare them for the world of work.

- The Centre has a well-developed mechanism for gathering and analysing the needs and requirements of learners and stakeholders on regular basis. These include conducting a yearly survey, collecting end of the course feedback and conducting meetings with human resources managers from relevant ministries and companies.
- Learners and employers indicated that the offered courses meet their needs and attending them has improved their knowledge, performance and productivity at the workplace.
- Courses are well planned and structured, with comprehensive detailed course outlines that indicate course ILOs, topic to be covered, who should attend, language of the course and assessments methods that are mapped to the ILOs, in addition to the type of certificate awarded at the end of the course along with a progress report. Courses, in general, are well designed, focusing on and supporting the development of the practical and theoretical skills of the learners.
- Recently, the Centre has added 'Tamheed' programme to its offering. The programme has a clear defined progression routes and learning pathways and provides learners with

opportunities for career progression. It is offered in three stages, the first stage comprises 9 courses that have been selected carefully, On-Job-Training is the second stage of the programme. In the third stage, learners are expected to complete three years of work field experience, which will enable them to apply for chartered engineer licence.

- A formal mechanism for designing, approving, and updating courses is effectively implemented. Roles and responsibilities are clearly defined in a very well written policy titled 'Training Course Design and Approval'. A subject matter trainer is responsible for developing the course content and the quality manager has the role of reviewing the submitted material using purposeful forms. Courses on offer are updated according to the latest practices and knowledge needed in the market.
- Courses on offer are sufficiently resourced with relevant up-to-date handouts, informative Power Point Presentation slides, and videos. These resources are appropriate considering the number of learners and the type of offered courses.
- Clear mechanisms are developed by BSETC to ensure that the target audience and entry requirements are well defined. 'Tamheed' programme has a clear admission policy which is implemented consistently. The policy stipulates six conditions to be met by the candidates, in addition to passing an interview carried out by a dedicated panel.

Areas for improvement

- none of significance.

Learners' support and guidance 'Outstanding'

Judgement justifications

- The Centre has a systematic and comprehensive mechanism to support and guide learners throughout their learning journey to achieve better outcomes. Formal, inclusive and clear support policy and procedure are embodied in the quality manual which are rigorously implemented.
- BSETC's trainers, staff and management are supportive, approachable and maintain high rapport with learners and stakeholders and interviewed learners conformed that the support provided influences the levels of learners' achievement positively to reach their potential.
- On the first day of the course, learners are provided with a very useful induction session to familiarise them with aspects related to their learning. This includes information about the course regulations, method of assessments, and health and safety arrangements. In addition, learner's handbook is provided to learners prior to the start of the course.
- Learners are provided with well-focused support and guidance throughout their course. A 'Course Improvement Plan Form' helps learners to declare the type of support they need. Various actions are taken to support learners who face difficulties, including an effective individualised learners' support plan which usually incorporates extra training hours as needed, one-on-one sessions and access to additional materials that are of benefit in helping learners achieve better outcomes.
- A motivational reward system titled 'best achievers' is in place, where learners achieving highest scored marks are awarded with a certificate of appreciation and offered a free seat to attend an international conference organised by the Bahrain Society of Engineers (BSE).
- Learners at BSETC are provided with ample opportunities and support to enhance their personal abilities and life skills. These extracurricular activities include for example, organising site visit trips to expose learners to actual work experience, improve their technical skills and enhance their appreciation to lifelong learning. In addition, trainers provide further readings and videos beyond the prescribed courses for learners to enrich their learning experience.
- Learners have access to learning facilities such as up-to-date online database and a range of local and international references at its library to guide learners throughout their learning journey. Moreover, they are occasionally invited to attend relevant

workshops, forums and conferences organised by the BSE to enhance their learning and life skills.

- The Centre provides informative career advice and pathways for various engineering areas such as 'Tamheed Portal' to enable new graduate learners to make choices about employment opportunities and career progression. There is evidence of helping a number of learners to find suitable job opportunities and supporting them with work related issues after course completion.
- Very flexible arrangements are in place for scheduling and delivering of courses to suit learner's needs and stakeholders' requirements through the effective utilisation of the Learner's Course Expectations Form.
- Learners and stakeholders have access to well-articulated information about the offered courses and guidance on course selection. Course outlines/ brochures are current, accurate and are posted on BSETC's friendly website, Tamheed Portal and different social media platforms.

- The Centre maintains highly effective communication with its stakeholders to inform them about learner's performance. At the end of each course learners are provided with an achievement report that contains useful information on learner's attainment, attendance as well as learner's strengths and weaknesses with recommended courses to be taken by the learner.
- A useful mechanism is in place to identify, accommodate and support learners with Special Educational Needs and/or Disabilities (SEND) to help them achieve their learning goals. The Registration Form has a section where learners can declare any special needs. In addition, trainer fills a form when needed to provide extra support to learners with special educational needs. Notwithstanding the above, no special need cases for learning and assessments have been reported so far.

Areas for improvement

- none of significance.

Effectiveness of leadership, management and governance 'Outstanding'

Judgement justifications

- BSETC management is guided by a comprehensive 2-year strategic plan that is well aligned to the Centre's vision, mission and value statements. The plan is based on a thorough SWOT analysis and periodic and inclusive

self-evaluation reviews, taking in consideration the BQA latest review report and the Advisory Committees and external consultant's input. The strategic goals are relevant and

challenging and tied well to the Centre's overall aims.

- The strategic plan is translated into a comprehensive and detailed operation plan that comprises the list of actions to be taken with reasonable timescale, accountability and a set of Key Performance Indicators (KPI). The top management are well aware of the Centre's progress through the periodic progress reports that are and closely monitored.
- Accurate and reliable records of learners' performance data are meticulously maintained and monitored. These include attainment level and progress learners make during various courses, attendance records and late arrivals, all of which are registered in the Course Improvement Form that recommends actions to be taken. Periodic reports and purposeful trend analyses are produced on learners' performance and findings are discussed during management meetings. Improvement initiatives are taken based on these reports.
- Trainers' performance is monitored through rigorous lesson observation scheme, using a well-structured form that covers sessions management, training competencies, training style, and learners' participation and engagement. Recently, the form has been improved further by focusing on teaching and learning aspects. Remarks box is used to reflect on identified areas that require further improvements. Effective follow-up actions are taken based on these visits. For example, the Centre has recently provided trainers

with workshops delivered internally to keep them abreast with the latest training methodologies.

- Considering the number of enrolment and the nature of its operations, the Centre has a structured organisation and a suitable number of highly qualified and trained staff. The number of staff has increased recently to cater for the expansion in the Centre's operation. Staff are guided by detailed job roles and responsibilities for every function.
- Trainers with suitable vocational experience are recruited and effectively deployed according to their specialisation. Formal and highly effective induction procedure is in place for newly recruited staff to ensure that they are well-informed about the Centre's offerings and their role in ensuring the quality of the provision.
- BSETC implements a comprehensive quality assurance system that has been revised recently. The system includes informative policies and procedures that ensure the quality of the operations of the Centre, including ensuring that quality of the assessment tools used in all courses are maintained and consistent. Although there are clear moderation and verification processes, these are not implemented consistently across all courses and do not cover all aspects of learning.
- The Centre's learning environment and training venues are fit for purpose, safe and free from hazards. However, learners have highlighted issues with some training venues. Comprehensive health and safety policies and procedures are in place and learners

are provided with suitable awareness about these before the start of courses. The Centre has certified first aiders and staff are trained on handling emergency cases and risk assessment is carried out regularly.

- Highly productive links are maintained with relevant local, regional and international stakeholders. Learners' and employers' feedback are sought after each course, the outcomes are aggregated and

analysed and improvement actions are carried out based on these findings.

- The Centre's Board of Directors meets on a regular basis and board members are fully engaged in the development of the Centre's strategic and expansion plans, with one of its members appointed as the training director to oversee the Centre's operations. The Board contribution is effective in the development of new programmes through the utilisation of the Advisory Committees and external consultants.

Areas for improvement

- the moderation and verification process.

Appendix (1): Provider information

Name of the provider (English)	The Training Center of the Bahrain Society of Engineers					
Name of the provider (Arabic)	مركز تدريب جمعية المهندسين البحرينية					
Licensing body	Ministry of Labour and Social Development					
Year of establishment	2003					
Age range of learners	18 and above					
Number of learners	Male	215	Female	60	Total	275
Learning areas	Externally accredited	Not applicable				
	Local achievement	<ul style="list-style-type: none"> • Certified Project Officer (CPO) • Basic Skills for New Engineers 				
	Local attendance	<ul style="list-style-type: none"> • Engineering • Leadership and management • Soft skills • Health and safety 				
Institution's listing status	Not yet listed on the National Qualification Framework (NQF)					