



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

# Directorate of Vocational Reviews Monitoring Visit Report

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

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

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

VO061-C2-Ma006

## Table of Contents

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Monitoring visit .....	3
Progress on recommendations.....	7
Summary of progress grades .....	15

## **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**

Bahrain Society of Engineers Training Centre (BSETC) was established by the Bahrain Society of Engineers (BSE) 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 January 2011, 126 learners have attended different courses conducted by BSETC. Most of the courses are short, non-accredited courses. Learners are mostly employed engineers and technical staff sponsored by public or private organisations and a few privately financed individuals.

BSETC operates from one centre located in Juffair and is managed by a full time training manager, a full-time Training Coordinator, an assistant Training Coordinator, a part-time voluntary Centre Director, an on-call Administrative Assistant and a pool of more than 15 part-time trainers from the region and the other part of the world. The centre also has a voluntary Training Committee consisting of BSE members to offer advice and assistance on training issues.

### **Last review outcomes**

The overall effectiveness of BSETC 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).

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

Since the last review, conducted in December 2010, BSETC has introduced the following changes:

- 1- engaged a Quality Consultant to improve the quality of the provision
- 2- recruited a Training Manger in 2013
- 3- conducted a gap analysis
- 4- developed strategic and action plans with KPIs on key areas of improvements
- 5- developed the Learners' Manual.
- 6- conducted computer based market survey to develop 2014 courses
- 7- introduced various procedures and forms.
- 8- improved punctuality monitoring procedure.
- 9- introduced incentives to recognise learners "Best Achievers" in September 2013
- 10- developed and conducted risk assessment study
- 11- improved classroom facilities
- 12- developed Trainers' Manual
- 13- improved the process of verification and moderation.

**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) implementing rigorous initial and continuous assessments**

**Judgement: Fully addressed**

**Comment:**

The centre has established a clear system for assessing and recording learners' progress and attainment. Learners' achievement is currently measured by different assessment tools such as pre- and post-course assessments, in-class individual exercises, group activities and case studies. Almost all administrated assessments are linked well to a specified set of course objectives. Moreover, learners' initial expectations are considered in the design of the course content. This is clearly confirmed through lessons' observation and learners' assessment work and progress records.

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

**Judgement: Partially addressed**

**Comment:**

The institute management has taken some measures to address this recommendation. A new procedure stipulating that all training courses would be subjected to internal verification and moderation was recently introduced. The procedure focuses appropriately on the design and implementation of the course; starting from the course material, the daily lesson plan and ending with the verification of the used pre- and post-course assessments. The review team has studied a sample of learners' activities and assessments that were corrected and further moderated by the management. Recently, the institute introduced a useful internal verification process implemented on number of courses; however, it needs to be systematically implemented across all courses. The review team will assess the procedure's effective

implementation during the next monitoring visit and ensure the full implementation of this process to cover the entirely conducted course.

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

**Judgement: Partially addressed**

**Comment:**

The majority of learners who enrol at BSETC have the basic knowledge and a few of them come with sufficient knowledge. With the introduction of more appropriate assessment tools, the better monitoring of learners' progress and the improved methodologies used in teaching; the majority of learners are making satisfactory progress. However, small portions of the learners are insufficiently challenged to reach their full potential. This is evident in the observed lessons, the work produced by learners and learners' records. Moreover, there are minor issues related to learners' total scored marks; for example, there are few cases where the final mark reflected the average of the marks of the post-course assessments and in-class activities that might or might not include the participation marks. Apart from the very recently conducted courses, there are still a small number of learners who failed the post-course assessments and are still issued a completion certificate due to the mark distribution scheme and the way the overall grade is calculated.

**1.4) supplementing courses with additional activities to enrich learning experience of learners**

**Judgement: Fully addressed**

**Comment:**

The provider has introduced some relevant additional activities, where appropriate, to enrich the learning experience. BSETC has developed a clear procedure utilised at the planning stage of a course to identify the possible extra-curricular activities. As an example, learners are given the opportunity to attend Tuesday's knowledge sharing presentations conducted by the BSE. These presentations are multi-disciplinary subject and learners are invited per course type and



field. Another example is the “Green Building” and the “Energy Audit” training courses where learners have conducted relevant on-site exercises.

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

**Judgement: Partially addressed**

**Comment:**

The training provider has taken some measures and actions to address this recommendation. It has introduced recently a form titled “Trainee feedback form” which is circulated to learners to indicate their individual needs. The review team has seen a number of cases where these forms were utilised and mostly less able learners were given the support and guidance needed to help them achieve better. In addition, the institute has recently provided a useful “Course Training Manual Guide” to the learners.

Learners and their employers are informed about their progress. The training institute has developed and utilised a form titled “Learners achievement report”. This form is fit for purpose for monitoring learners’ progress in short courses. However, the feedback provided in the comment/recommendation section is general, insufficiently detailed and do not explain well how the learner can improve further.

## **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: Partially Addressed**

##### **Comment:**

The training provider has taken some measures and actions to address this recommendation. Trainers are advised to adopt a learners' centred approach and embed more activities in the session. From the session' observed, the majority of learners are motivated and engaged in the sessions' activities such as learners working together in different group activities and responding in question and answer session.

### **2.2 Improving lesson planning to cater for all learners' needs by utilising the outcomes of initial and continuous assessment.**

#### **Judgement: Fully Addressed**

##### **Comment:**

The institute guides the trainers to use detailed lesson plans for their sessions. From the observed sessions, almost all trainers are using well-detailed lesson plans that rely mostly on initial assessment analysis and the expectations gathered from all learners. This is also evident in the well-detailed lesson plans seen in different course files.

### **2.3 Better time management of training sessions.**

**Judgement: Fully Addressed**

**Comment:**

The institute developed recently a Trainer Guideline document to support the trainers in utilising the up-most time of a session. From the observed sessions, almost all sessions start on time and activities within the sessions are timely managed. Each activity is well defined and specified in the lesson plan, and almost all trainers are adhering to these lesson plans.

**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: Partially addressed**

**Comment:**

The institute's vision and mission statements are detailed and focused on learners' achievements. These statements are displayed in the institute and shared with almost all staff members. BSETC has developed adequate strategic and operational plans and a quality assurance manual, all of which are managed by the management. The action plan was developed as a result of a gap analysis, completed recently. It covers many relevant objectives with specific key performance indicators for each identified action. The effect of these recent plans and actions are yet to be seen.

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

**Judgement: Partially addressed**

**Comment:**

Feedback from learners and employers on each course is collected, aggregated and analysed. The outcomes of this analysis are shared with employers. However, the questionnaire forms used are not detailed enough and the employers' feedbacks are not critical.

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

**Judgement: Partially addressed**

**Comment:**

The current organizational structure and governance arrangements are adequate considering the type and number of courses offered. However, some of these positions are filled on voluntary basis. The structure needs to include staffs that are more permanent. Roles and responsibilities are clear and regular meetings between management, staff and trainers are held.

### **3.4 Implementing effective and critical performance management for all trainers and staff.**

**Judgement: Fully addressed**

**Comment:**

The institute has a policy and a procedure for trainers' evaluation. Trainers are observed, at least once, in each course. Sessions are observed by the institute's training manager, and the form used for this purpose is sufficient. From the studied samples, these forms provide the trainer with an appropriate level of feedback indicating the identified strength and weakness and recommending actions for improvement. In addition, the institute collects feedback about

trainers' performance form learners, which indicated that they are happy with the performance of the institute's trainers. Performance appraisal is in place for the full- and part-time staff members, and the form used is adequate and outlines some recommendations. Permanent staffs are provided with a good range of development opportunities. However, all trainers are hired on part-time basis, and no training is provided to them.

## **Overall Judgement and Further Recommendations**

### **Overall Judgement: In progress**

#### **Comment:**

BSETC has started to make an effort towards improving the quality of their provision and offerings. The institute is now graded as 'in progress' as all the recommendations identified in the previous review have been at least partially addressed. The institute management introduced proper measures to improve the quality of their provision, including assessing learners prior attainment in all courses systematically, introducing an adequate internal verification and moderation process, introducing an effective system to assess learners progress during each course, the effective time management of the training sessions, the effective lesson planning to cater for all learners' needs by utilising the outcomes of the initial and continuous assessment, enriching learners experience by introducing relevant additional activities, improving training delivery approach to engage and motivate learners, carrying out session observations effectively for trainers, collecting, aggregating and analysing learners' and employers' feedback for all course, improving the effectiveness of leadership and management in monitoring and enhancing the quality of the provision. However, the impact of these improvements is still limited and their effect is not fully evident across all areas highlighted in the previous recommendations.

## **Monitoring visit recommendations:**

In addition to the previous review recommendations that were not fully addressed, BSETC needs to address the following:

### **1. Improve learners' achievement by:**

- 1.1 Ensure the implementation of an effective verification and moderation process in all courses.
- 1.2 Ensure that all learners' reach their full potential and inform them about their progress

### **2. Improve the range of teaching techniques to motivate and engage all learners.**

### **3. Improve the effectiveness of leadership and management in monitoring and enhancing the quality of provision by:**

- 3.1 Ensure the effective implementation of action plans
- 3.2 Effective utilisation of the outcomes of stakeholders' views.
- 3.3 Further improve the organisation structure and staff responsibilities

## Summary of progress grades

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<b>Overall progress grade</b>	<b>Grade: B</b>	<b>Description: In Progress</b>
<b>Recommendations</b>		<b>Description</b>
Recommendation 1		Partially addressed
Recommendation 2		Partially addressed
Recommendation 3		Partially addressed