



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

Directorate of Vocational Reviews

Review Report

**Enma Training & Human Resources
Development Institute**
(Formerly known as Resources Training Centre)
Manama
Kingdom of Bahrain

Date Reviewed: 17-21 September 2023

VO114-C4-R042

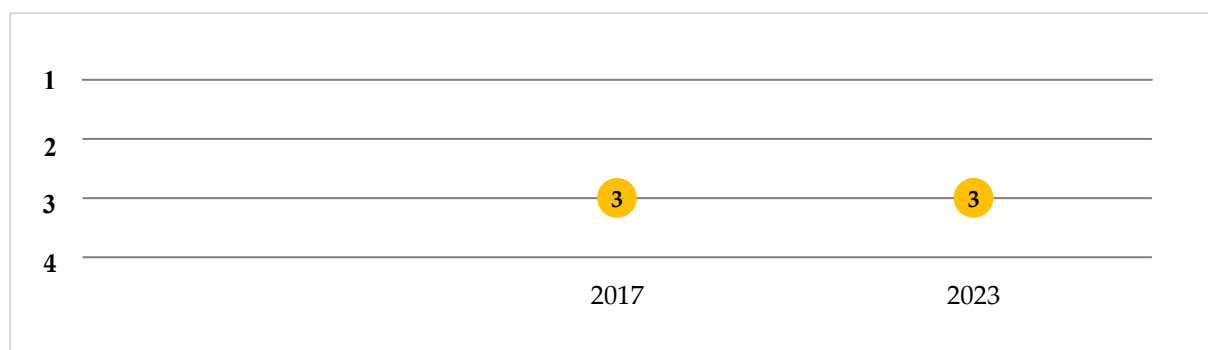
Introduction

The Directorate of Vocational Reviews (DVR) of the Education & Training Quality Authority (BQA), conducted this review over five days by a team of seven reviewers. For this review, reviewers observed training sessions and other related activities, analysed data about the courses/programmes and qualifications learners achieve, examined learners' written and other work, examined documents and materials provided by Enma Training & Human Resources Development Institute (Enma) 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	3
Programmes and processes	Effectiveness of teaching/training and assessment	3
	Quality of courses/programmes	3
	Learners' support and guidance	3
Management and governance	Effectiveness of leadership, management and governance	3
Capacity to improve		3
Overall effectiveness		3

Provider's overall effectiveness throughout the last three reviews



Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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Overall Effectiveness: 'Satisfactory'

Judgement justifications

- The overall effectiveness of all Aspects of Enma Training & Human Resources Development Institute (Enma) is judged as 'Satisfactory', including its Capacity to Improve.
- Enma has suitable strategic planning, which is developed based on periodic performance reviews. Although the operational plans set relevant Key Performance Indicators (KPIs), there are no specific initiatives/tasks to ensure effective implementation and monitoring of the set objectives.
- Based on sufficient understanding of the local market needs, Enma offers a suitable range of externally accredited courses/programmes in affiliation with international awarding bodies, such as the Chartered Insurance Institute (CII), Life Office Management Association (LOMA) and British Safety Council (BSC).
- Externally accredited courses/programmes are resourced with an adequate range of learning and training materials that are suitably planned and structured, including the assessment tools that are relevant and aligned with the courses'/programmes' Intended Learning Outcomes (ILOs). However, formative assessment planning is not always consistent, nor are the ILOs well written.
- Trainers employ their relevant experience and subject matter knowledge and use fit-for-purpose learning resources to enhance learning and engage learners. Yet, in most observed sessions, the training is mostly trainer-centered and not focused on expanding learners' interest to support their mastering of the skills.
- Most learners gain adequate knowledge and develop vocational skills relevant to their field of learning, as apparent from learners' assessment results, their contributions and level of understanding during the training sessions. However, a minority of learners are not able to complete the given tasks competently or cannot achieve the minimum passing criteria in their chosen course/programme.
- Considering the type and duration of courses/programmes on offer, Enma has appropriate arrangements to support and guide learners throughout their learning journey and help them overcome their learning difficulties. Although the Institute has suitable arrangements to identify at-risk learners, the impact of the provided support is not sufficiently evident in their achievement, nor in obtaining their qualifications in a timely manner.
- The Institute has inconsistent quality assurance arrangements to ensure quality improvement. The relevant manual provides generic guidelines and policies related to training and learning processes are insufficiently detailed. Session observations are regularly conducted, yet a significant number of observation visits have inconsistent evaluations. External examinations are appropriately controlled and administered. However, internal assessments are

inconsistently carried out. Moreover, the moderation and verification processes of learning and training are not systematic.

- Performance data is adequately monitored and analysed, and the outcomes are sufficiently utilised to trigger improvement actions. Enma

keeps sufficient data on learners' achievement for the conducted courses/programmes, including attainment and achievement rates. However, the retention rate is inaccurately reflected, and learners' progress is not clearly indicated.

Capacity to Improve: 'Satisfactory'

Judgement justifications

- Enma maintained its previous overall effectiveness judgement and the judgements of the review Aspects, except for the 'Quality of courses/programmes' and 'Learners' support and guidance', which have declined from 'Good' to 'Satisfactory'. The management did not take sufficient initiative to effectively address the previous review's key recommendations, such as the effectiveness of session observations to improve the quality of training and learning and the quality assurance arrangements.
- The Institute has appropriate strategic planning and implementation is sufficiently monitored by the management team. However, the operational plan and relevant KPIs do not include specific initiatives/tasks to ensure effective implementation.
- During the exceptional circumstances, Enma responded appropriately by taking appropriate actions to ensure the continuity of the provision, such as updating the policies and procedures

and developing a proper contingency plan.

- Enma's organisational structure is fit for purpose and supported by sufficient physical and human resources to meet its requirements. In addition, qualified staff and a pool of local and international part-time trainers are employed. Enma relocated its premises in 2021 with better facilities.
- The Institute has valid partnerships with three awarding bodies, namely LOMA, BSC, and CII. On the other hand, partnerships with a number of awarding bodies have been suspended based on the demands of the stakeholders.
- Enma's quality assurance manual is insufficiently detailed, and the quality assurance arrangements are inconsistently implemented to improve the provision, including the moderation and verification processes of all aspects of learning.
- As per the provided Learners Performance Data (LPD) and performance records, Enma's success

rates varied over the years. Enrolments have dramatically dropped in 2020 and picked up slightly in 2021 and onwards.

- The self-evaluation form (SEF) provided for this review is sufficiently detailed. However, the grades overestimate the provision.

The Provider's Key Strengths

- utilisation of learning resources in a conducive, and safe learning environment.
- suitable support provided to learners throughout their learning journey.

Recommendations

In order to improve its provision, Enma should:

- improve learners' development of knowledge and skills and ensure their achievement of the qualifications they aim for.
- enhance the training methodologies to effectively engage and challenge learners throughout the training sessions.
- ensure that courses/programmes are well structured, planned, and periodically reviewed to effectively meet learners' needs and requirements.
- improve the leadership and management by
 - effective implementation of comprehensive and detailed policies and procedures relevant to all aspects of the provision;
 - rigorous monitoring of trainers' performance;
 - effective verification and moderation processes.

Learners' Achievement: 'Satisfactory'

Judgement justifications

- Learners gain adequate knowledge and develop vocational skills and competences relevant to their field of learning. This is evident from learners' available assessment results and their contributions and level of understanding during the training sessions. However, a minority of learners have difficulties completing the required tasks competently and hence do not reach the minimum standards required in their chosen course/programme.
- Based on the analysis of LPD and other performance records, 96% of learners are enrolled in externally accredited courses/programmes, with LOMA, CII, and BSC accounting for 46%, 37%, and 13% respectively, and local attendance courses accounting for 4%.
- Considering the awarding bodies' regulations and timeframe, as well as the analysis of the LPD, the majority of learners complete the units within the qualifications they aim for in a timely manner. However, a minority of learners do not complete the requirements of their qualifications, fail the awarding bodies' final examinations, and/or withdraw from the courses/programmes; particularly in the CII, where almost half the learners achieve the qualifications. In other externally accredited courses/programmes, a few learners have not completed the requirements to achieve the qualifications they aim for in a timely manner.
- Although Enma has initiatives to measure progress, these are not embedded within a clear and detailed policy for measuring, evaluating or analysing progress.
- Most learners make sufficient progress relevant to the level of the course/programme; as reflected in their assessment and accomplished assigned tasks. However, a minority of learners do not progress well.
- The majority of learners are attentive and demonstrate positive attitudes towards their learning. This is evident from their adequate participation and submission of their assigned tasks in accordance with the Institute's regulations and/or awarding bodies' timeframes. However, a minority of learners remain passive, and/or their participation is minimal unless targeted by trainers during the training sessions.
- Attendance and punctuality are mostly recorded and monitored. However, the Institute does not have a detailed policy in this regard.
- The majority of learners are able to work independently. However, a minority of them remain dependent on trainers' directions and support to move forward and complete the assigned tasks.

Areas for improvement

- the extent of learners' development of skills and knowledge, and their ability to complete the required tasks competently and independently.
- the progress of learners towards the timely achievement of the qualifications they aim for, particularly in the CII certification in insurance

Effectiveness of Teaching/Training and Assessment: 'Satisfactory'

Judgement justifications

- Trainers are knowledgeable and experienced in their fields. They adequately use a suitable range of training methods, such as discussions, questioning, and relevant examples, during the training sessions. Trainers effectively utilise the available learning resources and the platform's various features to enable learning and smooth training delivery.
- Although in a few cases, trainers encourage learners to participate in discussions, training was mostly trainer-centered in the observed sessions, without sufficient focus on expanding learners' interest or ensuring their engagement in the learning process, which limited their participation.
- A suitable range of formative and summative assessments relevant to the type of courses/programmes are used to evaluate learners' understanding and achievement. Formative assessments used include quizzes, activities, and verbal questioning, while summative assessments are final examinations that are suitably aligned with courses/programmes' ILOs. In addition, mock tests are conducted for externally accredited courses/programmes. Although learners' work is marked appropriately, there is no moderation or verification carried out to ensure accuracy.
- In the observed sessions, although trainers use suitable questioning techniques and provide clear guidelines for the given activities/assessments, the implementation of the assessment is not rigorous enough to evaluate individual learners' understanding or measure the achievement of ILOs.
- Trainers appropriately plan daily training sessions, share ILOs with learners, and manage the training sessions adequately. Course plans are suitably adjusted. Trainers appropriately accommodate learners' needs by providing further explanations, giving relevant examples and offering clarifications in Arabic. However, in some cases, training lacks challenging discussions and sessions are not suitably adjusted to accommodate and meet a few learners' needs.
- Trainers adequately link the discussed points to real-life examples and make a few attempts to involve learners in

challenging discussions to stimulate learners' critical thinking. However, the impact was minimal as learners were not prepared for such discussions.

- Learners' attendance and punctuality are recorded during training sessions. Learners' achievement records are

adequately maintained. Although trainers provide adequate verbal feedback to learners during sessions, written feedback on the 'Trainee Performance Report' is generic and is mostly in the form of comments on their commitment to the attended course/programme.

Areas for improvement

- levels of engagement and participation of learners in training sessions.
- rigorous implementation of assessments to measure learners' understanding of concepts and their progress in training sessions.

Quality of Courses/Programmes: 'Satisfactory'

Judgement justifications

- The management direction towards the market needs analysis and penetration is fit-for-purpose and shapes Enma's actual offerings including the insurance courses/programmes. The Institute sufficiently senses market needs through relevant proposals, and the outcomes are utilised to inform decisions regarding the on-demand courses/programmes. Most of the suggested courses/programmes are approved by the regulatory body. However, these courses/programmes are not yet conducted.
- Almost all the conducted courses/programmes at Enma are externally accredited and in affiliation with the international awarding bodies, namely CII, LOMA and BSC, with only one local attendance course conducted in 2019.
- The externally accredited courses'/programmes' components are suitably planned and structured and in line with the awarding bodies' requirements. The formative and summative assessments are relevant and aligned with the courses/programmes' ILOs. However, the planning of formative assessments is inconsistent.
- Courses'/programmes' outlines, specifications and scope of work are detailed and in line with the courses/programmes' set ILOs. However, a number of ILOs are not well-written, and the course/programme outlines and the Guided Learning Hours (GLH) of a number of courses/programmes are not consistent with the regulatory approvals. Accordingly, trainers and learners highlighted the need for extra

time. In addition, a number of GLH are allocated for support practices within the training sessions, which affected the delivery of the courses on a few occasions.

- As for the local attendance course, the course material is suitable to the set course objectives and the pre- and post-assessments are relevant.
- Enma's process for designing, reviewing, and updating courses/programmes is suitable, where the outlines and learning materials of different versions of courses/programmes are updated. Yet, the process is not systematically and consistently implemented across the different types of qualifications.
- For the externally accredited courses/programmes, Enma suitably

utilises the awarding bodies' online resources and platforms. It has an approved Examination Centre that is well-equipped. In addition, the learners have access to a small library that contains hard copies of the awarding bodies' textbooks. During the pandemic, the Institute invested in additional online resources.

- An adequate "Training Process" policy is in place, whereby interviews, assessment of prior attainment (pre-test), and qualifications are defined. However, interviews are informally conducted and usually carried out during courses/programmes. Furthermore, language barriers have been highlighted.

Areas for improvement

- effectiveness and consistency of course/programme planning.
- implementation of the mechanism to design, approve, update, and periodically review courses/programmes.
- effectiveness of the access and entry mechanism utilised by the Institute.

Learners' Support and Guidance: 'Satisfactory'

Judgement justifications

- Enma has appropriate practices to support and guide learners throughout their learning journey that help them overcome their learning difficulties. Enma offers flexible arrangements and suitable technical support. Furthermore, Enma staff are available to answer learners'/employers' inquiries through phone calls, email, and counselling sessions, in addition to the suitable induction of learners on the commencement of the courses/programmes.
- The Institute encourages learners to use the library and available platforms of the awarding bodies to enrich their learning experience and develop skills. Furthermore, learners are given the opportunity to discuss their course selection and career progression. Yet, the extra-curricular activities provided to learners to develop their learning and life skills are limited.
- The Institute has suitable arrangements to identify at-risk learners such as directed activities during sessions. However, the impact of the provided support is not sufficiently evident in their achievement. Moreover, a number of learners struggled to achieve the course/programme requirements or qualifications, especially in the CII programme.
- Learners and stakeholders have access to sufficient information in advance about the courses/programmes through a recently created social media account. However, the website is not currently functioning.
- The Institute issues a 'Trainee Performance Report' at the end of the course/programme, which includes the performance of all learners enrolled. However, the comments on learners' performance are not always individualised or detailed.
- Enma has a useful and relevant policy and procedures to identify and support learners with special needs. Fit-for-purpose arrangements are considered in the course/programme venues and the Institute premises which, to a certain extent, are equipped with the essential requirements for learners with special needs. It is worth mentioning that the Institute had no cases of disabled learners registered during the period of this review.

Areas for improvement

- impact of the provided support on at-risk learners' performance.
- quality of the learner's performance report.

Effectiveness of Leadership, Management and Governance: 'Satisfactory'

Judgement justifications

- Enma's approach to strategic planning is suitable. The 2018-2020 strategic plan was developed based on the previous review recommendations, and the strategic goals/objectives were set accordingly. While the operational plan sets relevant KPIs, it does not include initiatives/tasks to ensure effective implementation and achievement of the set goals/objectives.
- In addition, the 2021-2023 strategic plan was developed based on an appropriate performance review of the 2018-2020 strategic plan and the outcomes of a brief internal self-evaluation analysis. However, the set KPIs do not measure the implementation of all defined initiatives/tasks.
- Learners' performance is adequately monitored and analysed and the outcomes are sufficiently utilised for improvement. Most of the time, Enma keeps sufficient and accurate learners' achievement data for the conducted courses/programmes, including attainment and achievement rates. However, the retention rate is inaccurately reflected, and learners' progress is not clearly indicated.
- Although learners' achievement is benchmarked against international pass rates (LOMA and CII), the approach followed is not precise. Learners' attendance and punctuality are well monitored and analysed, and the outcomes are sufficiently utilised for improvement. Enma analyses achievement data as a means of identifying trends over time. Yet, the practice followed is insufficiently systematic.
- Trainers' performance is regularly monitored during session observation. However, the evaluation criteria are inconsistent in a significant number of the conducted session observations, and/or the observer's comments and recommendations do not match the evaluation criteria.
- Staff/trainers' performance is sufficiently monitored through performance appraisal, and useful training opportunities related to their roles are provided.
- Enma's organisational structure is fit-for-purpose and is supported by suitably qualified and experienced staff. Enma has a pool of qualified trainers, the majority of whom have training and professional experience. Roles and responsibilities are clearly defined, and staff and trainers are suitably inducted when they join the Institute.
- Enma has inconsistent quality assurance arrangements to secure quality improvement. Enma's quality manual includes generic guidelines, and policies related to training and learning processes are insufficiently detailed. Moreover, the arrangements for moderation and verification processes of learning and training are not systematically implemented.
- Enma has an appropriate data protection policy and procedures. Yet,

the policy does not provide information about data entry verification and authority/security access level.

- The learning environment at Enma is conducive and safe. Effective policies, procedures, and practices are in place to ensure the health, safety, and well-being of learners and staff. Effective measures were implemented to meet the needs of the exceptional circumstances of the Covid-19 pandemic.
- Suitable links are maintained with stakeholders. Enma regularly collects

learners/trainers' feedback upon course/programme completion and the outcomes are appropriately utilised to improve the provision. Enma has established links with a few awarding bodies and local authorities and maintains suitable links with employers, but their views are not sought. Links with the local community are limited.

- Governance arrangement is fit for purpose. Enma has a Board of Directors which regularly monitors the overall performance of the Institute and influences its strategic direction.

Areas for improvement

- definition of specific and measurable strategic objectives and indicators
- effectiveness of the monitoring of trainers' performance, particularly in sessions' observations.
- inclusiveness and effectiveness of the internal quality assurance arrangements across all aspects of the provision.

Appendix: Provider Information

Provider Name (English)	Enma Training & Human Resources Development Institute (formerly known as Resources Training Center)					
Provider Name (Arabic)	معهد إنماء للتدريب وتنمية الموارد البشرية (مركز ريسورسيس للتدريب - سابقاً)					
Licensing Body	Ministry of Labour					
Year of Establishment	2014					
Age Range of Learners	22-62					
Number of Learners	Male	38	Female	116	Total	154
Learning Areas	Externally Accredited		<ul style="list-style-type: none"> Insurance <u>Life Office Management Association</u> <ul style="list-style-type: none"> LOMA ACS 100 - Foundations of Customer Service <u>Chartered Insurance Institute</u> <ul style="list-style-type: none"> Certificate in Insurance Health and Safety <u>British Safety Council (BSC)</u> <ul style="list-style-type: none"> Award in Health and Safety in the Workplace International Diploma in Occupational Safety and Health 			
	Local Achievement		N/A			
	Local Attendance		Effective Teamwork			
Available Learning Platform(s)	Zoom					
Institution's Listing Status	Not listed yet					
List of Qualifications placed on/aligned to the NQF	Not Applicable					

