



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

# Directorate of Vocational Reviews Review Report

Golden Trust Training & Consultancy  
Juffair  
Kingdom of Bahrain

**Date Reviewed: 25-28 May 2015**

VO006-C3-R009

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## Introduction

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The Directorate Vocational Reviews (DVR), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), 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 the provider and talk with learners, employers, trainers, management and support staff.

In the previous review, Golden Trust Training & Consultancy 'GT' overall effectiveness was judged as good as are all other aspects of the provision.

This report summarises reviewers' findings and their recommendations about what the provider should do to improve.

## Grading scale:

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Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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## Table of review judgements awarded

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Main Question	Judgement
Learners' achievement	Satisfactory (3)
Quality of teaching / training and assessment	Satisfactory (3)
Quality of programmes	Good (2)
Quality of support and guidance	Good (2)
Leadership, management and governance	Satisfactory (3)
<b>Capacity to improve</b>	<b>Satisfactory (3)</b>
<b>Overall effectiveness</b>	<b>Satisfactory (3)</b>

## Review judgements

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### Overall effectiveness

**How effective is the provision in raising learners' achievement and meeting the range of learners' and stakeholders' needs?**

**Grade: Satisfactory (3)**

The overall effectiveness of GT is satisfactory, as are the other aspects except for the quality of programmes and the support provided to learners which are judged as good. The majority of learners develop useful vocational skills and knowledge relevant to their fields. Learners make sufficient progress given their prior attainment and background. However, a minority of them do not perform well.

Trainers have good command of their specialism and use a suitable range of training methods and activities to motivate and engage learners during sessions. In the majority of courses, trainers assess learners through relevant pre- and post- tests. However, assessment and checking of understanding are not consistent across courses. GT utilises relevant market studies effectively to influence course offerings as well as to customise courses as per client's request. A clear policy and procedure to design, approve, review and update programmes are implemented effectively. GT has an effective support and guidance mechanism to deal with course-related and personal matters for learners to help them achieve better outcomes. Trainers induct learners on course objectives and type of assessments prior to start of a course. Learners' progress reports are sent to employers at the end of courses and individual learners are always made aware of their progress.

GT has a focused strategic and operation plans that are based on effective understanding of the local market. There are sufficient human and physical resources, to meets its aim and operation. The institute maintains clear quality assurance policies, procedure and manuals that incorporate most of GT operational needs. However, the current quality assurance practices are not effective in ensuring consistency of the quality of teaching and training and improving of learning' achievements in all courses. An effective mechanism is in place to aggregate and analyse learners' feedback, however, GT does not sufficiently seek the views of employers.

## **Capacity to improve**

### **How strong is the provider's capacity to improve the quality of learning?**

#### **Grade: Satisfactory (3)**

GT capacity to improve is satisfactory overall. GT has a focused strategic and operation plans and its vision is communicated and shared with staff. Although, the institute has taken a number of initiatives to address the last review recommendations. Nevertheless there are other areas that are not addressed yet, such as ensuring that effective written feedback is provided on learner's work to help them achieve better and ensuring that follow up actions mechanism are effective on improving the quality of teaching after lesson observation. GT is ISO 9001:2008 certified, and has adequate quality assurance policies and procedures documents. However, the institute approach to quality assurance and action planning is not fully developed. The provider although monitors learners' achievement on accredited courses, it does not always monitor learners' performance on local attendance courses and the data presented are not consistent. The provider has moved to a new premises with sufficient learning, human and physical resources. Enrolment is maintained over the past three years along with adequate repeat business. The provider has expanded its affiliations with external awarding bodies to widen its offering such as the Institute of Leadership and Management 'ILM', the Chartered Quality Institute 'CQI', the Institute of Sales & Marketing Management 'ISMM', and the General Council for Islamic Finance Training Centre 'CIBAFI'.

## **Learners' achievement**

### **How well do learners achieve?**

#### **Grade: Satisfactory (3)**

The majority of learners develop useful vocational skills and knowledge relevant to their chosen courses. Learners make sufficient progress considering their prior attainment and entry level. However, a minority of them do not perform well during sessions and the added value from attending courses is minimal. Almost 41% of learners whom are enrolled on the Certified Professional in Human Resource and Compensation 'CPHRC' awarded from the Institute for Human Resources Management Education 'iHRME'; the overall timely success rate is 90%. Yet, a minority of learners pass CPHRC1 and CPHRC2 examinations from the second or third attempts. Notwithstanding the above, most learners on the externally accredited Certified Islamic Banker (CIB) course, awarded form 'CIBAFI' and represent 2% of the total enrolment, perform better and obtain certifications successfully.

The local attendance courses represent 57% of the total enrolment. The overall success rates on these courses are high at 99%, which is expected on this type of courses. Learners are awarded attendance certificate by completing at least 80% of the scheduled hours, without considering whether learners achieve course objectives or make progress. In addition, GT arrangements to monitor learners' individual progress and achievements on all courses are not systematic. Although the main assessment method used, that includes an appropriate pre- and post- course assessments. This assessment is not consistently applied across all conducted courses. Moreover, a few of the formative assessment utilised in sessions are not always thorough to measure individual learners' attainment or progress against course objectives. GT arrangements to moderate and verify course assessments are inconsistent.

The vast majority of learners are self-motivated and show positive attitude towards their learning. Most of them participate adequately on the in-class activities such as group work, where they work collaboratively well and as required, work independently, especially when presenting their findings.

The majority of learners reflect appropriately on how well they are learning through discussions with trainers. In addition, learners reflect on their learning experience on the end of course evaluation form. GT has a clear attendance and punctuality policy which is shared with learners. Attendance and punctuality records are mostly kept. The overall attendance rate is high at 97% for the last three years; however, a few learners turn up 30 minutes late to their sessions.

## **The quality of provision**

### **How effective are teaching/training and assessment in promoting learning?**

#### **Grade: satisfactory (3)**

GT trainers have good command of their specialism and use a range of relevant vocational examples to enrich learning. Most trainers are able to respond well to learners' enquiries. However, trainers usually use generic lessons' agenda and basic scheme of work that are updated in some cases to incorporate learners' needs. Trainers generally share session's objectives; however, in a minority of sessions time management is an issue, as few activities take more time than expected.

The majority of trainers use a suitable range of training methods and activities to motivate and engage learners during sessions. This include, group work activities, tasks and presenting findings on flip charts, brain storming and role plays. However, in a few of the

observed sessions, teaching is more towards trainer-centered that limits learners' interactions and as such proportion of them remain passive. In the better observed sessions, trainers use further questioning to stimulate critical thinking. Learners are occasionally challenged to provide further explanations. The majority of trainers cater for individual learners' needs in the observed sessions suitably. Trainers utilize learning resources and materials to facilitate the delivery and promote effective learning; this includes effective use of data show and informative slides, flip charts, games and relevant videos.

On the majority of courses, trainers assess learners through relevant pre- and post- course tests. Generally, trainers go through learners' answers on pre-tests to address learners' needs adequately. A minority of the summative assessments however, are not robust in suitably addressing the planned course objectives and in cases; learners' work is inaccurately marked. GT trainers use in-class activities as a mean of formative assessment to evaluate learners' understanding, however, this is not sufficiently consistent across courses. The institute provides a useful end of course report, which contains the pre- and post- course assessment, scored marks and learners' attendance and punctuality with few general comments from trainers. Additionally, learners receive useful and instant verbal feedback during sessions to inform them on how to improve further.

### **How well programmes meet the needs and interests of learners and stakeholders?**

#### **Grade: Good (2)**

GT delivers courses that are highly responsive to local market needs. It offers a wide range of short and very short local-attendance courses mainly in the field of management and soft skills along with externally-accredited programme in CIB. On 2012 GT started offering CPHRC courses in Arabic and English, which represents 45% of total conducted courses. The institute benefits highly from relevant input received from local market and international studies to develop its offering. Marketing visits to employers and monthly announcements are geared towards promoting courses on offer and further sensing current market specific requirements.

During sessions of the local attendance courses, GT provides learners with informative PowerPoint presentations, handouts and when needed supplementary references. Courses are well-resourced to meet the needs of learners and stakeholders. Additionally, a few relevant extra-curricular activities are in place for number of courses to enliven learning.

GT has clear policy and effective procedures to design, approve, review and update programmes prior to start of courses. Moreover, the institute keeps an instructive workflow plan that aid effective communication between trainers and GT staff regarding course materials approvals, design and relevant course assessment. GT maintains effective communications with relevant external awarding bodies to update course modules and

materials. Almost all courses are reviewed and updated regularly. Moreover, GT courses are well planned and structured, with detailed course outlines shared with learners and stakeholders in advance.

Local attendance courses are designed in-house. Whilst, pre- post-tests on the majority of courses clearly match course objectives, planned activities in a few cases do not sufficiently match course objectives. In regards to the CPHRC programme, although the modules are insufficiently detailed structured and planned, GT has responded adequately to learners' and stakeholders' concerns about the quality of the translation.

The provider has clear access and entry-level requirements to different courses. Local attendance courses and CIB have specific target audience that is communicated to learners and employers effectively through various channels. GT carries out interviews with learners as entry requirement to CPHRC programme along with a pre assessment, which are fit for purpose.

### **How well learners are supported and guided?**

#### **Grade: Good (2)**

Considering the short duration of the courses on offer, GT has effective support and guidance mechanism in place to deal with course-related and personal matters for learners to achieve better. Learners on all courses are well-inducted on course objectives and assessments and are provided with necessary information about safety measures. Learners and employers receive useful information about course outline in advance or on the first day of the course. GT communicates with learners effectively via emails, SMS and social media. A useful learners' progress report is shared with employers at the end of courses and individual learners are always made aware of their progress. Employers and learners receive the 'Year Training Calendar' and monthly training announcements.

GT provides a user-friendly website with informative details on courses and online assessment procedures. Courses brochures are informative and current. All learners have access to their trainers and support staff during and after course. Individual learners who face academic challenges are provided with extra support sessions and useful self-study packages. Learners on CIB courses are well-guided and provided with access to awarding body site to complete their membership process and assignments. Learners who require assistance with personal matters are sensitively supported and their problems are dealt with confidentially. Talented learners who achieve and progress well are recognised during graduation ceremonies.



GT maintains a friendly relationship with its alumni and updates them with the upcoming programmes and events. Arrangements for the delivery of programmes are flexible and the administrative staff regularly follows up with learners and employers regarding absenteeism or change of venue. GT conducts most of its courses at well-resourced hospitality venues and as requested at employers' premises. The quality of the learning environment is good. GT has a useful policy to support learners with Special Educational Needs. However, the arrangements to deal with this category of learners are not fully developed.

## **Leadership, management and governance**

### **How effective are leadership, management and governance in raising achievement and improving the quality of the provision?**

#### **Grade: Satisfactory (3)**

GT is guided by a focused strategic and operation plans that are based on understanding of local industry training requirements. It includes clear targets and a range of Key Performance Indicators (KPIs). GT vision and mission statements are shared with staff and suitably focuses on raising learners' achievement and the quality of its provision. The institute maintains quality assurance policies, procedure and manuals that incorporate most of its operational needs and are based on ISO's standards. However, the current internal quality assurance practices are not highly effective in ensuring consistency of teaching and training and improving learners' achievements on courses as it is not cascaded thoroughly into its operation. Moreover, the internal assessment and moderation practices are not sufficient and marking scheme does not have a clear rubric to guide trainers. GT has adequate procedure on assessing learners' prior attainment. However, not all learners undertake the assigned pre-course test.

The provider has sufficient human and physical resources, which meets its needs, considering the type of programmes and current enrollment. However, a few positions are vacant at the time of the review. All roles and responsibilities are defined in the form of job descriptions and roles. Furthermore, GT produces a useful internal periodic management annual review report. The report acknowledges internal practices and highlights a few areas for improvements such as pre- assessment process and record keeping of learners'

assessments. Although the submitted Self-Evaluation Form (SEF) is detailed and covers most of its aspects, the grades provided are not critical and overestimate the provision.

The quality of training is assured through lesson observations scheme, during sessions trainers are randomly visited by the quality assurance person and feedback is provided after each visit, this is complied with input from trainers' self-evaluation and feedback received from learners after the end of a course. Although recommendations and actions for improvements are identified GT does not always ensure that these actions are effectively followed up and acted upon on a timely manner. GT monitors learners' achievement on accredited courses such as the CIB and CPHRC. On the other hand GT maintains Pre- and post- courses, results for the attendance course. However, trend analysis is not always carried out and areas for improving learners' achievement are not sufficiently addressed.

The provider has a clear policy and procedures on staff induction, recruitment and development. Trainers are recruited after passing an interview and conducting a successful demo session. Staff are also provided with suitable training opportunities internally and externally. GT maintains healthy and safe learning environment and has policy and procedures that are shared with learners and staff. Premises is well maintained and all fire extinguishers and the first aid kit are current.

GT maintains effective links with international awarding bodies such as ISMM, CQI, and ILM and an effective network with local stakeholders. Effective mechanism is in place to aggregate and analyze learners' feedback on different courses and the management responds adequately to learners' comments. However, GT does not sufficiently seek the views of employers.

## The provider's key strengths

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- Programmes on offer are based on effective analysis and understanding of market needs and match stakeholders' and learners' requirements
- GT has an effective support mechanism in place, accessible to all learners to achieve better on programmes

## Recommendations

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### In order to improve, GT should:

- ensure that learners develop skills, gain knowledge and progress from their starting point
- ensure that assessment and checking of understanding of learners are effective and consistent
- strengthen the leadership and management by:
  - improving internal quality assurance system to closely monitor learners' performance and improve the overall performance of trainers and the provision.
  - ensuring that views of employers are systematically collected and used to improve the provision

## Appendix

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### Description of the provision

Golden Trust Training and Consultancy 'GT' was established in 2007 and is licensed by the Ministry of Labour. GT is a member of The International Federation of Training and Development Organizations 'IFTDO'. The institute offers a range of courses in the field of management and soft skills. Most courses are of a short duration. Additionally, GT offers a few internationally recognised certificates such as Certificate of Islamic Banker (CIB) awarded by the General Council for Islamic Banks and Financial Institutions (CIBAFI) and the CPHRC from the institute for Human Resources Management Education (iHRME). However, the institute fail to substantiate this as an awarding body. Moreover, the institute has a number of current accreditation and affiliations such as PRISM Brain Mapping, The Chartered Quality Institute (CQI), the General Counsel for Islamic Bankers and Financial Institutions (CIBAFI), and the Institute of Sales & Marketing Management (ISMM).

Since the last review on February 2012, GT has enrolled a total of 804 learners, in 2012, enrolled 1041, in 2013, 641 in 2014 and 263 in 2015 up to the date of the review. Most learners are either sponsored by their employers or through Tamkeen schemes.

GT operates from one location in Juffair and it is managed by its president who is also a full time trainer. The management team includes, a quality officer and support and marketing staff. The institute has access to a pool of qualified local and international trainers who are deployed on part-time basis.