



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

Directorate of Vocational Re- views Review Report

**Al Ghad Training Institute (GTI)
Tubli
Kingdom of Bahrain**

Date Reviewed: 16 - 19 October 2022

VO109-C4-R029

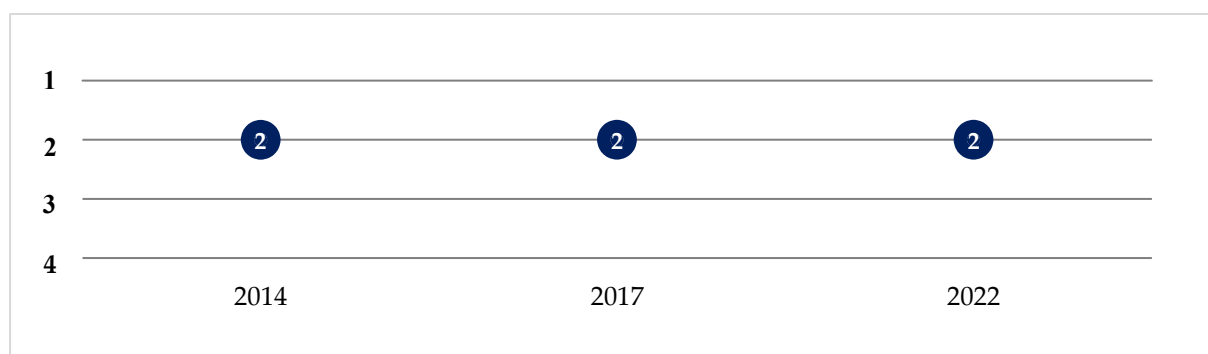
Introduction

The Directorate of Vocational Reviews (DVR) of the Education & Training Quality Authority (BQA), 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 materials provided by Al Ghad Training Institute and collected feedback from learners, 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	2
	Learners' support and guidance	2
Management and governance	Effectiveness of leadership, management and governance	2
Capacity to improve		2
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

- The overall effectiveness of Al Ghad Training Institute (GTI) is ‘Good’, as are all Aspects of its provision.
- The strategic and operational planning are geared towards meeting learners’ needs through a structured Strategic Plan. However, a number of the operational actions and success criteria is not clearly identified.
- Plans are periodically monitored based on effective evaluation of the practices, yet in a number of cases, the progress is not rigorously monitored nor evidently documented.
- The Institute offers a range of externally accredited qualifications in different vocational areas based on fit-for-purpose methods to identify the local market needs. A range of well-structured, planned and designed courses/programmes is conducted in response to learners’ needs and requirements.
- GTI’s trainers are qualified and utilise their professional experience and subject-matter knowledge with purposeful utilisation of various learning resources and materials to promote learning and engage learners productively. Trainers employ interactive approaches that create a determined learning environment to engage the majority of learners; however, in a minority of sessions, the employed training methodologies restrict the productive engagement of learners throughout the session.
- Learners’ retention, achievement, and attainment rates across most courses/programmes are high and the majority of learners achieve high competency rates in the international final examinations.
- Effective assessment methods are used to measure the learners’ achievement of the pre-defined Intended Learning Outcomes (ILOs). These methods are sufficiently challenging in relevance to the course level. However, the checking of learners’ understanding within the delivery of training sessions was a common area to develop further.
- The trainers are well-inducted, and their performance is regularly and effectively monitored to ensure continuous quality improvement. However, a number of training session observation forms is insufficiently critical nor explicitly highlight the development actions and follow-ups.
- Learners’ performance data is accurately kept whereas these are frequently aggregated, analysed and further trend analysis is carried out to inform decision-making and improvement plans.
- Adequate activities contributing to the Quality Assurance (QA) arrangements of the provision are carried out and underpinned by a set of policies and procedures. However, a number of these policies is not comprehensive nor effectively implemented and the moderation and verification processes are not covering all aspects of the training and learning provision.

Capacity to Improve ‘Good’

Judgement justifications

- GTI maintained its previous overall performance and the judgements of the review Aspects at ‘Good’ level. Moreover, the Institute has addressed most of the last BQA review recommendations and maintained its key strengths.
 - The Institute has effective strategic planning whereas the progress is sufficiently monitored and informed by ongoing self- assessment processes. The management team has responded appropriately to the challenges imposed by emerging circumstances and adapted its operations to ensure business continuity and sustainability.
 - The Institute has a valid partnership with two awarding bodies, namely NOCN and City and Guilds. On the other hand, the partnership with Gatehouse Awards for English courses has been suspended based on the demand of the stakeholders.
 - The Institute has taken considerable approaches towards maintaining learners’ high achievement rates, whereas almost all learners are able to complete the awarding bodies’ requirements and obtain the qualifications they aim for in a timely manner.
- GTI has sufficient human resources with access to a pool of qualified and experienced part-time trainers. The organisational structure has been updated in line with the Institute’s needs. GTI has also improved the quality and a range of its physical resources to fulfil the requirements for the offered courses/programmes.
 - The majority of QA processes are currently streamlined and consistently applied across the various courses/programmes. Whilst GTI has recently revised its internal QA manual to cover a wider range of the Institute’s activities, yet a number of policies and procedures is still insufficiently detailed nor fully implemented.
 - While the number of enrolments has slightly decreased between 2019 till 2022 due to exceptional circumstances, reasonable repeat business is maintained over the past three years. In addition, learners’ achievement records are accurately kept and monitored, and the success rates have been maintained at a high level over the past three years.

The Provider's Key Strengths

- learners' high achievement and attainment rates across most courses whereas the majority of learners achieved high competence rates.
- well-structured and planned courses/programmes, including the assessment methods, which are effectively implemented to meet the specific needs and requirements of learners and stakeholders.
- effective support and guidance provided to learners throughout their learning journey to achieve better outcomes.
- accurate and reliable data and effective monitoring of learners' performance.

Recommendations

In order to improve its provision, GTI should:

- further improve relevant knowledge and vocational skills acquired by learners.
- enhance the training strategies to effectively engage and motivate learners throughout the training session.
- strengthen the leadership and management by:
 - improving the comprehensiveness of the quality assurance manual and ensuring its rigorous and systematic implementation, particularly the verification and moderation processes.
 - ensuring the rigorousness of progress towards achieving the strategic objectives.

Learners' Achievement 'Good'

Judgement justifications

- Learners acquire knowledge and effectively develop vocational skills relevant to the courses/programmes they are enrolled in. The majority of learners are able to competently complete the assigned tasks, with a number of them achieving high competency rates. However, a minority of learners do not master the required skills and competencies upon course completion even though they have achieved the minimum passing criteria.
- Employability Skills (ES) programmes represent (51%), Information Technology courses (20%), Communication and language skills courses (21%), and other Application of Engineering and Human Resources courses/programmes represent the remaining of the total enrollment.
- Learners demonstrate a sufficient acquisition of the ILOs and develop knowledge and skills, as evident in ES observed sessions. Although a minority of learners show difficulties in completing the given tasks, they perform better upon completion of the programme as reflected in the submitted portfolios.
- Most learners are highly satisfied with the acquired knowledge, skills and competencies as reflected in analysed learners' feedback. The offered courses/programmes are pertinent to their needs and enhance their knowledge and skills. Furthermore, a number of unemployed learners managed to secure a job, and other working learners got promoted.
- The Institute has a well-structured assessment process effectively implemented to suit the type and duration of the courses/programmes whereas learners' achievement is accurately measured and verified.
- Learners' performance data's high retention and achievement rates reflect a good level of standards of knowledge and understanding, this is confirmed through the samples of learners' produced work provided for this review. Most learners chose to sit for final examinations achieve the qualifications they aim for from the first attempt; as per the awarding body's regulations and passing criteria.
- Learners' progress is effectively measured throughout the courses/programmes, and most learners progress well towards achieving the qualifications they aim for. From ES sessions' observations, learners' responses and contributions show sufficient progress as indicated during topics recaps and wrap-up of sessions. In addition, a number of learners advances through the levels and maintains high levels of achievement in the English courses.
- The majority of learners show purposeful commitment and a positive attitude towards the learning experience as reflected in the productive class discussions, regular attendance, and learners' work submitted. However, a minority of learners attend training sessions late and/or are less active in discussions. Nevertheless, the attendance and punc-

tuality records are regularly maintained through the effective implementation of GTI 'Attendance Policy'.

- Learners are able to work independently and collaboratively during class activities and individual portfolio

preparation. In virtual sessions, learners are involved in group activities through the breakout rooms. However, there are a few cases whereas a few members dominate the group work and discussions.

Areas for improvement:

- learners' participation during training sessions.
- minority of learners mastering of skills and knowledge.

Effectiveness of Teaching/Training and Assessment 'Good'

Judgement justifications

- Trainers use their professional qualifications and relevant experience to provide targeted learning and seamless training delivery. Trainers effectively utilise the available learning resources including relevant materials, videos, and the platforms' various features to enable sustainable learning and smooth training delivery.
- Trainers display in-depth knowledge and understanding of their vocational fields, which are well reflected in their accurate and clear explanations, knowledgeable illustrations of the topics, and accurate responses to learners' questions. They also enrich their delivery by using useful real-life cases and citing a range of vocationally related examples with a focus on hands-on practices that depict workplace scenarios.
- Most trainers employ a variety of training methods and focused activities that are suitable for the mode of delivery and effectively engage the majority of learners. These include lecturing,

presentations, open discussions, demonstrations, role plays and activity-based learning. Although these used training and learning methods widened learners' understanding throughout the learning process, in some cases trainers were not successful in engaging the passive learners, particularly during the verbal discussions.

- Trainers effectively use a variety of formative and summative assessment methods and tools supported with clear pre-defined rubrics to evaluate learners' understanding and measure achievement of the ILOs in a timely manner. Furthermore, a range of internally designed formative assessments that are mapped to the stated ILOs and vary in level are utilised throughout the course to evaluate learners' level of attainments. However, in a minority of cases, trainers insufficiently checked learners' individual understanding during sessions.
- ES programme is a portfolio-based assessment subject to verification and

moderation processes adhering to the awarding bodies' requirements, with a fit-for-purpose process internally implemented. Other courses/programmes are examination-based assessments conducted by the awarding bodies.

- Trainers appropriately plan and deliver training sessions based on progressive and well-structured lesson plans. Sessions usually start on time with a useful recapitulation of the previous sessions and end with a wrap-up summary. Lesson planning is appropriately influenced by the outcomes of learners' assessment profiles and results, enabling adequate management and progressive delivery of sessions that are consistent with the stated ILOs. However, in a few cases, lesson plans were executed ineffectively with inappropriate session time management.
- Learners' individual learning needs are effectively addressed by most trainers. Trainers' accommodations are reflected through the training sessions observed whereas lesson plans are supported with a range of differentiated

activities to cater for the learners' varying needs. During delivery, trainers simplify the language used, including the use of bi-language, and further explanation and clarifications, when needed.

- Trainers suitably use relevant approaches to stimulate learners' self-learning through the use of online search engines to perform tasks. Trainers also encourage learners to share their experiences and utilise the available resources such as mobile phones and videos to enrich the learning experience.
- Learners' performance reliable records are accurately maintained and regularly updated, including attendance and punctuality. Throughout the learning experience, trainers constantly made learners aware of their performance by providing constructive verbal feedback to improve further. Moreover, learners are provided with useful written feedback on their work, yet written feedback vary in quality among trainers and do not always precisely indicate learners' areas of improvements.

Areas for improvement

- training methodology to effectively engage passive learners.
- assessment of individual learners' understanding during training sessions.

Quality of Course/Programmes 'Good'

Judgement justifications

- GTI offers a range of externally accredited courses/programmes in different fields such as Information Technology, Leadership, Management and Human Resources, and Communication and language skills. Courses/programmes are offered in affiliations with known awarding bodies such as City & Guilds, the National Open College Network (NOCN), English language awarding body Gatehouse Award (GA) Entry Level 1 Certificate in ESOL International, Microsoft and Cisco Networking Academy.
- The Institute depends on the management team's experience and knowledge about the local market needs and regularly utilises a number of relevant approaches to gauge the viability of its offerings. This is evident through fit-for-purpose market scanning, local market surveys, learners' feedback outcomes, and trainers and external consultants' networks wherein the outcomes are effectively utilised to inform the provision.
- The vast majority of learners are highly satisfied with the offered courses/programmes that meet their needs and requirements. GTI positively responds to learners' specific needs in the ES programme to ensure learners gain the knowledge and experience they aim for.
- Courses/programmes are well planned and structured with detailed course outlines, whereas awarding bodies' requirements are adhered to, the specifications are clearly provided, and they indicate the objectives/ILOs. In addition, courses/programmes are designed to support learners' practical and theoretical learning with well-structured internal and external formative and summative assessments that are clearly mapped to courses/programmes ILOs.
- The awarding bodies regularly review courses/programmes and update GTI about the latest updates in the market. However, the internal review and update processes are not formalised to review and update all elements of learning and training processes.
- Courses/programmes are well supported with a range of resources to facilitate the mode of delivery as the training sessions were conducted through online learning platforms during the emerging circumstances.
- GTI has brief procedures for learners' admission requirements, which are stipulated in a number of general access and entry policies. The Institute implements the awarding and regulatory bodies' rules and regulations regarding access and entry requirements. However, GTI placement arrangements to ensure that learners are admitted suitably to the courses/programmes are not clearly defined nor structured to effectively gauge the abilities of applicants for different courses/programmes.

Areas for improvement

- documentation of the mechanism implemented for designing, approving, updating and internal review of courses/programmes.
- effective implementation of the placement's mechanism on suitable courses/programmes' levels.

Learners' Support and Guidance 'Good'

Judgement justifications

- GTI provides learners with effective support and continuous guidance to maximise their potential and achieve better outcomes. Trainers and staff have a close rapport with learners; they address learners' needs actively and provide the required support in a timely manner. Learners' feedback confirmed that the support and guidance provided positively influence their achievement and improve their competencies.
- Useful policies and procedures related to learners' support and guidance are embodied in GTI's quality manual. However, the '*Learners Support Policy*' is not sufficiently detailed nor comprehensive.
- A '*Support Form*' is used to identify individual learner's support needs and records actions and follow-ups to meet the learner's needs. These actions include an individualised learner's support plan, which usually incorporates extra training hours, one-on-one sessions and access to additional materials. Cases reviewed disclosed that such actions effectively support learners to perform better.
- Trainers sufficiently identify learners at-risk and provide regular support and guidance to overcome their learning difficulties and enhance their performance through a range of activities, such as consultations, guidance and coaching sessions and mock examinations.
- GTI's Complaints and Academic Appeal policies are useful, and a dedicated Complaint Form is in place. However, no cases are recorded during the review scope.
- Learners and stakeholders have access to sufficient information about offerings and what is expected to complete the courses/programmes requirements through different means of communication such as the fit-for-purpose website and social media channels. In addition, GTI's '*Induction policy*' is in place and it is effectively implemented. During emerging circumstances, learners were regularly updated on the changes made to the mode of delivery and informed about the health and safety requirements by emails and WhatsApp messages. In addition, upon starting a course/programme, learners are provided with a fit-for-purpose induction programme to familiarise them with opportunities for progression and

learning pathways to enable them to settle quickly and confidently.

- Learners receive continuous and relevant technical support relating to the adopted mode of delivery and the platforms used. Learners are also provided with flexible arrangements for the scheduling and delivery of courses/programmes to meet their needs and requirements.
- GTI effectively enhances learners' abilities and life skills by providing a relevant range of relevant extra-curricular activities in its courses/programmes that include movies reviews, site visits to expose learners to actual work environments and practices, guest speakers visits, panel discussions, competitions and on the job training for a number of the conducted courses/programmes.
- Learners have access to sufficient learning facilities at GTI's premises including laboratories with up-to-date software, as well as a range of further readings and videos beyond the prescribed courses' contents.
- GTI staff and trainers maintain continuous verbal and written communication with learners to inform them about

their achievements and attendance. Issues related to attendance and/or any emerging requirements or concerns on learners' performance are discussed promptly.

- A useful "*Attendance Follow-Up Form*" is utilised to closely monitor learners' absenteeism. Additionally, a '*Trainees Performance Report*' is shared with learners upon course completion, however, the quality of written feedback varies and development areas are not always highlighted.
- A sufficiently detailed policy related to learners with Special Educational Needs and/or Disabilities (SEND) has recently been updated but has not yet been implemented. Learners declare their special needs in the '*Training Needs Analysis (TNA)*' form; cases reviewed showed that relevant support is provided by GTI. Moreover, suitable arrangements are in place for learners with disabilities to access and utilise GTI's premises. These arrangements adhere to the local regulatory and awarding bodies' specifications.

Areas for improvement

- a comprehensive '*Learners Support Policy*'.
- the quality of written feedback in "*Trainees Performance Report*".

Effectiveness of Leadership, Management and Governance ‘Good’

Judgement justifications

- GTI has a clear strategic direction that focuses on enhancing learners’ achievement and improving the quality of provision. Strategic planning is guided by the Institute’s five-year plan (2018-2022) and informed by the outcomes of useful and regular self-evaluation processes.
 - The Strategic Plan is underpinned by a set of relevant strategic goals and objectives aligned towards continuous improvement; however, a number of the operational actions and success criteria is not well-defined nor measurable to ensure rigorous monitoring of performance. Moreover, in a number of cases, the progress made towards achieving the strategic objectives is not precisely reflected in the ‘Follow-up Plans’, nor documented.
 - The contingency planning is and reinforced by a sufficient understanding of the associated risks. In spite of the slow pace in which GTI responded to the requirements of the emerging circumstances, a number of initiatives and improvement actions has been initiated to continue the Institute’s operations and resume training activities.
 - The Self-Evaluation Form (SEF) submitted for the purpose of this review is informative and appropriately supported by a range of relevant evidence. Nevertheless, it lacks some essential details in a number of criteria and the awarded grades have slightly overestimated the provision by one grade.
- Learners’ performance is well monitored and analysed. GTI implements an effective mechanism to maintain accurate and reliable data on learners’ performance for all the conducted courses/programmes, whereas data is effectively analysed at the course and the institutional levels. The outcomes of the analysis are discussed in the relevant management and staff meetings and are appropriately utilised to inform decision-making.
 - Trainers’ performance is effectively monitored through internal and external sessions’ observations. Most of the completed sessions’ observation forms highlight relevant areas of good practices and recommendations for further improvement, where required. Nonetheless, a number of the identified improvement areas is not sufficiently critical nor detailed to facilitate monitoring of implementation and promote continuous improvement.
 - Staff performance is regularly monitored through annual performance appraisals that provide recommendations for further improvement, when needed. The staff members’ and trainers’ professional development needs are adequately identified based on the outcomes of their performance appraisals. They are provided with a number of training and development opportunities relevant to their responsibilities,

in addition to the technical support required for the mode of delivery and platforms used.

- The current GTI's organisational structure is fit-for-purpose and supported with suitable human resources to fulfil the requirements of the provision. GTI employs qualified staff and utilises a pool of part-time trainers in different disciplines with relevant professional and training experience. The roles and responsibilities of staff including the senior management team are clearly defined. In addition, the newly recruited staff and trainers are effectively inducted to ensure that they are well-informed about the provision and their allocated responsibilities.
- GTI has a set of relevant policies and procedures that have recently been reviewed and updated. Nevertheless, a number of these policies is neither sufficiently detailed nor consistently implemented. The moderation and verification processes are appropriately implemented, though they do not cover

all aspects of the training and learning processes.

- A sufficiently detailed policy supported by essential measures and relevant procedures is in place to ensure the health, safety and well-being of learners and staff. The learning environment is fit-for-purpose; the premises and facilities are hygienic and free from hazards. GTI management team adheres to health and safety regulations stipulated by the official bodies, including new measures to address emerging circumstances.
- GTI maintains active partnerships with a number of international awarding bodies and ensures compliance with the latest requirements and standards. Learners' feedback is consistently and systematically gathered and analysed, whereas outcomes of the analysis are suitably utilised to inform decision-making and carry out the necessary improvement actions, where needed.

Areas for improvement

- rigorousness of progress monitoring towards achieving the strategic objectives.
- comprehensiveness of content and rigorous implementation of the internal quality assurance system to cover all aspects of learning and training provision, particularly the verification and moderation processes.

Appendix: Provider Information

Provider Name (English)	Al Ghad Training Institute					
Provider Name (Arabic)	معهد الغد للتدريب					
Licensing Body	Ministry of Labour					
Year of Establishment	2012					
Age Range of Learners	18 and above					
Number of Learners	Male	290	Female	856	Total	1146
Learning Areas	Externally Accredited	<ul style="list-style-type: none"> • Leadership, Management and Human Resources <ul style="list-style-type: none"> - City & Guilds: Entry Level Certificate in Employability Skills. - The National Open College Network (NOCN) Entry Level Certificate in Using Employability Skills. - Diploma in Human Resources Management by International Qualifications Network (IQN). • Information Technology (IT) <ul style="list-style-type: none"> - Cisco Networking Academy programme - Microsoft Partner program - International Computer Driving License (ICDL) - Autodesk • Communication and language skills <ul style="list-style-type: none"> - GA Entry Level Certificate in ESOL International by Gatehouse Awards 				
	Local Achievement	<ul style="list-style-type: none"> • None 				
	Local Attendance	<ul style="list-style-type: none"> • None 				

Available Learning Platform(s)	<ul style="list-style-type: none"> • ZOOM • Google Classroom
Institution's Listing Status	Not yet listed on the National Qualification Framework (NQF)
List of Qualification Placed on/Aligned to the NQF	<ul style="list-style-type: none"> • Not applicable.