



Directorate of Vocational Reviews Review Report

London Training Centre
Jidhafs
Kingdom of Bahrain

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VO020-C3-R034

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Introduction

The Directorate of Vocational Reviews (DVR), which is a part of the National Authority for Qualifications & Quality Assurance of Education & Training (QQA), conducted this review over four days by a team of four reviewers. For this review, reviewers observed training sessions and other related activities, analysed data about the courses and qualifications learners achieve, examined learners' written and other work, examined documents and materials provided by the provider and talked with learners, employers, trainers, management and support staff.

In the previous review London Training Centre's (LTC) overall effectiveness was judged as good as were all other aspects of the provision.

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

Grading scale

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

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

Review judgements

Overall effectiveness

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

Grade: Good (2)

The overall effectiveness of London Training Centre (LTC) is judged as good as all aspects of its provision. The vast majority of learners gain useful knowledge and develop vocational skills related to their chosen fields. The analysis of a representable sample of pre- and post-course assessment results show that on the local attendance courses the majority of learners make appropriately progress compared to their starting point. Almost all learners on the externally accredited courses, though representing only a minority of the overall enrolment, obtain their certificates in a timely manner. Trainers are qualified, with relevant theoretical and practical command of their subjects. They use a participative range of teaching methods to engage and motivate learners effectively. Clear criteria are used in grading learners work and determining progress. However, in a minority of cases the marking of learners' written work is not rigorous enough and, although trainers provide learners with useful continuous verbal feedback, the written feedback provided is not sufficiently detailed to support learners in improving further.

Courses are offered based on effective understanding of market needs, comprehensive and constructive training needs analysis (TNA), and mystery shopping activities. Courses on offer have a clear structure and detailed outlines that clearly indicate the ILOs and teaching and assessment methods. LTC uses an effective mechanism to design and customise courses through stakeholder-specific TNA.

Support mechanisms are readily available and accessible to all learners aiding them to achieve better outcomes. Trainers and staff are approachable and supportive. Effective communications with stakeholder keep them advised regarding learners' progress and a detailed performance report is provided upon course completion. A few items on the performance report are not clearly defined. The Centre has fit for purpose arrangements to accommodate learners with special needs. The management utilises useful strategic and operational plans and efficiently monitors the overall achievement of its goals annually. A yearly SWOT analysis is performed, with risk assessment and mitigation approaches being appropriately carried out. Policies relating to moderation and verification process are in place. However, the internal moderation practices, although regular, are not rigorous. On the other hand, the external moderation practices are effective in identifying areas for improvement. In addition, learners' performance is closely monitored and learners' and stakeholders' feedback

is collected regularly, analysed and acted upon. The Centre maintains productive links with local stakeholders and international affiliations.

Capacity to improve

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

Grade: Good (2)

LTC's capacity to improve is good overall. The management has a detailed strategic plan with set targets that are reviewed by management and action planning is comprehensive and detailed. Action planning is relevant and a policies and procedures manual is up to date and used to manage and quality control the provision. The overall performance of the Centre is regularly monitored and development plans are adjusted accordingly. Through, a number of initiatives, ILC has address most of the last review recommendations while others were partially addressed. LTC monitors learners' achievement results and success rates are high on the externally accredited courses. The Centre provides sufficient human and physical resources to support its operations.

Enrolment has been maintained since 2013, with good repeat business, though it has dropped in 2016. LTC has maintained current international affiliation status with Institute of Commercial Management (ICM) and Highfield UK and the Centre is in the process of adding more international accreditations in IT, management and safety including Information Technology Infrastructure Library (ITIL), Adobe, Pearson UK and the Chartered Institute of Environmental Health (CIEH).

Learners' achievement

How well do learners achieve?

Grade: Good (2)

Learners' achievement at LTC is good overall. The vast majority of learners gain useful knowledge and develop vocational skills related to their chosen fields, improving their effectiveness at the work place and encouraging advancement within their organisations, such as cases of learners being promoted within their company or job task. The vast majority of learners achieve courses ILOs and obtain a certificate of attendance after being present at least 75% of the time. However, a few do not succeed in achieving all courses ILOs. On the other hand, almost all learners on the externally accredited courses, though representing only a

minority of the overall enrolment, obtain their certificates in a timely manner and their grades are above the international pass marks. The Learners' Performance Data (LPD) indicates that both the overall success and retention rates are high, being around 100% which is what is expected for short and very short courses.

Learners are provided with a sufficient range of in-class formative and summative assessment instruments along with on the job training opportunities, or performance monitoring on certain courses such as customer service, course to measure their understanding of concepts and determine their progress. Analysis of a representative sample of pre- and post-course assessment results shows that the majority of learners on the local attendance courses make appropriate progress compared to their starting point in terms of the achievement of ILOs, while only a few made minimal progress in terms of acquiring the expected knowledge and skills.

Learners are self-motivated and have positive attitudes towards their learning. They are able to work independently and collaboratively during sessions. In addition, a substantial minority of learners have the ability to reflect critically on their learning as seen from the course self-evaluation and monitoring forms and learners' logbooks'. LTC has a clear attendance policy and attendance percentage is high, though in a few cases punctuality is not recorded.

The quality of provision

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

Grade: Good (2)

The effectiveness of teaching/training and assessment at LTC is good overall. Trainers are qualified, knowledgeable and have relevant theoretical and practical command of their subjects. Trainers are able to respond effectively to learners' questions' and site real life examples to enrich their teaching. Most sessions are structured and managed well, and specific ILOs are shared with learners on a daily basis. Most LTC trainers utilise a standardised detailed lesson plan that states topics to be covered along with the appropriate dedicated assessment method, time allocated, resources and teaching methodologies. However, a few trainers use a basic scheme of work to plan their sessions. LTC trainers use learners' prior attainment and continuous assessment effectively to influence the delivery of courses, using extra supporting materials as relevant.

Most trainers use effective wide range of teaching methods to engage and motivate learners effectively. These include various presentations, direct questioning, pair and group activities, and role-plays. Trainers also use the available learning resources and materials effectively to

promote learning and facilitate delivery of the training, including data show projectors, clear PowerPoint presentations, quality training materials, relevant videos, health and safety training materials and first aid kits. Well-planned formative and summative assessments for each session are used to check understanding and measure achievement of the ILOs throughout the course. The majority of trainers use active learning activities to encourage self-learning and critical thinking skills, such as using challenging follow-up questions that relate to the learners' workplace and hypothetical scenarios and case studies.

LTC has clear criteria for grading learners work and determining progress. However, in a minority of cases the marking of learners' written work is not rigorous enough. LTC trainers accommodate the needs of less able learners well by simplifying concepts and repeating certain explanations. The more able learners are appropriately challenged with further questioning. Records of learners' performance are always maintained and they include learners' scores on the formative and summative assessments along with their grades allocated during sessions. LTC trainers provide learners with continuous verbal feedback. However, the written feedback provided by trainers is not sufficiently detailed to specify how learners can further improve their learning.

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

Grade: Good (2)

The quality of programmes is good overall. The courses offered are based on effective understanding of market needs, constant networking with stakeholders, comprehensive and constructive TNA approved by stakeholders, and mystery shopping activities. Moreover LTC has a permanent professional committee that meets regularly to scan the market needs and propose new courses or international affiliations, such as in case of the Adobe course.

LTC uses an effective mechanism to design and customise courses through stakeholder-specific TNA. However, in a few cases the language of the materials had been changed to meet a few of the learners needs after the course has started. Courses offered have clear structure and detailed outlines that clearly indicate the ILOs and teaching and assessment methods. All courses are periodically reviewed to meet stakeholders' identified needs. Learners are provided with updated, well designed and suitable course hand-outs in a PPT format or authentic course material. They have relevant activities included and are supported with learning resources such as videos, CDs, case studies and various unique stakeholders reference materials. Course content is internally reviewed, updated and the provider also seeks international bodies to endorse a number of its locally designed courses.

LTC provides an appropriate range of enrichment activities to learners, such as workplace-specific forms, case studies, assignments, and guest speakers. Learners are provided with opportunities to carry out work-based assignments and discuss work-related issues. Moreover, the Centre has clear access and entry level requirements and mechanisms. The outcomes of the TNA identify the entry level for each learner. A well-written enrolment policy is in place that ensures smooth and correct enrolment for every course.

How well are learners supported and guided?

Grade: Good (2)

The Centre has a systematic support and guidance mechanism that helps learners in achieving better learning outcomes. Support mechanisms are explained and accessible to all learners. Before the start of the course, learners and stakeholders have access to sufficient and clear guidance on course selection through detailed course outlines, social media and an informative up-to-date website. Health and safety instructions, general rules and guidance on attendance, punctuality, code of conduct and assessment policy are all shared with learners on the first day of the course. Moreover, trainers are approachable, and provide assistance including extra support sessions, links to relevant websites and assistance with projects. They also provide useful guidance on career and educational opportunities or progression when requested. The management provides learners access to effective personal support that influences learners' ethics and encourages a positive work attitude.

LTC maintains effective communication with stakeholders about learners' performance and detailed progress reports are provided upon course completion. The report includes information about skills developed by learners and their marks, as well as information on the competencies achieved such as their ability to work independently, the quality of their output, completion of tasks, and their attitude and behaviour. However, a few items on the progress report are not clearly defined. A detailed report is provided to Tamkeen about learners enrolled in the Career Progression Programme (CPP).

Arrangements for the delivery of programmes is flexible to suits the need of learners and stakeholders, for instance offering course materials in Arabic and English or changing a course date, venue or time according to the stakeholders' need. LTC premises and facilities provide a suitable learning environment, with a physical library and access to a vast range of e-learning materials.

LTC has recently developed a special needs policy and the centre a fit-for-purpose arrangement to accommodate learners with special needs. For example, the Center has deployed a sign language trainer to train a group of learners with hearing impairments. On the first day of the course the Centre collects information on any special care requirements.

Leadership, management and governance

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

Grade: Good (2)

LTC has well defined and communicated mission, vision and values statements that focus on maintaining an effective cooperate culture and developing learners' skills and knowledge. The management uses strategic and operation plans from 2015 to efficiently monitor the overall achievement of the annual goals. Action plans are well defined with success indicators, allocated resources, time-frame and responsible individuals. These are shared with staff and the necessary operational steps are taken to achieve the actions. In addition LTC performs a useful yearly SWOT analysis and uses the outcomes to develop its strategic plan, further improve performance of the provision, and monitor the effectiveness of the development plans. Risk assessment and any required risk mitigation actions are carried out as appropriate.

There is an up-to-date policies and procedures manual that is used to quality assure the provision and streamline its practices. Learners' prior attainment in all courses is sufficiently assessed and used effectively. Polices related to moderation and verification processes are in place. The internal moderation practice, although regular, it is not rigorous. On the other hand, the external moderation practices are effective in identifying areas for improvement regarding anomalies in assessment. The SEF is informative, though grades are overestimated.

Considering the type of courses on offer and enrolment numbers, LTC's current organisational structure is sufficient to meet the organisation targets. All roles have clear job descriptions. LTC recruits and deploys professional trainers and qualified staff. Trainers are selected after successfully carrying out a live demo session. They are properly inducted on the training policy and job expectations. Their performance is monitored regularly through class observations conducted by internal verifiers and comments are shared with trainers on how to improve. However, in a few cases areas for improvement are not specific enough. Staff performance is monitored on a regular basis, training needs are identified and relevant training opportunities are provided accordingly.

Learners' performance is closely monitored, with achievement data being kept and analysed to monitor trends over time. The outcomes are used to influence decision-making on course design and progress reports generated. Learners' and stakeholders' feedback is collected regularly, analysed and acted upon, while LTC keeps productive links with local stakeholders and international affiliations. Comprehensive health and safety policies and procedures are in place. The premises are free from obvious hazards and are well maintained. Risk assessment is carried out and corrective measures are taken as necessary.

The provider's key strengths

- Most trainers use a varied range of teaching methods that effectively engage and motivate learners.
- Courses are offered based on effective understanding of the market and learners' and stakeholders' needs and requirements.
- Learners are provided with effective support that enables them to achieve better.
- The management utilizes useful strategic and operation plans to monitor effectively the overall achievement of the provision.

Recommendations

In order to improve, LTC should:

- further ensure that learners achieve the required skills and knowledge and make sufficient progress on all courses
- ensure that the marking of learners' work is accurate and that learners are provided with effective written feedback on how to further enhance their learning
- enhance internal moderation to be more critical, objective and consistent in quality.

Appendix

Description of the Institute

London Training Centre (LTC) was established in 2001 and is licensed by the Ministry of Labour. The Centre operates from its office in Jidhafs and conducts training courses locally at its own premises, clients' offices and hospitality venues. LTC offers local attendance and completion courses in management, soft skills, basic health, Information Technology, safety courses and English, along with internationally accredited courses from Highfield UK and the Institute of Commercial Management (ICM).

To meet the needs of stakeholders and learners, the Centre customises course content and schedules. LTC also design training courses on a specific area based on a stakeholder's training needs analysis. Since the last review May 2013, LTC has almost maintained enrolled 580 in 2013, 337 in 2014, 573 in 2015 and 7 in 2016 up to date of the review. Most learners are sponsored either by their employers or through Tamkeen schemes.

The Centre has a management team comprising a full time managing director, human resources and administration manager, quality manager and training coordinator. A marketing person, an administrator and internal and external verifiers all are hired on part time basis. LTC has access to a pool of qualified local and regional trainers from different specialisations who are contracted to deliver training as and when required.