



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

# **Directorate of Vocational Reviews**

## **Review Report**

**Marvel Management Training Institute**  
**Manama**  
**Kingdom of Bahrain**

**Date Reviewed: 3-5 January 2017**

**VO100-C3-R048**

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## Introduction

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The Directorate Vocational Reviews (DVR), which is a part of the Education and Training Quality Authority (BQA), conducted this review over three days by a team of five 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 met with learners, employers, trainers, management and support staff.

In the previous review, Marvel Management Training Institute (MMTI) overall effectiveness was judged as satisfactory, as were all main questions of the provision except the leadership and management was judged as inadequate.

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	Satisfactory (3)
Quality of support and guidance	Satisfactory (3)
Leadership, management and governance	Inadequate (4)
<b>Capacity to improve</b>	<b>Inadequate (4)</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 MMTI is satisfactory, as are all aspects of its provision except the effectiveness of leadership, management, and governance and the capacity to improve which are judged as inadequate. The majority of learners develop useful knowledge and vocational skills which are relevant to their workplace and to their professions. Learners are attentive and enjoy their learning experience. However, a minority of learners achieve minimal success, particularly in the Project Management Professional (PMP) preparation courses. Courses are well structure and planned, and up-dated on a regular basis by the external bodies. However, assessment schemes are not always appropriately planned. Trainers at MMTI are qualified and knowledgeable, using a variety of training methods to engage learners and encourage self-learning and critical thinking. However, in a few cases trainers do not sufficiently encourage learners to participate throughout the session. The majority of the observed sessions are well managed however, trainers use schemes of work as a lesson plan, which is not informed by learner's prior attainment or continuous assessment.

There is appropriate follow-up with learners throughout the courses, including reminders on starting of the course, exam schedules and mock tests. Learners have the opportunity to attend extra hours, either as revision or compensating hours. The provider has highly flexible arrangements for course delivery, in terms of timings and days, to suit the needs of learners and stakeholders. However, the Institute lacks of a comprehensive written support and guidance policy. MMTI leadership and management lack a quality assurance system that focuses on continuous quality improvement. There is a strategic plan, though it lacks monitoring systems and regular follow up. The management keep records of learners' performance and assessment throughout the courses. However, use of these records in further developing the courses and improving the learning experience is insufficient. Links are maintained with external bodies and local stakeholders, enabling the Institute to widen their offering.

## **Capacity to improve**

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

#### **Grade: Inadequate (4)**

MMTI's capacity to improve is inadequate, and has declined since the last review. Although the Institute has taken sufficient steps towards addressing previous review report recommendations, aspects relevant to the leadership and management are not addressed and the grade of leadership and management remains inadequate. MMTI lacks sufficient strategic and action planning that focuses on learners' achievement and improves the quality of the provision.

The provider has a fit-for-purpose organisation structure with sufficient human and physical resources. Qualified trainers are recruited and deployed effectively. The management keeps records of learners' performance and assessment throughout the courses; however, these are not adequately used to improve the provision. The overall success and retention rate are 89% and 92% respectively. Learners' feedback is collected regularly and some actions are taken. Links are maintained with external bodies.

The Self-Evaluation Form (SEF) is sufficiently detailed, but some of the stated grades are overestimated. The provider recently conducted a general external quality assurance audit, but implementation of the results is ineffective in improving decision making. The Institute is in the process of introducing an online training portal. It recently conducted a market survey, but the outcomes are not yet implemented.

## **Learners' achievement**

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

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

Learners' achievement at MMTI is satisfactory overall. Learners enrolled in the Project Management Institute (PMI) and Green Business Certification Inc. (GBCI) Leadership in Energy and Environmental Design (LEED) preparatory courses gained and developed relevant vocational skills and knowledge that help them to achieve better results in the exams set by the external bodies. It is evident from the records of learners' formative assessment and the sessions observed that learners acquire the necessary knowledge that prepares them for the exams. However, the level of attainment for a minority of learners in the PMP

preparation course is minimal. Learners and employers interviewed express their satisfaction with the level of skills developed and attainment reached by learners throughout the courses.

The Learners' Performance Data sheet (LPD) shows that, 85% of enrolled learners are on the PMI and 15% on the LEED courses. The Institute provided the review team with the status of 17% of learners who sat the final examination for both PMI and GBCI courses including PMP and Certified Associate in Project Management (CAPM), Leadership in Energy and Environmental Design - Green Associate (LEED GA) and Leadership in Energy and Environmental Design Accredited Professional with a Building Design and Construction Specialty (LEED AP). The data provided shows that the majority of PMI learners achieve the qualification they aim for and meet the course objectives successfully. Most learners on the LEED preparatory courses pass the exam and a number of them obtain high score. The vast majority of learners are awarded with a certificate of attendance after satisfying the attendance requirements of a minimum of 75% of the total course hours, with the majority of them scoring reasonable marks in their post-course assessment. The LPD shows that the overall success rate is high at 89%. However, the level of attainment for a minority of learners is lower than the required MMTI pass mark, particularly on PMI courses.

From the sessions observed, learners are always attentive, have a positive attitude towards their learning, and occasionally a few learners reflect critically on what they need to do to improve further by questioning their trainers. They are also able to work independently during class activities and discussions. Retention rates are high, as expected with such short courses. The Institute has a clear policy on attendance and recently introduced one for punctuality. According to the sessions observed and the attendance records of the last three years, attendance rate is high for the majority of courses and the vast majority of learners have attended regularly. However, during the sessions observed there were a few cases of learners arriving late and the punctuality record is only recently implemented.

## **The quality of provision**

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

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

The effectiveness of training and assessment at MMTI is satisfactory overall. Trainers are qualified, knowledgeable and have relevant theoretical and practical command of the subjects they teach. This is evident from their stimulating vocational examples that are related to the courses and to learners' backgrounds and experiences. Trainers use a scheme of work as a lesson plan, which contains the topic to be covered and timing. However, the scheme lacks in-class activities, assessment strategies, learners' and trainers' roles and responsibilities, and the

resources to be used, while not being informed by learner's prior attainment or continuous assessment. The majority of the sessions observed were well managed and planned. Most of the time trainers shared the session objectives and/or defined the topic of the session with learners and occasionally trainers started with recapitulation. Trainers use a range of training methods to engage and motivate learners effectively throughout the course, including lecturing, group work and challenging direct and/or open questions. However, in the less successful sessions training methods are not sufficient to engage and motivate learners. Learners' different needs are appropriately accommodated during sessions by the trainer providing further explanation, clarification and discussion. Trainers succeed in stimulating self-learning and higher order and critical thinking by learners, and promote life-long learning.

Trainers assess learners understanding and measure their achievement of session objectives using suitable formative assessments tools such as end-of-class/module assessment and post-course assessments. However, in a few cases inaccurate marking was apparent and the marks distribution across all courses are inconsistent. Trainers provide learners with sufficient instant verbal feedback related to their performance in the class, though written feedback by trainers on learners' works was not found. Trainers utilise the available resources effectively in their training sessions, including white boards, data show, flip charts, PMP question bank, LEED on-line materials, and PMP Drop Box.

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

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

The effectiveness of programmes offered by MMTI is satisfactory overall. The Institute offers preparatory courses for internationally recognised examinations conducted by non-profit organisations such as Project Management Institute (PMI), USA, and Green Building Certification Inc. (GBCI), USA. These courses match the needs of engineering, Information and Communication Technology (ICT) and accounts learners 'and stakeholders. The PMI courses include Project Management Professional (PMP) and Certified Associate in Project Management CAPM. The GBCI courses have two levels, Leadership in Energy and Environmental Design-Green Associate (LEED GA) and Leadership in Energy and Environmental Design Accredited Professional with a Building Design and Construction Specialty (LEED AP). The provider utilises appropriate mechanisms such as learners' feedback, public events, enquiry calls, and clients' requests to inform its provision offerings. As a result of this the Institute has introduced Risk Management Certificate (RMC), Certified Management Accountant (CMA) and ICT courses. A basic online market survey for 2017 was recently introduced.

Courses are explicitly designed and updated on a regular basis by the external bodies themselves, so efficiently meet learners' needs. MMTI recently introduced a basic mechanism (workflow) to design approve, and monitor their provision. Courses are well structured and planned, supported with written outlines, though assessment schemes are not always appropriately planned. The courses offered are sufficiently resourced with a range of training resources and course materials, available in hard and/or soft copies. Learners are provided with well-designed and course handouts and in-class activities worksheets. Courses are supported with a limited range of enrichment activities, though these are insufficient. Clear access and entry level requirements and mechanisms are specified by the external bodies for the externally accredited courses. However, no formal overall enrollment policy or mechanism for access and entry level is in place. Consequently, a class might include learners of different levels of language or work experience, which impacts on the smoothness of the learning process.

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

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

Learners at MMTI are provided with adequate support and guidance to help them achieve successful outcomes. The administrative staff and trainers are approachable and supportive. On the first day of the course, learners are inducted with appropriate information that includes course and exam requirements, course objectives and topics to be covered, total training hours and days, and MMTI rules and regulations. This information is part of both the 'MMTI Learner's Training Introduction Kit' and the 'MMTI Policies and Procedures for Learners'. Throughout their course learners have access to a range of on-line course materials and systems such as Green Building Academy link for LEED courses, PMP Drop Box, PMP question bank, PMP hand book and Rita Mulcahy's project management book 'PMP Exam Prep'. Learners and stakeholders have access to course information through the Institute's website, brochures and promotional posts on social media applications such as LinkedIn and Facebook. Appropriate follow-up with learners is in place upon completion of the course; reminders are sent by e-mails to schedule their exams and mock test practices, where the learners have an unlimited number of times to practice. Learners have opportunities to attend extra training hours, either for revision or as compensation sessions. Learners who do not pass their exam are offered retraining classes. However, the Institute lacks a comprehensive written support and guidance policy.

Almost all learners attending MMTI preparatory courses are self-sponsored. The provider maintains communication with employers by informing them on learners' attendance during their course. Learners kept aware of their performance through course assessments. The Institute has a fit-for-purpose environment with three classrooms appropriately equipped with whiteboards, projectors and flip charts. Learners have access to sufficient facilities, including a small library with relevant books and two laptops dedicated to mock-up test



practice. MMTI has highly flexible arrangements for course delivery, in terms of timings and days, to suit the needs of learners and stakeholders. The flexible arrangements include morning and evening sessions during the weekend.

## **Leadership, management and governance**

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

#### **Grade: Inadequate (4)**

The effectiveness of MMTI leadership and management is inadequate overall. The institute has generic mission and vision statements that are focused on the quality of the courses provided and the support of learners. A strategic business plan is in place for the period 2012-2017 with predefined business targets. However, these targets are not sufficiently met. Monitoring of the strategic plan is not critically carried out and there is a lack of continuous improvement. The provider recently upgraded the current plan with six goals and objectives that focus on learners' achievement and other training aspects, but the means of achieving these goals are not assured through a proper action plan, neither the measurement and ownership of these goals are clearly defined.

The Institute management select and deploy qualified and experienced trainers who deliver course content effectively. The organisation structure is appropriate to the provider's size and courses offered, with different roles that enable the Institute's staff to carry out day to day activities such as registration and arranging the courses. The staff contracts indicate clear job roles and responsibilities and are shared with the staff when they join the organisation. An annual appraisal system is carried out for the most of the staff, though this is not clearly linked to staff development. Trainers' performance is monitored through classroom observation, with evaluation ratings that are shared with the trainers; however, this practice is not consistent and areas to be improved are not acted upon on a timely manner. The Institute's premises are fit for purpose with a suitable learning environment. Premises are free from hazard and essential health and safety aspects are in place. Security and occupational health and safety documents are in place and learners are made aware of these instructions at the start of a course.

The management keeps adequate records monitoring learners' achievement and performance, including their attendance and assessment throughout their course. However, monitoring of learners' performance and determination of the actions needed to improve further are not adequately carried out. The SEF provided for the purpose of the review is

sufficiently detailed and indicates some relevant areas of development, though some grades overestimate the level of provision. A general and brief code of practice has been developed, but does not cover all aspects of the learning provision. The provider recently conducted an external quality assurance audit, but again this audit is ineffectively used to inform improvement of the provision. The provider depends on the external bodies' requirements to enrol learners in their courses, though MMTI lacks sufficient procedures to measure learners' prior attainment or skills. Learners' feedback is collected regularly and some actions are taken. Links are maintained with external bodies.

## The provider's key strengths

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- The qualified trainers use a relevant range of training methods to engage and motivate learners.
- The well-structured and designed courses meet the needs of professional learners and different stakeholders.
- Follow-up, support and guidance help learners achieve better outcomes.

## Recommendations

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### In order to improve, MMTI should:

- ensure that learners develop skills and knowledge and achieve the course objectives effectively
- improve the quality of training and assessment by:
  - utilising learners' prior attainment to inform the planning alongside continuous assessment of learners
  - ensuring that marking and assessment is consistent and accurate across all courses
- improve leadership and management by:
  - ensuring that quality assurance is maintained for all aspects of the learning provision and that verification and moderation procedures are effectively implemented
  - improving trainers' performance further by regular visits on areas for improvement
  - ensuring that the self-evaluation process is made more rigorous in addressing areas needing further development and linking these with strategic planning.

## Appendix

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### Description of the provision

Marvel Management Training Institute (MMTI) is a branch office of Madras Management Training Institute, located in Qatar. MMTI was established in Bahrain in 2011, offering preparatory courses for internationally recognised examinations conducted by non-profit organisations such as Project Management Institute (PMI), USA, and Green Building Certification Institute (GBCI), USA. The Institute is licensed by the Ministry of Labour and Social Development (MoLSD).

Since the last BQA review, conducted in December 2013, the provider has enrolled 506 learners, broken down as 8 in 2013, 120 in 2014, 166 in 2015 and 212 in 2016. Approximately 85% of learners are enrolled on PMI courses and 15% on Green Business Certification Inc. (GBCI) Leadership in Energy and Environmental Design (LEED) courses. Learners are self-sponsored professionals employed by private and government organisations.

The Institute employs a general director, three marketing and communication staff, one administrator, two full time trainers and, as needed, uses four part-time trainers. MMTI operates from one location in Diplomatic Area, Manama.