



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

# Directorate of Vocational Reviews

## Review Report

**Millennium Training Centre**  
**Budaiya**  
**Kingdom of Bahrain**

**Date Reviewed: 17 - 19 September 2019**

VO134-C4-R014

## Introduction

The Directorate Vocational Reviews (DVR) of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of four reviewers. For this review, reviewers observed lessons 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 Millennium Training Centre and collected feedback from learners, employers, trainers, management and support staff.

It is worth mentioning that this is the first review for this Centre. 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
<b>Capacity to improve</b>		<b>3</b>
<b>Overall effectiveness</b>		<b>3</b>

### Provider's overall effectiveness throughout the last three reviews



Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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## Overall effectiveness 'Satisfactory'

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### Judgement justifications

- The overall effectiveness of Millennium Training Centre (MTC) is 'Satisfactory' as the Centre's performance in all the review aspects and the capacity to improve is judged to be 'Satisfactory'.
- MTC offers an adequate range of local attendance, local achievement and externally accredited (endorsed) courses from Training Qualifications TQUK. The courses on offer are in the fields of leadership and management, finance, English languages and health and safety. In response to local market and stakeholders needs, the Centre has offered a 'New Administration Employees Induction' (Technical Track) programme for individuals seeking administration jobs.
- The majority of the courses are very short in duration except for the Technical Track programme, which is short in duration. Courses are designed and planned to adequately support the achievement of the stated learning objectives. However, there are cases in which a significant proportion of the course learning and training hours are not effectively utilised.
- Learners gain adequate knowledge and develop useful skills relevant to their learning, as reflected in the observed sessions and the feedback provided by learners and employers. In addition, learners enrolled in Technical Track programme gain skills that support them when recruited. However, a minority of learners are not able to competently complete the assigned tasks or master the required skills.
- Trainers assess learners' performance through suitable range of formative and summative assessments that measure the achievement of course objectives. However, there are cases where marking of learners' work is not rigorous and there is no evidence of agreed on rubrics being utilised when evaluating assigned writing tasks.
- A range of training methods and activities are used in the appropriate training sessions such as questions and answers, pair and group work. Nonetheless, training methodologies were not always effective to engage learners productively.
- Considering the type and duration of courses on offer, learners at MTC receive appropriate support and guidance to achieve better outcomes, prior to the start of a course, learners are suitably inducted on aspects relevant to their learning and are provided with general instructions about the course, contact details of the administration staff and information about the available facilities at the training venue.
- MTC has vision and mission statements that focus on providing innovative training programmes and professional career development to achieve an intellectual and fulfilling learning experience in a high-tech environment.
- The Centre has developed a set of strategic objectives for the period

2018-2022 that enables the achievement of its mission and vision statements. These objectives have been translated into tasks with proper timescale and accountability. Moreover, a detailed five years financial feasibility analysis and projected income statement has been developed by the members of the Advisory Committee.

- The Centre lacks effective quality assurance system, which includes proper arrangements that cover the main operations. For example, a rigorous verification and moderation procedures to verify assessment design and implementation are not in

place and there is no evidence of rigours self-evaluation process being implemented regularly to inform improvements and enhancement.

- Trainers' performance is regularly monitored, and records are maintained. However, the outcomes of these observations are not shared with the concerned trainer. In addition, there is no evidence of a mechanism being used to develop improvement plans and monitor their implementation.

## Capacity to improve 'Satisfactory'

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### Judgement justifications

- MTC's management has formally constituted an Advisory Committee to assist in the Centre's governance. The role of the Committee members is to help with maintaining the Centre's financial stability and setting its strategic direction.
- In response to Labour Fund (Tamkeen) and Ministry of Labour and Social Development (MLSD), the Centre has introduced the 'New Administration Employees Induction' (Technical Track) programme for individuals seeking administration jobs. MTC management provides learners enrolled in the Technical Track programme with employment opportunities upon enrolment.
- The Centre has sufficient human resources and appropriate physical

resources. Enrolment numbers were maintained between 2018 and 2019 with a good repeat business.

- The Self-Evaluation Form (SEF) submitted for the purpose of this review includes sufficient information. Nonetheless, grades stated in this form overestimates most aspects of the provision. Moreover, there are cases where the assigned grade conflicts with the grading rubric stipulated in the BQA/DVR Review Handbook.
- In May 2019, MTC has developed a useful Quality Management System (QMS); however, its impact is yet to be seen once the system is fully implemented.
- There is evidence that for a significant minority of the conducted courses, learners' achievement data is

insufficiently maintained. Nevertheless, MTC is currently working on utilizing the Enterprise Resources Planning (ERP) system to

strengthen the Centre's ability to maintain accurate data, analyse them and produce reports.

## The provider's key strengths

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- Learners are provided with career paths, and gain work skills that support them when recruited.

## Recommendations

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**In order to improve, Millennium Training Centre (MTC) should:**

- ensure that learners achieve the course objectives and make sufficient progress considering their prior attainment
- improve course structure to ensure that assessment methods are rigorous and are clearly mapped to the course intended learning outcomes and training hours are covered as planned
- improve the leadership and management by:
  - developing and implementing an effective quality assurance system that covers all aspects of the provision
  - ensuring that records on learners' performance are maintained in all courses, aggregated, analysed and utilized to inform decision making and continues improvement
  - ensuring that the self-evaluation process is critical and is conducted regularly, and that outcomes are utilized to inform strategic planning.

## Learners' achievement 'Satisfactory'

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### Judgement justifications

- Learners gain adequate knowledge and develop useful skills relevant to their learning, as reflected in the observed sessions and the feedback provided by learners and employers. In addition, learners enrolled in the 'New Administration Employees Induction' (Technical Track) programme gain skills that support them when recruited. However, a minority of learners are not able to competently complete the assigned tasks or master the required skills.
- The analysis of the Learners' Performance Data (LPD) indicates high retention rates, which is expected in this type of very short and short courses. The LPD also indicates high achievement rates, nonetheless, these are not consistent with the standards observed in the training sessions and learners' produced work.
- Although the Centre is licensed to offer local attendance, local achievement and externally accredited (endorsed) courses, learners are awarded the certificate upon completing 70 percent of the training hours irrespective of their performance.
- Achievement data is insufficiently maintained in a significant minority of the conducted courses. The available records of learners' final attainment level (post-course assessment) show that the majority of learners achieve their course objectives to an adequate level.
- There is inconsistency in the mechanism used to assess learners' initial attainments at entry level and evaluate the progress made throughout the courses. The pre- and post-course assessment results are available for approximately half of the conducted courses, and a comparison of learners' scored marks shows that the vast majority of learners' progress well relative to their prior attainments.
- The majority of learners are attentive and have positive attitude towards their learning. During the observed sessions, a few learners adequately reflected on their understanding by participating in discussions, sharing relevant examples from their work experience and questioning their trainers.
- The Centre has a general attendance policy. Learners' attendance is regularly recorded and followed up, yet punctuality is not recorded. Though attendance records show that most learners attend their courses on a regular basis, punctuality was an issue during the observed sessions.
- The majority of learners are able to work in a proper manner during the group activities, while a few of them remain over-dependent on trainers' directions and require further support to complete the given tasks.

### Areas for improvement

- Learners' mastering of the intended skills and achievement of stated course learning outcomes.
- Mechanism to evaluate learners' initial attainments at entry level and the progress made throughout the course.
- Learners' punctuality.

## Effectiveness of teaching/training and assessment 'Satisfactory'

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### Judgement justifications

- MTC trainers are qualified and have relevant theoretical and practical command of the subjects they teach; they provide accurate and clear explanations of concepts and knowledge. They respond appropriately to learners' questions.
- Although a range of training methods and activities are used in the appropriate training sessions such as questions and answers, pair and group work, training methodologies are not effective in enhancing learners productively. Furthermore, learning resources and materials, such as PowerPoint slide shows; data show projectors, flip charts and related video clips, are suitably used to facilitate the delivery of the training.
- Throughout the courses, formative and summative assessments are suitably implemented to measure the achievement of course learning outcomes. However, there are cases where marking of learners' work is not rigor and no rubric is utilised for evaluating learners written tasks.
- Marking of pre- and post-course assessment is usually verified. However, although there were cases of exaugurated marks being awarded to learners; especially for open question type and other cases where course assessment was not implemented as planned in the course outline, these cases were not highlighted through the verification process, indicating that the process is not effective in ensuring the rigor of assessment and marking.
- Sessions are suitably and mostly orderly structured. They usually start with appropriate review of the previous session. Trainers follow a general agenda that identifies the topics to be covered. However, trainers do not use a daily session plan that is informed by the learners' prior and continuous assessment. Moreover, in a minority of the observed sessions there were issues with class and time management; training sessions did not always start on time and repeated activities were conducted.
- From the observed sessions, different needs of learners are properly addressed within the delivery of the session by providing more support to less-able learners. However, life-long learning and higher order thinking skills are underdeveloped in most of

the sessions; the provided activities and assessment do not usually challenge the higher achiever learners.

- Trainers usually provide instant useful verbal feedback during training

sessions. However, the given written feedback is limited. Furthermore, performance and punctuality records of learners are not always kept.

### Areas for improvement

- The effectiveness of the training methodologies in engaging learners.
- The consistent implementation of planned assessment and the rigor of marking of learners' work.
- The lack of rubrics to be utilized when evaluating learners works in writing tasks.

## Quality of course/programmes 'Satisfactory'

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### Judgement justifications

- MTC offers adequate range of local attendance, local achievement and externally accredited (endorsed) courses from Training Qualifications TQUK. These courses are in the fields of leadership and management, finance, English languages and health and safety. The Centre also offers a 'New Administration Employees Induction' (Technical Track) programme for those seeking administration jobs.
- The Centre recognizes the market needs on an *ad-hoc* basis through publications of Tamkeen and MLSA. However, the Centre does not have a formal mechanism to analyse and understand market needs.
- The majority of courses are suitably structured and planned. Appropriate course outlines are in place that indicate the course objective, topics, training methods, total training hours and the target learners. In number of

courses, the course learning outcomes are not clearly linked with the course content or assessment, and methods of assessment are not clearly stated in the course outline. In cases, there is variation of the allocated training hours; comparing the actual period with the planned one. Additionally, the outline of the 'Internet Marketing' course is totally different than the implemented course which is mainly covers 'Photoshop' only.

- Mechanisms for designing, updating and reviewing courses are informally implemented where a relevant procedure has been developed recently. Trainers and the Advisory Committee oversees preparing and reviewing the training materials. Courses on offer are sufficiently resourced with teaching aids and materials such as textbooks and PowerPoint presentations to meet the needs of stakeholders. However, there



are some concerns with regard to using unauthentic books and non-original software.

- The provider has suitable requirements for access and entry levels to courses by specifying the target audience, and these are appropriately implemented. However, in cases learners are not

placed in the right level. From sessions observation and the received feedback, there are cases where learners of different levels of language attending the same English course, which negatively impacts the smoothness of training delivery.

### **Areas for improvement**

- Alignment of the delivered actual training hours and the delivered material with the approved hours and the planned outline.
- A formal procedure for the design, approval, update and review of courses.
- The implementation of access and entry requirement.

## **Learners' support and guidance 'Satisfactory'**

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### **Judgement justifications**

- Considering the type and duration of courses on offer, learners receive appropriate support and guidance to achieve better outcomes. Though the 'Quality Management System Manual' stipulates some policies and procedures relevant to learners' different needs such as 'learners' Appeal Policy', 'Equality and Diversity Policy' and 'Complaints Policy', MTC lacks a comprehensive and explicit support procedure that ensures consistency and effectiveness of the support and guidance provided to its learners.
- Learners and stakeholders have access to relevant information about the offered courses and receive suitable guidance on course selection through various means and channels. These include the Centre's website,

promotional brochures and outlines, social media accounts and direct contact with the marketing staff.

- The arrangements for the delivery and scheduling of courses are sufficiently flexible to suit the convenience of learners and stakeholders in terms of timing, language and training venue.
- Prior to the commencement of a course, learners are suitably inducted on aspects relevant to their learning. This includes, for instance, general instructions about the course, contact details of the administration staff and information on the available facilities at the training venue.
- Trainers and staff are approachable and supportive during and after a course. They provide learners with guidance and consultation to learners

on personal matters and work-related issues.

- MTC maintains adequate communication with its clients to inform them about the course outcomes in general including learners' attendance and the level of satisfaction on their learning experience. Apart from few attendance-based courses, no written reports or records on learners' performance are shared with clients. Moreover, where reports are generated, these do not reflect learners' achievement of learning outcomes.
- Learners enrolled in the Technical Track programme are provided with employment opportunities upon

enrolment. In this programme and in a number of courses, learners are provided with useful references and extra materials to enrich their learning experience. In addition, learners are assisted in preparing their *curriculum vitae* (CV) when requested.

- A policy and procedure on reasonable adjustments and special consideration have been recently developed. Though no cases have been reported until the date of this review visit, the premises facilities are not equipped with essential arrangements to effectively accommodate learners with special educational needs and/or disabilities.

#### **Areas for improvement**

- The mechanism used to support and guide learners to achieve better outcomes including the arrangements to effectively accommodate learners with special educational needs and/or disabilities.
- Learners' performance reports to reflect learners' achievement and to be shared regularly with clients.

## Effectiveness of leadership, management and governance 'Satisfactory'

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### Judgement justifications

- MTC has vision and mission statements that focus on providing innovative training programmes and professional career development to achieve an intellectual and fulfilling learning experience in a high-tech environment. Although the Centre was established in 2016, the strategic plan was developed later to cover the period from 2018-2022. The 'Millennium Training Centre Strategic Plan – February 2018' document includes a set of strategic objectives and a set of operational objectives; however, these are not linked to each other explicitly.
- While there is a detailed financial feasibility analysis with a projection until the year 2022, the operational initiatives are not sufficiently detailed and do not have clear timeline, targets or ownership. Nonetheless, the Advisory Committee follows up the implementation of these initiatives and there are occasions where the committee has set targets for relevant actions.
- There is no evidence of rigours self-evaluation process being implemented regularly to inform enhancement. Moreover, trends in learners' achievement are not used to inform strategic planning. The Self-Evaluation Form (SEF) provided for the purpose of this review is brief but provides sufficient information. Grades allocated to most of the aspects and criteria overestimate the provision and conflict with the grading rubric stipulated in the BQA/DVR Review Handbook.
- Learners' achievement is monitored, accurate data on learners' achievement are kept and records on learners' performance are maintained for the majority of the conducted courses. However, trends over time and areas for development are not identified to raise learners' achievement and inform decision making. Moreover, learners' achievement data for a significant minority of the conducted courses are not accurately maintained.
- The Centre lacks effective quality assurance practices to quality assure the overall performance of the provision. The internal verification carried out upon course completion on pre- and post-course assessments is limited to administrative practices. For example, assessment moderation and verification processes were not effective in identifying shortcomings within the assessment and grading that was noted when examining learners' assessed work.
- In May 2019, the Centre has developed a useful quality management system which contains detailed policies and procedures supported with the designed forms, however, these policies and procedures are not yet implemented.

- Trainers performance is regularly monitored, and records are maintained. Forms used for the purpose of internal lesson observation are more of a checklist that are not always detailed or precisely identify areas for further development. Furthermore, the outcomes of these observations are not shared with the concerned trainer and there is no evidence of these being used to trigger continuous quality improvement.
- MTC has a fit for purpose organisational structure and sufficient number of administration staff and full-time trainers for its current level of business. Induction programme for newly recruited staff is carried out. Recruitment policy has been recently developed.
- The Centre maintains links with local stakeholders, local community and

employers. Learners and employers' feedback on courses provided are collected upon course completion. However, there is no evidence that the outcomes of the feedback are utilised to inform decision making and guide improvement plans.

- The learning environment is suitable and hygienic and essential health and safety measures are in place. A certified first aider is always available during training and working hours. Health and safety policy has been developed recently.
- MTC's Advisory Committee acts as the governing board of the Centre and there is evidence of the Committee participating in setting the Centre's strategic direction and supporting it to reach financial stability.

### **Areas for improvement**

- Strategic planning to be better informed by the outcomes of a rigorous and regular self-evaluation process.
- Utilisation of outcomes achievement data analysis in decision-making.
- The effectiveness of the quality assurance arrangements.

## Appendix (1): Provider information

Name of the provider (English)	Millennium Training Centre					
Name of the provider (Arabic)	مركز ملينيوم للتدريب					
Licensing body	Ministry of Labour and Social Development					
Year of establishment	2016					
Age range of learners	18+					
Number of learners (January 2016- March 2019)	Male	382	Female	221	Total	603
Learning areas	Externally accredited	<ul style="list-style-type: none"> <li>New Administration Employees Induction (Technical Track) programme local achievement (endorsed) courses by Training Qualifications TQ UK</li> </ul>				
	Local achievement	<ul style="list-style-type: none"> <li>Statistical analysis of data using SPSS – only one course</li> </ul>				
	Local attendance	<ul style="list-style-type: none"> <li>Leadership and management</li> <li>Finance</li> <li>English languages</li> <li>Health and safety</li> </ul>				
Institution's listing status	Not yet listed on the National Qualification Framework (NQF)					