



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

# Directorate of Vocational Reviews

## Review Report

**Marvel Management Training Institute**

**Manama**

**Kingdom of Bahrain**

**Date Reviewed: 9-11 December 2013**

VO100-C2-R067

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## The Directorate of Vocational Reviews

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The Directorate of Vocational Reviews (DVR) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. Established to raise standards in vocational education and training, the DVR is responsible for monitoring and reporting on the quality of vocational provision, identifying strengths and areas for improvement, establishing success measures, spreading best practice and offering policy advice to key stakeholders, including the Ministry of Labour and the Ministry of Education.

Reviews are based on the DVR's *Review Framework*, and carried out on providers' premises by teams of carefully selected and highly trained reviewers. All providers are invited to nominate a senior member of their staff to participate in the planning of the review, and to represent them during review team meetings. Reviewers examine a range of evidence before arriving at a series of judgements and awarding grades for the quality of the provision.

Review grades are awarded on a four-point scale:

| Grade description | Interpretation  |
|-------------------|---|
| 1: Outstanding    | This describes provision or outcomes that is/are at least good in all aspects and outstanding in the majority.  |
| 2: Good           | This describes provision or outcomes that is/are at least satisfactory in all aspects and good in the majority. There may be some particularly successful approaches or outcomes.                               |
| 3: Satisfactory   | This describes a basic level of adequacy. There are no major areas of weakness which substantially affect what learners, or significant groups of learners, achieve. There may be some features which are good. |
| 4: Inadequate     | This describes situations where major weaknesses in some areas affect the outcomes for learners and outweigh any strengths in the provision.  |

## **Introduction**

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### **Description of the provision**

Marvel Management Training Institute (MMTI) was established in October 2011 as a branch office of Madras Management Training Institute, operating in Qatar. MMTI is licensed by the Ministry of Labour (MoL) to offer courses in management and business. The institute currently offers preparatory courses for internationally recognised examinations conducted by non-profit organisations such as Project Management Institute (PMI)-USA, Institute of Management Accountants (IMA)-USA, American Association of Cost Engineers (AACE), UAS, and Green Building Certification Institute (GBCI)-USA.

MMTI is managed by a general manager who owns the institute, he is also approved by the MoL as a trainer for soft skills and management courses which the institute is planning to conduct. MMTI employs two full-time consultants who take care of marketing and other administrative work including communication with learners. In addition to a full-time office assistant. The institute has four trainers who work on a part-time basis as and when needed.

During the last two years, MMTI enrolled 335 learners; 197 learners were enrolled in 2012, and 138 in 2013. PMI courses, which include two levels, make 57.5 % of the total enrolment in 2012 and 2013, GBCI Leadership in Energy and Environmental Design course (LEED) makes 28.6% and AACE Certified Cost Professional course (CCP) makes 14%. The vast majority of learners are self-sponsored professionals.

### **Scope of the review**

This review was conducted over three days, by a team of four reviewers. During the review, reviewers observed training sessions and other related activities, analysed data about the courses and qualifications learners achieve, examined learners' written and other work, studied the documents and materials provided by the institute and interviewed staff, learners, employers and trainers.

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

## Table of review judgements awarded

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|  |                       |
|--|-----------------------|
| <b>Overall Effectiveness</b>   |                       |
| How effective is the provision in raising learners' achievement and meeting the full range of learners' and stakeholders' needs? | Grade: 3 Satisfactory |
| <b>Learners' Achievement</b>   |                       |
| How well do learners achieve?  | Grade: 3 Satisfactory |
| <b>Quality of Provision</b>  |                       |
| How effective is teaching and/or training in promoting learning?   | Grade: 3 Satisfactory |
| How well do courses meet the needs and interests of learners and stakeholders?   | Grade: 3 Satisfactory |
| How well are learners supported and guided to achieve better outcomes?   | Grade: 3 Satisfactory |
| <b>Leadership and Management</b>   |                       |
| How effective are leadership and management in raising achievement and supporting all students?                                  | Grade: 4 Inadequate   |

## 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: 3 Satisfactory**

The overall effectiveness of MMTI is satisfactory. While learners' achievement, quality of training, the range of programmes offered, and support and guidance are adequate, the leadership and management of the institute fail to meet the required standard. The outcomes of the lesson observations, learners' feedback and the results of the minority of learners who informed the institute about their results in the international examinations indicate that learners gain at least adequate level of relevant knowledge and skills, and make sufficient progress. However, the institute does not keep formal data on learners' progress and attainment. The majority of learners are mature professionals aiming to acquire internationally recognised certificates. This together with MMTI trainers who have command of their fields and use a range of relevant vocational examples to link theory with practice have enabled the learners to maintain an adequate level of achievement.

Nevertheless, delivery of training sessions is mostly trainer-centred where learners are attentive but not necessarily engaged throughout the lesson. Class activities and exercises are used to check learners' understanding during lessons. However, MMTI lacks clear assessment mechanisms to ensure that learners are fully prepared for their examinations and trainers do not keep records on learners' progress or attainment. Procedures for assessing market needs are *ad hoc* and MMTI management mainly relies on their previous experience of professionals' needs for the well-known in demand internationally recognised certifications. MMTI offers preparation courses for PMI, LEED and CCP international examinations, which meet the needs of learners and stakeholders. Courses are suitably planned and structured, and limited computers are available for learners to access online practical activities and mock examinations provided the vendors. Learners receive sufficient support from staff and trainers however, the provided support is *ad hoc* and is left mainly to individual initiatives. Learners have access to well-informed advice and guidance on courses offered. Although learners on LEED preparatory courses are kept aware of their progress through the online activities provided by the institute where they receive direct feedback, the majority of learners are not updated formally on their progress or what they need to do to improve further.

MMTI management places insufficient emphasis on measuring learners' achievement, and monitoring and improving the quality of training. The institute does not follow up

sufficiently learners' attempts to set the international examinations and collect data on the outcomes of these examinations. Though qualified trainers are recruited, they are insufficiently inducted and their performance is insufficiently monitored. Learners' feedback, although sought, are not aggregated or analysed to trigger improvement.

MMTI capacity to improve is satisfactory overall. Learners are developing relevant knowledge and skills and the majority of those who informed the institute about setting the external examinations passed these examinations and achieve the qualification they aim for. However, learners' achievement is insufficiently measured and achievement data are not kept. The institute has sufficient and appropriate human and physical resources, most trainers are qualified and have relevant professional experience. The choice of the offered courses is suitable; the number of enrolment for the first two years of performance is maintained and repeat business is satisfactory. Moreover, the management has initiated communication with Microsoft and Oracle to get silver partnership to offer some of their courses, and got the approval to offer some soft skills courses. Nevertheless, the provider's capacity to improve could be further enhanced by records keeping and effective monitoring of learners' achievement, establishing effective measures for quality assurance and self-evaluation, and formalising the strategic planning.

## **Learners' achievement**

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

#### **Grade: 3 Satisfactory**

Learners' achievement is satisfactory overall. The vast majority of MMTI learners are self-sponsored mature professionals attend the preparatory courses offered by the institute that enables them to acquire the international certificates for which they aim. No achievement records are kept by the institute however, according to the outcomes of the lessons observed and feedbacks gathered from learners and employers, learners do gain at least adequate knowledge and skills in all these preparatory courses. Most learners interviewed found the attended courses useful and value adding specially those leading to PMP and LEED certificates. Only 22% of learners who completed their PMI and LEED preparatory courses informed the institute about their results where the majority of them succeeded in achieving the international certificate. PMI preparatory courses represent 57% of 2012 and 2013 enrolments. 19% of the learners enrolled on these have informed the institute that they sat for the international examination. Out of those, 80.5% have achieved the PMI external certificate. This pass rate is higher than the PMI international pass rate which is at 61%. However, no information is provided about the rest of the learners. As for LEED preparatory course, which makes 28.6% of the total enrolment, 38% of learners informed that they sat for the international examination. 83.3% of them whom passed and achieved the international certificate they aim for. The institute did not provide any information about the rest of the learners. Learners on CCP preparatory course, who represent 14% of the total enrolment, need to submit a technical report in order to be fully prepared to sit for the international examination. Only one learner has successfully completed the requirements and achieve the international certificate. The international pass rate is around 55% for 2011 and 2012. The above indicates that where data is available, there is evidence that the majority of learners are making at least adequate progress and achieve the international certificates for which they aim.

During lessons, learners are attentive and generally enjoy their learning experience at MMTI. They are able to work independently and collaboratively on class activities and exercises. Nevertheless, only few show the ability to reflect critically on how well they are progressing and plan for themselves what they must do to improve further.

Attendance is recorded and learners need to attend 75% of their course hours to obtain MMTI attendance certificate. The provided data show high attendance rate of 100%. Retention rate is high also, as expected in such short courses. Learners are allowed to compensate for missing training hours by joining other groups. However, punctuality is not recorded and was an issue during lesson observations.



## **The quality of provision**

### **How effective is teaching and/or training in promoting learning?**

#### **Grade: 3 Satisfactory**

Most MMTI trainers have theoretical and practical command of their vocational specialisms. From the observed lessons, they provide accurate explanations and knowledgeable responses to learners' questions and draw on a range of relevant vocational examples to illustrate important points. Trainers use schemes of work provided by the vendors as a guide for delivery. These include topics to be covered per session, which are shared with learners. However, there were no lesson plans developed by trainers that take in consideration learners' varying needs. Lessons usually start with recapitulation of the previously covered material and sharing with learners the new topics to be covered during the lesson. However, in some cases lessons did not start on time. Trainers use general directed and open questions to encourage learners' participation however, in some cases, delivery is trainer-centred with a few opportunities for learners' contributions. Moreover, a few learners in their end of course evaluation identified the need for more interactive training and the use of more relevant vocational examples. Generally, lessons are delivered for the average-level learner, which works well enough for the majority. More explanation is provided if needed and in few cases, trainers enable learners to further their understanding. Although trainers use class exercises and activities to assess learners' understanding on the spot and provide useful verbal feedback, there is no clear assessment mechanism used by the institute to ensure that learners are sufficiently prepared for the international examinations. Moreover, records on learners' progress are not kept by trainers. Resources are used adequately to promote learning; most trainers use PowerPoint slides, the white board, flipcharts and excel matrix.

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

#### **Grade: 3 Satisfactory**

MMTI is approved by the MoL to offer a range of courses in management and soft skills in addition to a number of preparatory courses for internationally recognised certificates. Currently the institute offers only the latter, which include preparation for Project management Institute certificates (PMI), Leadership in Energy and Environmental Design (LEED) certificate and Certified Cost Professional (CCP) certificate.

Courses offered meet the needs of the targeted stakeholders, and the majority of learners and employers interviewed indicated that courses on offer match their individual and career needs. MMTI management targets a niche market of Engineering, IT and Accounts professionals. The institute does not carry out formal market assessment. It relies mainly on its staff's previous experiences about the professionals' needs of the specific international certificates; for which the institute offers preparatory courses. Courses are marketed mainly through social media and advertisement on newspapers.

Overall courses are planned and structured appropriately to meet the needs of stakeholders however, some learners stated that the courses they attended are compressed and that the institute does not provide the learners with the original course material. Although resources needed for the course delivery are appropriate, limited computers are available for learners to access the online practical activities and mock examinations. Due to the type of offered courses, course materials and contents are regularly updated by these vendors. However, MMTI is yet to develop a formal procedure to ensure regular review and update of its offerings.

Only Leadership in Energy and Environmental Design course (LEED) is supported with sufficient additional activities to enrich learners' experience such as seminars and access to relevant external online links.

## **How well are learners supported and guided to achieve better outcomes?**

### **Grade: 3 Satisfactory**

Learners receive suitable support and guidance; trainers and staff are reachable and responsive to learners' enquires. Administration staff assist learners in registration for the online examinations, send reminders of classes timing, and provide adequate guidance on course choice. Learners who miss a class are provided with the opportunity to complete the missed topics with another group. This enables learners to attend at least 75% of the course hours and be able to set for the external examination. Learners on LEED course are provided with access to useful and relevant websites to practice. Learners are supported when needed to complete tasks related to the course requirements and unsuccessful learners are offered a free retaining sessions. Learners have the opportunity to practice through mock examinations although the institute has only two computers for that purpose. Nevertheless, the support provided is *ad hoc* and is left mainly to the staff and trainers' individual initiatives.

MMTI leaflets and website are updated and provide useful information about courses, their prerequisites and progression levels. Course outlines are specified in writing, updated and is available to the learners and stakeholders in advance.

Whilst the institute maintains communication with employers about their staff attendance and examinations administration issues, it does not inform them about their employers' performance and progress during the course as no relevant records are kept. Although LEED learners are generally aware of their progress as they have the opportunity to practice online activities provided by the vender, and get instant feedback, the majority of learners are not updated on how well they are progressing and what they need to do to improve further. Moreover, mock examination is not compulsory and the institute does not keep records of who is utilising it. There is an insufficient system to follow up with learners attending PMI and LEED courses on their examination attempts and results; the institute mainly relies on learners to inform them about their results which only a minority does.

MMTI premises are fit for purpose. The arrangements for the delivery of programmes are appropriately flexible to suit the needs of the learners and stakeholders as training events are held on weekends and on different timings.

## **Leadership and management**

### **How effective are leadership and management in raising achievement and supporting all learners?**

#### **Grade: 4 Inadequate**

Leadership and management are inadequate overall; the provision lacks essential aspects of performance monitoring and quality control. Evaluation of the provision is weak, and the management is insufficiently aware of learners' achievement.

The institute's mission statement, although ambitious, is suitably focused on meeting industry and stakeholders' needs. There is evidence that the management is working towards predefined targets however, these are not translated to formal strategic or operational plans. The management structure is fit for purpose considering the type of the courses offered and number of enrolment and the senior management staff are suitably qualified with relevant experience.

Data on learners' attainment and progress are not kept properly. Hence, the management is insufficiently aware of learners' performance and trends over time. In addition, learners' prior attainment is insufficiently assessed, analysed or utilised and the institute lacks relevant procedure.

Although qualified and experienced training staff are recruited and suitably deployed, they are insufficiently inducted as the institution does not maintain a sufficient suite of policies and procedures relevant to training and learning that would inform the trainers about what

is expected of them regarding assessments and records keeping. Moreover, MMTI does not make use of any internal lesson observations to ensure continuous improvement of quality of training.

Although learners' feedback about the provision are sought through end of course evaluation form, these are not aggregated or analysed. Recently, the institute started to approach employers. However, these links are underdeveloped and the majority of business are done with self-sponsored learners where appropriate links are maintained. The few employers interviewed by the review team indicated that the institute seeks their feedback verbally.

The Self-evaluation Form (SEF) which MMTI completed in preparation for this review is insufficiently informative and the provided grades are over estimated.

## The provider's key strengths

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- Learners have access to well-informed advice and guidance about programmes
- Trainers have theoretical and practical command of their specialisms
- The programmes on offer address a niche need within the Engineering, IT and Account professions.

## Recommendations

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### In order to improve, MMTI should:

- improve the quality of training by:
  - using sufficient assessment methods to ensure that learners fulfil their course learning objectives and ensuring that relevant records are kept and regularly updated by trainers
  - enhancing training methods to engage and motivate learners better.
- ensure that learners are updated on how well they are progressing and what they need to do to improve further
- improve leadership and management by:
  - developing a formal strategic plan which is focused on improving learners' achievement and the quality of the provision and ensure the development and implementation of proper action planning and monitoring system
  - ensuring that learners' prior attainment and achievement are assessed, analysed and utilised to improve the provision
  - developing a quality assurance system which includes internal lesson observations scheme to ensure continuous improvement of the quality of the provision.