



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

Directorate of Vocational Reviews Review Report

**Procloud Training Center
Manama
Kingdom of Bahrain**

Date Reviewed: 05-09 February 2023

VO118-C4-R033

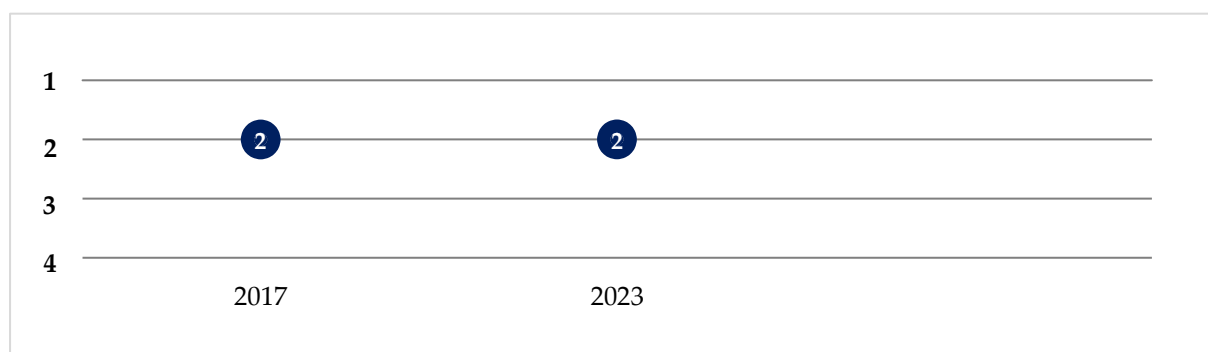
Introduction

The Directorate of Vocational Reviews (DVR) of the Education & Training Quality Authority (BQA), conducted this review over five days by a team of seven 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 Procloud Training Center (PTC) and collected feedback from learners, employers, 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 Centre implements effective four-year strategic planning driven by the outcomes of a regular self-evaluation process; the developed plans clearly state general goals that are focused on improving learners' achievement and the quality of provision. Although the progress towards achieving the strategic objectives is sufficiently monitored in case the timeline is generic.
- Based on the outcomes of the Centre's research and analysis activities, close links with its relevant stakeholders, and the senior management's extensive experience, the Centre offers externally accredited, local achievement and local attendance courses/programmes mainly in the leadership and management, and Information and Communication and Technology (ICT) areas.
- Courses/programmes are structured and planned and reinforced by an appropriate range of assessment tools, which are effectively used to evaluate learners' understanding and achievement of the course/programme Intended Learning Outcomes (ILOs).
- PTC's courses/programmes are delivered by highly knowledgeable and experienced trainers in their area of training, they effectively employ a range of training strategies and learning resources to enhance learners' knowledge and understanding. However, in a minority of the observed sessions, particularly the virtual sessions, learners are less engaged due to the trainer-centred training methodology utilised.
- Most learners of PTC successfully achieve the stated ILOs and meet courses/programmes' requirements. Furthermore, learners gain effective knowledge and develop purposeful vocational skills relevant to their learning, as reflected in the observed sessions and learners' work. However, mastering the skills and progressive acquisition of the course/programme ILOs for a minority of learners vary in comparison to others.
- Learners at the PTC receive effective support and guidance to achieve better outcomes. Sufficiently detailed policies and procedures are stipulated in the 'Training and Quality Manual'. The Centre generates fit-for-purpose at the end-of-course/programme written reports that are communicated to learners where applicable. However, the quality of the written feedback provided to learners is not consistent.
- Staff and trainers' performance is effectively monitored; trainers' performance is regularly monitored and followed up. However, there are cases of inconsistency in evaluating the sessions observed.
- PTC has fit-for-purpose arrangements to quality assure its provision. Nevertheless, few policies are not fully documented nor reflect the practices of the Centre.

Capacity to Improve: 'Good'

Judgement justifications

- All Aspects of PTC provision are judged as 'Good', including the Overall Effectiveness.
 - Since the last BQA review conducted in 2017, the Centre's overall effectiveness has remained at a 'Good' level. In addition, the Centre actions taken towards addressing the previous review recommendations are suitable in ensuring the consistency of the learning experiences provided to learners.
 - Although the Centre's Self-Evaluation Form (SEF) submitted for the purpose of this review is informative and is supported with a sufficient range of evidence, the awarded grades have overestimated the provision.
 - The Centre has effective strategic planning; monitoring the progress of the Center plans is sufficient. The Center management team has rapidly adopted its operations and training delivery in response to the challenges imposed by the emerging circumstances.
 - PTC's organisational structure is fit-for-purpose; equipped with highly qualified staff and trainers, that is supported by sufficient physical and human resources to meet the Center's aims and objectives. In addition, the Centre utilised an effective range of platforms and learning resources to effectively deliver the training courses/programmes.
- The Centre has suitable internal quality assurance practices supported by a set of clear and sufficiently detailed policies and procedures. Internal and external verification and moderation processes, particularly those for assessments, are mostly streamlined and sufficiently implemented. However, the documentation and follow-up of few quality-related processes are not systematically implemented to reflect the practices.
 - Success rates have been maintained high as per the provided Learners Performance Data (LPD) and performance records. Although the number of enrolments dropped in year 2020 due to emerging circumstances, it has increased in 2021 and continues to improve.
 - To discharge its Corporate Social Responsibility (CSR), the Center has been actively engaged in community service by providing technical support for the community social centers.
 - In response to the national initiatives, the Centre is listed on the National Qualification Framework (NQF) in 2018. The Centre has a valid partnership with a number of international awarding bodies such as Cisco Certified Network Associate (Cisco), Microsoft and City and Guilds.
 - Among the recent improvement initiatives, PTC has relocated its premises and expanded the range of

courses/programmes to specialised vocational areas and occupational fields such as customer service and the English language. Moreover, a customised Learners Management System (LMS) is developed.

The Provider's Key Strengths

- learners achieve the qualifications they aim for in a timely manner.
- trainers effectively employ their wide knowledge and professional experience in training delivery.
- courses/programmes are well structured, planned, and resourced.
- learners are well supported and guided to achieve better outcomes.
- effective monitoring of strategic and contingency planning performance.

Recommendations

In order to improve its provision, Procloud Training Center should:

- further improve learners' mastering of skills and progressive acquisition of the course/programme ILOs.
- further improve the effectiveness of training and assessment by:
 - enhancing training methodologies to engage the less active learners.
 - ensuring that learners are provided with constructive written feedback on their work.
- further improve quality assurance arrangements including documentation, implementation and consistency of policies, procedures and practices.

Learners' Achievement: 'Good'

Judgement justifications

- Learners gain effective knowledge and develop purposeful vocational skills relevant to their chosen courses/programmes. This is reflected in their level of participation during the observed training sessions and their ability to complete the assigned tasks in accordance with the course/programme level.
- Learners enrolled in the Employability Skills (ES) programme, representing 65% of the total enrolment, in which most learners acquire accumulative functional skills by completing a portfolio-based assessment at the end of each unit. On the other hand, ICT courses/programmes' learners constitute 28% of the total enrollment, and a significant minority of the enrolled learners achieve well above the minimum examination passing mark required by the awarding bodies.
- Furthermore, the learners enrolled in the local achievement and attendance courses, represent 6% of the total enrollment, the vast majority of them achieve the course ILOs and show remarkable progress relative to their prior attainment level as evident from the comparison between the pre-and post-tests results.
- Most learners proceed successfully towards achieving the qualifications they aim for in a timely manner, in the externally accredited courses/programmes, which constitute 94% of the total enrolment. While a few learners completed the course but had not taken the final official examinations, pass the examination on the second attempt or resubmit their portfolios to meet the programme's requirements.
- Notwithstanding the above, mastering the skills and progressive acquisition of the course/programme ILOs for a minority of learners vary in comparison to others. In addition, the Centre lacks a formal mechanism to evaluate learners' initial attainment at the entry level and the progress made in the externally accredited courses/programmes, particularly the ES programme.
- The majority of learners show high commitment and a positive attitude towards their learning experience. This is evident by their regular attendance, active participation and self-initiative during the in-class activities, in addition to demonstrating their understanding and reflecting on what they have learned through sharing context-relevant examples. Nevertheless, the commitment of a minority of learners is an issue; they either are passive and do not participate productively during the session or arrive late.
- Records on learners' attendance and punctuality are maintained, which indicate that most learners attend regularly. Punctuality though is monitored; it is not reflected in learners' overall attendance rate.

- Learners show the ability to work well independently and collaboratively when completing the assigned tasks including the in-class activities and end-of-course/programme

assessments. Moreover, the majority of learners demonstrate confidence during the conducted mock interviews as part of the ES Programme.

Areas for improvement

- mastering of skills and progressive acquisition of the course/programme ILOs for a minority of learners.
- mechanism to evaluate learners' initial attainment at entry-level and their progress.

Effectiveness of Teaching/Training and Assessment: 'Good'

Judgement justifications

- Trainers employ relevant theoretical and practical experiences in their area of training as reflected well in their accurate explanations and responses to learners' inquiries. They invigorate learning by citing useful vocational examples and discussing workplace-related cases that link theory with practice.
- PTC's trainers effectively utilise training strategies and the available learning resources to successfully engage the majority of the learners throughout the training sessions. However, in a minority of the observed sessions, particularly the virtual sessions are trainer-centred, which impacted learners' participation and engagement in sessions.
- An appropriate range of formative and summative assessment tools are utilised effectively by the trainers throughout the course/programme to evaluate learners' understanding and achievement of course/programme

ILOs. For the local achievement and attendance courses, pre-and post-tests are utilised to measure learners' progress and attainment of course/programme ILOs.

- Furthermore, in externally accredited ICT courses/programmes, mock examinations and other assessment tools introduced by the awarding bodies are utilised by the Centre to provide learners with opportunities to practice and achieve the intended qualification. The summative examinations are implemented in accordance with awarding bodies' guidelines, including portfolio-based assessment in the ES programme.
- Most internal assessments, including the local achievement courses, are clearly mapped to the stated ILOs and sufficiently detailed assessment marking schemes and guidelines are in place, and learners' work is accurately marked using relevant rubrics and key answers. In addition, assessments are

subject to suitable internal and external moderation and verification processes.

- The majority of training sessions are appropriately planned and delivered in a progressive and timely manner, where trainers suitably adjust the training and assessment tools to sufficiently accommodate individual learners' needs.
- In the ES sessions, trainers usually use translation techniques and bi-lingual slides to support learners with language difficulties. However, in a significant minority of the observed session, the less interactive learners are insufficiently supported or provided with insufficient time for class activities.
- Detailed session plans, which include the learning outcomes, training strategies and assessment tools and topics addressed, are in place; however, the lesson plans are not informed by the utilisation of learners' prior and continuous assessment outcomes.

- Trainers effectively stimulate self-learning, higher order and critical thinking among learners through extended questioning, online searches, or through simulation of employment-related scenarios. Records of learners' performance and attendance are sufficiently maintained and regularly updated through the Blue Domain LMS.
- In the majority of the observed sessions, trainers provide learners with useful and focused verbal feedback, and suggestions to improve and achieve the course/programme ILOs. Despite the daily motivational feedback provided regarding their class performance/participation via LMS, the quality of written feedback on learners' work in some cases varies, wherein the comments are not sufficiently detailed or constructive to guide learners to improve further.

Areas for improvement

- training strategies to engage the less active learners.
- utilization of learners' prior and continuous assessment outcomes in the planning of lessons.
- quality of the written feedback provided on learners' work.

Quality of Course/Programmes: 'Good'

Judgement justifications

- PTC offers a range of externally accredited, local achievement and local attendance courses/programmes in the fields of leadership and management,

ICT, occupational health and safety, English language and soft skills. Most of the offered courses/programmes are long in duration.

- The Centre predominately relies on the outcomes of its close links with its relevant stakeholders, in addition to the senior management's extensive experience especially, in the ICT sector, which is suitability utilized to shape its offerings and respond to the market trends and clients' demands. However, the recent conducted market survey's purposes and the outcomes are unclear to inform decision-making nor the direction of the provision.
- The externally accredited courses/programmes are affiliated with a number of international awarding bodies including American Heart Association (AHA), Axelos, Cisco, City & Guilds, Digital Marketing Institute (DMI), EC- council, Internet Crime Complaint Center (IC3), Microsoft and Professional Evaluation and Certification Board (PECB). These courses/programmes are up-to-date, well-planned and structured in accordance with the awarding bodies' regulations and guidelines.
- The formative and summative assessments for the different courses/programmes are clearly mapped to the course/programme ILOs, and it is implemented as per the guidelines of the awarding bodies.
- The design, verify, review and updates of the courses/programmes offered at the PTC conform to the standards and requirements of the awarding bodies.
- Courses/programmes are well-resourced with relevant and up-to-date authentic material of the awarding bodies, in addition to the software and necessary online resources needed to meet the requirements of the offered courses/programmes and mode of delivery. Learners have access to learning resources and facilities depending on their enrolment and need, wherever applicable.
- Access and entry processes are suitably implemented through which learners are well-admitted into the currently offered courses/programmes and in alignment with the awarding bodies' requirements, where necessary.

Areas for improvement

- utilisation of the market analysis survey to shape the Centre's offerings.
- dedicated policy and procedures for the courses/programmes' structure, design, develop and approve.

Learners' Support and Guidance: 'Good'

Judgement justifications

- The Centre provides learners with useful support and guidance that enable them to achieve better outcomes. Effective mechanisms are executed by approachable trainers and cooperative staff. The trainers are highly responsive and provide learners with the necessary assistance, such as a

technical solution suggested to overcome any technical problems they face in their workplace.

- PTC suitably accommodates at-risk learners by providing them with additional sessions and through practising mock test questions that enhance learners' confidence and become independent to take the final official examinations.
- The 'Training and Quality Manual' stipulates a number of sufficiently detailed policies and procedures related to the different needs of learners, such as policies and procedures for support and guidance, appeals, complaints and refunds.
- The Centre effectively enhances learners' educational experience and life skills through purposeful extra-curricular activities such as seminars and invited guest speakers for different courses/programmes. Learners enrolled in the ES programmes are provided with psychometric assessment and employment mock interviews to assist them in making informed decisions about their employment opportunities and career progression.
- Learners and stakeholders have access to well-informed advice and guidance about the offered courses prior to and during the course *via* different channels such as the Centre's informative website and brochures, active social

media accounts and useful course/programme outlines.

- Effective induction programme is provided to learners which enables them to settle quickly and confidently. The induction programme suitably educates learners about their learning journeys within the Centre; it includes vital information about their enrolled courses/programmes and how to use the available platforms to access the course/programme learning materials.
- The Centre maintains effective communications with employers and relevant stakeholders through sharing regular reports of learners' performance and courses/programmes outcomes. In addition, learners are regularly informed about their performance and attendance throughout the course/programme by sharing fit-for-purpose end-of-course/programme written reports. However, the quality of feedback provided in these reports is generic and not consistent.
- Though no cases of learners with Special Educational Needs and/or Disabilities (SEND) have been identified, the Centre maintains a formal policy and detailed procedure, in addition to proper arrangements to identify and support such learners.

Areas for improvement

- quality of the end of the course/programme's report written feedback.

Effectiveness of Leadership, Management and Governance: 'Good'

Judgement justifications

- The Centre has effective four-year strategic planning, which clearly states general goals focusing on improving learners' achievement and the quality of provision. Implementation mechanism, key performance indicators and timescale are clearly identified, and progress is sufficiently monitored and followed up. However, the timeline is generic in a few cases.
- The SEF submitted for the purpose of this review is informative and supported with a sufficient range of evidence. Although the awarded grades have overestimated the provision, PTC's self-evaluation process is carried out through a sufficiently critical annual performance evaluation report and analysis, where the outcomes are suitably utilised to inform strategic planning. Furthermore, contingency planning reflects the management's rapid response to emergent exceptional circumstances.
- Learners' achievement is effectively monitored and analysed; accurate and reliable data on learners' achievement and attendance are kept, aggregated and analysed to monitor trends over time and to inform decision-making.
- Staff performance is effectively monitored, and trainers' performance is regularly monitored and followed up. However, cases of inconsistency in evaluating the sessions are observed. Staff performance is sufficiently monitored; annual performance appraisal is in place, and development goals are identified. Staff are provided with training opportunities relevant to the roles and responsibilities but not necessarily based on the appraisal outcomes.
- The Centre organisational structure is fit-for-purpose, it is supported by qualified staff. The Centre has a wide pool of trainers where the majority are highly qualified with wide professional and training experience. Roles and responsibilities are clearly defined and adjusted to meet the needs of the exceptional circumstances.
- The newly recruited staff and trainers are effectively inducted when they join the Center to ensure that they are well-informed about the provision and well-acquainted with their allocated responsibilities.
- The quality assurance arrangements are fit-for-purpose; the available manual includes clear and sufficiently detailed policies and procedures, the quality of the provision is regularly monitored, and suitable verification and moderation processes are in place. However, few policies are not fully

implemented nor documented to reflect the practices of the Centre.

- The Centre has a clear and sufficiently detailed Information Technology manual and cyber security policy to ensure the security of data and information technology infrastructure from unauthorized use.
- The learning environment is safe and conducive; suitable policies and procedures are in place, and effective practices are implemented to ensure the health, safety and well-being of learners and staff. Furthermore, policies and procedures are updated with clear guidelines to meet the needs of the exceptional circumstances, and effective precaution measures were implemented.

- The Center has purposeful and maintains well links with awarding bodies, stakeholders and the local community. The Centre sustains the accreditation of a range of awarding bodies in various fields of learning.
- As part of PTC's CSR, the Center has been actively engaged in community service by providing technical support for the community social centres. Learners' feedback about the training and learning experience is regularly gathered, aggregated and utilised for improvement. Trainers' and employers' feedback is considered, where needed. The feedback reports show high levels of satisfaction.

Areas for improvement

- inconsistencies in the process of session observations.
- documentation and implementation of a number of quality-related policies and practices of the Centre.

Appendix: Provider Information

Provider Name (English)	Procloud Training Center					
Provider Name (Arabic)	مركز بروكلود للتدريب					
Licensing Body	Ministry of Labour					
Year of Establishment	2014					
Age Range of Learners	16 and above.					
Number of Learners	Male	287	Female	608	Total	895
Learning Areas	Externally Accredited		<ul style="list-style-type: none"> Information and Communication Technology (ICT) <p>Awarding Body: Axelos</p> <ul style="list-style-type: none"> ITIL Foundation <p>Awarding Body: Cisco</p> <ul style="list-style-type: none"> Cisco Certified Network Associate - Routing & Switching Cisco Certified Network Associate - CCNA CyberOps Associate <p>Awarding Body: EC-Council</p> <ul style="list-style-type: none"> EC-Council Certified Ethical Hacker CEH <p>Awarding Body: Internet Crime Complaint Center (IC3)</p> <ul style="list-style-type: none"> IC3 Internet & Computing Core Certification <p>Awarding Body: Microsoft</p>			

		<ul style="list-style-type: none"> - Excel 2016: Core Data Analysis, Manipulation, and Presentation - Microsoft Certified Solutions Associate - Office 365 - Microsoft Certified Solutions Associate - Windows Server 2016 - Microsoft Certified: Azure Administrator Associate - Microsoft Office Specialist MOS - MTA Windows Operating System Fundamentals - MTA: HTML5 Application Development Fundamentals - MTA: Networking Fundamentals • Health & Safety Awarding Body: American Heart Association (AHA) <ul style="list-style-type: none"> - Heartsaver First Aid, CPR & AED • Leadership and Management Awarding Body: City and Guilds <ul style="list-style-type: none"> - Entry Level 1 Certificate in Employability Skills • Business and Commerce Awarding Body: Professional Evaluation and Certification Board (PECB) <ul style="list-style-type: none"> - ISO 27001 Lead Implementer Awarding Body: Digital Marketing Institute (DMI) <ul style="list-style-type: none"> - DMI - Professional Diploma in Digital Marketing
	Local Achievement	<ul style="list-style-type: none"> • Information and Communications Technology <ul style="list-style-type: none"> - Mobile Native Applications Development Basics, Intermediate, Advanced • Language

		- General English Beginner Level
	Local Attendance	<ul style="list-style-type: none"> • Business and Commerce <ul style="list-style-type: none"> - Customer Relationship Management (CRM) - Customer Service
Available Learning Platform(s)	<ul style="list-style-type: none"> • Bluedomain Learning Management System • Zoom • Moodle E-portal • Awarding Bodies Portals (Cisco NetAcad, DMI, Certiport: G-Metrix) 	
Institution's Listing Status	Listed on the National Qualification Framework (NQF) -2018	
List of Qualification placed on/aligned to the NQF	-	