



Directorate of Vocational Reviews Review Report

**Success Training Centre (STC)
Manama
Kingdom of Bahrain**

**Date Reviewed: 28-30 December 2015
VO039-C3-R021**

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Introduction

The Directorate of Vocational Reviews (DVR), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days, by a team of three 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, all aspects of the provision of the Success Training Centre (STC) were judged as satisfactory.

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

Grading scale:

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

Main Question	Judgement
Learners' achievement	Satisfactory (3)
Quality of teaching / training and assessment	Satisfactory (3)
Quality of programmes	Good (2)
Quality of support and guidance	Satisfactory (3)
Leadership, management and governance	Satisfactory (3)
Capacity to improve	Satisfactory (3)
Overall effectiveness	Satisfactory (3)

Review judgements

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 Success Training Centre (STC) is satisfactory, as are all aspects of its provision except the quality of programme to meet the need and interest of stakeholders is good. Most of the offered courses are based on a detailed Training Need Analysis (TNA) conducted prior to the start of a course. Based on the outcomes of the TNA, STC trainers develop customised informative session plans for specific group. STC courses are well structured and planned for specific targeted group of learners. Trainers use relevant range of assessment methods to engage and motivate learners effectively throughout the course. These include tests, projects, presentations, role-plays and pre- and post-course assessment. However, the formative assessments vary in level and rigorousness. The majority of STC learners develop useful knowledge and appropriate 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 are not achieving the stated course objectives. By the end of the course, STC trainers complete 'Trainee Performance Report'; however, this report is not shared with learners or employers.

STC management, trainers, and staff are approachable and provide learners and employers with appropriate support and guidance. The management monitors learners' achievement adequately. Although analysis of learners' achievement is carried out, areas that learners need to improve further are not precisely identified. The Centre has introduced an appropriate semi-annually internal quality reviews report, however, the follow up on the areas that require further improvement are not critical enough. Learners' feedback is collected and aggregated and some actions are taken based on these views. Whilst STC maintains effective links with stakeholders and the industry, it does not ensure to seek employers views to improve its provision.

Capacity to improve

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

Grade: Satisfactory (3)

STC capacity to improve is satisfactory. Although STC has taken steps towards addressing previous QQA's recommendations, some aspects are only yet to be addressed. The Centre has fit for purpose organization structure with sufficient human and physical resources, to carry out its day-to-day activities. It has established a small library and introduced trainee manual.

STC has developed a detailed strategic and action plans with clear strategic goals and Key Performance Indicators (KPIs') to measure the effectiveness of the stated goals. However, the process to monitor the progress is not methodical. The Self-Evaluation Form (SEF) is sufficiently detailed, but some provided grades are overestimated the provision. Appropriate quality assurance measures are in place, including internal session observation, number of relevant policies, and an internal quality review have been developed. However, the implementation of these measures are not fully utilise to inform improvement decision making.

The Centre maintains effective links with relevant stakeholders, enrolment is maintained with its major clients and repeat business is stable. STC is an authorized testing centre for TOEFL iBT (Test of English as Foreign language Internet-based Test) certificate. The Centre meets the needs of its learners and employers by conducting effective TNAs, and the outcomes of these analysis are utilised to shape the offered courses.

Learners' achievement

How well do learners achieve?

Grade: Satisfactory (3)

Learners' achievement at STC is satisfactory overall. The majority of learners acquire useful knowledge and develop appropriate level of skills and competencies related to the needs of their professions and workplace. The Learners' Performance Data sheet (LPD) provided for the review indicates that the overall retention rate is 100% for the past three years, as expected in such short courses. The range of evidence seen from the observed sessions, the end of course results and learners' produced work shows that learners' understanding during the observed sessions and the standard of their produced work is to an appropriate level. Learners' performance and acquisition of skills against the pre-defined course objectives are

appropriately measured using different assessment methods. Although the pre- and post-course assessments are suitable to the levels of the course, the formative assessments vary in level and rigorousness. Taking into consideration the level of learners on entry, assessment, and the used training methods, the vast majority of learners make sufficient progress towards achieving the course objectives.

Most of the interviewed employers and group of various learners expressed their satisfaction with the learning experiences, acknowledging that after attending courses at STC, learners have positively enhanced their skills and career progression. In addition, employers confirm that learners have improved their productivity and applied what they have learnt at workplace. Nonetheless, scrutinizing the records of learners' assessment revealed that a minority of learners do not achieve the set objectives fully and their added value from the course is minimal. From the observed sessions, learners are able to work independently and collaboratively when given the opportunity. Learners are attentive and have positive attitude towards their learning. Moreover, the majority of learners reflect appropriately on their learning, which is evident from the relevant examples they provide and their interaction during the group activities. Furthermore, learners are requested to fill a daily feedback form, in which they suitably reflect on the level of their performance and how beneficial are the courses to their workplace.

Learners are made aware of the attendance policy at the start of each course. Attendance and punctuality are always recorded; however, the Centre does not maintain overall attendance rates and punctuality is not accurately recorded. It is evident from the records and the observed sessions that most learners attend on a regular basis. Nonetheless, a significant minority of learners arrive late to their sessions.

The quality of provision

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

Grade: Satisfactory (3)

The effectiveness of training and assessment at STC is satisfactory overall. Trainers are qualified, knowledgeable and have relevant theoretical and practical commands of the subjects they teach. This is evident from their stimulating vocational examples that are related to learners' workplace. The outcomes of the TNA is utilised by STC trainers to develop informative session plans that are customised to cater for specific groups. Trainers assess learners adequately during the class discussions and activities using open and direct questioning technique, and constructive verbal feedback is instantly provided. In addition, trainers assess learners through post-assessment at the end of the course that is relevant to the

course objectives. However, correction is subjective and the trainers have no model answers or clear rubric for grading. Also, the written feedback provided on learners' project and different assessments is minimal. In the better observed sessions, trainers challenged learners and further their understanding and occasionally, trainers accommodate learners' different needs. The majority of trainers manage their sessions well and start with sharing the session objectives, however; in a few cases, sessions started late, due to the late arrival of the learners. Trainers use a variety of training methods and activities throughout the session to engage and motivate learners effectively such as group activities, group discussions, role-play, presentations and practical applications of health and safety. Useful records on learners' individual performance are produced at the end of the course. However, these reports are not shared with learners. The learning resources are utilised effectively to support learning needs. This includes effective use of structured power point presentation using the data show, white board, videos, and whenever applicable, the usage of relevant software and hardware.

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

Grade: Good (2)

The effectiveness of STC programmes to meet the needs of learners and stakeholders is good overall. Based on an effective understanding of its stakeholders and the market needs, the Centre offers a range of customised soft skills, basic health and safety, and English language courses. The Centre's marketing team carry out a purposeful TNA for their clients, the outcomes of this analysis is effectively utilised to shape the offering of the local completion courses. In addition, the Centre completed a useful statistical market research about 'Bahrain employment sectors' which is used to update the offered courses. Learners and employers have expressed their high satisfaction with the offered courses, which closely match their needs.

Initially, STC part-time trainers design and update courses materials and decide on type of assessments to be used. The management ensures that the developed course material is aligned to the conducted TNA. Finally, the management recommends changes and approves the training material. However, the Centre policy to define the course development cycle of designing, updating, reviewing and approving is not sufficiently streamlined. Courses are well structured and planned with detailed course outlines that indicate clearly the course objectives, all related teaching and assessments methods and grade distribution. Moreover, course materials are enriched with sufficient extra-curricular activities such as inviting guest speakers and arrangements for short educational site visits. All courses have the targeted audience indicated in the course outlines, the entry criteria is effectively implemented whenever applicable, specifically English language and leadership courses.

How well learners are supported and guided?

Grade: Satisfactory (3)

Learners at STC are provided with appropriate support and guidance to help them achieve better outcomes. Trainers, administrative staff and management are helpful and approachable even after course completion. Before the start of a training course, learners and stakeholders have access to a useful information about the offered courses through the Centre's website and detailed course outlines and brochures. At the start of a training course, the Centre shares with learners a 'Trainee Manual' that includes sufficient information and guidelines on health and safety aspects, attendance policy and assessment scheme. The manual also states the generic support and guidance available, including counselling, suggestions and complaints guidelines. Nonetheless, as these support and guidance practices are provided in an *ad hoc* basis, the manual, does not indicate how support efforts will be directed for identifying and targeting specific learners to ensure that they achieve courses' objectives.

Generally, learners' attendance reports are regularly sent to employers upon course completion. Although the Centre keeps a 'Trainee Performance Report' for individual learners, it is not shared with the learners or the employers. Recently, learners enrolled in the Career Progression Programme (CPP) are appropriately informed about their performance and attendance through a useful report that is also shared with Labour Fund 'Tamkeen'. Furthermore, after course completion, the Centre follow-up with few learners and stakeholders to measure the impact of training and ensure that learners are implementing what they have learnt into their workplace. The arrangements for the delivery and scheduling of courses are flexible to suits learners' and stakeholders' requirements in terms of course structure, venue, timing and language that match learners' needs. Courses are held either at the Centre's premises, hospitality venues or at employers' work premises when requested. A fit for purpose learning environment is maintained with sufficient learning resources and facilities, where the vast majority of courses are held.

Leadership, management and governance

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

Grade: Satisfactory (3)

The effectiveness of leadership and management is satisfactory overall. The Centre has clear vision and mission statements that focus on providing a quality training and programme. The management and staff have developed a focus strategic plan with clear goals. However, monitoring of the strategic goals is not systematic. A number of relevant policies, procedure and internal quality system are developed. However, the implementations of these practices are not fully utilised to inform improvement decision making. Although the Centre conducts an appropriate semi-annually internal quality reviews, the follow-up on the suggested recommendation is not thorough.

The Centre has fit for purpose organisation structure with clear roles and responsibilities. STC management has allocated sufficient human resources within the organization structure. Qualified staff are recruited and deployed and most of STC part-time trainers are qualified within the areas they teach; generally, staff are appraised and provided with adequate development opportunities. Monitoring of trainers performance is regularly carried out by using two suitable forms and feedback is shared with trainers. However, the observation is not always detailed and follow-up visits on areas that require further improvement is limited. STC monitors learners' achievement adequately; it maintains suitable records about learners' data. Although analysis of learners' achievement is carried out, areas that the learners needs to improve further is not sufficiently identified. At the end of each course, learners' feedback is collected and aggregated and some actions are taken based on the views of learners. Links with the stakeholders are well maintained, however; STC does not seek the views of employers to improve its provision. STC health and safety policy is in place, learners are made aware of these instructions at the start of a course. The Centre premises is fit for purpose and provides suitable learning environment. The management ensures that essential health and safety aspects are in place, the premises are well-equipped with smoke detectors, maintained fire extinguishers and sufficient emergency exits. Bi-monthly risk assessment is conducted by using appropriate form and fire drill has recently been carried out. The SEF provided by the Centre for the purpose of the review is sufficiently detailed. However, the grades overestimates the provision.

The provider's key strengths

- The development of useful vocational skills and competencies related to the learners needs and workplace
- The effective utilisation of market research and TNA to shape courses offering
- The relevant range of assessment methods used by trainers to evaluate learners' understanding and measure the achievement of course objectives
- The effective links maintained with major stakeholders.

Recommendations

In order to improve, STC should:

- improve the quality of teaching/training and assessment by:
 - ensuring that records of learners' performance are shared with learners
 - ensuring that critical written feedback on learners' work is regularly provided.
- establish formal mechanism to support and guide learner to achieve better outcomes
- improve leadership and management by:
 - ensure that trainers' performance is improved further by regular follow up visit on areas that need further improvement
 - ensure that the self-evaluation process is more rigorous in addressing the identified areas that need further development.

Appendix

Description of the provision

Success Training Centre (STC) was licensed by Ministry of Labour (MoL) in 2009. The Centre is part of a training and consultancy group. STC mainly offers local completion courses in soft skills, basic health and safety, English language that are very short and short in duration. Since the last review in December 2012 and up to the date of this review, the Centre has enrolled 567 learners; 10 in 2012, 225 in 2013, 165 in 2014 and 167 in 2015 up to the date of this review. Learners are adults, employed by private and government organisations, and most of them are sponsored by their employers.

STC is managed by a chairman, who is also the owner of the training and consultancy group, and employs a general manager, and training and development director all are employed on a full-time basis, and sales and marketing manager who is also the full-time trainer. The Centre has an access to a pool of local and part-time trainers who are utilised as needed and part-time quality assurance officer. STC operates from one location in Manama.