



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

Directorate of Vocational Reviews Review Report

**Training Plus Institute
Manama
Kingdom of Bahrain**

Date Reviewed: 12-16 June 2022

VO035-C4-R026

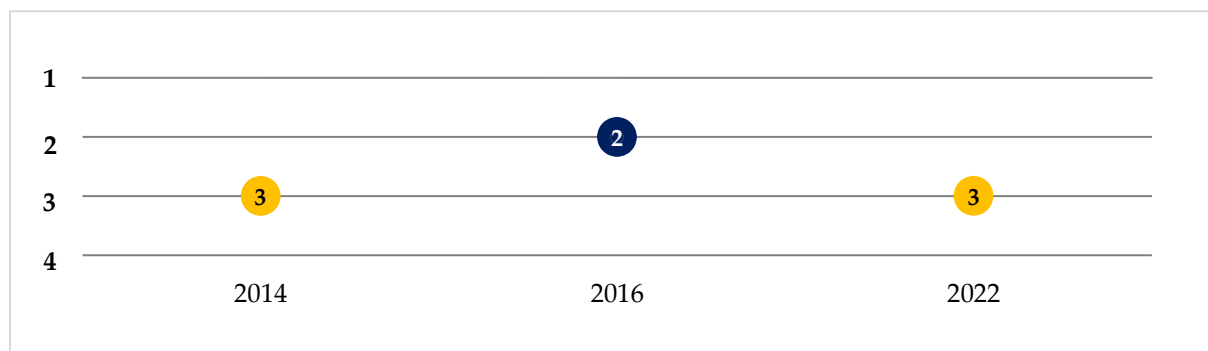
Introduction

The Directorate of Vocational Reviews (DVR) of the Education & Training Quality Authority (BQA), conducted this review over five days by a team of six 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 the Training Plus Institute (TPI) 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	3
Programmes and processes	Effectiveness of teaching/training and assessment	3
	Quality of courses/programmes	2
	Learners' support and guidance	3
Management and governance	Effectiveness of leadership, management and governance	3
Capacity to improve		3
Overall effectiveness		3

Provider's overall effectiveness throughout the last three reviews



Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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Overall Effectiveness: 'Satisfactory'

Judgement justifications

- The quality of the programmes offered at Training Plus Institute (TPI) is judged 'Good' while the overall effectiveness, the capacity to improve and all other Aspects are judged 'Satisfactory'.
- TPI offers externally accredited courses/programmes in the fields of Leadership and Management (Employability Skills (ES), Information and Communication Technology (ICT) and English Language to meet labour market requirements and job seekers' needs.
- TPI maintains relevant data on learners' performance for the courses conducted in 2019, 2021 and 2022. However, the review team found discrepancies between the shared performance records and those reported to the Ministry of Labour (MoL), particularly 2019 data. The shared data shows that learners develop useful knowledge and skills that are utilised in the workplace and/or in life. In addition, all learners sit the awarding bodies' online examinations and achieve the externally accredited qualifications they aim for, particularly in the Employability Skills (ES) programme.
- Trainers' performance is appropriately monitored. Trainers employ a suitable range of training and suitably plan daily sessions and share courses' Intended Learning Outcomes (ILOs) with learners.
- A suitable range of training methods is employed by TPI trainers. However, in a minority of observed sessions, the less active learners are not sufficiently encouraged or motivated.
- Trainers suitably plan daily sessions and share courses' Intended Learning Outcomes (ILOs) with learners. However, lesson planning is not sufficiently informed by the outcomes of learners' prior and continuous assessments.
- A clear 'Registration and Admission' policy and a purposeful admission form and admission assessment are in place. The policy sets TPI's registration and admission standards and defines the roles of TPI staff and learners.
- The support mechanism that includes the different means of support is defined in the 'Learner Management Guidelines'. However, there is no clear mechanism to identify learners at risk to ensure that they are effectively supported.
- Learners enrolled in the ES programme are provided with effective extra sessions. However, the extra sessions provided are part of the allocated training hours approved by the MoL.
- TPI employs appropriate strategic planning that focuses on enhancing learners' achievement and improving the quality of the provision. The self-evaluation process is consistently carried out, where the outcomes are used properly to inform strategic planning.

Capacity to Improve: 'Satisfactory'

Judgement justifications

- The overall effectiveness of TPI, as well as the judgements of the review Aspects, have declined in comparison to the previous review results; as all Aspects of TPI's provision are judged as 'Satisfactory', except the quality of courses/programmes Aspect, which remained 'Good'.
- TPI employs appropriate strategic planning that focuses on enhancing learners' achievement and improving the quality of the provision. The management team has suitably adapted its operations and practices in response to the challenges imposed by the emerging circumstances. Nonetheless, the Institute's training activities have been suspended until the second quarter of 2021. During this period, TPI worked on updating its policies and procedures.
- TPI's organisational structure is fit-for-purpose and supported by sufficient physical and human resources to meet the requirements of the provision. Trainers and staff at TPI are qualified and experienced, and most of them have recently been recruited to ensure business continuity.
- TPI is an approved testing centre and has a valid partnership with several awarding bodies such as Cisco and City and Guilds. A number of partnerships have been suspended, including that with Bentley, while the agreement with Autodesk is currently under renewal.
- Among the recent improvement initiatives, TPI has relocated its premises and expanded the range of offerings with courses/programmes in specialised vocational areas and occupational fields such as retail skills, customer service and cybersecurity. Moreover, a customised Learning Management System (LMS) is currently under development.
- TPI has a suitable internal quality assurance system supported by an appropriately implemented set of policies and procedures to ensure the quality of the provision. Although the internal and external verification and moderation processes are sufficient, they do not cover all aspects of the learning provision.
- Due to the emerging circumstances the 2020 number of enrolments dropped, it has increased in 2021 and continues to improve. Learners' achievement is suitably monitored, and learners successfully achieve the qualifications they aim for, with almost all learners' achievements attained from the first attempt.
- TPI has established links with a number of universities and non-profit organisations; which benefited from several workshops and webinars conducted as part of its community engagement.
- In response to the national initiatives, TPI is a listed institution on the National Qualification Framework (NQF).

The Provider's Key Strengths

- Learners achieve the qualifications they aim for, particularly in the Employability Skills (ES) programme.
- Trainers' understanding of their subject area, and the use of relevant training methods and learning resources.
- Courses/programmes are well-resourced and structured.

Recommendations

In order to improve its provision, the Training Plus Institute should:

- ensure that learners master the relevant skills and competencies and are provided with effective support to successfully achieve the Intended Learning Outcomes (ILOs)
- enhance the effectiveness of the access and entry mechanism to ensure admitted learners suit the ES course/programme requirements.
- improve the effectiveness of training and assessment by:
 - ensuring sufficient opportunities for all learners to participate during training sessions.
 - better utilization of the outcomes of learners' prior and continuous assessments in session planning.
- improve the leadership and management by:
 - implementing a rigorous and comprehensive internal quality assurance system that covers all areas of learning including measuring ES learners' progress
 - ensuring the effective recording and monitoring of learners' achievement and trainers' performance.

Learners' Achievement: 'Satisfactory'

Judgement justifications

- Learners develop and acquire useful knowledge and skills relevant to their field of learning and course/programme level. This is reflected in their level of participation during the observed training sessions, the learners' produced work and the examined portfolios of learners enrolled in the ES programme. However, in a significant minority of the observed sessions, it was challenging for a few learners to acquire the expected skills and knowledge.
- The Learners Performance Data (LPD) submitted for the purpose of this review shows that 69% of the learners are enrolled in the ES programme, 28% in the ICT courses – conducted in 2019 only - and 2% in the English Language which comprises one course only. All the enrolled learners sit the awarding body's online examinations and achieve the qualifications they aim for.
- Although TPI sufficiently keeps learners' data and records, there were discrepancies found in the provided records of learners and the annual reports submitted to MoL with the learners' records of the conducted courses, particularly the records of the 2019 annual report.
- The reported ICT learners showed a considerable level of practical knowledge and skills development and acquisition, which was evident from the shared learners' work. In addition, there is an appropriate practice in place, where this practice is systematically implemented through Pre- and Post-course tests. Analysis of Pre- and Post-course tests shows that the reported ICT learners are progressing well.
- The reported ICT learners also successfully achieve the qualifications they aim for, with almost all learners' achievements attained from the first attempt, satisfying the awarding bodies passing criteria.
- Moreover, learners enrolled in the ES programme suitably attain the ILOs; resulting in achieving the qualifications they aim for. However, the mechanism used to evaluate learners' initial attainment at the entry of each level and the progress made towards the end of the programme is less systematic to assess the learners' progress and their ability to develop the required portfolio.
- Learners' attendance and punctuality are regulated through 'Learning Event Guidelines', as evident in the ES programme. Most learners maintained regular attendance throughout the course, though lateness and absenteeism cases were recorded for a number of learners in the sessions observed. However, for ICT learners, TPI is maintaining the attendance records only.
- In general, learners' ability to work independently and in groups was clearly demonstrated in sessions observed with purposeful participation. Furthermore, in a few cases, their ability to develop and

communicate their own opinions about the topics taught was evident.

- Moreover, the examined work of the reported ICT courses shows that

learners are able to perform the required tasks with a certain amount of supervision.

Areas for improvement

- Learners' mastering of the skills and knowledge of the completed courses/programmes.
- The mechanism used to evaluate learners' progress, particularly in the ES programme.

Effectiveness of Teaching/Training and Assessment: 'Satisfactory'

Judgement justifications

- Trainers are knowledgeable and experienced in their field. They use a suitable range of training methods, such as discussion, role play and activity-based learning; and learning resources, such as PowerPoint presentations and Google Forms relevant to the session's ILOs and mode of delivery. In the majority of sessions, trainers encourage learners to participate in discussions and activities and to produce digital content, such as presentations and portfolios. However, in a minority of observed sessions, the less active learners are not sufficiently encouraged or motivated during oral discussions, which limited their participation.
- A suitable range of formative and summative assessments relevant to the type and level of courses/programmes are used to evaluate learners' theoretical and practical understanding. While formative assessments include written activities

and verbal questioning that match session objectives, the summative assessments are portfolio tasks for the ES programme and pre-course, mid-course, post-course skills, as well as Super Lab for ICT courses; that are clearly mapped to course ILOs. Learners' work is marked appropriately, and trainers use a pre-defined rubric and grading criteria for the ICT courses.

- Training sessions are appropriately managed in a progressive manner, though learning time in a few observed sessions is affected by slow-paced activities and interruptions caused by technical glitches. Trainers suitably plan daily sessions and share ILOs with learners. However, lesson planning is not sufficiently informed by the results of learners' prior and continuous assessments.
- Trainers appropriately accommodate learners' needs by providing further explanations and translations in Arabic and adjusting the delivery with useful

topics for learners' job perspectives. However, the less active or passive learners are not adequately engaged or supported in the observed sessions. Trainers stimulate learners' critical thinking through further challenging and posing scenario-based questions in the better sessions where the majority of learners develop the required competencies. Self-learning is promoted adequately by encouraging learners to engage in research activities on topics like 'Financial Freedom' and providing useful links to videos and other sources for further reference and practice.

- Trainers maintain learners' attendance records throughout the courses/programmes, but punctuality is not recorded in the ICT courses. Learners' performance records are adequately maintained and shared with learners, and trainers provide useful verbal feedback to learners during sessions. While written feedback on learners' course portfolios in the ES programme is informative and sufficiently detailed, feedback on the achievement report of ICT courses is generic.

Areas for improvement

- Encouragement and motivation of the less active learners during training sessions.
- The utilization of the outcomes of learners' prior and continuous assessments in session planning.

Quality of Course/Programmes: 'Good'

Judgement justifications

- Based on the analysis of the labour market requirements and trends and the publications of the Labour Fund (Tamkeen) and the MoL, TPI offers short and long externally accredited courses/programmes in the fields of Leadership and Management, Information and Communication Technology (ICT) and English Language. These externally accredited courses/programmes are offered in affiliation with a number of awarding bodies, including Microsoft, Autodesk, Person, Bentley and City and Guilds.
- TPI courses/programmes are well planned and structured with clear course outlines following the awarding bodies' regulations.
- A fit-for-purpose assessment plan, unit details and scheme of work are in place. However, it is noted from examining various documents, including MoL approvals, course outlines, attendance sheets and lesson plans, that, in some cases, the duration of the ICT courses differs from that stated in the MoL approval form and/or course outline.
- A fit-for-purpose formal mechanism entitled the 'Qualification Design and Delivery Policy' is in place to design, verify, update and approve courses/programmes.

- TPI ensures that the courses/programmes on offer are updated following the awarding bodies' requirements and standards. In addition, a formal internal evaluation mechanism is well implemented to review and update ES programme. However, the internal evaluation mechanism was not evidenced for the ICT courses.
- During the emerging circumstances, in accordance with licensing and awarding bodies' directives, TPI efficiently adjusted its mode of delivery to an approved online platform and effectively supported training and learning needs by utilising different applications, and well-equipped training rooms.
- Courses/programmes are well-resourced to meet the needs of learners and the requirements of the awarding bodies. A purposeful form entitled the 'Training Infrastructure Requirements'

is in place to allocate the required materials for training. The form specifies a list of resources that include software, training materials, seating arrangements, computers, projectors, and other requirements.

- A clear 'Registration and Admission' policy is in place. This policy sets TPI's registration and admission standards and defines the roles of TPI staff and learners. However, the policy is not strictly implemented.
- A purposeful admission form and admission assessment are in place. However, the admission assessment does not identify the specific training needs of the learners as well as the support and guidance they may need when working towards achieving their qualifications, especially for the ES programme.

Areas for improvement

- Compliance with MoL course approval requirements with regards to the Guided Learning Hours (GLH) in the ICT courses.
- Internal evaluation mechanism for the ICT courses' training materials.
- The admission assessment for the ES programme.

Learners' Support and Guidance 'Satisfactory'

Judgement justifications

- Learners at TPI receive useful support and guidance to achieve better outcomes. Support mechanisms are defined in the policy entitled 'Learner Management Guidelines', in which the procedures of different means of support are outlined, such as the

feedback and support system, counselling sessions, career progression, learning pathways and Recognition of Prior Learning (RPL). However, there is no clear mechanism to identify learners at risk to ensure that they are effectively supported.

- Support is provided *via* a number of means, such as effective extra sessions, mock examinations and flexible arrangements through time adjustment, as well as sufficient technical support needed for the new mode of delivery and platform used.
- The Institute shared with the learners clear 'Zoom Guidelines for Attendees' for online training courses and 'Google Drive Guidelines' for the learners' submission of work/portfolio.
- Learners enrolled in the ICT courses are provided with extra sessions to prepare for the final external examinations. In addition, ES learners enrolled are provided with effective extra sessions for further explanation, counselling on academic and personal matters and guidance on a portfolio submission. However, the extra sessions provided to the ES programme learners are part of the allocated training hours approved by the MoL.
- TPI provides useful extra-curricular activities to learners enrolled in the ICT courses by providing them extra links for free practice activities and additional materials. Learners enrolled in the ES programme are invited to attend relevant workshops out of their guided learning hours.
- TPI provides sufficient initial guidance on courses/programmes selection through the different means of communication whereby learners and stakeholders are sufficiently informed about courses/programmes, in addition to providing purposeful induction sessions to learners. However, the TPI's website content is not regularly updated.
- TPI suitably maintains communication with stakeholders to update them on learners' performance by sending hard copy certificates and a 'Trainee Achievement Sheet' reflecting learners' grades throughout the courses/programmes.
- TPI learners are able to indicate their Special Educational Needs and/or Disabilities (SEND) and request support through admission forms. However, there is no dedicated detailed policy or procedure for this purpose, and the current arrangement of the premises is not suitable to accommodate physical disabilities. It is worth noting that TPI did not have any registered cases of special needs learners at the time of this review.

Areas for improvement

- A dedicated detailed policy to identify and support at-risk learners, including SEND learners.

Effectiveness of Leadership, Management and Governance 'Satisfactory'

Judgement justifications

- A proper 4-years Strategic Plan has been emanated from the departmental objectives and formulated using the outcomes of realistic various analyses. However, a number of strategic objectives are not well-defined nor measurement indicators are specific to ensure rigorous monitoring of performance.
- Proper strategic and contingency planning is carried out where the management team was fairly responsive to the emerging circumstances. TPI's management adapted its operations and developed the operational policies and procedures to apply for NQF listing.
- The self-evaluation process is consistently carried out, where the outcomes are properly used to inform strategic planning. The management and the concerned staff are kept aware of the Institute's progress through regular meetings.
- The Self-Evaluation Form (SEF) submitted for the purpose of this review is generally informative in the majority of the criteria. However, the grades awarded highly overestimated the provision.
- Relevant data on learners' performance are properly kept. These data are usually accurate and reliable and are aggregated in the yearly evaluation sheet, which is generally discussed in management and staff meetings.
- The current mechanisms utilised to ensure the quality of training are suitable. Trainers' performance is appropriately monitored through regular internal session observations using different forms. Forms used for the ICT courses are not focused on learners' achievement and are insufficiently detailed. These forms have been revised several times, yet the most recent form does not cover the mode of delivery or the areas of learning. Moreover, a number of the recently filled forms are neither sufficiently detailed nor critical.
- A number of ICT trainers have been supported to acquire the professional development needed in relation to their fields in order to deliver professional courses.
- The Institute monitors the performance of staff on a regular basis through formal and relevant processes; where records are kept and relevant areas for improvement are identified.
- A fit-for-purpose organisational structure is in place. The roles and responsibilities of staff are clearly defined in their job descriptions. Newly recruited staff, including trainers, are effectively inducted where useful manuals and handouts are shared.

- A staff recruitment policy is in place and defines the minimum requirements in terms of qualifications, experience and skills required. However, these are not always strictly followed.
 - A set of policies and procedures and a number of relevant forms to ensure the quality of the provision are in place. These are developed and reviewed on a regular basis to ensure their suitability.
 - The verification and moderation processes are currently streamlined, and appropriately implemented. However, these processes do not cover all aspects of the learning provision. For instance, although TPI is keeping and documenting some relevant records, the process is neither systematic nor effectively implemented.
 - Updated and detailed health and safety policies are in place. The learning environment is hygienic, free from obvious hazards and with sufficient and appropriate classrooms.
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- The Institute builds appropriate relationships with the local community and relevant stakeholders. A dedicated form is used for employers' feedback, which is suitable in terms of content. However, the effectiveness of this form was not measured by the review team due to the limited corporate business.
 - The approach followed to gather feedback from learners is systematic; where the end-of-course completion form is always aggregated, and sometimes necessary actions are taken.
 - The Institute's governance structure is fit-for-purpose, and one of the Board of Directors (BoD) members is the General Manager. An appropriate governance arrangement is in a place, where the Institute's performance is properly monitored through the Board meetings. The respective management and governance roles are frequently rotated. Although there is a common understanding among Board members and senior management, roles and responsibilities are not documented.

Areas for improvement

- The definitions of some strategic objectives and Key Performance Indicators (KPIs) are not always specific or measurable.
- The quality of the filled forms for the internal session observations and the effective linkage of the session observations to trainers' performance appraisal.
- The coverage and rigorousness of the record-keeping and documentation of the internal moderation and verification processes for all aspects of learning.

Appendix: Provider Information

Provider Name (English)	Training Plus Institute					
Provider Name (Arabic)	معهد ترينينج بلاس					
Licensing Body	Ministry of Labour					
Year of Establishment	1996					
Age Range of Learners	Above 18					
Number of Learners	Male	74	Female	350	Total	424
Learning Areas	Externally Accredited			<ul style="list-style-type: none"> • Leadership and Management Awarding Body: City and Guilds <ul style="list-style-type: none"> - Level 1 Certificate in Employability Skills. - Level 2 Certificate in Employability Skills. - Entry Level 3 in Employability Skills. • Information and Communication Technology (ICT) Awarding Body: Autodesk <ul style="list-style-type: none"> - Revit® For Architecture. - Autodesk Certified Professional: AutoCAD®. - Autodesk Certified Professional: Inventor®. - Autodesk Certified User: Fusion 360®. Awarding Body: Bentley <ul style="list-style-type: none"> - Bentley Staad Pro. Awarding Body: Microsoft <ul style="list-style-type: none"> - MCSA: Windows Server 2016. - MCSA: Web Application. 		

		<ul style="list-style-type: none"> - Identity with Windows Server 2016. - Azure Administrator Associate. • English Language - JETSET Foundation Level.
	Local Achievement	-
	Local Attendance	-
Available Learning Platform(s)	<ul style="list-style-type: none"> • Zoom. 	
Institution's Listing Status	<p>Listed on the National Qualification Framework (NQF) Listing ID: IL21-001</p>	
List of Qualification placed on/aligned to the NQF	-	