



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

# Directorate of Vocational Reviews

## Review Report

Al Ghad Training Institute  
Tubli  
Kingdom of Bahrain

**Date Reviewed: 29 September - 1 October 2014**

VO109-C2-R097

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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**

Al Ghad Training Institute (GTI) was established in December 2012 and it is licensed by the Ministry of Labour. The institute offers a range of externally-accredited, quality assured, provider's accredited and non-accredited courses in the fields of Business, soft skills, human resources management, information technology (IT), communication skills, account and Islamic finance. GTI is an authorised Certified Internet Webmaster (CIW) training partner, an accredited training provider for the Chartered Institute for Securities and Investment (CISI) for Islamic finance qualifications, and an approved assessment provider for the Association of Accounting Technicians (AAT).

GTI operates from one centre located at Tubli. The institute has a board of directors which consists of a chairman who is the owner of the institute, a full-time executive manager, and a three part-time heads of department which are head of maintenance and health and safety, head of information Technology and head of business and communication. GTI employs a human resources and administration manager, a planning and business development manager, two registration and administration specialists, one marketing and communication specialist, one designer and one caretaker. All are employed on a full-time basis. The institute has a pool of 10 part-time trainers who are utilised as and when needed.

Al Ghad Institute enrolled 110 learners in 2013. In 2014, the number of enrollment reached 130 learners up to the time of the review. The externally accredited courses constitute 59% of the total enrollment number for 2013 and 2014, quality assured courses make 19%, provider's accredited courses make 14%, while the rest are enrolled in the non-accredited courses. 89.4% of the externally accredited courses learners are enrolled in International Business Skills programme (IBS) and the rest are enrolled in some IT courses.

### **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 programmes and qualifications learners achieve, examined learners' written and other work, studied 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: 2 Good
<b>Learners' Achievement</b>	
How well do learners achieve?	Grade: 2 Good
<b>Quality of Provision</b>	
How effective is teaching and/or training in promoting learning?	Grade: 2 Good
How well do programmes meet the needs and interests of learners and stakeholders?	Grade: 2 Good
How well are learners supported and guided to achieve better outcomes?	Grade: 2 Good
<b>Leadership and Management</b>	
How effective are leadership and management in raising achievement and supporting all learners?	Grade: 2 Good

## 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: 2 Good**

All aspects of provision at GTI are good. Learners develop relevant knowledge and skills appropriate to their chosen course level and most of them achieve the qualifications or course objectives they aim for and progress well. GTI trainers have good command of their specialism and use a range of training methods which succeed to motivate and engage learners. Learners enjoy their learning experience and are able to work well independently and collaboratively when given the opportunity. However, only a few learners are able to reflect on their progress. During the lessons observed, assessment is frequent and useful verbal feedback is provided to learners however, written feedback on learners' work is insufficient.

GTI offers a range of externally accredited, quality assured, provider's accredited and non-accredited courses in business, IT, management and communication which meet the needs of learners and stakeholders. The institute utilises input from learners and the available national surveys to inform the provision. The majority of courses are well planned and structured. The IT and finance courses are supported with relevant useful additional activities to enrich the learning experience. Courses are well resourced and updated to meet the needs of learners and stakeholders.

Learners at GTI receive good support and guidance to help them achieve better outcomes, staff and trainers are approachable and supportive. Additional hours are provided to learners who missed sessions for valid reasons or those needed more support to improve their achievement. CIW and AAT learners are provided with access to additional relevant material and mock examinations through e-portals to prepare them better for their external examinations. Learners are continuously kept aware of their progress and the learning environment is well equipped to support learners' achievement.

GTI management is focused on learners' achievement and improving the quality of the provision; strategic planning is well structured based on critical self-evaluation process and concentrated on the main areas of performance. Learners' achievement is closely monitored and relevant data are kept, aggregated and analysed to monitor trends. However, the quality of the recently introduced verification system varies between departments and the

impact is yet to be seen. Qualified trainers are recruited, suitably deployed and sufficiently monitored. However, internal lesson observations are inconsistent.

GTI has good capacity to improve. The institute strategic plan is detailed and well-structured based on a critical self-evaluation process and focused on improving learners' achievement and quality of provision. GTI management has signed a memorandum of understanding with a local consultancy for quality improvement where a mock review was conducted to identify priorities for development. Currently leadership and management are working on developing an e-portal to provide learners -especially those enrolled in externally accredited courses- with effective support to improve their achievement through interactive communication with their trainers and their colleagues and access to relevant materials and live assessment. Also, communication is initiated to develop an e-library. Moreover, GTI has affiliation with a number of awarding and professional bodies to expand the range of the courses offered. The institute has appropriate and sufficient human and physical resources to enable improvement to be carried out. Appropriate quality assurance measures are in place; quality of training is sufficiently monitored through class observations and relevant policies and procedures are in place. Number of enrolment is maintained between 2013 and 2014 and repeat business is at least satisfactory.

## **Learners' achievement**

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

#### **Grade: 2 Good**

Learners at Al-Gahd Training Institute (GTI) develop relevant skills and knowledge appropriate to their chosen courses and levels. Most learners interviewed find the courses they attended at GTI highly beneficial and adding value. For example, one of the interviewed learners stated that the graphic design course he attended helped him to open a small business in designing advertisements. Most learners achieve the qualifications or course objectives they aim for; achievement and success rates are high overall. 52% of learners are enrolled in the 'International Business Skills Diploma' (IBS) which is an externally accredited course consisting from eight modules, with online examination. The success rate of learners passing from the first attempt is 82.4% in the different eight modules of the IBS, and the overall pass rate is 89.3%. In Certified Internet Webmaster (CIW) course which makes the majority of the externally accredited IT conducted courses, 88% of learners successfully pass their examination by the planned end date and the overall success rate is 100%. The institute recently enrolled a group of learners in Association of Accounting Technicians programme (AAT) however; it is early to judge learners' achievement in this programme as results are not available at this stage.

In the provider's accredited and the quality assured courses, the majority of learners scored above 90% and almost all learners passed their final examinations and achieved the qualifications they aim for. Learners' achievement is sufficiently and reliably measured in these courses. Success and achievement rates are ranging between 89% and 100% across almost all externally accredited, provider's accredited and the quality assured courses. The Islamic Finance Qualification (IFQ) is the only non-accredited course provided in the Institute, which prepare learners for the International examinations conducted elsewhere. Learners' results of this course are not administered by the institute.

Learners are making good progress compared to their levels at the start of the course. This is evident from the pre-course assessment conducted in some courses, pre-training screening forms which are completed in all courses, the different continuous assessment conducted during the course and the post-course assessment. Furthermore, learners' attainment is judged as good in the majority of the sessions observed and at least satisfactory in the rest.

Most learners enjoy their learning experience at GTI and are generally self-motivated. They are able to work well independently as seen in the class activities and exercises, and when given the opportunities they were able to work collaboratively. Nevertheless, only a few

learners were able to reflect on their progress during class activities and presentations, and to expand on what they had been taught by questioning their trainer or colleagues.

Learners are attending regularly and records of attendance and punctuality are kept. GTI has a clear attendance and punctuality policy which is well informed to learners and effectively implemented. Attendance rate is high overall; it is above 90% in the majority of the conducted courses. The institute takes the necessary follow-up actions in case of absenteeism or lateness.

## **The quality of provision**

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

#### **Grade: 2 Good**

The majority of the sessions observed are at least good and the quality of training is judged as good in most of them. GTI trainers have theoretical and practical command of their specialism; they provide accurate explanations, respond clearly and knowledgeably to learners' questions and use relevant vocational examples to illustrate concepts and relate the course topics to learners' own workplaces. Sessions generally start and end on time and class activities are timely managed in most sessions observed. The learning objectives are usually shared with learners and in a few cases, trainers provide useful and interactive recapitulation of the previous sessions where the majority of learners participate in. A fit for purpose lesson plans are used by all trainers; they include learning outcomes to be covered during sessions, tasks to be completed, training activities and methods to be used, time allocation for each task and resources needed. The outcomes of the pre- screening sheet completed at the beginning of the course are utilised by the trainers to complete a section for differentiation. Trainers use some useful approaches to appropriately meet learners' needs such as individualized instructions or collaborative learning where different abilities learners are grouped. This worked well enough in the majority of the observed sessions where less able learners are sufficiently supported. However, the more able learners are not always sufficiently challenged.

GTI trainers use a range of training methods which succeed to engage and motivate most learners such as practical exercises and effective group work. As a result, almost all learners are attentive and engaged in applying what is learnt and discussing relevant issues. Assessment is fit for purpose and suitable for the type of courses. Trainers use formative assessment such as class activities, presentation and quizzes, and summative assessment such as pre-course assessment in some courses and post course examinations. During the observed session, assessment is effective and frequent where learners understanding and attainment is assessed through questions and class exercises and useful immediate verbal

feedback is provided by the trainers. Nevertheless, insufficient written feedback is provided on learners' written work on how to improve further. In the most effective sessions, trainers challenge learners' through further questioning approach and reflecting on their colleagues' answers.

Trainers maintain and regularly update records on learners' performance during the course which includes the grades of the pre-course assessment in some courses, participation, homework, assignments, quizzes and post-course assessment. Although pre-course assessment is not consistently applied across all courses conducted, the formative and post course assessment grades are maintain in all. The available resources are effectively used to promote learning; these include updated soft and hardware for IT courses, PowerPoint presentation, flipcharts and white and smart boards.

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

### **Grade: 2 Good**

GTI offers a range of externally-accredited, quality assured, provider's accredited and non-accredited courses in business, finance, IT and communication. The externally accredited courses include International Business Skills programme (IBS) which is accredited by Association of Business Professional (ABP) and Association of Business Executives (ABE), Level two accounting certificate, level three and four Diploma in Accounting from Association of Accounting Technicians (AAT), CompTIA certificates and Certified Internet Webmaster (CIW) certificate. The quality Assured courses include business management courses such as management, human resources management, quality management and train the trainer courses. In addition to some IT courses such as graphic design, computer networks and engineering design and drawing. These courses are quality assured by the Cambridge Training College (CTC) - Britain. Provider's accredited courses include some IT and communication and language courses. Most learners and employers interviewed are satisfied with the range of the offered courses which meet their needs.

Input from learners and the available skills gap analysis and studies are utilised suitably to offer courses and inform the provision. For examples, the eight modules included in the IBS programmes and CIW certificate are identified within the skills needed by the Bahraini labour market. The majority of learners are enrolled in IBS programme which reflects the demand on it. In addition, the institute gather information from learners through telephone calls, interviews and focus group. The institute also carried out a survey on a group of learners to gather more information about the targeted audience and their preferences such as their age group, background and qualifications, and their preference on course duration,

time and the mean of communication they prefer. The outcomes of all are suitably used in planning the courses to better match the needs of learners.

The majority of courses are well-planned and structured especially the externally accredited and those following external bodies. However, few of the provider's accredited courses are insufficiently planned and structured such as the English and communication courses. Courses are well resourced to meet the needs of learners and stakeholders; IT laboratories have sufficient new laptops with the most updated software, all classrooms and IT laboratories are equipped with smart boards. GTI has a small library which contains some relevant books for learners' and trainers' reference.

The IT and finance courses are supported with relevant and useful extra activities to enrich the learning experience and enhance courses such as field trips and guest speakers. Course materials are up-to-date and the institute has relevant policy in place to ensure regular review and update of courses.

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

### **Grade: 2 Good**

Learners at GTI receive effective support and guidance through the whole learning experience to achieve better learning outcomes. Prior to the start of a course, detailed course brochures and outlines are available to all learners and employers through the various social media; website, emails and mobile chats. The institute has dedicated administration staff who provide all information needed about the courses offered. Administration staff conduct a brief and fit-for-purpose induction session, which informs the learners about the institute in general, contact numbers and available social media to communicate with the institute if needed. It also informs learners about their rights and the institute's obligations. Moreover, AAT learners are provided with an effective full day induction on the programmes teaching styles, assessment methods, the website and the utilization of the e-portal support, and all related rules and regulations.

Trainers are helpful and supportive, they provide guidance to learners on course selection, help them in their personal and work related aspects, enrich their knowledge in related matters, as well as providing guidance on career progression. Special extra one-on-one and small groups sessions are provided to learners who missed a class with a valid excuse or those needed more support to improve their achievement.

Learners enrolled in the externally accredited courses such as CIW and AAT are provided with mock examinations to prepare them for their external examinations. In addition,

learners have access to e-portals which provide them with extra relevant course materials, activities, videos, quizzes, mock examinations as well as recommended relevant links.

Learners are continuously kept aware of their progress, through the different class activities and assessment where useful oral feedback is continuously provided by trainers. The progress and performance reports which are shared with learners provide a holistic picture on the attendance, performance and attainment of the learners. Majority of learners are walk-in sponsored by Tamkeen, after the successful completion of a training course, GTI sends these performance reports to Tamkeen.

The provider is flexible in course delivery arrangement to accommodate learners' and employers' needs. The institute change date, time, or even add extra special session based on learners' requests. There are cases where special arrangements are made for special needs learners; for example, there was a case of a learner who had visual impairment and could not set for the on-line examination where the institute support him and arrange to examine him through a hardcopy examination paper

GTI learning environment is well-equipped to ensure that all learners are comfortable and able to focus on the training that is being delivered.

## **Leadership and management**

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

#### **Grade: 2 Good**

GTI leadership and management are focused on improving learners' achievement and supporting them to meet their programmes objectives. Although the institute has just completed one and a half years of service, the management exhibited commitment to start their relevant process right; strategic planning is focused on the main areas of the institute's outcomes, relevant policies and procedures are in place and training staff are suitably qualified and sufficiently monitored.

GTI has clear vision and mission statements which are shared with staff, the set strategic goals are relevant and focused on improving learners' achievement, raising standards of training, enhancing curriculum with relevant professional activities and enhancing practices relevant to the leadership and management of the institute. The strategic plan is translated to an operational action plan that sets specific tasks, accountabilities, timescale, methods of monitoring and evaluation and success criteria. However, this plan is recently developed and only few actions are implemented while others are in the process. Management and staff meetings are regularly conducted to follow up progress and discuss relevant issues to improve the provision.

GTI organisation structure is fit for purpose; senior management staff are qualified and have relevant experience, number of staff is sufficient and responsibilities are clearly defined.

Qualified trainers with sufficient professional and training experience are recruited, suitably inducted and deployed. Their performance is appropriately monitored through internal lesson observations conducted by head of departments together with end of course evaluations completed by learners. The majority of class observations conducted identifies areas for development however, they are inconsistent and the frequency and quality varies between departments.

Learners' achievement is measured in most courses conducted and relevant data are kept. Analysis of pass rate is produced for the management review; success rates are high across most courses. Recently, GTI introduced an internal verification system which is implemented in the non-accredited courses only. So far, it is implemented in few of the conducted courses and the quality varies, some of the completed forms identify relevant issues and provide suggestions for further improvement. Nevertheless, this system is recent and the impact is yet to be seen.

Assessment of learners' prior attainment is adequate. While suitable pre-course assessments are conducted in IBS, AAT, and some IT courses such as CompTIA and CIW, learners' prior attainment is not assessed in the majority of the HR conducted courses. Furthermore, the outcome of this process is not always effectively utilised to inform lesson planning. Nonetheless, the institute gathers information about learners' profiles, expectations of the course and their priorities for improvement. This is done through a form called 'pre-training screening form' and utilises this information appropriately to tailor training delivery methods through providing relevant vocational examples, individual instructions and group work.

Most of GTI clients are walk-in learners where the institute maintains effective links with them; their feedback about the provision is regularly sought, aggregated and analysed. Where needed, the outcomes are utilised by the management to improve the provision. For example, the institute adds 'Bahrain labour code' and more class activities in the human resources management course based on learners' feedback and suggestions. However, links with employers are recently established and their views and feedback are sought verbally.

The self-evaluation process (SEF) is effective; GTI signed an agreement with a local consultancy organisation for quality improvement. The organisation carried out a gap analysis which includes a mock review to evaluate the institute's performance and identify areas for development. Accordingly, action plans are produced and trainers and staff are provided with the needed training. Moreover, the SEF completed for the purpose of the review is informative with reference to the supporting evidence, and most grades are accurate which reflect good understanding of the provision.

GTI premises are free of obvious hazards and the institute has sufficient health and safety measures in place to ensure health and well-being of learners and staff.

## The provider's key strengths

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- Learners develop relevant knowledge and skills appropriate to their chosen levels and make good progress
- Trainers are qualified and have theoretical and practical command of their specialism, and use a range of training methods that succeed to engage and motivate learners
- A range of externally accredited, quality assured, provider's accredited and non-accredited courses are offered which meet the needs of learners and stakeholders
- Learners are well-supported to achieve better outcomes
- Well-structured strategic planning which is suitably informed by effective self-evaluation process.

## Recommendations

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### **In order to improve, Al Ghad Training Institute should:**

- ensure that class observations are regular, consistent and critical feedback is shared with trainers for further quality improvement
- ensure that learners' prior attainment is consistently assessed and the outcome is utilised effectively to accommodate learners' individual needs
- enhance assessment verification processes further to be more consistent and ensure the outcome is acted upon for further improvement.