



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

Directorate of Vocational Reviews

Review Report

Alnada Training Centre
Manama
Kingdom of Bahrain

Date Reviewed: 09-13 April 2023

VO147-C4-R036

Introduction

The Directorate of Vocational Reviews (DVR) of the Education & Training Quality Authority (BQA), conducted this review over five days by a team of eight 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 Alnada Training Centre (ANTC) and collected feedback from learners, employers, trainers, management and support staff.

It is worth mentioning that this is the first review for ANTC, and the 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



Outstanding

1

Good

2

Satisfactory

3

Inadequate

4

Overall Effectiveness ‘Good’

Judgement justifications

- ANTC strategic planning is driven by the outcomes of a regular self-evaluation process and directed towards enhancing learners’ achievement, and continuous quality improvement and business continuity.
- Based on a careful understanding of the market needs, ANTC offers a range of externally accredited, local achievement and local attendance courses/programmes; most of which are externally accredited and in affiliation with the international awarding bodies, mainly in the fields of Information and Communications Technology (ICT), banking, finance and accounting, English language, business and commerce.
- Courses/programmes are well-resourced, structured and planned in accordance with the awarding bodies’ regulations. Though the Centre has a procedure for developing a newly introduced course/programme, a procedure for reviewing and updating the continuously offered courses/programmes is not available.
- Trainers are knowledgeable; they have relevant qualifications and sufficient experience in their field. A suitable range of training methods is effectively used to engage and motivate learners. However, in a minority of the observed sessions, the less active learners are not sufficiently encouraged or motivated, which limited their participation and mastering the skills.
- A suitable range of formative and summative assessments are used to evaluate learners’ understanding. Summative assessments are corrected accurately as per the key answers. Internal and external post-moderation on assessments is implemented appropriately for the conducted courses/programmes; however, there are a few cases of inaccurate corrections and wrong marking that the moderation was not able to detect.
- The majority of learners develop purposeful vocational skills relevant to their learning and progress well throughout the course. However, a few learners do not competently acquire the skills and knowledge stated in the course outcomes.
- The vast majority of the learners enrolled in the ICT externally accredited courses/programmes achieve the external qualifications successfully from the first attempt. Yet, in the Internet and Computing Core Certification (IC3) - Digital Literacy Certification, a minority of learners achieve the external qualifications they aim for after several attempts.
- A minority of learners enrolled in the Association of Chartered Certified Accountants (ACCA) take the final examinations by the awarding body, and most of them achieve the module from the first attempts. The year 2022 samples show that the pass rates for the ACCA modules are either comparable to or higher than the international pass rates.
- Learners’ achievement is closely monitored and analysed; accurate and

reliable data on learners' achievement and attendance is kept, aggregated and analysed to inform decision-making.

- Staff and trainers' performance is closely monitored through an annual appraisal system to evaluate individual performance and identify areas for career development. Trainers' performance is regularly monitored through session observations. Though in a few cases, the identified areas for further improvement were not sufficiently followed up.

- Effective arrangements to support learners to achieve better outcomes are in place, these are executed by dedicated counsellors, approachable trainers, and cooperative administrative staff. However, the end of the course report suggested area for improvement is not always highlighted nor critical to reflect the required improvement.

Capacity to Improve 'Good'

Judgement justifications

- All Aspects of ANTC provision are judged as 'Good', including the Overall Effectiveness.
- Since its inception in 2018, the Centre's strategic direction is fully driven towards providing training programmes that meet the labour market needs with a focus on the banking, finance and accounting fields. The management team has expanded the range of courses/programmes on offer and effectively adapted its operations in response to the challenges imposed by the exceptional circumstances.
- Towards the end of 2021 and the beginning of 2022, ANTC expand its range of courses/programmes by offering the Cisco, Microsoft, and Institute of Management Accountants (IMA) courses/programmes. On the other hand, due to low demand, ANTC has suspended partnerships with a number of awarding bodies, such as

the Person London Chamber of Commerce and Industry International Qualifications (LCCI) and IC3.

- As per the provided learners Performance Data (LPD) and performance records, success rates have been maintained high for the majority of the ICT courses/programmes. Enrolment in the Centre has been steady since its inception and it is increased during the exceptional circumstances, more than 900 learners were enrolled in different courses till the date of this review.
- The Self-Evaluation Form (SEF) submitted for the purpose of this review provides relatively sufficient information supported with a sufficient range of evidence, and grades for most aspects of the review match with the review grades. However, there is a case where the assigned grade conflicts with the

grading rubric stipulated in the BQA/DVR Review Handbook.

- ANTC management team maintains links with stakeholders and the local community and has a well-established network of international awarding bodies. On a regular basis, the Centre collects, aggregates and analyses learners and employers' feedback, however, there is no clear evidence that improvement actions are triggered by these views.
- A useful range of policies and procedures has been developed in 2020. Internal and external verification and moderation processes, particularly those for assessments, are mostly

streamlined and sufficiently implemented.

- The Centre has a fit-for-purpose organisational structure, equipped with a number of qualified full-time trainers, and a sufficient number of administrative staff.
- ANTC relocated its premises in 2022 and currently, ANTC has the initiative towards offering a new range of courses/programmes in the fields of Cybersecurity, Virtual Realization (VR), Artificial Intelligence (AI) and Insurance.

The Provider's Key Strengths

- the majority of learners develop effective vocational skills and knowledge and make relative progress to their prior attainment.
- the effective use of formative and summative assessments to measure learners' performance throughout the courses/programmes.
- the effective sensing of the market needs to inform the Centre's offerings.
- the well-structured strategic planning that is focused on raising learners' achievements and the quality of its provision.

Recommendations

In order to improve its provision, Alnada Training Centre should:

- further improve learners' mastering of skills and progressive acquisition of the course/programme objectives/Intended Learning Outcomes (ILOs).
- ensure sufficient opportunities are provided to all learners to participate productively during training sessions.
- further improve the quality assurance arrangements by:
 - utilising the outcomes of learners' and employers' feedback effectively to trigger improvement.
 - following up on the identified areas for further improvement raised during the session observations.
 - developing a review and design procedure for the continuously offered courses/programmes.

Learners' Achievement 'Good'

Judgement justifications

- The majority of learners acquire useful knowledge and develop purposeful vocational skills relevant to their chosen courses/programmes. However, upon course completion, a few learners are not able to competently complete the assigned tasks or master the required skills.
- For almost all offered courses/programmes, learners' performance, knowledge acquisition and skills development are measured throughout the course/programme using different assessment tools that include quizzes, practical laboratory exercises and mock examinations. In addition, relevant pre- and post-tests are conducted to evaluate learners' prior attainment at entry level, and the progress they make towards the end of a course.
- The LPD submitted for the purpose of this review shows that 86% of the learners are enrolled in the externally accredited courses/programmes, while the remaining learners are enrolled in the local achievement and attendance courses. As evident from the observed sessions, scrutiny of learners' work and learners' starting points, the majority of learners progress well throughout the course. Yet, the progress of a few learners is minimal.
- The learners' performance records provided by the Centre for the purpose of this review reveal that the vast majority of the learners enrolled in the ICT externally accredited courses/programmes which represent 36% of total enrolment sit the international awarding body's online examinations and achieve the external qualifications successfully from the first attempt. However, a minority of learners in the IC3 programme achieve the external qualification they aim for after several attempts.
- On the other hand, the reported learners enrolled in banking, finance, and accounting including the ACCA and Tally externally accredited courses/programmes which represent 33% and 6% respectively, gained useful vocational skills and knowledge that prepare them for the examinations, as seen in the records of learners' formative and summative assessments, mock examinations and the sessions observed.
- A minority of ACCA learners take the final examinations by the awarding body, and most of them achieve the individual module from the first attempts. It is worth mentioning that the pass rates for the ACCA are either comparable to or higher than the international pass rates. In addition, the majority of learners enrolled in Tally courses successfully obtained the qualifications they aim for in a timely manner.
- The majority of the learners enrolled in the externally accredited English language courses, which constitute 8% of the total enrolment achieve the qualifications they aim for. However, scrutiny of learners' assessed work

shows that learners' writing skills are insufficiently developed.

- From the observed sessions, the majority of learners exhibit confidence and the ability to work independently and collaboratively. However, a few learners remained dependent on trainers' directions or required further support to complete the given tasks.
- The majority of learners are committed and show a positive attitude towards their learning; they are self-motivated

and willing to learn. During the observed sessions, learners effectively reflected on their understanding by participating in discussions and questioning their trainers. A clear attendance and punctuality policy is in place, attendance records show that learners attend regularly; however, punctuality is not precisely recorded and calculated, and it was an issue in a few cases.

Areas for improvement

- learners' ability to develop the required vocational skills.
- learners' punctuality.

Effectiveness of Teaching/Training and Assessment 'Good'

Judgement justifications

- Trainers are knowledgeable and experienced in their field 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.
- Trainers apply a range of effective training and experiential learning strategies, supported by purposeful utilisation of relevant learning resources, which succeed in engaging learners in discussions and activities, however, in a minority of observed sessions, the less active learners are not sufficiently engaged, supported or motivated during class activities, limiting their participation and achievement of objectives/ILOs.
- A suitable range of formative and summative assessments relevant to the type of courses/programmes are used to evaluate learners' theoretical and practical understanding and measure their achievement of the objectives/ILOs.
- The used assessment tools and methods such as quizzes, verbal questioning, practical assessments, and pre-and post-tests are clearly mapped to course objectives/ILOs. Learners' work is marked appropriately, and trainers use a pre-defined rubric for class participation.
- Internal and external post moderation on assessments are implemented appropriately for the conducted courses/programmes; however, there

are a few inaccuracies in marking, where mistakes are overlooked.

- Trainers suitably plan daily sessions and share objectives/ILOs with learners. A few session plans are modified based on the outcomes of pre-tests and learners' requirements. Training sessions are well managed, though learning time in a few observed sessions is affected due to fast-paced activities and longer breaks.
- Trainers mostly address individual learners' needs and capabilities appropriately by altering the training methods and assessment tools, targeting learners' different abilities with tailored practical activities, in addition to providing further explanations and translating the content where required.
- Trainers stimulate learners' critical thinking through further challenging and purposefully linking discussion

points with real-life examples and case studies. Group learning and self-learning are promoted adequately by encouraging learners to discuss their own methods of problem-solving in accounting courses/programmes. In addition, trainers provide useful links to sources of learning for learners' further references to develop their competencies.

- Trainers mark learners' attendance and punctuality during training sessions. Learners' performance records are well maintained and shared with learners. Although written feedback on learners' work is limited, trainers provide informative verbal feedback to learners during sessions and useful written feedback on 'Trainee Performance Reports', in addition to useful digital feedback is provided on learners' work.

Areas for improvement

- encouragement and motivation provided to the less active learners to be engaged in training sessions and achieve better.
- time management during activities in the less effective sessions.
- the consistency in the implementation of the assessment moderation.

Quality of Course/Programmes 'Good'

Judgement justifications

- ANTC offers a range of externally accredited, local achievement and local attendance courses/programmes in the fields of ICT, banking, finance and accounting, English language, business and commerce. The externally accredited courses/programmes are affiliated with a number of international awarding bodies including ACCA, IMA, Tally, Cisco, IC3, Microsoft and Pearson LCCI.
 - The Centre carefully and regularly senses the market needs through an annual market survey carried out by the Centre for the existing and potential employers and learners. In addition, ANTC relies on management experience, links with relevant stakeholders and a Training Needs Analysis (TNA) to shape its offerings. However, the outcomes of TNA are not utilised.
 - The externally accredited courses/programmes are up-to-date, well-structured, planned and in line with the awarding bodies' requirements. Furthermore, the local courses' learning materials including the assessment tools are well-designed and aligned with the course objectives/ILOs.
 - The development of internal assessments for the externally accredited courses/programmes are carried out by the ANTC's responsible trainers through the utilisation of the awarding bodies' questions bank.
- However, the assessment development process is not documented.
- ANTC has a purposeful 'Course Design Policy' which includes procedures for developing a newly introduced course/programme. However, the policy does not specify review and update procedures for the continuously offered courses/programmes.
 - Design of the summative assessment for the Pearson LCCI English course has been adjusted appropriately to suit the status of emerging exceptional circumstances in coordination with the awarding body. Certificates of completion were awarded to learners based on their consent.
 - The Centre courses/programmes are reinforced with a fit-for-purpose range of learning resources that are up-to-date, relevant and effectively utilised considering the mode of delivery and the courses/programmes on offer. Learners have access to learning resources and facilities depending on their enrolment and needs, wherever applicable.
 - Access and entry practices are sufficient and differ as per the course/programme requirements stated by the awarding bodies. The Centre counsellors revise entry requirements and advise learners on their suitable learning level and learning path for each case separately. As for the Pearson LCCI English courses, the Centre conducts a

placement test that is relevant to the course levels, and the results are used to indicate the right entry level.

Areas for improvement

- TNA utilization to reflect Centre's offerings.
- absence of review and update procedure for the continuously offered courses/programmes.

Learners' Support and Guidance 'Good'

Judgement justifications

- ANTC provides learners with effective support and guidance that enable them to achieve better outcomes. Effective arrangements to support learners are in place that are executed by dedicated counsellors, approachable trainers, and cooperative administrative staff. However, the arrangements to identify at-risk learners are not in place.
- Prior to the commencement of a course/programme, an effective induction programme is provided to learners which enables them to settle quickly and confidently. This includes essential information about the course/programme and the available learning resources and facilities.
- Furthermore, learners and stakeholders have access to well-informed advice and guidance about the offered courses/programmes prior to and during the course/programme *via* different channels such as the Centre's informative website, active social media accounts and detailed course outlines and brochures.
- Learners are provided with personalized academic support to overcome their learning difficulties and enhance their performance through additional training hours and access to a useful e-learning platform. Moreover, sufficient technical support for the new mode of delivery and platforms is provided to gauge learners' abilities. In addition, learners are provided with relevant extra-curricular activities such as seminars and hosted guest speakers to enhance their educational experience and life skills
- ANTC maintains adequate communication with its employers and relevant stakeholders about the course/programme outcomes through regular updates on learners' performance throughout the course/programme. The vast majority of learners enrolled at ANTC are self-sponsored, and regularly informed about their performance and attendance.
- ANTC generates useful end-of-course written learner performance reports that are communicated to learners. However, the report suggested area for improvement is not always highlighted

nor critical to reflect the needed improvement.

- The Centre's policies and procedures manual stipulates sufficiently detailed policies that are related to learners' support, including 'Complaints Policy' and 'Appeals Policy'.
- Proper sections related to learners' Special Educational Needs and/or

Disabilities (SEND) are scattered in the 'Registration and Admission Policy', 'Support and Guidance Policy' and 'Special Learners Policy'. The Centre premises and facilities are accessible for learners with physical disabilities, however, no cases of learners with SEND have been identified.

Areas for improvement

- the arrangements to follow up with at-risk learners.
- the quality of suggestions in the learner's performance report.

Effectiveness of Leadership, Management and Governance 'Good'

Judgement justifications

- ANTC has a clear strategic direction to maintain business sustainability and growth. A well-structured strategic plan has been developed for the period 2022-2023, which includes a set of relevant objectives focused on improving learners' achievement and the quality of ANTC provision. The management team responded to the exceptional circumstances by implementing a proper contingency plan that enables the Centre to sustain its training operations.
- The strategic plan is well informed by the outcomes of the annual status analysis, understanding of market needs and local consulting firms' reports. Accordingly, a detailed implementation plan is developed with initiatives and success criteria for each objective.
- Learners' performance is closely monitored. The Centre maintains accurate and reliable data on learners'

performance for all courses/programmes, and the produced learners' performance reports are utilised by the management to derive improvement decisions.

- ANTC utilises regular sessions observation to evaluate trainers' performance and ensure the quality of the training delivered. The session observations focus on the effectiveness of learning and training, and the outcomes are considered in the trainers' annual performance appraisal. However, in a few cases, the identified areas for further improvement were not sufficiently followed up.
- Staff performance is closely monitored. The staff's annual performance appraisal system is utilised to evaluate individual performance and identify professional development needs suitably. Staff are provided with sufficient opportunities for training

and development based on their job requirements.

- ANTC maintains a clear data protection policy that outlines steps to ensure data is secured and backed up on a regular basis. Data is controlled by the administration staff. The Centre uploads the data regularly to a Cloud computing account which is well-protected.
- Considering the number of learners enrolled, courses/programmes offered and size of the operations, the Centre has a fit-for-purpose organisational structure supported by a sufficient number of staff and qualified trainers. Staff and trainers are effectively inducted, and their roles and responsibilities are clearly defined.
- Fit-for-purpose quality assurance arrangements are in place; the quality manual includes a set of clear and sufficiently detailed policies and procedures to ensure consistency of practices. In addition, the rigorous implementation of the verification and moderation practices is sufficiently developed.

- The learning environment at ANTC is hygienic, safe and free from obvious hazards and equipped with essential health and safety equipment. The Centre's management adheres to the health and safety regulations stipulated by official bodies and certified first-aiders are always available during training hours.
- Productive links are established with relevant stakeholders, international awarding bodies, and the local community. The Centre regularly collects, aggregates and analyses learners and employers' feedback, however, there is no clear evidence that improvement actions are triggered by these views.
- Effective governance arrangement is in place; roles and responsibilities are clearly defined for the Board of Directors (BoD). A monthly meeting is conducted on a regular basis to review the Centre's performance and contribute to its growth and strategic directions.

Areas for improvement

- follow up on the identified areas for further improvement observed during the session observations.
- utilisation of learners and employers' feedback outcomes for triggering improvement actions.

Appendix: Provider Information

Provider Name (English)	Alnada Training Centre					
Provider Name (Arabic)	مركز الندى للتدريب					
Licensing Body	Ministry of Labour					
Year of Establishment	2018					
Age Range of Learners	16 and above					
Number of Learners	Male	439	Female	516	Total	955
Learning Areas	Externally Accredited		<ul style="list-style-type: none"> • Banking, Finance and Accountancy Awarding Body: Association of Chartered Certified Accountants (ACCA) <ul style="list-style-type: none"> - Applied Knowledge - Applied Skills - Strategic Professional Essentials Awarding Body: Institute of Management Accountants (IMA) <ul style="list-style-type: none"> - CMA Part 1: Financial Planning, Performance, and Analytics - CMA Part 2: Strategic Financial Management Awarding Body: Tally Education <ul style="list-style-type: none"> - TallyEssential International - TallyAce International • Information and Communications Technology (ICT) Awarding Body: Certiport <ul style="list-style-type: none"> - Internet and Computing Core Certification (IC3) - Digital Literacy Certification Awarding Body: Cisco 			

		<ul style="list-style-type: none"> - Cisco Certified Network Associate Routing & Switching <p>Awarding Body: Microsoft</p> <ul style="list-style-type: none"> - Microsoft Azure Administrator Associate - Microsoft Azure Security Engineer Associate <ul style="list-style-type: none"> • Languages <p>Awarding Body: Person London Chamber of Commerce and Industry International Qualifications (LCCI)</p> <ul style="list-style-type: none"> - Entry 1 Certificate in English for Speakers of Other Languages (ESOL) International - Preliminary English for Business - Level 3
	Local Achievement	<ul style="list-style-type: none"> • Business and Commerce <ul style="list-style-type: none"> - Customer Care - Emotionally Intelligent Selling and Customer Service with NLP • Information and Communications Technology (ICT) <ul style="list-style-type: none"> - C++ Programming Language - C Programming Language - Computer Hardware skills - Java Programming - Spread Sheet - Computer Application Skills (MS Office) - Digital Marketing and Analytics - Graphic Designing Skills • Languages <ul style="list-style-type: none"> - English - Beginner Level
	Local Attendance	<ul style="list-style-type: none"> • Banking, Finance and Accountancy <ul style="list-style-type: none"> - Accounting Standards • Languages <ul style="list-style-type: none"> - IELTS General - Preparation
Available Learning Platform(s)	LMS during the Pandemic	

Institution's Listing Status	Not yet listed on the National Qualification Framework (NQF)
List of Qualification placed on/aligned to the NQF	-