



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

Directorate of Vocational Reviews Review Report

**Genetech Training & Development
Seef District
Kingdom of Bahrain**

Date Reviewed: 22-26 May 2022

VO063-C4-R025

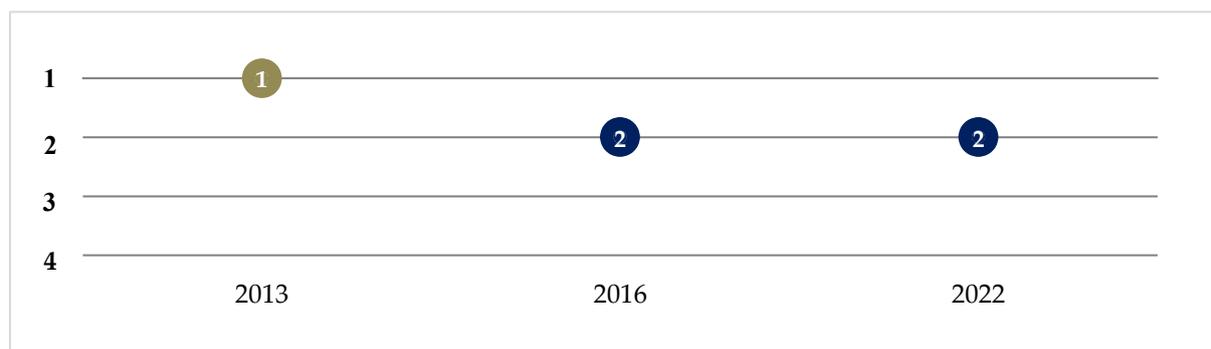
Introduction

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 Genetech Training & Development (Genetech) and collected feedback from learners, trainers, management and support staff.

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

Summary of review judgements		
	Aspect	Judgement
Outcomes	Learners' achievement	2
Programmes and processes	Effectiveness of teaching/training and assessment	2
	Quality of courses/programmes	1
	Learners' support and guidance	2
Management and governance	Effectiveness of leadership, management and governance	2
Capacity to improve		2
Overall effectiveness		2

Provider's overall effectiveness throughout the last three reviews



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

Judgement justifications

- The overall effectiveness and all Aspects of Genetech provision are judged as 'Good', while the 'Quality of courses/programmes' is judged as 'Outstanding'.
- Genetech strategic planning is driven by an extensive understanding of the market's emerging requirements and an inclusive self-evaluation process directed towards enhancing learners' achievement and continuous improvement. The strategic plan is cascaded into detailed operational plans although a number of the operational actions and success measures are not clearly specified to ensure timely achievement of the set objectives.
- Genetech offers a comprehensive range of courses/programmes in different vocational areas and occupational fields, which are based on a clear and thorough understanding of the professional standards and skills requirements of the local labour market. Courses/Programmes are well-planned, clearly structured and reinforced by a relevant range of assessment tools, which are effectively utilised to measure the achievement of the stated objectives/Intended Learning Outcomes (ILOs).
- Trainers employ their extensive professional experience and subject-matter knowledge and use a range of effective training strategies with purposeful utilisation of various learning resources and materials to promote learning and engage learners productively. Nevertheless, in a minority of sessions, the employed training methodologies restrict the productive engagement of learners throughout the session.
- Most learners successfully achieve the stated course objectives/ILOs and the qualification they aim for in a timely manner. Learners enrolled in the externally accredited courses/programmes, particularly Information Technology (IT), achieve high results in the external final examinations.
- Learners are effectively supported to achieve better outcomes and provided with purposeful career guidance and counselling enabling them to make informed decisions about their future employment opportunities and academic direction.
- Trainers' performance is regularly monitored through session observations; however, the identified development actions are insufficiently critical to ensure continuous quality improvement.
- Quality assurance arrangements and procedures are effective and consistently implemented including the moderation and verification processes. Yet, there are cases of inaccurate documentation of the quality assurance processes.

Capacity to Improve: 'Good'

Judgement justifications

- Genetech maintained its previous overall effectiveness judgement and the judgements of the review Aspects, except for the 'Learners' support and guidance', which has declined from 'Outstanding' to 'Good'.
 - The Institute has a clear strategic direction supported by detailed three-year strategic and operational plans. The management team has responded effectively to the challenges imposed by emerging circumstances and adapted its operations to ensure business continuity and sustainability.
 - Genetech has the necessary physical and human resources to carry out improvement initiatives. In addition to the current qualified staff, and the pool of highly competent part-time trainers, two IT support staff members have been recently recruited.
 - The Institute is a Pearson VUE approved testing centre and currently has a valid partnership with two awarding bodies, namely Cisco and City and Guilds. On the other hand, partnerships with a number of awarding bodies have been suspended based on the demand of the stakeholders.
- A fit for purpose internal quality assurance system is in place, reinforced by an effectively implemented set of policies and procedures to ensure the quality of the provision. Moreover, a customised Learning Management System (LMS) is currently under development.
 - The number of enrolments though has dropped in the year 2020 due to the emerging circumstances, it has increased in 2021 and continues to improve. Learners' achievement is effectively monitored where the success rates have been maintained at a high level over the past three years.
 - Genetech has signed Memorandums of Understanding (MoUs) with a number of small and medium enterprises to recruit Employability Skills programme graduates and place them into permanent jobs.
 - In response to the national initiatives, Genetech is a listed institution on the National Qualification Framework (NQF) with four placed programmes. These national qualifications range from level 4 to level 6 and are designed based on robust surveys and thorough market analysis.

The Provider's Key Strengths

- learners' achievement of the qualifications they aim for in a timely manner.
- well-planned and clearly structured courses/programmes supported with a relevant range of effectively implemented assessment tools.
- effective support and purposeful career guidance and counselling provided to learners to reach their potential and achieve better outcomes.
- clear strategic direction focusing on enhancing learners' achievement and improving the quality of the provision informed by a regular and effective self-evaluation process.

Recommendations

In order to improve its provision, Genetech Training & Development should:

- further improve learners' mastering of skills and progressive acquisition of the course/programme objectives/ ILOs.
- enhance the training methodologies to ensure the productive engagement of less interactive learners throughout the session.
- further improve the quality assurance system by:
 - ensuring accurate documentation of the quality-related processes
 - identifying actionable improvement areas when monitoring trainers' performance through the session observations.

Learners' Achievement: 'Good'

Judgement justifications

- Learners gain and develop effective knowledge and vocational skills relevant to the courses/programmes they are enrolled in. This is reflected in their level of participation during the observed training sessions and their ability to complete the assigned tasks in accordance with the course/programme level.
 - In the Employability Skills programme, which represents the majority of the total enrolment, most learners demonstrate purposeful acquisition of the objectives/ILOs and develop accumulative knowledge and skills by completing a portfolio-based assessment after each unit. However, the mastering of skills and progressive acquisition of the objectives/ILOs for a minority of learners vary in comparison to others.
 - In the IT courses/programmes, which constitute 17% of the total enrolment, learners develop effective technical skills and professional competences that enable them to successfully achieve the objectives/ILOs, particularly in the externally accredited courses/programmes, as evidenced by the results of the end-of-course/programme assessments.
 - In addition, a significant number of learners score well above the examination's minimum passing mark required by the awarding bodies, predominantly, in the 'CCNA - Implementing Network Security' and 'IC3 - Internet Core Competency Certification', whereas learners' final examination scores in the 'Oracle Database 12c Administrator Associate Certifications' are mostly at the average level.
- Genetech has a well-structured assessment process to measure learners' achievement by utilising a variety of formative and summative assessment tools that are suitable for the course/programme type and effectively verified and linked to the objectives/ILOs.
 - According to the analysis of the Learners' Performance Data (LPD) and the attainment records, the success rates are maintained at a high level over the past three years; most learners successfully achieve the stated objectives/ILOs and meet the other courses/programmes' requirements. These rates are well reflected in the standards of learners' knowledge and understanding as seen in the observed training sessions and the level of their produced work throughout the course/programme.
 - In the externally accredited courses/programmes, which constitute 88% of the total enrolment, learners achieve the qualifications they aim for in a timely manner consistent with the awarding bodies' regulations. A few learners achieve the end of course/programme assessments after several attempts or re-submitting the portfolio-based assessment while still meeting the mandated deadlines.
 - Most learners, in both local attendance and achievement courses, show remarkable progress relative to their prior attainment level as evident from

the comparison between the pre-and post-test results, where these courses represent 12% of the total enrolment. However, Genetech lacks a formal mechanism to evaluate learners' initial attainment at entry level for other courses/programmes. In the externally accredited courses/programmes, most learners are able to proceed successfully towards the achievement of the qualification they aim for.

- The majority of learners show high commitment and have a positive attitude toward their learning experience as reflected in their regular attendance, active class discussions, and responses to reflection tasks in the portfolio-based assessment. A minority of them demonstrate a high level of self-motivation during the sessions by taking the initiative during in-class activities and actively demonstrating

their understanding through sharing relevant examples and critically reflecting on what they have learnt. Yet, a minority of learners show minimal interaction during the virtual training sessions and punctuality is an issue in a few cases.

- The attendance and punctuality records are regularly maintained. However, the associated procedures are insufficiently detailed, and the method used for calculating learners' absenteeism and lateness is not adapted to suit the mode of delivery.
- Learners show the ability to work well independently and collaboratively when completing the assigned tasks. Moreover, most learners demonstrate confidence during the conducted mock interviews as part of the Employability Skills programme.

Areas for improvement

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

Effectiveness of Teaching/Training and Assessment: 'Good'

Judgement justifications

- The majority of trainers employ their highly relevant professional qualifications and diverse experiences and effectively utilise the available learning resources and platform's various features to enable purposeful learning and smooth training delivery.
- Trainers provide clear explanations and knowledgeable responses to learners' questions while linking theory with practice by using a range of effective training strategies and focused activities that succeed in engaging learners throughout the

learning process. Nevertheless, in a minority of training sessions, the employed training methodologies limit the productive engagement of learners throughout the session.

- Trainers effectively utilise a range of formative and summative assessment tools and methods to evaluate learners' understanding and measure the achievement of objectives/ILOs in a timely manner. Furthermore, clear pre-defined rubrics, model answers and grading criteria are mostly utilised to evaluate learners' work.
- The used assessment tools and methods include, for instance, various questioning techniques, relevant case studies that vary in level and complexity, mock interviews, peer discussions and role-plays, in addition to pre-and post-tests, portfolio-based assessments and final examinations by the awarding bodies; where applicable.
- The assessment in the Employability Skills programme is subjected to systematic verification and moderation processes as per the awarding body's regulations, with a fit for purpose process implemented in the other courses/programmes.
- There is a clear mechanism implemented to control the administration of the assessment process; regulated by a detailed 'Assessment Policy', however, it does not include an update on the administration of virtual assessments.
- The majority of trainers effectively plan and deliver the training sessions in accordance with well-structured session plans. Lesson planning is

adequately informed by learners' profiles and assessment outcomes allowing for well-managed and progressive session delivery aligned with the specified objectives/ILOs.

- Learners' individual needs are effectively accommodated by the majority of trainers. Such accommodation is reflected through challenging learners to provide further elaborations and explanations and motivating them to link theoretical concepts taught with real-life situations, in addition to supporting and encouraging learners to participate.
- The majority of trainers utilise different relevant approaches, learning tasks and activities, which are directed to stimulate self-learning and critical thinking among learners. Real-life case studies and analytical tasks are used to challenge learners to develop their problem solving and synthesis skills. Trainers also provide relevant counselling sessions to promote lifelong learning within learners' personal and employment-related contexts.
- Accurate records are maintained and regularly updated on learners' achievement including their attendance and punctuality. Trainers provide purposeful constructive verbal feedback that essentially contributes to learners' improvement and development throughout the course/programme. Where applicable, learners are provided with useful written feedback on their work.

Areas for improvement

- training methodologies to effectively engage the inactive learners.

Quality of Course/Programmes: 'Outstanding'

Judgement justifications

- Genetech currently offers a comprehensive range of professional externally accredited courses/programmes in specific fields in association with different international awarding bodies. The offerings also include a range of local attendance and achievement courses in the fields of IT, soft skills and a number of national qualifications placed on the NQF spanning different employment sectors. The externally accredited courses/programmes include, for instance, City and Guilds Employability Skills programme, Internet Core Competency Certification (IC3), and different Cisco certifications.
- The courses/programmes on offer are based on a careful understanding of the professional standards and skills requirements of learners and the local labour market. A formal mechanism is implemented to systematically gather and analyse learners and stakeholders' training needs, national initiatives, and market trends wherein the outcomes are effectively utilised to inform the provision.
- Courses/programmes are well-planned and clearly structured with detailed course outlines that indicate the objectives/ILOs, teaching and assessment methods and pathways for learning and progression. For the local attendance and achievement courses, pre-and post-tests are clearly mapped to the course objectives/ILOs wherein the pre-test outcomes are mostly utilised as indicators for planning the course content, delivery method and assessment types. The externally accredited courses/programmes' structure, syllabus, and assessments are in line with the awarding bodies' stipulations.
- Genetech has a comprehensive policy and mechanism in place to design, verify, approve, update and periodically review courses/programmes including assessments, wherein local courses are systematically checked and approved against a set of well-defined criteria. As for the externally accredited courses/programmes, Genetech selects, develops, and customises relevant course/programme units, objectives/ILOs, course materials and assessments in consistence with the awarding body's specifications. In addition, a formal internal evaluation mechanism with explicit criteria is systematically implemented to review and update courses/programmes post-delivery. Furthermore, Genetech implements NQF standards for placing its qualifications on the national framework.
- Courses/programmes are well-resourced, wherein for local attendance and achievement courses, relevant training resources and materials are sourced from international programme solutions vendors. As for the externally accredited courses/programmes, authentic resources such as technology software, coursebooks, supplementary materials, and mock examinations are used. During the emerging

circumstances, in accordance with licensing and awarding bodies' directives, Genetech efficiently adjusted its mode of delivery to approved online platforms and effectively supported training and learning needs by utilising different applications, well-equipped training rooms, a laboratory and an e-library. Moreover, as a Pearson VUE approved testing centre, Genetech offers testing services to registered candidates.

- A clear and comprehensive access and entry policy and mechanism are

rigorously implemented for local courses and externally accredited courses/programmes. An initial pre-admission checklist with clear criteria and rubric is utilised to ascertain learners' eligibility to access their intended course/programme as mandated by the licensing, funding and awarding bodies. Moreover, for the Employability Skills programme levels, a comprehensive placement test with clear rubrics is systematically implemented to place learners in the different levels of the programme.

Areas for improvement

- none.

Learners' Support and Guidance: 'Good'

Judgement justifications

- Genetech provides learners with effective support and continuous guidance to maximise their potential and achieve better outcomes. Trainers and administrative staff have a close rapport with learners; they interact with learners' needs actively and provide the required support in a timely manner. The Center has sufficiently detailed policies related to complaints and appeals, nevertheless, it lacks a dedicated learners' support policy and there is no clear mechanism to identify at-risk learners to ensure the consistent implementation of the support practices.
- Learners have access to well-informed advice and guidance about the offerings and what is expected from them to complete the courses/programmes requirements

through different means of communication and purposeful utilisation of social media. Genetech's website, however, is currently being revamped and thus there is limited access to the course/programme information. Upon starting a course/programme, learners are provided with an effective induction programme to familiarise them with aspects related to their learning and enable them to settle quickly and confidently.

- Learners are provided with focused and personalised academic support to overcome their learning difficulties and enhance their performance through additional training hours, extra tuition sessions and access to a useful e-library that includes relevant learning resources and references. In

the Employability Skills programme, an effective follow-up mechanism is implemented enabling learners to comply with the portfolios' requirements. Learners enrolled in the IT courses/programmes have access to mock examinations and membership in international bodies' portals enabling them to practice and prepare for the external final examination, which positively impacts their achievement.

- Learners receive continuous and relevant technical support to help them adapt to the changes in the mode of delivery and platform used. They are also provided with facilities for borrowing laptops for the entire training period, in addition to flexible arrangements for courses/programmes delivery to address their needs and requirements.
- Genetech effectively enhances learners' abilities and life skills by providing a number of extra-curricular activities to its courses/programmes including guest speakers' motivational sessions and mock interviews practised with professionals from the Human

Resources and Recruitment field. Furthermore, learners are well guided and informed about learning pathways and prospects for progression. Learners are offered clear career guidance by utilising a thorough psychometric test followed by purposeful counselling sessions to assist them in making informed decisions about their future employment opportunities and academic direction.

- Almost all learners enrolled at Genetech are self-sponsored. They are regularly informed about their performance level including their attendance throughout the course/programme. Genetech generates fit for purpose end-of-course written reports that are communicated to learners where applicable.
- Though no cases of learners with special educational needs and/or disabilities have been identified, Genetech maintains a formal policy and detailed procedure, in addition to proper arrangements to identify and support this category of learners.

Areas for improvement

- a dedicated policy to cover the current academic support provided to learners and clearly specify the mechanism to identify at-risk learners.

Effectiveness of Leadership, Management and Governance: 'Good'

Judgement justifications

- Genetech has a clear strategic direction that focuses on raising learners' achievement and improving the quality of provision. Strategic planning is informed by a careful understanding of the labour market's requirements and linked to the outcomes of a yearly inclusive self-evaluation process. The management team has developed a three-year strategic plan translated into yearly operational plans. The strategic objectives and operational targets are mostly well-defined and aligned toward continuous improvement. However, a number of the operational actions and success measures are not clearly specified to ensure rigorous monitoring of performance.
- The contingency planning - in response to challenges imposed by the emerging circumstances - is effective and reinforced by a sufficient understanding of the associated risks. Genetech management has taken a number of actions and adapted its operations to ensure training continuity and long-term business sustainability.
- The Self-Evaluation Form (SEF) submitted for the purpose of this review is informative and supported by a range of relevant evidence, however, the awarded grades have slightly overestimated the provision by one grade.
- Learners' performance is well monitored and analysed. Genetech implements an effective mechanism to maintain accurate and reliable data on learners' performance for all the conducted courses/programmes. The outcomes of the analysis are sufficiently utilised to inform strategic and action planning.
- Trainers' performance is regularly monitored through internal and external session observations. The used 'Session Observation Form' is fit for purpose, nevertheless, it is not adjusted to suit the mode of delivery. The completed session observation forms highlight relevant areas of good practices; however, the identified development actions are insufficiently critical to facilitate the monitoring of their implementation.
- Staff performance is regularly and effectively monitored through annual performance appraisals, which identify staff strengths and provide recommendations for further improvement, when needed. The professional development needs of staff members and trainers are adequately identified based on the outcomes of their performance monitoring. They are provided with a number of training and development opportunities relevant to their tasks and area of specialisation including the technical support needed for the mode of delivery and platforms used.
- Considering the number of enrolments, size of the operations and type of courses/programmes on offer, the current organisational structure is fit for purpose and is supported with adequate human and physical

resources to fulfil the requirements of the provision.

- Genetech employs qualified staff and a pool of part-time trainers in different disciplines with relevant professional and training experience. Roles and responsibilities are clearly defined where a number of posts are assigned multiple duties. The newly recruited staff and trainers are effectively inducted to ensure that they are well-informed about the provision and their allocated responsibilities.
- Genetech has a formally constituted Board of Trustees with clear roles and responsibilities to monitor its overall performance. The available governance arrangements contribute positively and effectively to setting Genetech's strategic direction in line with its aims and objectives.
- Genetech has a fit for purpose internal quality assurance system that includes a set of policies and procedures to quality assure the different aspects of the provision and meet the requirements of the NQF Institutional Listing Standards. The 'Policy and Procedure Manual' is recently updated where most policies are detailed.
- A clear mechanism is in place to monitor the effective and consistent

implementation of the internal quality assurance system including the moderation and verification processes. Nevertheless, there are cases of inaccurate documentation of the quality assurance processes.

- A detailed policy supported by essential measures and relevant procedures is in place to ensure the health, safety and well-being of learners and staff. The learning environment is fit for purpose; the premises and facilities are healthy and free from hazards. Genetech management adheres to health and safety regulations stipulated by the official bodies, including new measures to address the emerging circumstances.
- A formal mechanism is in place for collecting and analysing stakeholders' feedback where the outcomes are effectively utilised to inform decision-making and guide improvement actions. Genetech has well-established links with the local community organisations as well as effective partnerships with a number of international partners and awarding bodies.

Areas for improvement

- the operational actions and success measures to be clearly specified to facilitate the monitoring of progress towards achieving the strategic objectives.
- the identified development actions through the session observations to be critical in order to facilitate the monitoring of their implementation and ensure continuous quality improvement.
- accuracy of documentation of quality assurance processes.

Appendix: Provider Information

Provider Name (English)	Genetech Training & Development					
Provider Name (Arabic)	جنتك للتدريب والتطوير					
Licensing Body	Ministry of Labour					
Year of Establishment	2009					
Age Range of Learners	19 and above					
Number of Learners	Male	336	Female	625	Total	961
Learning Areas	Externally Accredited		<ul style="list-style-type: none"> • Employability Skills: Awarding Body: City & Guilds <ul style="list-style-type: none"> - Level 1 Certificate in Employability Skills - Level 2 Certificate in Employability Skills - Entry Level 3 Certificate in Employability Skills • Information Technology: Awarding Body: Cisco <ul style="list-style-type: none"> - Cisco Certified Network Associate Routing & Switching - Cisco Certified Network Professional (CCNP) - Implementing Cisco Network Security (CCNA) Awarding Body: Oracle <ul style="list-style-type: none"> - Database 12c Administrator Associate Certification - Certified Associate - PL/SQL Developer Awarding Body: Certiport <ul style="list-style-type: none"> - Internet Core Competency Certification (IC3) - Digital Literacy Certification Awarding Body: Microsoft <ul style="list-style-type: none"> - MCSA: Web Applications - MCSA: Windows Server 2016 			

		<ul style="list-style-type: none"> • Media and Design: Awarding Body: Digital Marketing Institute - Certified Digital Marketing Professional (CDMP) • Engineering and Architecture Awarding Body: Autodesk - Autodesk Revit MEP • Insurance: Awarding Body: Life Office Management Association (LOMA) - Associate, Life Management Institute (ALMI)
	Local Achievement	<ul style="list-style-type: none"> • Information Technology - Microsoft Word - Microsoft Excel
	Local Attendance	<ul style="list-style-type: none"> • Leadership and Management: - Risk Management - Business Ethics - Supervisory Skills - Dealing With Difficult Customers • Banking and Finance: - Value Added Tax (VAT)
Available Learning Platform(s)	<ul style="list-style-type: none"> • Microsoft Teams • Zoom • Class Marker • Google Classroom/Google Forms 	
Institution's Listing Status	Listed on the National Qualification Framework (NQF) Listing ID-IL15-012	
List of Qualification placed on/aligned to the NQF	<ul style="list-style-type: none"> • Level 4 Certificate in Retail Sales • Level 5 Advance Certificate in Retail Sales • Level 6 National Diploma in Human Resource Management • Level 6 Award in Internal Quality Assurance of Assessment Processes and Practice 	