



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

# Directorate of Vocational Reviews Review Report

London Training Center  
Jidhafs  
Kingdom of Bahrain

**Date Reviewed: 10-14 April 2022**

VO020-C4-R024

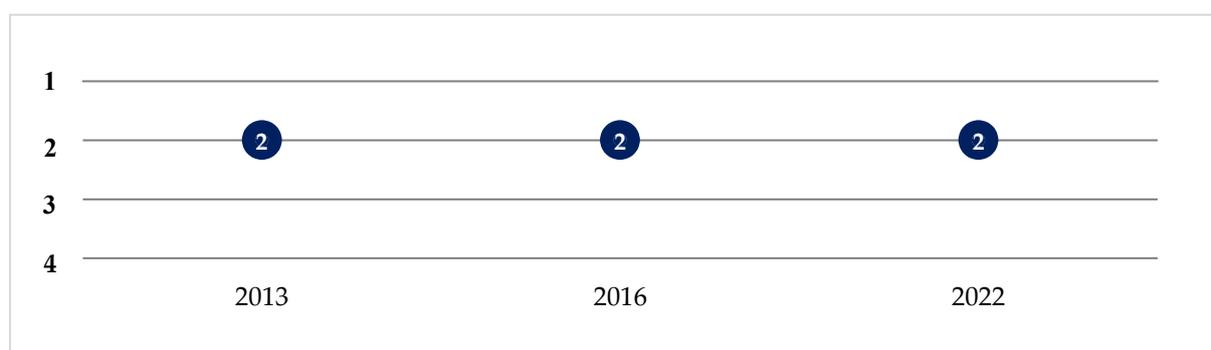
## Introduction

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 London Training Center (LTC) 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	2
Programmes and processes	Effectiveness of teaching/training and assessment	3
	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 throughout the last three reviews



Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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## Overall Effectiveness ‘Good’

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### Judgement justifications

- The overall effectiveness and all review Aspects of London Training Center (LTC) are judged as good, except the ‘Effectiveness of Teaching/Training and Assessment’, which is judged as satisfactory.
  - LTC has a clear strategic direction to effectively maintain business continuity. The Center offers courses and programmes that are based on a clear understanding of the market needs and the emerging circumstances’ requirements. However, the self-evaluation process is not always inclusive or critically implemented.
  - Most learners achieve the Intended Learning Outcomes (ILOs) and develop effective knowledge and vocational skills as a result of attending well-structured and planned courses/programmes that meet learners’ needs. Most learners have a positive attitude towards their learning and show reasonable commitment throughout their learning experience. Yet, a minority of learners are less interactive in response to the trainer’s in-class activities.
  - The externally accredited programmes are well-structured, where the end-of-programme assessments are effectively monitored by awarding bodies. Learners are able to complete the awarding bodies’ requirements in a timely manner for these programmes which represent a large proportion of the total enrolment.
- LTC trainers employ appropriate training strategies that succeed in engaging the majority of the learners throughout the session. Trainers use a range of internal formative and summative assessments that are regularly verified and moderated. However, in a minority of the observed sessions, the training methods used are not effective enough to engage and motivate learners.
  - Learners’ and staff performance is effectively monitored, and the outcomes are sufficiently utilised to promote continuous quality improvement. Nevertheless, a number of policies are not sufficiently detailed nor explicitly available.
  - Effective support and guidance are provided to learners, which help them achieve better outcomes. A wide range of advanced learning resources and a virtual learning environment are available to trainers and learners to facilitate learning, further improve learners’ performance and meet their learning needs.

## Capacity to Improve ‘Good’

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### Judgement justifications

- LTC maintained its previous overall judgement and the judgements of the review Aspects, except for the ‘Effectiveness of Teaching/Training and Assessment’, which dropped from ‘Good’ to ‘Satisfactory’.
- The management team responds effectively to suit the emerging circumstances requirements by implementing specific and rapid actions, including investing in learning resources to ensure business continuity.
- LTC has sufficient and appropriate human and physical resources to enable the implementation of improvements necessitated by the emerging circumstances.
- Enrolment has slightly increased over the last three years (2019-2022); with a proper percentage of repeated business, despite the drop in enrolment in 2020 due to emerging circumstances. LTC monitors learners’ achievement results, where high success rates in the externally accredited programmes are maintained.
- The key recommendations of the previous review are partially addressed; LTC has revised its internal quality assurance manual to make it a more detailed manual that covers the different activities of the Center. The internal moderation and verification processes have been improved and regularly implemented. Yet, these processes do not cover all aspects of the learning and training provision.
- Other improvements since the last review include the expansion of Center’s affiliations with a number of awarding bodies, such as LanguageCert International ESOL Qualifications, City and Guilds of London Institute and, recently, the National Open College Network (NOCN). Furthermore, the Center is planning to offer ‘NOCN Level 3 Award in Education and Training’. The Center is in the process to moving to new premises.

## **The Provider's Key Strengths**

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- Successful achievement of the qualifications learners aim for in a timely manner.
- Well-structured, planned and resourced courses/programmes.
- The consistent implementation of effective support and guidance practices that enable learners to achieve better outcomes.
- Clarity and effectiveness of the strategic directions and contingency planning.

## **Recommendations**

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**In order to improve, (London Training Center) should:**

- ensure that learners make effective progress and master the relevant vocational skills.
- improve the effectiveness of training strategies to engage and challenge learners throughout the session.
- ensure the comprehensiveness of internal quality assurance policies and procedures and enhance their implementation.

## Learners' Achievement 'Good'

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### Judgement justifications

- Learners gain and develop effective knowledge, vocational skills and competencies that are relevant to their chosen courses/programmes and thus develop ability to complete the assigned tasks upon course completion. In addition, the majority of learners score high marks in English language programmes, and a number of them produce a high level of work in Employability Skills programmes. On the other hand, a minority of learners have difficulties in mastering the intended skills, particularly writing skills, as reflected in their final results in the English examinations as compared to the other skills.
- According to the analysis of the Learners' Performance Data (LPD) document and the records submitted for this review, retention and success rates are high across different courses/programmes, where most learners achieve the ILOs competently as demonstrated in their ability to complete the different types of assessments and fulfil the necessary requirements. The externally accredited programmes comprise 95% of the total enrolment, where learners successfully achieve the qualifications they aim for in a timely manner in accordance with the awarding bodies' regulations.
- The Center has a structured assessment process and a relevant range of assessment tools to measure learners' achievement. Moreover, the Employability Skills programmes' assessment methods are accompanied by a range of practical activities and a portfolio-based assessment, which are administrated throughout the programme to measure learners' individual progress against the ILOs.
- Pre- and post- tests are implemented to evaluate learners' prior attainment at entry level and the progress made towards the end of a course/programme. The majority of learners show sufficient progress, considering their prior attainment. This is evident from the scrutiny of the provided samples of learners' produced work and the comparisons of the pre- and post- tests' results. However, in a few cases, the added value is minimal, and/or the mechanism used to measure the progress is not sufficiently rigorous. For example, there are slight differences in the complexity of the pre- and post-tests.
- The majority of learners are well committed to their learning experience; as reflected in their regular and punctual attendance, participation in discussions and submission of tasks on time. Moreover, they appropriately reflect on their own strengths and areas for improvement, either through units' exercises, or the 'Reflection form' that is used upon course completion. Yet, a minority of learners show minimal interaction and engagement during the sessions. Although the Center has a proper attendance and punctuality policy, it is inconsistently

implemented, particularly in virtual training.

- Most learners are independent, perform well in their individual activities and appropriately collaborate with their colleagues. They demonstrate confidence in role playing

and mock interviews, particularly in the Employability Skills programmes. Though, a number of learners are less active in the breakout rooms and depend on their colleagues to complete and present the requested work.

#### **Areas for improvement**

- learners' mastering of the intended skills and their effective progress relative to their prior attainment.
- learners' commitment during the session.

## **Effectiveness of Teaching/Training and Assessment 'Satisfactory'**

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### **Judgement justifications**

- Trainers employ their relevant theoretical and practical experiences, use appropriate training strategies and suitably utilise the available learning resources that succeed in engaging the majority of the learners throughout the training sessions. These strategies include demonstration, discussion, role playing, group work and hands-on activities. However, in a minority of the observed sessions, trainers rely on demonstration; where the sessions are trainer-centred and the motivation techniques are limited, which had a negative impact on learners' engagement throughout the session.
- A range of formative and summative assessment methods are utilised throughout the course/programme to evaluate learners' level of attainment and understanding and measure their achievement of the ILOs. These include relevant questioning techniques, in-class activities, open discussions,

quizzes, mock interviews, post-course tests and final examinations by the awarding bodies, where applicable. However, in a few of the observed sessions, trainers insufficiently checked learners' individual understanding.

- The assessments in the externally accredited programmes are highly structured and effectively monitored as per the awarding bodies' regulations; including the Employability Skills programmes portfolio-based assessment which accounted for 63% of the total enrolment.
- Most internal assessments, including the local achievement courses, are well mapped to the stated ILOs and a sufficiently detailed assessment policy is in place which includes clear assessment invigilation and marking schemes. Learners' work is accurately marked following clear rubrics and key answers. However, in a few cases, marking is not rigorous enough to

identify incorrect answers in the writing paragraph of English programmes. Regular moderation and verification processes are in place for the internal assessments. However, the quality of filled moderation forms varies.

- The majority of training sessions are adequately planned and delivered, and lesson planning is informed by the Training Needs Analysis (TNA) outcomes, where appropriate differentiated activities are identified to meet learners' varying levels. Trainers use proper lesson plans which include the learning outcomes, training and assessment methods and topic to be covered. However, time management is an issue in a minority of observed sessions, where the provided time for some activities is not sufficient.
- Individual learners' needs are sufficiently accommodated during session delivery by providing further explanations and clarifications. In the Employability Skills sessions, trainers usually use translation techniques and bi-lingual slides to support learners with language difficulties. However,

less interactive learners are not always purposefully supported during these sessions.

- Trainers utilise suitable approaches to promote life-long learning through further discussions of related topics beyond the course/programme contents and cite relevant examples to link theory with practice. However, the opportunities provided to learners to challenge and stimulate their higher order and critical thinking skills are limited in a number of the observed sessions. Accurate records of learners' performance are maintained and regularly updated, including learners' attendance and assessments' scored marks, in a dedicated holistic document.
- Trainers provide learners with regular and proper verbal and writing feedback throughout their learning experience; usually by using Google Classroom. However, the quality of the provided feedback varies, and in a few cases, feedback does not precisely reflect the actual level of learners' work.

### **Areas for improvement**

- the effectiveness of the training strategies used to productively engage and challenge learners throughout the session.
- the quality of feedback provided to learners.

## Quality of Courses/Programmes 'Good'

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### Judgement justifications

- LTC offers a range of externally accredited programmes concentrated in the field of Employability Skills in association with City & Guilds and, recently, with NOCN, in addition to LanguageCert International ESOL English programmes. These programmes comprise a number of units where the learning hours range from 120 to 200. The Center also offers short local achievement courses with 48 to 60 guided learning hours in Adobe Photoshop.
- LTC has a clear understanding of the stakeholders' needs and a sense of the labour market needs to identify the skills-gap; LTC learners are predominantly job seekers registered with the Ministry of Labour and Social Development (MLSD). The Center utilises a number of approaches to gauge the viability of its offerings. These approaches include conducting targeted labour market surveys and relying on the management team's professional expertise in the training sector. The Center also periodically gathers and analyses the collected feedback to expand its market outreach, and utilises the outcomes to shape its offerings. Most learners express high level of satisfaction with the offered courses that match their needs.
- Courses/ programmes are well-structured and planned with detailed outlines and are designed to support practical and theoretical learning. The externally accredited programmes constitute a number of different units, incorporating the awarding bodies' specifications and mandated learning hours with assessments that are clearly mapped to the programme's ILOs.
- While the externally accredited programmes are designed, and regularly updated and approved by the awarding bodies, LTC fittingly customises the structure of these programmes based on the outcomes of the TNA and in line with the requirements of the exceptional circumstances. It is worth noting that the Employability Skills programme has been restructured, where the 'Unit 305 - Introduction to ICT' has been selected to be the first unit in order to prepare learners with the required ICT skills and suit the programme delivery mode.
- A relevant policy is in place, which informs the mechanism implemented to design, review and approve courses/programmes. LTC performs internal review of the conducted courses/programmes on a yearly basis or as needed, and relevant adjustments are implemented when required. However, the process of execution of the internal review is not systematically documented.
- The assessments are structured and scheduled effectively such that they reflect the programmes' level, particularly in the externally accredited programmes. However, the structure

of the internal pre- and post- tests varies in complexity, mainly in the English programmes. During the emerging circumstances, the Center adapted the courses' delivery and assessment methods to suit the online platforms used.

- Programmes/courses are very effectively resourced with a relevant range of advanced virtual and physical learning resources. In addition, the Center assesses the IT requirements that support the current mode of delivery. Accordingly, LTC has invested in an e-library, a test portal, different online platforms and updated high-quality learning materials.
- There are clear access and entry requirements, where LTC complies with the awarding and licensing bodies' entry requirements to enrol learners for the externally accredited

programmes. For the Employability Skills programmes, in addition to an informal interview, a fit-for-purpose written placement test with clearly defined rubric, a pre-training questionnaire are utilised to measure English language ability and work-related competencies. Nevertheless, the implementation of this mechanism is not well documented to inform the actual placement of learners in the different levels of the programme. For the English language programmes, a written objective type test and a verbal test with suitable rubric are in place. Yet, considering the nature of the English programmes, the placement tool is not sufficiently effective to identify learners' ability in key language skills.

#### Areas for improvement

- documentation of the mechanism implemented for designing, approving, updating and internally reviewing programmes/courses.
- effectiveness of the English language placement test.

## Learners' Support and Guidance 'Good'

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### Judgement justifications

- LTC implements an effective mechanism to support and guide learners to achieve better outcomes, particularly in the Employability Skills programmes. The Center has a number of detailed policies related to learners' support and guidance including, for example, those associated with payment facilities and complaints and

appeals. However, the '*Learners Support and Guidance Policy*' does not comprehensively detail the current practices carried out.

- Trainers and coordinators are approachable, supportive and effectively provide learners with the required technical and academic support.

- A fit-for-purpose mechanism is in place to identify at-risk learners prior to the course/programme commencement, and relevant and regular support is provided to help them overcome their learning difficulties and improve their performance. From the support log sheet and provided evidence, there are a number of examples where the support provided impacted learners' performance positively and assisted them to successfully achieve their qualifications.
  - Enrolled learners in the Employability Skills programmes receive an effective induction session to help them settle in quickly and confidently; clear instructions on health and safety arrangements and a useful '*Trainee Support Handbook*' document are shared to familiarise learners with virtual learning environment aspects during the emerging circumstances. In addition, learners enrolled in other courses are provided with a fit-for-purpose induction session at the beginning of the courses/ programmes.
  - A follow-up mechanism is effectively maintained in the Employability Skills programmes, to enable learners to comply with the portfolios' requirements. Learners facing learning difficulties are supported through make-up sessions, one-on-one support and extra training hours. In addition, learners are supported with mock interviews practice and Curriculum Vitae (CV) development, as per the awarding body's requirements. Furthermore, the Center supports the learners with further CV update when vacancies arise.
- A range of relevant opportunities and extra-curricular activities are in place to enhance learners' personal abilities and life skills. These include motivational sessions and enrichment activities, as well as free consultation sessions when needed, in particular for the longer duration programmes. These activities effectively motivate learners and help them identify their abilities and develop their skills further.
  - Learners and stakeholders have access to well-informed advice and guidance about the offerings and course selection via different channels, including the Center's informative website, social media accounts, courses'/programmes' outlines and brochures. LTC responds well to learners' enquiries through telephone calls, emails and WhatsApp.
  - Considering that almost all learners enrolled at LTC are walk-in learners, they are regularly informed about their performance through continuous verbal discussions with trainers and '*Trainee Performance Report*' that is shared with them at the end of the course. However, in few cases, the feedback is not always individualised, nor are areas for improvement highlighted.
  - Fit-for-purpose arrangements and practices are in place to support and identify learners with Special Educational Needs and/or Disabilities (SEND). A number of learners who suffer from chronic diseases and/or learning difficulties are effectively supported throughout their training journey. However, the relevant policy is not detailed enough to cover the essential elements of SEND.

### Areas for improvement

- coverage and details of policies and procedures relevant to learners' support and guidance, particularly SEND.

## Effectiveness of Leadership, Management and Governance 'Good'

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### Judgement justifications

- LTC has clear and effective strategic directions that focus on enhancing learners' achievement and improving the quality of provision. A well-structured five-year Strategic Plan has been formulated using the outcomes of a realistic and useful SWOT analysis. The Follow-up Plan is effective, detailed and usually sets out clear tasks to facilitate progress monitoring over time. However, a number of strategic objectives are not well-defined, and some indicators are not measurable to ensure rigorous monitoring of performance. The self-evaluation process is regularly conducted; however, it is not always inclusive or critical.
- The developed 'Contingency Plan' document in response to the emerging circumstances is appropriate and reinforced by a proper understanding of the risks. Effective contingency planning is implemented, where the management team is responsive and implements the required changes and actions to operations to ensure business continuity, specifically those relevant to learning and training.
- The Self-Evaluation Form (SEF) submitted for the purpose of this review is informative, but it lacks some essential details in a number of criteria. All the Aspects have been appropriately supported with relevant evidence; however, the awarded grades overestimate the provision's performance by one grade.
- Learners' performance data are accurately maintained, well monitored and verified. The learners' performance data are effectively analysed at course and at Center levels. Outcomes are generally discussed in various relevant management and staff meetings to inform decision making.
- Trainers' performance is effectively monitored through different means, such as internal and external sessions' observations, using a suitable form. However, a number of the filled forms are insufficiently critical.
- The management team monitors the performance of staff regularly and effectively, including during emerging circumstances, where appropriate records are kept; with clear identification of areas for improvement, in some cases. A relevant range of development opportunities, including technical support, are provided to trainers and staff, when needed.

- A fit-for-purpose organisational structure is in place in line with the nature of the center's operations. Senior management and staff roles and responsibilities are clearly defined.
- Trainers and staff are qualified, experienced and effectively deployed as per their specialties. They are well inducted on LTC training requirements, where useful handbooks are shared. However, the Center does not have a recruitment policy or a formal induction programme.
- LTC has a fit-for-purpose internal quality assurance manual, where the majority of policies and procedures are effectively implemented. However, a number of policies are neither sufficiently detailed nor readily available.
- The internal moderation and verification processes are consistently implemented, but do not cover all aspects of the learning provision.
- The externally accredited programmes are regularly audited by the relevant awarding bodies. Useful written reports are shared, and the outcomes are effectively used by LTC to improve the provision, particularly in enhancing the assessment methods.
- Relevant Health and Safety policies, procedures and measures are in place. The learning environment is healthy, hygienic and free from obvious hazards. The management adheres to all health and safety regulations required by the official bodies, including measures necessitated by the emerging circumstances.
- The Center builds and maintains appropriate relationships with the local community and relevant stakeholders. LTC regularly communicates with the relevant awarding bodies to ensure that programmes are delivered as per their requirements and standards.
- Learners' feedback is regularly collected using different systematic and inclusive approaches. The collected feedback is analysed and, sometimes, necessary actions are taken to inform decision making.

#### **Areas for improvement**

- thoroughness and inclusiveness of the regular self-evaluation process to effectively inform strategic planning.
- comprehensiveness of the internal quality assurance system and its rigorous implementation to cover all aspects of learning and training.

## Appendix: Provider Information

<b>Provider Name (English)</b>	London Training Center					
<b>Provider Name (Arabic)</b>	مركز لندن للتدريب					
<b>Licensing Body</b>	Ministry of Labour and Social Development (MLSD)					
<b>Year of Establishment</b>	2002					
<b>Age Range of Learners</b>	17 to 62					
<b>Number of Learners</b>	<b>Male</b>	186	<b>Female</b>	752	<b>Total</b>	938
<b>Learning Areas</b>	<b>Externally Accredited</b>			<ul style="list-style-type: none"> <li>Employability Skills:               <ul style="list-style-type: none"> <li>By City &amp; Guilds:                   <ul style="list-style-type: none"> <li>- Entry Level Certificate in Employability Skills - Entry2.</li> <li>- Entry Level Certificate in Employability Skills - Entry3.</li> <li>- City &amp; Guilds - Level 1 Certificate in Employability Skills.</li> </ul> </li> <li>By National Open College Network (NOCN):                   <ul style="list-style-type: none"> <li>- NOCN Entry Level Certificate in Employability Skills – Entry3.</li> </ul> </li> </ul> </li> <li>English language:               <ul style="list-style-type: none"> <li>By LanguageCert International ESOL Qualifications:                   <ul style="list-style-type: none"> <li>- ESOL International – Entry1 Preliminary A1</li> <li>- ESOL International – Entry2 Access – A2</li> <li>- ESOL International – Entry3 B1 Achievers.</li> </ul> </li> </ul> </li> </ul>		
	<b>Local Achievement</b>			<ul style="list-style-type: none"> <li>Media and design:               <ul style="list-style-type: none"> <li>- Adobe Photoshop CS - Basic.</li> </ul> </li> </ul>		

		- Adobe Photoshop CS - Intermediate.
	<b>Local Attendance</b>	• None
<b>Available Learning Platform(s)</b>	<ul style="list-style-type: none"> <li>• ZOOM.</li> <li>• Google Classroom.</li> </ul>	
<b>Institution's Listing Status</b>	Not yet listed on the National Qualifications Framework (NQF)	
<b>List of Qualifications placed on/aligned to the NQF</b>	Not Applicable	