



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

# Directorate of Vocational Reviews Review Report

Leaders Institute for  
Training and Development  
Almusalla  
Kingdom of Bahrain

**Date Reviewed: 03-07 July 2022**

VO048-C4-R027

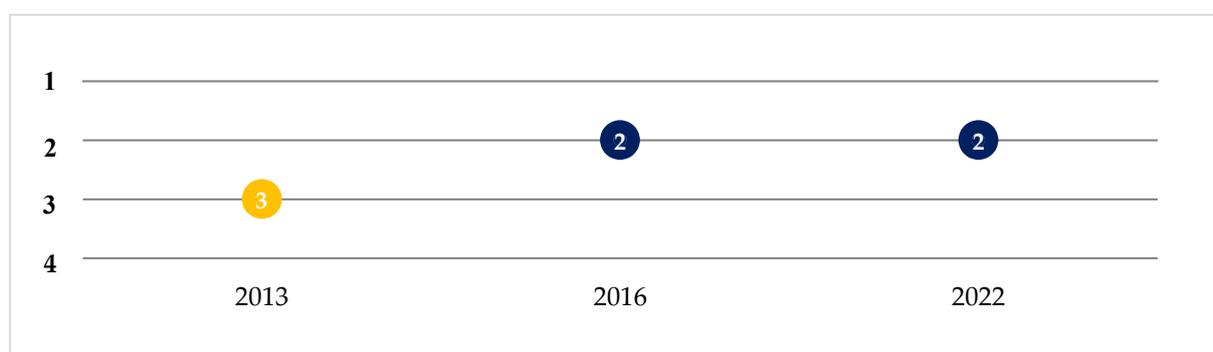
## Introduction

The Directorate of Vocational Reviews (DVR) of the Education & Training Quality Authority (BQA), conducted this review over five days by a team of seven 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 Leaders Institute for Training and Development 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      | 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 throughout the last three reviews



|             |   |      |   |              |   |            |   |
|-------------|---|------|---|--------------|---|------------|---|
| Outstanding | 1 | Good | 2 | Satisfactory | 3 | Inadequate | 4 |
|-------------|---|------|---|--------------|---|------------|---|

## Overall Effectiveness: 'Good'

---

### Judgement justifications

- The overall effectiveness of Leaders Institute for Training and Development (Leaders) are judged as good, as are all Aspects of its provision including its Capacity to Improve.
- Leaders Institute has a clear strategic direction which maintains the sustainability of its business; the strategic planning is based on an effective self-evaluation process and supported by the gathered feedback from relevant stakeholders. The management maintains a detailed improvement plan that is regularly monitored. Yet, the self-evaluation process is not rigorous.
- The Institute offers a range of externally accredited qualifications in different vocational areas such as the Employability Skills (ES) programme provided by City & Guilds and National Open College Network (NOCN), also Highfields Awarding Body for Compliance (HABC)- level 3 International Award in Delivering Training (IADT) and English language UK Certified Knowledge Association (CKA) that are based on close consideration and understanding of its current stakeholders' needs.
- All courses/programmes are well-structured, planned and resourced courses/programmes supported with relevant assessment tools.
- Most learners successfully achieve course objectives and develop effective skills and knowledge that are suitable to their stated levels. Learners enrolled in the ES programme in particular achieve high success rates and demonstrate high commitment to their learning experience.
- Trainers effectively utilize their theoretical and vocational experience and use a variety of training strategies and effectively utilize the available learning resources that successfully engage learners and motivate them to participate in discussions.
- Learners are provided with constructive feedback on their submitted activities and portfolios; particularly, IADT and ES learners. However, in a minority of the observed sessions, the training methods are more towards trainer-centred, resulting in insufficient engagement of less active learners.
- Trainers' performance is regularly evaluated through effective internal and external sessions observation using a standardised form. However, the areas that require further improvement are not sufficiently identified.
- Internal quality assurance arrangements and procedures are effectively and consistently implemented. Yet, ES programme internal post-assessment moderation implemented upon unit completion has no clear evaluation criteria to ensure the consistency and effectiveness of implementation.
- Leaders Institute provides an effective range of support and guidance to learners including Special Educational

Needs and/or Disabilities (SEND) learners, helping them to overcome their difficulties and achieve better outcomes. Learners are provided with a useful written trainee progress report

at the end of the course. However, SEND policy is not detailed enough to cover the essential special needs arrangements.

## Capacity to Improve: 'Good'

---

### Judgement justifications

- Leaders Institute maintained most of its key strengths, previous overall effectiveness judgement and the judgements of the review Aspects as 'Good'. In addition, the Institute has effectively addressed the majority of the recommendations indicated in the last BQA review report such as utilisation of the prior and continuous assessment in lesson planning and the streamlining of the moderation and verification processes.
- Leaders Institute has expanded the range of the externally accredited and local achievement courses/programmes based on market needs. Currently, the Institute has valid partnerships with four awarding bodies; namely, 'City and Guilds', 'NOCN', 'HABC' and 'UK CKA'.
- Other significant developments include the introduction of the BlueDomain platform as a Learning Management System (LMS) tool and the relocation of the Institute to a new premises in 2019.
- The Institute has proper strategic planning that is suitably implemented and appropriately monitored by a detailed yearly 'Implementation Plan' which is informed by regular self-evaluation processes to trigger continuous improvement.
- The management team properly responded to the challenges due to the emerging circumstances whereas it takes relevant initiatives and adapted its operations and training delivery accordingly to ensure business continuity and sustainability.
- Number of enrolments has steadily increased in 2019 till the time of this review visit. Furthermore, the success rates for learners' achievements have been maintained high as per the provided Learners' Performance Data (LPD) and performance records.
- A suitable organisational structure is in place whereas sufficient and qualified human resources are available with access to a pool of qualified and experienced part-time trainers; yet currently, one critical position is vacant.

## The Provider's Key Strengths

---

- Learners' achievement of the qualifications they aim for in a timely manner.
- Constructive feedback provided to learners on their submitted portfolio, particularly in the IADT and ES programmes.
- Well-structured, planned and resourced courses/programmes supported with relevant assessment tools.
- An effective range of support and guidance provided to learners helping them to overcome their difficulties and achieve better outcomes.
- Effective links maintained with stakeholders and the local community to improve its provision.

## Recommendations

---

**In order to improve its provision, Leaders Institute for Training & Development should:**

- Further improve learners' mastering skills by the end of the course/programme.
- Enhance the training methodologies to effectively engage the inactive learners throughout the session.
- Further improve the quality assurance practices by:
  - enhancing the rigourness of self-evaluation processes to inform the strategic planning.
  - enhancing the quality of session observation tools for monitoring trainers' performance.
  - enhancing the post-assessment moderation in the ES programme to include clear evaluation criteria ensuring the consistency and effectiveness of the implementation.

## Learners' Achievement: 'Good'

---

### Judgement justifications

- Learners purposefully develop the knowledge and skills, relevant to the enrolled courses/programmes, whereas, in the ES programme representing 76% of the total enrolment, learners have proven their successful ability to develop their portfolio, and confidently present their assigned works, and finally completing the required assessment activities.
- On the other hand, the 20% of learners enrolled in the English language courses developed effective skills and competencies as evident in the examined learners' work, which is in line with the attainment levels analysed, reflecting the majority of learners, achieving high scores in the assessment conducted, with 89% of learners enrolled in the English language courses achieving 80% and above. In addition, English language learners expressed their satisfaction with the skills developed in speaking and expanding their vocabulary.
- Moreover, learners' linguistic skills are reflected through using the appropriate vocabulary and grammar relevant to their levels, yet it is noted among the examined work, that a few learners' grammars in written assessments still required more development as they tend to commit minor grammatical errors.
- Almost all learners achieve the qualifications they aim for in a timely manner, satisfying the passing criteria and external awarding body requirements whereas relevant, though it is noted that there is a number of cases where a few learners in the ES programme succeeded in submitting the required portfolio, after a number of attempts, while meeting the awarding body deadlines.
- Learners' achievement witnessed through learners' reasonable responses to the formative and summative assessment methods adopted by the trainers, however, in a number of the less effective observed sessions, a few learners are insufficiently responsive to their learning experience in order to achieve the programme ILOs by being less participative.
- Leaders Institute has an appropriate mechanism in place, to measure the learners' progress throughout the course, particularly in English language and HABC courses. It mainly measures the difference between the pre-and post-tests conducted, whereas the majority of learners have recorded good progress throughout these courses.
- As for the ES programme, although the Leaders Institute has followed number of useful mechanisms in order to measure the learners' progress, yet the latest method adopted through the trainer's observations, is not sufficiently rigorous.
- The Institute implements a brief 'Attendance and Punctuality Policy', that regulates the learners' attendance, although, the policy does not detail how attendance through the virtual sessions is regulated, Leaders Institute

properly follows a number of practices that cater for such type of sessions.

- Though the ES programme session observations have revealed a number of lateness cases, in addition to passive learners in a minority of these sessions, the majority of learners have shown high commitment towards their learning experience, as they are successfully able to reflect on what they have learnt in addition to addressing

the course requirements within the expected timeframe.

- Learners have demonstrated confident ability to work independently and collaboratively, through individual fruitful participation utilizing software that allows for such opportunity, in addition to successfully work as a group to develop and present relevant presentations.

### **Areas for improvement**

- learners' mastering of skills and progressive acquisition of the course objectives/ILOs.
- learners' progress mechanism consistency and effectiveness.

## **Effectiveness of Teaching/Training and Assessment: 'Good'**

---

### **Judgement justifications**

- The majority of trainers effectively employ their theoretical and practical experience and use a range of purposeful training methods that successfully engage learners and motivate them to participate in discussions. They effectively utilise the available learning resources and the platform's various features with the support of relevant online learning applications as needed; to further learners' understanding and extend their interest.
- In a minority of the observed sessions, the training methods are trainer-centred, and the less active learners are insufficiently encouraged and motivated to participate, limiting their engagement throughout the learning

process. Moreover, in these sessions, assessment of learners' individual understanding and achievement of the session objectives/ILOs is inconsistent.

- Trainers use a range of fit-for-purpose formative and summative assessment tools which are clearly aligned with the courses/programmes ILOs. These include pre-and post-tests and quizzes in addition to writing assignments in the English language courses and a portfolio-based assessment in the IADT course while the assessment in the ES programme is based on portfolios completed at the end of each unit.
- In the English language courses, marking is mostly accurate and aligned to the key answer and grading criteria. However, in few cases there are

inconsistencies in the marks awarded to questions, or to the total mark for individual questions. Furthermore, in the writing assignments, there are a number of ambiguous questions, and the rubrics are not always used rigorously.

- In the IADT course and the ES programme, though there are no rubrics or guidelines for marking the portfolio-based assessment, learners' portfolios are corrected in a suitable manner.
- There is a suitable mechanism implemented to control the administration of the assessment process regulated by sufficiently detailed policies and procedures. The 'Assessment Policy', however, does not reflect changes in the mode of delivery nor include details on the administration of online assessments.
- The assessments are subjected to adequate internal and external verification and moderation processes in accordance with the awarding bodies' regulations, where applicable. In the ES programme, the internal post-assessment moderation is implemented upon unit completion and an 'assessment report' is produced. The assessments report states useful comments on the implemented activities and assessments, nevertheless, there are no clear evaluation criteria to ensure the consistency and effectiveness of the implementation.
- The majority of trainers effectively plan and deliver the training sessions according to well-structured session plans. Lesson planning is adequately informed by the outcomes of assessments and learners' pre-training

screening allowing for well-managed and progressive session delivery. Nonetheless, time management is an issue in a minority of the observed sessions, for instance, due to slow-paced activities or technical difficulties encountered during the training delivery.

- Trainers appropriately accommodate learners' individual needs by providing further elaborations and citing work-related relevant examples. While the more-able learners are sufficiently challenged by activities and further questions, inactive learners are not adequately engaged or supported throughout the less effective session observed.
- Trainers adequately stimulate learners' critical thinking by linking the topics under discussion with real-life cases and scenarios. They promote individual and group self-learning by encouraging learners to research and complete the tasks as well as providing them with worksheets for further practice, particularly in the English language courses.
- Accurate and reliable records on learners' performance are maintained in the different courses/programmes, however, recording of learners' punctuality during the online sessions is not systematic.
- In the majority of observed sessions, trainers provide instant and constructive verbal feedback on learners' responses to questions and discussions. While the written feedback on learners' classwork materials in the English language courses is minimal, learners enrolled in the IADT course and the ES programme are provided with detailed

written feedback on their submitted portfolios.

#### Areas for improvement

- training and assessment methodologies to effectively engage the inactive learners and assess their understanding and achievement of the session objectives/ILOs.
- post-assessment moderation in the ES programme to include clear evaluation criteria ensuring the consistency and effectiveness of the implementation.

## Quality of Course/Programmes: 'Good'

---

### Judgement justifications

- Leaders Institute offers a suitable range of local achievement and externally accredited courses/programmes such as City & Guilds and NOCN ES programme, HBAC IADT and UK CKA English language that effectively meets the skill requirements of corporate employees as well as job seekers. The course/programmes are offered based on thorough market studies and understanding of its current stakeholders' needs, furthermore, supported by various local governmental studies such as MoL and Tamkeen that adequately identify labour market needs and identify the skill-gaps.
- The Courses/programmes on offer are well planned and structured, illustrating fit-for-purpose outlines stating learning outcomes, assessment criteria and assessment type for each unit, target audience, course content and entry requirements. Leaders Institute strictly follows the awarding bodies' guidance, assessment methods and requirements for the externally accredited courses/programmes.
- Furthermore, the Institute implements a fit-for-purpose assessment procedure for English courses that are achievement based. Formative and summative assessments for different courses/programmes are effectively mapped to the ILOs giving a clear direction and structure as per the awarding body guidelines
- In consistence with the awarding body's specifications, the Leaders Institute designs, approves and updates course/programmes. In addition, the Institute updates and approves courses/programmes while City and Guilds ES programme is externally moderated by the awarding body, where no major issues have been raised by the moderator.
- The Institute has a fit-for-purpose learning resources policy to effectively guide the development, selection and use of the required learning resources.
- Programmes/courses are well resourced with a range of online and

physical learning materials. Where, for English language courses, internationally recognised course books are used, and for skillsets programme and HBAC course; externally designed materials and well-designed PowerPoint presentations are utilised. Furthermore, to cater for the requirements of the online learning environment. Leaders Institute utilised the Zoom platform and lately introduced 'BlueDomain' as an LMS system that supports the virtual current mode of learning. In addition, it has well-equipped classrooms of various sizes and a small library that includes a range of books relevant to English and management fields.

- Leaders Institute has a suitable registration and admission policy for locally and externally awarded courses/programmes. As per the

licensing body and awarding body requirements, clear access and entry measures are in place whereas the Institute implements different tools to guide the placement of learners in different courses/programmes. For the ES programme, a suitable initial interview is implemented to suitably measure the applicant's level of fundamental knowledge and work-related competencies.

- English language courses, a written placement test and clear rubrics are used to measure the English language skills and competencies, additionally, oral interviews are conducted via phone or in-person to place learners to the level that is suitable to them. However, the placement procedure is not sufficiently effective to identify learners' key language skill levels while placing them.

#### Areas for improvement

- comprehensiveness of placement test for English language courses.

## Learners' Support and Guidance: 'Good'

---

### Judgement justifications

- Leaders Institute implements a formal mechanism to support, guide, and help learners to reach their full potential. Learners are provided with proper guidance prior to the start of any course/programme. This includes providing learners and employers with relevant information about courses/programmes through emails, social media and Institute's official website. Purposeful records are

maintained on support provided to learners that show how learners overcome their learning problems.

- To identify at-risk learner, Leaders Institute has recently implemented an effective practice to identify this category of learners based on inputs from trainers' comments, outcomes of the pre-screening form, various formative assessments and lesson observations' outcomes that are

utilised to ensure they are effectively supported. Trainers monitor ES learners' submission status of assignment of all through LMS to identify those who did not meet the submission requirements and provide them with one to one extra support to improve their skills and knowledge.

- Leaders Institute provides useful technical and academic support and guidance to support learners prior to registration, during training and after course completion. As required trainers support learners on one-to-one basis to assist uploading their courses activities on the online domain. In addition, Leaders Institute provides laptops to learners upon request.
- Leaders Institute enriches the courses/programmes with a number of relevant extra-curricular activities to enhance learners' life skills and abilities. Activities for the longer courses such as General English language course, extra worksheets and extended exercises are provided outside the learning guided hours. Likewise, learners in the ES programme are provided with counselling support sessions to complete their portfolio. Additionally, it invites an external speaker for the IADT learners to exchange his personal experience in training and coaching.
- In the 'induction day', Leaders Institute provides learners with a detailed induction session to help them settle in quickly and confidently, in which the useful information on the

courses/programmes, the awarding bodies requirements, and the online tools and features are shared.

- 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 and a useful and friendly website.
- Learners are provided with useful written trainee progress report at the end of the course. Employers are suitably informed throughout the course about learners via useful performance report that includes their attendance and punctuality, achievement results and areas that they need to further improve.
- IADT course learners are provided with a detailed Training Report including progress made from their starting point, with identified critical areas to improve. However, individual learners' progress reports shared with employers are not sufficiently critical.
- Fit-for-purpose support arrangements are in place to support learners with Special Educational Needs and/or Disabilities (SEND). Although the pre-training screening form is in place that contains a section to identify specific learning or physical disability needs, the policy is not detailed enough to cover the essential special needs arrangements.

### **Areas for improvement**

- explicit policy covers the support provided to SEND learners.

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

---

### Judgement justifications

- Leaders Institute has a clear strategic direction which maintains the sustainability of business; a structured and detailed five-years Strategic Plan has been developed (2018-2022) which includes a set of strategic goals/objectives that are focused on improving learners' achievement and the quality of its provision.
  - Strategic planning and a fit-for-purpose improvement plan are informed by a careful understanding of the labour market's requirements, linked with yearly self-evaluation outcomes and supported by gathered learners and relevant stakeholders' feedback. Yet, the self-evaluation process and plans are not inclusive to inform the strategic planning.
  - A proper rapid 'Contingency Plan' is developed by management team in response to the emerging circumstances which includes a set of risks and identifies the mostly needed human and physical resources. It also focuses on the Health and Safety requirements. During the exceptional circumstances, the management has taken an effective initiative by conducting a number of seminars as part of the community services, though the Institute has not conducted any training courses till the third quarter of 2021.
  - The Self-Evaluation Form (SEF) submitted for the purpose of this review is sufficiently detailed. All
- Aspects have been appropriately supported with relevant evidence; however, the awarded grades overestimate the provision by one grade.
- Learners' performance data are accurately maintained, aggregated and appropriately analysed. Informative quarterly management reports are produced, and the outcomes thereof are utilised to inform the decision making and informed the strategic planning where needed.
  - An internal form used to evaluate trainers' performance through internal and external sessions observation. However, the areas that require further improvement are not sufficiently critical
  - Staff performance is monitored through annual performance appraisal and professional development needs are properly identified. The staff are provided with training and development opportunities based on their job requirements or the Institute's needs.
  - The organisational structure is fit-for-purpose considering the number of enrolment and size/type of the operations Roles and responsibilities of staff including the senior management, are clearly defined in their job descriptions.

- Staff are qualified and trainers are selected based on their qualifications and the vocational areas they teach. Effective induction procedures are in place; the newly recruited staff and trainers are well-inducted about the Institute's operational policies and procedures, and the current tools used for the new mode of delivery are followed by useful technical support.
- The Institute has a fit-for-purpose internal quality assurance system which comprises a set of policies and procedures to ensure the quality of the provision. The policies are developed and slightly reviewed to ensure their suitability for the emerging circumstances, but the Quality Manual does not state the frequency of its update or when the next review will be carried out. A relevant number of forms are in place and mostly referenced in the Manual to the relevant policies and procedures. Most of policies and procedures are

sufficiently detailed and effectively implemented.

- Proper health and safety policies, and procedures are in place and are suitably monitored. The learning environment is fit-for-purpose, equipped with the essential health and safety equipment and measures and the premises are free of any obvious hazards. The premises including the classrooms and offices are well ventilated, lightened and air-conditioned and they adhere to all health and safety regulations required by the concerned bodies.
- Links are well-established with stakeholders, community and associations which are maintained through regular meetings and participation in relevant seminars. In addition, learners' feedback about the conducted courses is regularly sought by the end of the course, aggregated and analysed, and utilised to inform improvement where needed.

### **Areas for improvement**

- rigorousness and comprehensiveness of self-evaluation processes to inform the strategic planning.
- quality of the filled forms of session observation and the mechanism to identify areas for improvement are not sufficiently critical.

## Appendix: Provider Information

|                                       |  |     |   |     |       |     |
|---------------------------------------|--|-----|---|-----|-------|-----|
| <b>Provider Name (English)</b>        | Leaders Institute for Training & Development                 |     |   |     |       |     |
| <b>Provider Name (Arabic)</b>         | معهد ليدرز للتدريب والتطوير                                  |     |   |     |       |     |
| <b>Licensing Body</b>                 | Ministry of Labor  |     |   |     |       |     |
| <b>Year of Establishment</b>          | 2009   |     |   |     |       |     |
| <b>Age Range of Learners</b>          | 16 years and above   |     |   |     |       |     |
| <b>Number of Learners</b>             | Male   | 105 | Female  | 342 | Total | 447 |
| <b>Learning Areas</b>                 | <b>Externally Accredited</b>                                 |     | <ul style="list-style-type: none"> <li>Employability Skills:<br/>By City &amp; Guilds:                             <ul style="list-style-type: none"> <li>City and Guilds Entry level certification (Entry 3)</li> </ul> </li> <li>By NOCN:                             <ul style="list-style-type: none"> <li>NOCN Entry Level Certificate in Employability Skills (Entry 2)</li> </ul> </li> <li>HABC Level 3 International Award in Delivering Training</li> </ul> |     |       |     |
|                                       | <b>Local Achievement</b>                                     |     | CK UKA General English Level 1<br>CK UKA General English Level 2<br>CK UKA General English Level 3<br>CK UKA General English Level 4<br>CK UKA General English Level 5  |     |       |     |
|                                       | <b>Local Attendance</b>                                      |     | Not applicable  |     |       |     |
| <b>Available Learning Platform(s)</b> | <ul style="list-style-type: none"> <li>Zoom</li> </ul>       |     |   |     |       |     |
| <b>Institution's Listing Status</b>   | Not yet listed on the National Qualification Framework (NQF) |     |   |     |       |     |

|   |                |
|---|----------------|
| <b>List of<br/>Qualification<br/>placed on/aligned<br/>to the NQF</b> | Not Applicable |
|---|----------------|