



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

Vocational Review Unit Review Report

**Logic Training
Manama
Kingdom of Bahrain**

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Table of Contents

The Vocational Review Unit.....	1
Introduction	2
Description of the provision.....	2
Scope of the review.....	2
Table of review judgments awarded.....	3
Review judgements	4
Overall effectiveness	4
Learners’ achievement	5
The quality of provision.....	6
Leadership and management.....	8
The provider’s key strengths	9
Recommendations.....	10

The Vocational Review Unit

The Vocational Review Unit (VRU) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (NAQQAET) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. Established to raise standards in vocational education and training, the VRU is responsible for monitoring and reporting on the quality of vocational provision, identifying strengths and areas for improvement, establishing success measures, spreading best practice and offering policy advice to key stakeholders, including the Ministry of Labour and the Ministry of Education.

Reviews are based on the VRU's *Review Framework*, and carried out on providers' premises by teams of carefully selected and highly trained reviewers. All providers are invited to nominate a senior member of their staff to participate in the planning of the review, and to represent them during review team meetings. Reviewers examine a range of evidence before arriving at a series of judgements and awarding grades for the quality of the provision.

Review grades are awarded on a four-point scale:

Grade description	Interpretation
1: Outstanding	This describes provision or an outcome that is/are at least good in all aspects and outstanding in the majority.
2: Good	This describes provision or outcomes that is/are at least satisfactory in all aspects and good in the majority. There may be some particularly successful approaches or outcomes.
3: Satisfactory	This describes a basic level of adequacy. There are no major areas of weakness which substantially affect what learners, or significant groups of learners, achieve. There may be some features which are good.
4: Inadequate	This describes situations where major weaknesses in some areas affect the outcomes for learners and outweigh any strengths in the provision.

Introduction

Description of the provision

Logic Institute for Training & Human Resources Development (Logic) was established in 2010 and is licensed by the Ministry of Labour (MoL) to provide training in management and soft skills, purchasing and supply, health and safety, and engineering. The majority of Logic courses are externally accredited by international awarding bodies that include the Chartered Institute of Purchasing and Supply (CIPS), the Institute of Commercial Management (ICM), the Chartered Institute of Environmental Health (CIEH), the American Petroleum Institute (API) and the Society of American Value Engineers (SAVE International, USA). The institute is also an approved examination centre for CIPS and CIEH. Since its operation, the provider has enrolled 475 learners, most of whom are sponsored by their employers or Tamkeen.

Logic is located in the Seef area in Manama. It is managed by a chief executive, who is also a trainer, and a managing director. Logic employs a head of CIPS department who is also a trainer, three sales and marketing executives and four administration staff, all working on a full-time basis. The centre also has a quality manager, who is also a trainer, and a pool of ten part-time trainers. Two contracted consultants have recently been employed.

Scope of the review

This review was conducted over three days, by a team of five reviewers. During the review, reviewers observed training sessions, analysed data about the courses and qualifications learners achieve, examined available written and other work belonging to learners', examined documents and the materials provided by the provider and talked with staff, learners, employers and trainers.

This report summarises reviewers' findings and their recommendations about what the provider should do to improve.

Table of review judgments awarded

Overall Effectiveness	
How effective is the provision in raising learners' achievement and meeting the full range of learners' and stakeholders' needs?	Grade: 2 Good
Learners' Achievement	
How well do learners achieve?	Grade: 2 Good
Quality of Provision	
How effective is teaching and/or training in promoting learning?	Grade: 2 Good
How well do programmes meet the needs and interests of learners and stakeholders?	Grade: 2 Good
How well are learners supported and guided to achieve better outcomes?	Grade: 2 Good
Leadership and Management	
How effective are leadership and management in raising achievement and supporting all students?	Grade: 2 Good

Review judgements

Overall effectiveness

How effective is the provision in raising learners' achievement and meeting the range of learners' and stakeholders' needs?

Grade: 2 Good

The overall effectiveness of Logic is good, as are all other aspects of its provision, with most learners developing a good standard of vocational skills, progressing well across the courses, and achieving the qualifications they aim for, particularly on CIPS and the value engineering where the pass rates are higher than the international rates. The institute provides an effective learning experience facilitated by qualified and certified trainers who deliver a range of internally-designed and externally-accredited programmes that match the needs of stakeholders well. The institute's leadership and management have a shared vision which is appropriately focused on providing quality provision that is reflected in their day to day practices, and in collaboration with their quality manager, on their regular monitoring of learners' achievements. Although the assessment process is only partially verified, the record keeping of learners' progress and attainment are well aggregated for each course and learners' and stakeholders' feedback is systematically collected and analysed. Very useful support and guidance are provided to learners by the very approachable trainers and management.

Logic has good capacity to improve, with a management team and staff who have a shared vision for continuous development of procedures and practices and the effective use of self-evaluations and feedback from the internal and external quality audits made by the consultants working for them. The current resources available are appropriate and sufficient to implement the development plans especially after their recent shift to their new premises in the Seef area. The institute has a very useful quality manual in place that covers the administration and training processes which has been used effectively to develop a clear system for record keeping and to produce standardised and systematic documentation, including the well organised and structured programme file for each batch of learners. The total number of learners' enrolments has increased from 110 learners in 2011 to 360 learners in 2012 and the majority of their corporate clients have repeated business with them for more than one course and group since their start less than two years ago. Their choice of the specialised externally accredited programmes such as CIPS and value engineering has been responsible for such continuous business.

Learners' achievement

How well do learners achieve?

Grade: 2 Good

Learners' achievement is good overall. Most learners attending Logic are developing a good standard of vocational skills and progressing well across the courses, and achieve the qualifications they aim for. The vast majority of learners for the last two years have been enrolled in CIEH, value engineering, CIPS and ICM which are externally accredited programmes. Most learners are able to successfully complete all requirements in order to obtain the qualifications they aim for. In particular, the pass rate for CIPS and the value engineering are higher than the international rates and approximately half of the value engineering learners score 90 per cent or better in this programme. Similarly, approximately 98 per cent of CIEH learners pass the course and obtain the course qualification. However, the pass rate on ICM courses, representing approximately 3 per cent of the total enrollment, was low.

From the sessions observed, learners show effective collaborative work and a high level of ability to work independently. Learners are well motivated, enjoy and take pride in their work and are very confident when working in teams. In the more effective sessions observed, learners were able to extend what they had been taught by questioning their trainers and reflecting on their learning in different occasions. Nearly all employers and the vast majority of the interviewed learners stated that, learners are accomplishing a good level of skills' development and are highly satisfied with the achieved learning outcomes. They confidently reflect the acquired skills at the workplace and in their private life. Attendance and punctuality are always recorded and the attendance rate is good at 98 per cent. From the records of attendance, and observed sessions, it is evident that learners are attending mostly on-time and on a regular basis but there are a few cases of learners who have issues with punctuality.

The quality of provision

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

Grade: 2 Good

Logic trainers are qualified and have several years of relevant experience in training. Those teaching the externally accredited courses are certified by the relevant bodies. They use a range of effective teaching methods and activities to engage and motivate learners. Learners are provided with opportunities to effectively participate in group activities during sessions and receive useful guidance and support when needed. Trainers effectively use different learning resources in class such as smart boards, flash cards, course manuals and flip charts to attract learners' interest and help in motivating them further. While most sessions are appropriately planned, start on time and objectives are generally shared with learners, lesson plans are insufficiently informed by prior assessment of learners. However, no issues were noticed with the accommodation of learners' individual needs in the observed sessions. Learners are appropriately assessed through group activities, quizzes and written tests and their progress is effectively recorded and kept.

Most learners and employers are satisfied with the trainers' performance. They found the vocational examples and case studies used and the projects discussed by the trainers, particularly in the value engineering and CIPS courses, relevant and very useful. This was also evident in the majority of the sessions observed, where the teaching was good and none of the sessions were inadequate. Teachers used real vocational examples, role plays, relevant games, group work and fruitful discussions which ensured the attentiveness and engagement of learners during these predominately learner-centered sessions. Checking the understanding of the individual learners is not always adequate during sessions, although trainers do provide effective feedback to groups as a whole by monitoring their work and challenging them to further their understanding. Learners are encouraged by their trainers to present the outcome of their group work and to answer challenging questions from other group members.

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

Grade: 2 Good

Logic offer a broad balance of internally-designed and externally-accredited programmes based on effective gauging of the labour market by analysing Tamkeen studies and targeting gaps identified by these studies and their own findings. The externally accredited programmes on offer represent 75 per cent of their business which include CIPS, ICM, CIEH and value engineering while the remaining non-accredited courses cover soft skills, English

and IT. The programmes match learners' needs and abilities and meet the needs of stakeholders well as both the CIPS and value engineering are specialised and only very few providers offer them. Meetings with learners and stakeholders revealed that they are very satisfied with these courses. Additionally, these programmes are effectively resourced and conducted at fully equipped venues.

The range of programmes offered are effectively reviewed and updated through the sales team which follow up and contact clients and monitor the demands of programmes and update the provision accordingly. The programmes are appropriately planned and structured to meet the needs of learners and stakeholders especially the external accredited programmes, which have an updated course outline and a detailed structure for each module. Some trainers, for example in the value engineering programme, augment their courses with useful summaries of real case studies and projects conducted by the trainers themselves in the Gulf region.

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

Grade: 2 Good

Learners at Logic receive very useful and well-targeted support and guidance which is reflected in their good achievement. Logic maintains effective communication with relevant employers prior to, during and after the course completion. Employers are given useful advice about course selection through visits before the courses start and updated and detailed course outlines are sent to them in advance. Learners can also access course details and other information online through the useful and informative website. Courses start with useful induction about health and safety, course arrangement and assessment. There is always one member of the management or staff from the institute available at the venue where the course is held to provide support when needed and attend to any issues learners may have as well as seeking their feedback on the course.

Trainers are approachable and supportive inside and outside the class and give learners the option for more clarification by attending extra hours after sessions or on Saturdays if needed. For the externally accredited courses, learners receive very useful preparation for the examination and are provided with free English tuition to improve their English level if needed. Employers are informed and updated about learners' attendance and performance and provided with an individual performance report. These reports are usually only shared with employers but in one excellent example of support, the quality manager sat with individual learners from one employer after the course and discussed their performance in detail. Logic is highly flexible in delivering their programmes to match the employer's needs. The majority of courses are conducted in suitable hospitality venues or at employers' work premises. Moreover, the institute's premises and facilities are appropriately equipped

with effective resources including smartboards and provide an inspiring learning environment.

Leadership and management

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

Grade: 2 Good

Logic's leadership and management have a shared vision, mission and values which are appropriately focused on providing quality provision which are reflected in their day to day practices and inform their detailed strategic and operational plans and have been linked to a useful SWOT analysis. A fit-for-purpose organisation structure is in place with identified roles and responsibilities and augmented by the services of two external consultants for ISO and external quality auditing. Staff and trainers are effectively selected, inducted, appraised and relevant training opportunities are provided for them. Trainers are certified by the respective awarding bodies and their performance is regularly monitored by the quality manager and members of the management. However, the recommendations from these class visits are not always documented or followed up. Learners' progress and achievement records are well aggregated for each course, and these are regularly monitored by the quality manager and management and identified issues are discussed in their monthly management meetings. Although these records are checked by the quality manager or the relevant head of department, the assessment process as a whole is only partially verified.

Learners go through relevant placement tests prior to each course and learners record their priorities based on course objectives. However, the outcomes of this are not always effectively utilised in enhancing lesson planning. Learners' feedback is systematically and regularly collected and aggregated after each course and informally during the course. Feedback on impact is collected after the course from learners and employers. The provider maintains strong links and effective communication with employers and relevant bodies including Tamkeen and the external awarding bodies especially CIPS. The premises are free from hazards and effective health and safety policies, procedures and practices are in place and learners and staff are made aware of them. A trained member of staff is responsible for health and safety aspects and carries out regular risk assessments. The provider's self-evaluation processes are well developed and supported by the internal and external auditing practices. The submitted SEF is reasonably accurate, supported by appropriate references and identified some relevant priorities for development which the provider uses to make plans for improvement.

The provider's key strengths

- The high pass rate on the value engineering course where most learners pass, exceeding the international pass rate and approximately half of them score 90 per cent or better
- The qualified and certified trainers who have relevant years of experience in training
- The record keeping of learners' progress and attainment that are effectively aggregated for each course and regularly monitored by the quality manager and members of management
- The appropriate balance of the internally-designed and externally-accredited programmes that closely match the needs of stakeholders
- The very useful support and guidance provided to learners
- The effective communication the provider has with stakeholders
- Systematic and regular collection of learners' and stakeholders' feedback and its aggregation and analysis after each course
- The provider's self-evaluation processes that are well developed, supported by internal and external auditing and a reasonably accurate SEF
- Effective health and safety policies, procedures and practices.

Recommendations

In order to improve, Logic should:

- make effective use of placement test outcomes on all courses to place learners at the appropriate level and to inform lesson planning
- ensure that all learners are made aware of their progress
- ensure that a more effective assessment verification system is in place
- introduce more additional activities to enhance the longer courses.