



Directorate of Vocational Reviews Review Report

**Logic Institute for Training and Human Resources
Development
Al Seef District
Kingdom of Bahrain**

Date Reviewed: 15-18 February 2016

VO093-C3-R025

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Introduction

The Directorate Vocational Reviews (DVR), which is a part of the National Authority for Qualifications & Quality Assurance of Education & Training (QQA), conducted this review over four 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 the materials provided by the provider and met with learners, employers, trainers, management and support staff.

In the previous review, Logic Institute for Training and Human Resources Development (Logic) was judged as good across the board.

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

Grading scale

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

Table of review judgements awarded

| Main Question | Judgement |
|---|-----------|
| Learners' achievement | Good (2) |
| Quality of teaching / training and assessment | Good (2) |
| Quality of programmes | Good (2) |
| Quality of support and guidance | Good (2) |
| Leadership, management and governance | Good (2) |
| Capacity to improve | Good (2) |
| Overall effectiveness | Good (2) |

Review judgements

Overall effectiveness

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

Grade: Good (2)

Logic Institute for Training and Human Resources Development (Logic) is good across the board. Most learners develop very useful and relevant skills, knowledge and competencies. The vast majority of them make significant progress considering their prior attainment and score high marks especially in the externally-accredited Chartered Institute of Procurement & Supply (CIPS) and Value Engineering (VE) courses. Almost all learners achieve their qualifications and courses objectives they aim for. However, the attainment of a minority of learners is below average.

Trainers are well-selected, most of them are qualified and knowledgeable, they utilised their professional experience to enrich the learning experience with relevant examples. They deploy a variety of training methods and activities which succeed in engaging and motivating learners. Effective formative and summative assessment methods are used to assess learners understanding and measure their achievement of the courses objectives. Records of learners' achievement are maintained and regularly updated.

Courses are offered based on good understanding of stakeholders' needs and requirements. The institute has effective mechanism to design, develop and regularly update courses. Courses are well planned, structured and resourced to meet the needs of stakeholders. Few courses are supported with relevant extra-curricular activities.

Learners at Logic are well supported and guided to achieve better outcomes especially those enrolled in the externally-accredited courses. The learning environment is fit for purpose. Arrangements for course delivery are highly flexible to meet the needs of learners and stakeholders.

Strategic planning is well focused on improving the provision and updated based on regular evaluation of practices. Logic organizational structure is fit for purpose, and roles and responsibilities are clearly identified. Learners' achievement is closely monitored and analysed. Nevertheless, verification of assessment and monitoring of trainers' performance could be improved.

Capacity to improve

How strong is the provider's capacity to improve the quality of learning?

Grade: Good (2)

Logic capacity to improve is good. Success rates are maintained high for the last three years and the pass rates in the externally-accredited programmes are comparable to the international pass rates. Strategic planning is effective and developed based on results of a critical SWOT analysis where all staff participated in. The institute has sufficient physical and human resources to enable improvement to be carried out. During the last three years, Logic management carried out significant improvements aiming for expanding the range of the externally-accredited courses through more affiliations with awarding bodies such as the Association of Business Practitioners (abp), Project Management Institute (PMI), and the Authority of Total Cost Management (AACE International). Moreover, Logic institute communicated with the National Examination Board in Occupational Safety and Health (NEBOSH) to become an approved centre, and also upgrades its status with CIPS from registered international study centre to an approved center. Improvements also include expanding the premises by constructing of a big and well-equipped conference hall, improving the institute website, building an integrated Enterprise Resource Planning (ERP) and Customer Relation Management (CRM) system, and becoming the ISO 9001:2008 certified in 2014. The number of enrollment is maintained between 2013 and 2014 but slightly decreased in 2015, and repeat business is good.

Learners' achievement

How well do learners achieve?

Grade: Good (2)

Learners' achievement at Logic is good overall. Most learners gain and develop effective vocational skills, knowledge and competencies relevant to their learning; however, the attainment of a minority of learners is below average. Employers and learners expressed their high satisfaction with the level of the gained skills and knowledge, which they found very useful to apply at work. Learners' performance is accurately measured through relevant and effective formative and summative assessment. In addition, learners' prior attainment is appropriately identified by an appropriate form called 'Training Needs Analysis (TNA)' and written pre-course assessment; these are used to establish a starting point from which the impact of learning could be measured. In the TNA form, learners identify and priorities their expectations of the course. The vast majority of learners make significant progress from their

starting point. In addition, learners progress successfully over course levels of the same field; in the externally-accredited courses CIPS and CIEH, the progression of learners was clear over units, as well as over levels. The Learners' Performance Data (LPD) for the last three years shows that the success and retention rates for all courses are high where almost all learners achieve their qualifications and course objectives they aim for in a timely manner. Moreover, the pass rates for CIPS, value engineering and CIEH externally-accredited courses are either comparable or higher than the international pass rates. This is also well reflected in learners' assessment results where the vast majority of learners score high marks. These courses comprise around 32% from the total enrolment of the past three years. From the observed sessions and scrutiny of learners' work, learners show the ability to work well independently and collaboratively when given the opportunity.

The majority of learners is attentive and self-motivated; they show positive attitude towards their learning and display interest to demonstrate their understanding. A significant minority of learners reflects on their learning and extends what they have been taught; this is well evident during the observed sessions; through sharing of work-related experiences and real-life examples. The institute uses a form called 'programme impact', which learners filled a month after their course completion. However, the completed forms are insufficiently detailed where learners expressed only what they have learnt but not necessarily reflecting on how they use or plan to use the gained skills at their workplace or where they can improve further.

Learners show high level of commitment towards their learning which is reflected in their regular attendance and punctually even after breaks. A clear attendance and punctuality policy is in place and shared with learners during registration and induction. The records are regularly and accurately kept and monitored in all courses. Attendance and punctuality rates on average are maintained high. Although, there are a few cases of poor punctuality, the institute takes the necessary follow-up actions.

The quality of provision

How effective are teaching/training and assessment in promoting learning?

Grade: Good (2)

The effectiveness of training and assessment in promoting learning at Logic is good overall. Most trainers are qualified and have theoretical and practical command of their specialisms; they provide accurate explanations, respond knowledgeably to learners' questions and provide relevant vocational examples to illustrate the link between theory and practice. Learners are highly satisfied with the quality of training and highlighted the selection of trainers as one of the institute strengths. Trainers use detailed lesson plans with clear objectives/ Intended Learning Outcomes (ILOs) however; they are insufficiently informed by prior or continuous assessment of learners. There are cases where trainers utilise learners' expectations which they identified in the TNA form at the start of their course, and some lesson plans include differentiation activities to cater for different abilities of learners however, these practices are inconsistently implemented.

Sessions are timely managed and well-structured with clear objectives/ILOs which are shared with learners. The sequence of tasks and activities are smooth with effective wrap-up after completing every topic. A variety of training methods and activities are effectively used to engage and motivate learners such as questioning techniques, group discussions, reflections on relevant videos, role plays, presentations and learning through games and fun.

Effective summative and formative assessment methods are used to check learners' understanding and measure their achievement of the course objectives/ ILOs. These include relevant pre- and post-course assessment, quizzes and class activities/exercises. In addition, mock examinations are conducted in CIPS courses. Trainers maintain and regularly update records on learners' performance; Logic produced individual reports which reflect the pre and post-course assessment scored marks, quizzes, participation, attendance and punctuality, and general comments on learners' performance. Notwithstanding the above, the rubric used to evaluate learners' participation and performance indicators is insufficiently detailed. Although during sessions, learners are provided with constructive feedback, the written feedback on learners' work is insufficient.

Accommodation of learners' varying needs is appropriate. The used training methods further learners' understanding through effective follow-up and questioning techniques and sometimes stimulate self-learning through relevant real life tasks and activities. The available resources are effectively utilised to promote and enrich the learning experience such as the use of informative slides, flip chart, the white board, and relevant videos.

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

Grade: Good (2)

The effectiveness of programmes in meeting the needs and interests of learners and stakeholders is good overall. The institute offers a wide range of non-accredited and externally-accredited courses in different fields such as business and management, procurement and supply, health and safety, engineering and business English. The institute offers the externally-accredited courses in affiliation with a number of recognised international awarding bodies including the Chartered Institute of Procurement & Supply (CIPS), the SAVE International, and the Chartered Institute of Environmental Health (CIEH). The institute is also authorised to run courses from the American Petroleum Institute (API) and the Institute of Commercial Management (ICM). Courses on offer are based on an effective understanding of stakeholders' needs and requirements, which are closely sensed through a fit-for-purpose Training Needs Survey (TNS) conducted upon course completion. Moreover, the institute undertakes a purposeful 'mystery shopping' to thoroughly understand employers' training requirements and customises courses that meet their specific needs. The outcomes of the TNS along with the stakeholders' requirements obtained through frequent meetings with them are effectively utilised to shape the institute's offerings and prepare the annual training plans.

An effective mechanism implemented to design, develop and regularly update courses on offer is in place. The Quality Management System (QMS) procedures clearly describe the process followed and state the roles and responsibilities of members involved at key stages of courses' development and design. The externally accredited courses are updated on a regular basis as per the international awarding bodies' requirements and standards. Additionally, the locally designed courses are updated regularly in response to changing market and stakeholders' needs in terms of course content and assessment methods. The different components of courses are effectively planned and structured to enhance the progressive acquisition of knowledge and skills. The course outlines are relevant and indicate corresponding objectives, teaching methods and assessment tools. Courses are well resourced to meet the needs of learners and stakeholders, which correspondingly reflect industry standards. Authentic and high quality course materials from the awarding bodies are used, which are reinforced with extensive illustrations, practical exercises and related activities. The locally designed course materials are well written, informative and supplemented with relevant examples. In addition, A number of courses are supported with relevant and engaging extra-curricular activities to enrich the learning experience. These include for instance field visits and invitation to attend conferences and workshops conducted by external speakers.

The target audience and requirements for access and entry to courses are clearly specified in the course outlines, and where required, the course content and language are adjusted to meet the specific needs of learners and stakeholders. Furthermore, fit-for-purpose placement and

English tests are implemented in some externally-accredited courses such as value engineering and CIPS to assess learners' abilities and readiness for the requirements of the courses.

How well learners are supported and guided?

Grade: Good (2)

Learners at Logic are well supported and guided to achieve better outcomes. Trainers and staff are approachable, cooperative and supportive before and during the course, and whenever approached by potential learners. Learners and stakeholders have access to well-informed advice and guidance on course selection through the institute's informative website, different social media, and regular communication and e-mails. Learners are provided with useful guidance on work related issues and career development. Course outlines and content are available in advance and provide detailed information about the courses. Reminder phone calls and short mobile messages are sent to learners before the start of the course. On the first day of the course, learners are provided with a useful induction session which includes information about the institute, related policies and procedures, and health and safety instructions and precautions. In addition, they are provided with useful summaries, hand-outs, extra learning materials and useful links to help them improve their achievement. Learners enrolled in the Chartered Institute of Purchasing and Supply (CIPS) and Value Engineering externally-accredited courses are provided with highly effective support and consultation during and after the course. Where needed, they are provided with extra revision sessions, private one-on-one sessions, and mock examinations to ensure that they are well prepared for their on-line examination. There are number of cases where the provided support helped learners to successfully achieve their qualifications with high scored marks.

The institute maintains effective communication with employers to inform them about learners' achievement through fit-for-purpose individualised performance reports. These reports are shared with learners and employers at the end of the course, the report provides information about learner's attendance, the scored marks of the formative and summative assessment, the overall grade, and in the majority of cases, it contains general comments on individual learner's performance. The arrangements for the delivery of courses are highly flexible to suit the needs of learners and stakeholders. For example, they can choose the timing, dates, the venue and the trainer. A clear policy and procedures to support learners with special needs are in place. In the registration form, learners can specify any special need. Reasonable adjustments are offered when needed to meet the special needs of learners. The institute learning environment and the used training venues are fit-for-purpose where learners have access to sufficient facilities. The institute's premises have sufficient number of classrooms, computer laboratory and a library which includes relevant textbooks and magazines for the use of learners and trainers.

Leadership, management and governance

How effective are leadership, management and governance in raising achievement and improving the quality of the provision?

Grade: Good (2)

Leadership and management is good overall. Logic institute has clear vision and mission statements which are shared with staff and stakeholders. The mission statement is focused on improving learners' achievement and the quality of training. The strategic plan was reviewed and updated based on critical SWOT analysis. Accordingly, annual operational plans were developed with clear tasks, accountabilities and timescale. Progress monitoring is regularly carried out on quarterly basis. Logic organisational structure is fit for purpose; senior management members and staff are qualified and have relevant experience. Roles and responsibilities are clearly identified.

Learners' achievement is closely monitored, and data on learners' attainment and progress are kept and analysed to monitor trends overtime. The management team monitors pass rates in the externally-accredited programmes and benchmark it with the international averages. Logic pass rates in these programmes are either comparable or higher than the international pass rates.

Sufficient arrangements are in place to quality assure the provision; the institute developed detailed quality assurance policies and procedures. Relevant pre-course assessments are used to assess learners' prior attainment in all courses. In addition, a fit for purpose general placement test is used for the Chartered Institute of Purchasing and Supply (CIPS) candidates to ensure that they have the minimum general English and course background. In the Value Engineering course, a fit for purpose English test is used to ensure that learners have the minimum required language level. Nevertheless, the verification of assessment is occasionally conducted and the completed forms are not always effective to ensure continuous improvement.

Qualified trainers are recruited, inducted and effectively deployed. Logic management select trainers thoroughly; candidate trainers are requested to conduct a demo class to the senior management team to ensure their training competencies. Trainers' performance is sufficiently monitored through the 'QM report' and 'Performance indicators to ensure the quality of training for trainers' forms. However, the two forms are insufficiently focused on aspects of quality of training and the completed forms are not always informative or identify areas for

development. Staff performance appraisal is in place and they are provided with training opportunities relevant to their work.

The self-evaluation process is regular and the outcomes are utilised to inform the provision. Moreover, in 2014, Logic institute became an ISO 9001:2008 certified where regular internal and external audits are conducted to ensure proper implementation of the procedures, identify non conformities and take corrective measures.

Processes are effective in maintaining links with learners and stakeholders; both views and feedback are gathered, analysed and utilised to improve the provision. Logic maintains links with a good number of awarding bodies and in cases utilises these links to improve the provision.

The institute has effective measures to ensure health and safety of learners and staff which includes clear relevant policy and procedure, regular risk assessment and evacuation drills. All essentials of health and safety are in place and the premises are free of any obvious hazards.

The provider's key strengths

- Most learners develop effective and relevant skills, knowledge and competencies and almost all achieve the qualifications/ course objectives they aim for
- Most trainers are qualified and utilise their professional experience to enrich the learning experience. They use a variety of training methods and utilise effective assessment
- Courses are offered based on good understanding of stakeholders' needs, they are well structured, planned and resourced to meet the needs of learners and stakeholders
- Learners are well supported and guided to achieve better outcomes
- The strategic plan is well focused and updated based on regular self-evaluation process
- Learners' achievement is closely monitored and analysed.

Recommendations

In order to improve, Logic should:

- ensure that lesson plans are informed with prior and continuous course assessment of learners
- ensure that courses are supported with relevant and sufficient extra-curricular activities to enrich the learning experience
- improve leadership and management by:
 - ensuring that verification of assessment is thorough and regularly conducted
 - ensuring that the internal lesson observations are regular, critical and clearly identify areas for development to ensure continuous improvement of training.

Appendix

Description of the provision

Logic Institute for Training and Human Resources Development (Logic) was established in 2010 and licensed by Ministry of Labour. It offers programmes in purchasing and supply chain management, business and soft skills, engineering and health and safety. Around one third of Logic courses are externally-accredited by international awarding bodies that include the Chartered Institute of Purchasing and Supply (CIPS), the Chartered Institute of Environmental Health (CIEH), and the Society of American Value Engineers (SAVE International, USA). All courses are short and very short where the learning hours range between 9 to 40.

Logic operates from one centre located at Seef District. It is managed by a chief executive, who is also a trainer, and a business development manager. The chief executive reports to a chairman. Logic employs a head of CIPS courses who is also a trainer, a quality controller, a communication and public relation staff who is also in-charge of the health and safety, a project coordinator, an accountant and a purchase staff. All staff are working on a full-time basis. In addition, the institute recently recruited two part-time administrative staff. Logic has a pool of 17 part-time trainers who are utilised as and when needed.

Logic has enrolled 1793 learners since the last review conducted in December 2012; 652 learners in 2013, 678 learners in 2014, 449 learners in 2015, and 14 learners in 2016. Externally-accredited courses make 31.9% of the total enrolment, local attendance certificate courses make 9.6%, and the rest 58.5% are local completion certificate courses.