



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

Directorate of Vocational Reviews

Review Report

Madar Training Centre (Madar)
Sitra
Kingdom of Bahrain

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VO126-C3-R083

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Introduction

The Directorate of Vocational Reviews (DVR), which is a part of the Education & Training Quality Authority (BQA), conducted this review over three days by a team of four 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, stakeholders, management and support staff.

It is worth mentioning that this is the first review for this centre. 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
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Table of review judgements awarded

Main Question	Judgement
Learners' achievement	Satisfactory (3)
Quality of teaching / training and assessment	Good (2)
Quality of programmes	Satisfactory (3)
Quality of support and guidance	Satisfactory (3)
Leadership, management and governance	Satisfactory (3)
Capacity to improve	Satisfactory (3)
Overall effectiveness	Satisfactory (3)

Review judgements

Overall effectiveness

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

Grade: Satisfactory (3)

The overall effectiveness of Madar Training Centre (Madar) is judged as satisfactory, as are all aspects of its provision except for the effectiveness of training and assessment in promoting learning which is graded as good.

While the majority of learners acquire effective vocational knowledge, and develop the required competencies needed for the regulated profession of a wireman, a minority are less competent. Scrutiny of learners' written and practical work records maintained by Madar shows that the majority of learners progress significantly from their starting point. Most learners are enrolled in the Bahrain wireman license preparation course to attain the Electricity and Water Authority (EWA) license. Almost 58% of learners achieve the license they aim for, after several attempts. Trainers are qualified and experienced in the area they train, using a range of effective training methods such as open discussion, questions and answers, lecturing and practical demonstrations effectively to engage learners. Learners' achievement on the pre- and post-course examinations have recently been moderated. Scrutiny of a sample of learners' marked work shows that marking is mostly accurate. Learners are provided with instant and effective verbal feedback, though constructive written feedback is not always shared with learners to inform them about what they can precisely do to improve further. Madar offers a range of vocational courses for a niche market, being electronics, instrumentation and control, and health and safety. The Centre has recently developed a general support and guidance policy, but it does not include procedures and arrangements to identify and support learners with special needs. Upon completion of their course, learners are provided with revision sessions for the theory and practical parts to prepare them for the EWA examination. However, the effectiveness of these sessions is not evaluated sufficiently.

The management addresses daily activities in an appropriate manner and has an operational action plan. However, the document lacks clear accountability, timeframes and success indicators. Considering the enrollment and the size of the operation, the Centre has a fit for purpose organisation structure and the staff have appropriate job descriptions. Learners' individual achievement is aggregated and analysed. The management considers current operations during their daily interaction and corrective measures are applied where required.

The premises are free from obvious hazards and the Centre abides by Sitra Mall health and safety policies. However, aspects related to regular risk assessment are missing.

Capacity to improve

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

Grade: Satisfactory (3)

Madar Training Centre's capacity to improve is satisfactory. The Centre has been established in 2015 and, currently, the management is in the process of recruiting more trainers, and marketing and administration staff. The physical premises have been slightly improved; for example, the recent expansion of the electrical workshop and the introduction of the Electronic Supported Learning (ESL) system introduced. The provider is still improving its website. The management have in-depth knowledge of the Centre's niche market. They recruit qualified and professional trainers in their own fields. Courses on offer are based on the understanding of local market needs and meet the requirements of both learners and stakeholders. In August 2017, Madar became an approved Pearson Education Centre for the Level 2 Certificate in Construction. Enrolment has improved since 2015, learners' progress is assessed well and their achievement is monitored. Madar is keen on regularly gathering and analysing learners' and trainers' feedback about the courses on offer and uses the outcomes to improve the provision.

Learners' achievement

How well do learners achieve?

Grade: Satisfactory (3)

Learners' achievement at Madar is satisfactory overall. While the majority of learners acquire effective vocational knowledge, and develop the required competencies needed for the regulated profession of a wireman, a minority are less competent. Learners in general express satisfaction with their course outcomes and state that it has helped them to obtain different jobs in the same field, and a few have even started their own local electrical wiring businesses. Scrutiny of learners' written and practical work records maintained by Madar, tracking of learners' results on the internal summative assessments, and the quality of the class work produced show that the majority of learners' progress significantly from their starting point.

The majority of Madar learners are graduates of local technical/electrical stream secondary schools, with a minority being Bachelor degree holders in similar fields. They enroll in the Bahrain wireman license preparation course to attain the Electrical and Water Authority (EWA) license. Most learners enrolled after October 2016 attempt the EWA licensing examination, and almost 58% of learners achieve the license they aim for after maybe several attempts, with 38% achieving it at the first attempt. Analysing learners' results on the EWA license examination indicates that technical secondary school graduates achieve better results on the practical examination and Bachelor degree holders perform better on the written examinations. Although the reported success rate of 58% in the EWA license examination seems satisfactory, there is little to no information published on the official EWA License success rates.

Madar Learners' Performance Data (LPD) shows that retention rate is high. From the observed sessions, the majority of learners are attentive and have a positive attitude towards their learning. The more able learners can reflect critically on their level of attainment, collaborate efficiently with their peers during the practical workshops, and occasionally challenge their trainers. However, the less able learners need constant guidance and hints from the trainer to enable them to progress or complete the required tasks.

The vast majority of learners attend classes regularly, though a few arrive late to their sessions. Madar has attendance and punctuality policies which are communicated to trainers and learners. Records of attendance are monitored and the Centre follows up on absenteeism.

The quality of provision

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

Grade: Good (2)

The effectiveness of training at Madar is good overall. Trainers are qualified and experienced in the areas they train. During sessions they provide clear illustrations of electrical concepts, respond well to learners inquires and share a range of vocational examples of work place scenarios. They manage sessions well and usually start on time with sharing of the daily objectives and recapitulation of the previous sessions' outcomes. Trainers usually use basic lesson plans that state, for example, the learning objectives, activities, timing and resources allocated. These plans however, are not detailed nor always informed by learners' prior and continuous assessments outcomes. During practical workshops, trainers use activity worksheets to guide the session delivery.

Madar trainers use a range of effective training methods such as open discussion, questions and answers, lecturing and practical demonstrations to engage and motivate learners. They use direct questions, practical activities and well-designed formative and summative assessment tools to check learners understanding and monitor progress continuously. Learners' achievement on the pre- and post-course examinations have recently been moderated. Scrutiny of a sample of learners' marked work shows that marking is mostly accurate, though there are a few cases of inaccurate correction and marking. Learners' practical work is evaluated against a set of relevant competencies, but the newly introduced rubric is not detailed sufficiently. Relevant learning resources such as the Bahrain Electrical Regulations Handbook, worksheets, tools and instruments are used effectively to facilitate learning. The Centre has recently introduced an automated comprehensive system to electronically test learning progress during a session; the Electronic Supported Learning (ESL) system.

During the observed sessions trainers addressed individual learners' needs adequately through providing further clarification and examples. In the better sessions, the more able learners are challenged with follow-up challenging questions to think more critically, though a minority of the lower ability learners require additional support to progress fully. Madar systematically maintains records of learners' results in a report titled 'the overall trainee performance report', though records on the practical sessions are not regularly maintained. Learners are provided with instant and effective verbal feedback, but constructive written feedback is not always provided to learners to inform them about what they can precisely do to improve further. Learners receive a trainee report upon the completion of their course. This report includes the learner's marks on the theoretical and practical post-course examinations and the attendance record. Nevertheless, the written remarks provided are not critical.

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

Grade: Satisfactory (3)

The effectiveness of the courses in meeting the needs of learners and stakeholders is satisfactory overall. Madar offers a range of vocational courses for a niche market, in the fields of electrical, electronics, instrumentation and control, and health and safety. The courses offered are informed through frequent meetings with the various employers and Ministry of Labour and Social Development (MLSD) representative. The management has in-depth experience in the field of electrical engineering, has a professional network with different stakeholders, and considers learners' requirements stated on the learners' questionnaires and in response to employers' requirements. Currently, the Centre is conducting local attendance

courses on the Bahrain wireman and technician license preparation to sit the EWA license examination.

The Centre has a policy and procedures for accepting learners. The policy specifies the requirements of target learners and the pre-request qualifications. These measures are implemented effectively. Learners are supported with additional activities to enrich and enhance their learning experience, such as guest speakers from relevant industries and a field visit to a mall to check the electrical distribution board and its wiring connections. However, the admission criteria for learners with special educational needs are not clearly specified.

Even though the Centre does not follow a formal mechanism in designing, approving, reviewing and regularly updating courses, through the experience of the management and trainers the courses on offer are appropriately planned and structured, with specified content and expected learning outcomes as per EWA's requirements. Moreover, the Centre has recently developed a brief policy and procedures for course design, approval and updates, with brief descriptions of the responsibilities of the staff involved in the evaluation process. Courses also have an appropriate process for assessments of learners' achievements and are resourced with suitable worksheets, the Bahrain regulations booklet and an equipped workshop. The learning resources used in the workshop appropriately match the level of industrial standards and EWA's standards. The workshop area is just appropriate to cater for the number of learners enrolled in the different courses.

How well are learners supported and guided?

Grade: Satisfactory (3)

The support and guidance provided to learners to help them achieve better outcomes is satisfactory overall. The Centre has recently developed a general support and guidance policy, but it does not include procedures and arrangements to identify and support learners with special needs. At the start of their course, learners are provided with verbal guidance, including course information and the Centre's rules and regulations. They also receive a folder that includes instructions and course material. During their course of study learners have access to approachable and supportive staff and trainers to answer their queries. Upon completion of their course learners are provided with revision sessions for both the theory and practical parts to prepare them for the EWA examination. However, the effectiveness of these sessions is not evaluated effectively, and the support provided is not focused enough to recognise and respond to learners who might be at risk of failure.

Learners and stakeholders have access to general information about courses on offer through meetings, telephone calls, emails, the Centre's website and social media. They receive informed advice about their future studies and opportunities for career progression. The

Centre maintains communication with stakeholders, particularly upon the completion of the course, including information about learners' attendance, results, and schedules for revision classes and examinations. Arrangements for the delivery of courses are highly flexible; for example, the Centre has created assessments in Arabic and English to suit the needs of different learners. Schedules for revision and support sessions are planned in a way to suit the needs of learners and stakeholders. The schedules are arranged in a manner to allow flexibility in timing.

The Centre has a fit for purpose learning environment which is equipped with appropriate facilities. There is a suitable electrical workshop and an adequate number of clean classrooms which are equipped with white boards, data show projectors, flip charts, laptops and some electrical tools and instruments.

Leadership, management and governance

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

Grade: Satisfactory (3)

Madar's leadership and management are satisfactory in raising achievement and improving the quality of the provision. The management has a shared vision, mission and values that focus on providing relevant technical training and improving learners' achievement. Daily activities are addressed in an appropriate manner and there is an operational action plan which is focused on improving the Centre's physical premises, obtaining more accreditation, and staff training. However, the plan lacks clear accountability, timeframes and success indicators. Although, the follow up actions are monitored and discussed during regular staff meetings, the progress is not maintained effectively. Considering the enrollment and the size of the operation, the Centre has a fit for purpose organisation structure and the staff have appropriate job descriptions. Although Madar has adequate arrangements to quality assure its provision, a number of the policies and procedures are not detailed sufficiently and do not include all current practices and clearly explain procedures. The internal moderation process has been recently introduced and it is mostly critical. Trainers are responsible for reflecting on learners' work and identifying areas in need of improvement. External moderation is carried out by a consultancy and focuses on moderating grades.

Learners' prior attainment is sufficiency assessed. Individual achievement is aggregated and analysed and the management monitors learners' results on the internal and EWA examinations. Trend analysis is used appropriately to improve the provision. Madar management members consider their current operational situation during their daily

interaction and curative measures are applied as necessary. However, the process of self-evaluation is not systematic, and although, the Centre has recently carried out a SWOT analysis it is not critical enough. The SEF provided for this review has highlighted few areas for improvement, and the grades are overestimated.

Staff performance is adequately monitored and guidance on how to improve is shared through daily interaction. Qualified trainers are recruited, inducted and deployed effectively. Adequate training opportunities are provided for the full-time staff. The management monitors trainers' performance through class observations and seeking learners' opinion on the training provided. Although the criteria used are relevant there is no clear policy to better streamline this process and sometimes not all areas for improvement are followed. Outcomes of these observations are shared verbally with trainers.

Learners' and trainers' feedback about the courses are regularly gathered, analysed and used appropriately to improve the provision, such as reducing the number of learners in the workshop, extending the revision sessions and improving the overall atmosphere. Adequate links are maintained with stakeholders to obtain information about their training requirements.

Health and safety policies are in place. The premises are free from obvious hazards and the Centre follows the Mall's health and safety policies. However, aspects related to regular risk assessment are missing.

The provider's key strengths

- The majority of learners develop relevant knowledge and effective vocational skills.
- Trainers are qualified and experienced in the areas in which they train. During sessions they provide useful vocational examples and use a range of effective training methods to engage and motivate learners.
- Experienced trainers are recruited, deployed effectively and training opportunities are provided.

Recommendations

In order to improve, Madar Training Centre should:

- ensure that learners achieve EWA licencing
- ensure that learners are provided with constructive written feedback on how improve further
- improve leadership and management by:
 - improving strategic planning to include clear accountability and time frames, and ensuring that the progress is regularly monitored and followed up
 - improving the quality assurance policies and procedures to contain more detail, and ensure that the self-evaluation process is carried out regularly, critically and used for improvement.

Appendix

Description of the provision

Madar Training Centre (Madar) started operations in Bahrain in 2015. It is licensed by the MLSD. Courses are offered in engineering and short courses in electrical, electronics, instrumentation and control, and health and safety. Currently the Centre is conducting local attendance courses on the Bahrain wireman and technician license preparation to sit the EWA license examination. In August 2017 Madar became an approved Pearson Education Centre to conduct training for the Level 2 Certificate in Construction.

The Centre operates from a single site in Sitra Mall and is managed by a managing director, one programme officer who is also a part time trainer, and three other part-time trainers. The Centre has enrolled a total of 230 learners, 16 in 2015, 55 in 2016, 141 in 2017 and 18 in 2018 up to the date of the review. Most of the learners are adults and are sponsored through Tamkeen schemes.