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

Directorate of Vocational Reviews
Review Report

Success Training Centre (STC)

Manama

Kingdom of Bahrain

## Date Reviewed: 21-23 October 2019

VO039-C4-R013

Introduction

The Directorate Vocational Reviews (DVR) 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 Success Training Centre (STC) 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	3
Programmes and processes	Effectiveness of teaching/training and assessment	3
	Quality of Courses/Programmes	3
	Learners' support and guidance	3
Management and governance	Effectiveness of leadership, management and governance	3
Capacity to improve		3
Overall effectiveness		3

Provider's overall effectiveness throughout the last three reviews
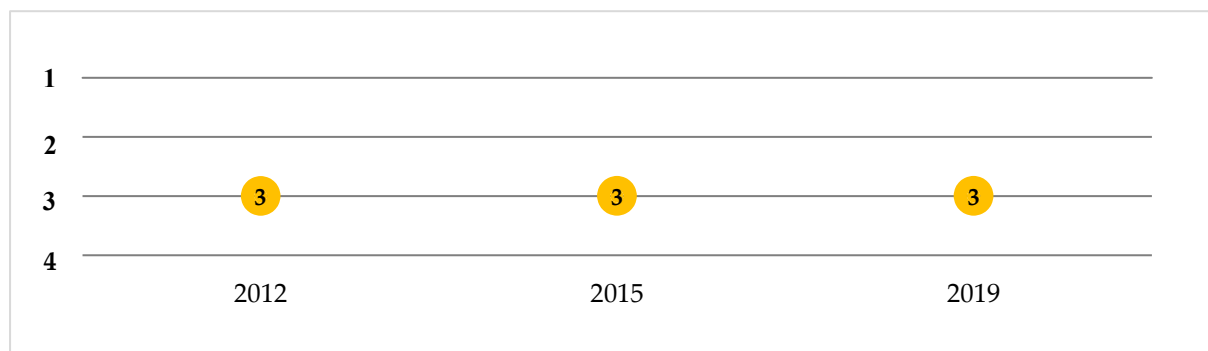
Outstanding	1	**Good**	2	**Satisfactory**	3	**Inadequate**	4

Overall effectiveness 'Satisfactory'

Judgement justifications

- The overall effectiveness of Success Training Centre (STC) is 'Satisfactory', as well as its performance in all the review aspects.
- STC has a suitable strategic plan which is developed based on a proper self-evaluation process focused on improving the quality of the provision and expanding the range of the offered courses. The developed strategic plan is translated into yearly operational plans that is clearly linked to the strategic objectives. However, the progress made in achieving these objectives is not sufficiently monitored.
- The Centre has a clear understanding of the market it intends to serve and has an effective analysis mechanism where outcomes are used to offer niche courses needed by the market, such as those related to the educational field.
- The majority of courses/ programmes are appropriately planned and structured with proper course outlines and are generally designed to enhance and support practical and theoretical learning. Courses are delivered by knowledgeable trainers using adequate training strategies that succeed in engaging the majority of learners. However, trainers rarely use approaches that enhance learners' critical thinking or promote life-long learning.
- The Centre monitors trainers' performance adequately through internal class observations, but the identified areas for development are not sufficiently followed up to promote continuous improvement.
- Trainers assess learners' level of understanding through useful formative and summative assessment tools, and learners' work is adequately marked. However, the assessment is not sufficiently rigorous in a minority of cases and the marks given do not always reflect learners' actual level.
- The Centre monitors learners' achievement and maintains appropriate data on their performance for the majority of courses. Though, these data are adequately aggregated and analysed, the achievement trends are not monitored over time to inform decision making.
- Learners receive adequate support and guidance to overcome their learning or work difficulties. The majority of them develop suitable knowledge and vocational skills that help them to gain employment in their chosen profession. However, a minority of the learners do not master the required skills towards the end of the course as they have difficulties to complete the assigned practical tasks.
- In the absence of an effective mechanism to monitor the implementation of the internal quality system; moderation and verification processes are not well integrated within the Centre's operations to ensure that courses' components, particularly the assessments, are effectively and consistently delivered across the different learners' groups.

Capacity to improve 'Satisfactory'

Judgement justifications

- Since the last review, the Centre's performance did not change significantly and it maintained the judgment of the overall effectiveness as 'Satisfactory'.
- The Centre's strategic directions is based on a suitable SWOT analysis and the previous BQA's review recommendations and is translated to annual operational plans. Nevertheless, the monitoring of the implementation and achievements is not well established.
- The Centre's offerings have been broadened by introducing a range of local achievement and attendance courses specifically in the fields of education. Moreover, STC has established an affiliation with Training Qualifications UK (TQUK) as an international awarding body in order to offer externally accredited courses in education as a future plan.
- The Centre has sufficient human resources and appropriate physical resources to enable improvement to be carried out.
- Enrolment numbers has increased between 2017 and 2018 and a reasonable repeat business is maintained.
- Appropriate links are maintained with stakeholders and awarding bodies and outcomes are utilized to inform decision making. STC has an agreement with the American Safety and Health Institute (hsi) as a test Centre for basic First Aid since April 2018.
- The current quality assurance arrangements are ineffective to monitor consistent implementation and continuous improvements of the provision. The recently updated policies and procedures are not comprehensive nor sufficiently detailed to cover all aspects of the training and learning.

The provider's key strengths

- Training courses are offered based on a clear and sufficient understanding of the market and learners' needs and requirements in terms of the type and level of courses/programmes.

Recommendations

In order to improve, Success Training Centre should:

- ensure that learners develop knowledge and skills relevant to their level and progress well toward achievement of the course learning outcomes

- improve the quality of training and assessment by:

    - enhancing training strategies to better engage and challenge learners

    - improving the structure of the long courses to have clear assessment tools and their schedule

    - ensuring that assessments are clearly mapped to the course learning outcomes and the accuracy of marking through the utilisation of clear marking schemes and rubrics

- improve leadership and management by:

    - ensuring that of learners' achievement trends are monitored and outcomes are utilised to inform improvement

    - developing an effective quality assurance system that includes detailed policies and procedures relevant to all aspects of the provision and monitoring its consistent and effective implementation.

Learners' achievement 'Satisfactory'

Judgement justifications

- The majority of learners develop suitable knowledge and vocational skills that sufficiently help them gain employment in their chosen profession. Upon course completion, learners are able to use the gained theoretical knowledge and competences to adequately complement the assigned tasks and activities. This was clearly reflected in learners' contribution and their levels of understanding in the sessions observed, and the provided samples of their work. However, a minority of learners do not master the required skills towards the end of the course as they have difficulties to complete the assigned practical tasks.

- Feedback from learners and stakeholders confirm that the acquired skills are relevant and useful to and enhance their performance at the workplace. However, in a few cases learners' feedback indicates that the added value was minimum and attending the course did not enable them to develop new skills.

- The analysis of the Learners' Performance Data (LPD) and the available records indicate that the overall success rates across the provision are almost 100%, whereas, the standard of learners' work and analysis of the post-course assessments' results show that learners achieve only appropriate levels of attainment. Moreover, there were a few cases of learners receiving attendance certificate although they did not meet the attendance requirements stated in the course descriptions.

- A range of formative assessment tools are used to measure learners' achievements particularly for the long-duration programmes, though the results of these are not considered when granting the certificate.

- The majority of learners make sufficient progress considering their prior attainments. This is evident from scrutiny of the provided samples of learners' work and the comparisons of the pre- and post-course assessments' results available for the majority of courses. However, in a few cases, the added value is minimal. Moreover, there are a few cases of learners scoring better in pre-course assessment than their post-course assessment.

- During the observed sessions, learners were generally committed and had positive attitude towards their learning and a few of them were eager to demonstrate their understanding by questioning their trainers and sharing relevant work experience examples with them. Furthermore, from sessions observed and evidence provided, learners have sufficient opportunity to reflect on what they have learned, *via* the 'Daily three questions' form, which is used properly by the majority of learners.

- From the sessions observed and the attendance records, most learners attend regularly and on time, but there are a few cases where learners arrive late to their sessions.

- The majority of learners are able to work in a proper manner independently and collaboratively.

However, a minority need their trainer's support and direction to move forward.

Areas for improvement
- Mastering knowledge and skills relevant to the course level.
- Working independently

Effectiveness of teaching/training and assessment 'Satisfactory'

Judgement justifications

- Trainers use suitable training strategies such as role play, lecturing and adequate group work with discussions which engage the majority of learners. They utilise their knowledge and practical background when explaining concepts and are able to link the course topics with learners' own workplaces. However, in a few cases trainers do not encourage the disengaged learners sufficiently or provide sufficient opportunity to involve them throughout the session. Trainers use the available learning resources such as whiteboard, smartboard, data show, flipchart and videos properly to promote learning.
- Learners' level of understanding is checked using useful practical activities, questioning techniques and relevant post-course assessment. Role plays, and work-based assignments are also used adequately as means of assessment for some courses. Assessments also include open questions which are adequately marked by the trainers. However, the assessment is not sufficiently rigorous in a minority of cases and the marks given to learners' work are inflated. There are no clear marking schemes, and rubrics are not available to guide marking.
- Although the Centre has no formal arrangements for mapping the assessment to the course learning outcomes, the assessment is relevant to the course objectives and content as evidenced by the range of learners' work and activities. Nevertheless, the final post-course assessment of the 'Teachers' Professional Development Training Programme' is insufficient to cover all modules objectives. This is a concern, especially that there is no summative assessment for each module within the programme.
- The majority of sessions are adequately planned and delivered. Suitable lesson plans with clear structure that include the trainer role, course time allocation and type of activities and resources that are used by trainers; however, the quality of the content of these plans

vary. Occasionally trainers adjust their planning based on the outcomes of the 'daily three questions' and 'registration -objective and skills achievement' forms. In a minority of the observed sessions, class and time management were not effective.

- From the observed sessions, learners' varying needs are suitably addressed by providing further explanation and clarification, but passive and quiet learners are left behind and insufficiently supported. Furthermore, trainers rarely use approaches that enhance learners' critical thinking or promote life-long learning.

- Learners' performance records are sufficiently maintained for the majority of the courses, whereas, the formative assessment records are insufficiently kept; particularly for the long courses. Learners are provided with appropriate instant verbal feedback to help them improve; however, written constructive feedback is insufficient and when provided, does not indicate areas to improve further.

Areas for improvement
- The Effectiveness of the training methods to engage learners throughout the sessions and challenge their abilities
- The rigour of marks awarded to learners' assessed work
- Formative assessment records, to be maintained for all courses.

Quality of course/programmes 'Satisfactory'

Judgement justifications

- STC offers a wide range of local achievement and attendance courses in the fields of education and management, business soft skills English language and health and safety that generally meet the needs of learners and stakeholders. The vast majority of the conducted courses range between short (32-60 guided learning hours) and very short (20-24 guided learning hours) courses. The Centre also offers a number of long-duration programmes which include a number of modules relevant to the education and cashier sector. The long

programmes ranges between 192 to 260 guided learning hours.

- The courses on offer are based on the management's clear understanding of the local training needs within the different employment sectors; the Centre utilises its professional experience and close links with clients within the different employment sectors. In addition, market needs' analysis is conducted using relevant reports on training requirements published by local authorities and the outcomes are effectively used to determine the need for specific courses

- and programmes such as the local achievement education courses and the 'Teachers' Professional Development Training Programme'.
- The management team is also involved in some of the Ministry of Labour and Social Development's (MLSD) national initiatives related to the recruitment and training of job seekers which exposed the Centre to the labour market needs. A fit for purpose Training Needs Analysis (TNA) is carried out for corporate clients, which results in developing a matrix of suggested courses that meets the targeted learners' needs. However, this process is not formally documented to ensure consistency and sustainability of operation.
- Courses and programmes are appropriately planned, with proper course outlines and general course plans which clearly indicate the course overview, objectives, topics to be covered, generic training methodology and relevant resources. However, the assessment methods are not detailed enough. Courses approved by MLSD stipulate the course Intended Learning Outcomes (ILOs); however, these are not utilised when developing the course descriptions used by trainers and as a result, these do not describe in measurable terms what the learners must be able to do at the end of the course to inform assessment. Furthermore, there were a number of cases in which the delivered education modules did not ensure the achievement of the ILOs stated in the documents submitted for licensing purposes.
- The course components are suitably structured with sufficient theoretical and practical learning material; these are supported with a sufficient number of activities and the pre- and post-course assessments which appropriately cover the course objectives. The scheduling of the course contents and the structure of assessments are adequately planned in a sequence that gradually increases the acquisition of knowledge and facilitates skills' improvement.
- English language courses are also on offer as a support module within a programme to enhance learners' language skills. These courses represent a small proportion of the total enrolment, but the course levels and course material are not aligned sufficiently. In addition, when addressed as a holistic programme of 260 hours, as in the 'Teachers' Professional Development Training Programme', assessment tools are not scheduled in a reasonable and balanced manner.
- The preparation and development of the training courses are the responsibility of the trainers. Once completed, the proposal is sent to the management for approval. However, the Centre does not have a formal policy to design, approve, update and periodically review courses/ programmes. These activities are conducted on *ad-hoc* basis through verbal agreements and are not officially documented.
- The offered courses/ programmes are sufficiently resourced. Classrooms are supplied with suitable equipment to facilitate the delivery of the training sessions. Appropriate PowerPoint presentations are provided to learners to enable the attainment of the course

objectives. However, in a few English courses, STC did not provide learners with authentic materials sourced from the publishers.

- The Centre has clear access and entry level requirements for its offerings. The target audience for all courses is generally specified in the course outlines and brochures, and where needed, an interview is conducted to adjust learners' requirements for the job seekers programmes. Notwithstanding the above, the placement test used for the English courses is neither effectively structured to indicate the level of the learner's language skills nor implemented systematically.

Areas for improvement

- The design of different types of assessment tools and their schedule; specifically for the 'Teachers' Professional Development Training Programme'
- The mechanisms used for designing, developing, approving, updating and periodically reviewing courses/ programme, to be documented formally.

Learners' support and guidance 'Satisfactory'

Judgement justifications

- Although STC does not have a comprehensive and explicit policy and procedure on learners' support and guidance, learners are provided with adequate support and guidance to overcome their learning or work difficulties and achieve better outcomes. Trainers and administrative staff have adequate rapport with learners and they are responsive to learners' inquiries through telephone calls, and social media applications such as 'WhatsApp'.
- The less-able learners are given extra sessions when needed and, in some cases, trainers deal with those who have difficulties during the break time. Moreover, high achievers are rewarded with free courses. There are examples of success stories where support provided has enable learners to progress better. However, these practises are not based on a formal policy or procedure, and their impact on learners' achievement is neither systematically documented nor monitored.
- Learners are provided with a suitable induction session and a 'Trainee Manual' on the first day of a course. Topics such as course attendance and punctuality, assessment criteria as well as brief instruction on health and safety and the Centre's rules and regulations are shared with learners through this Manual. The arrangements for the delivery and scheduling of courses are sufficiently flexible to suit the convenience of learners and stakeholders in terms of preferred course timings, dates and choice of venues.

- In the long-duration programmes, learners are provided with extra-curricular activities that enrich their learning and develop skills that are beneficial for their current workplace or when seeking to be employed. These include training on how to prepare a Curriculum Vitae (CV), conducting mock interviews and inviting guest speakers. Moreover, the majority of learners enrolled in these programmes are supported with on-job training opportunities and almost half of the unemployed learners were supported to secure jobs.
- Learners and stakeholders have access to useful information about the courses on offer through various means including telephone calls, emails, the Centre's website, and promotional brochures. Recently, STC has appointed a career advisor to guide learners when choosing courses and to support them in finding a job upon the completion of their course. However, STC's website is not sufficiently detailed and is not updated periodically to ensure the currency of the information provided.
- Appropriate communication is maintained with stakeholders. They are updated on learners' performance upon course completion *via* a brief analysis of the learners' pre- and post-course assessment scores and a copy of their certificates. However, individual learners' performance reports are not shared with corporate clients. In the educational sector, the stakeholders are provided with an on-job training evaluation summary that suitably reflects on learners' performance when delivering a lesson as part of their training requirements.
- STC lacks a formal mechanism or arrangements to identify and support learners with special educational needs and/or disability.

Areas for improvement
- Formal mechanism to support and guide learners to achieve better outcomes including those with special educational needs and/or disabilities.

Effectiveness of leadership, management and governance 'Satisfactory'

Judgement justifications

- The Centre has clear vision and mission statements, which are communicated to the staff and learners, and are sufficiently focused on improving the quality of the provision.
- The management team has developed a suitable three-year Strategic Plan (SP) with a set of objectives that are focused on improving the quality of the provision and expanding the range of the offered courses. This SP is translated into yearly operational plans through which the strategic objectives are cascaded into sub-objectives with general tasks, timescales, and clear accountability. However, the stated

actions are not always specific, a number of the identified success measures are not measurable, and the progress made in achieving the objectives is not sufficiently monitored. It is worth mentioning; however, that some target achievements are occasionally discussed during management meetings and there is evidence of the outcomes being used to inform improvement.

- A suitable SWOT analysis has been conducted and BQA's previous review recommendations were also used to set the Centre's strategic directions. The Self-Evaluation Form (SEF) submitted for this review is fairly informative and identifies a number of areas for improvement. Nevertheless, the awarded grades overestimate the performance of the Centre by two points.

- The Centre maintains appropriate records on learners' performance for the majority of the courses. These are adequately aggregated and analysed to monitor learners' achievement on individual course level by identifying the overall proficiency rates and the added value. However, the achievement trends are not monitored over time to inform decision making. Moreover, attendance rates are not always analysed to measure the extent to which rates have improved or declined over the past years.

- Trainers' performance in class is adequately monitored through class observation process that utilises a suitable form. The form contains a number of relevant criteria, the majority of which are focused on

trainer' roles rather than the impact of training strategies on learners' achievement. Although, trainers are provided with regular verbal feedback during class observation, the completed observation forms show that the evaluation is not always critical enough and the identified areas for development are not clearly followed up to promote continuous improvement.

- Staff performance is adequately monitored by the management team on a daily basis and through the annual appraisal process. However, the structure of the appraisal form used is more of a checklist with brief statement on further development. Staff are provided with relevant in-house training and professional development opportunities which are occasionally based on their training needs analysis that is identified annually.

- The current STC organisational structure is fit-for-purpose to meet its objectives, considering the enrolment numbers and the range and type of courses offered. Staff have clear job descriptions, are capable and the majority have relevant experience. Though, some of these roles overlap.

- To select trainers, the Centre matches the trainer's qualifications and experience and vocational areas with the subjects they will be providing training in. The management team depends on their own training background and experience for the selection process. For new trainers, a demo session is conducted when needed. A general induction procedure is shared with newly recruited staff and

trainers which provides brief information about the Centre's offerings and trainers roles. However, there are no formal policy or procedure that stipulates recruitment mechanisms and requirements and the selection criteria.

- The Centre lacks an integral system to quality assure all aspects of the provision. STC has recently updated its quality assurance manual. However, the stated policies and procedures included in this manual are more of generic guidelines and are not detailed sufficiently. STC has introduced a monitoring team with a remit to review the quality of training and learning provided by the Centre. However, until the date of this review, the team was only engaged in session observation visits. Hence, the impact of the recently updated quality assurance manual is yet to be seen. Moreover, the Centre lacks effective and comprehensive moderation and verification processes.

- The learning environment is suitable with sufficient and appropriate classrooms that are adequately furnished, though there is an issue with the air-conditioning system. Essential health and safety requirements are in place; health and safety instructions and precautions are displayed all around the Centre and are shared with learners at the start of their courses. Three of STC's staff are certified as first aiders. However, the relevant health and safety policy and documentations are not sufficiently detailed.

- The Centre builds networks with the local community and maintains appropriate relationships with its stakeholders and awarding bodies. Learners' and stakeholders' views and feedback about the provision are suitably collected and learner's feedback is sufficiently aggregated. Nevertheless, these views are not always analysed and utilised to improve the provision.

Areas for improvement

- The monitoring of the implementation of the operational plan and progress achieved.
- The rigorousness of the internal quality assurance system and its comprehensiveness.
- The monitoring of learners' achievement trends over time.

Appendix (1): Provider information

Name of the provider (English)	**Success Training Centre (STC)**				
Name of the provider (Arabic)	مركز النجاح للتدريب				
Licensing body	Ministry of Labor and Social Development				
Year of establishment	2009				
Age range of learners	18 and above				
Number of learners	**Male**	119	**Female**	198	**Total**	317
Learning areas	**Externally accredited**	• None			
	Local achievement	• Teachers' Professional Development Training Programme • Cashier Training Programme • Educational courses • Management and business soft skills • English language • Health & Safety			
	Local attendance	• Management and business soft skills • English language			
Institution's listing status	**Not yet listed on the National Qualification Framework (NQF)**				