



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

# Directorate of Vocational Reviews Review Report

**Talal Abu Ghazaleh Training Group  
Seef District  
Kingdom of Bahrain**

**Date Reviewed: 25 – 29 September 2022**

VO014-C4-R028

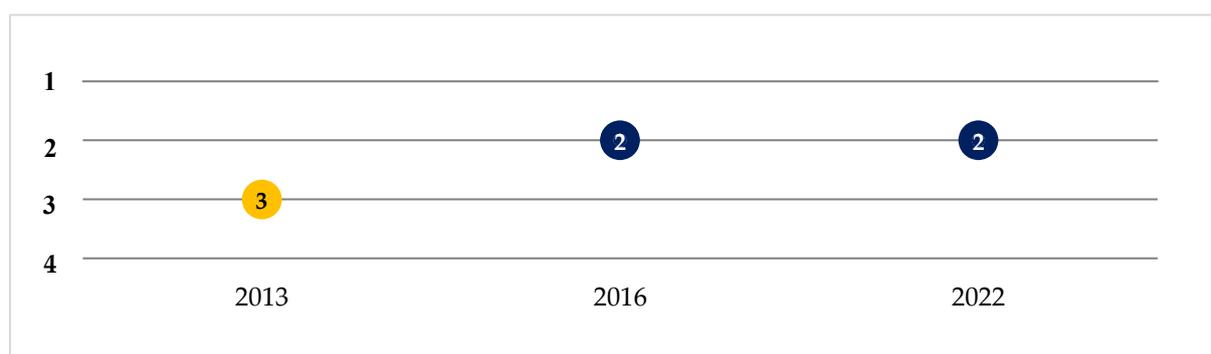
## Introduction

The Directorate of Vocational Reviews (DVR) of the Education & Training Quality Authority (BQA), conducted this review over five days by a team of nine reviewers. For this review, reviewers observed training sessions and other related activities, analysed data about the courses and qualifications learners achieve, examined learners' written and other work, examined documents and materials provided by Talal Abu Ghazaleh Training Group (TAG) and collected feedback from learners, trainers, management and support staff.

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

Summary of review judgements		
	Aspect	Judgement
Outcomes	Learners' achievement	2
Programmes and processes	Effectiveness of teaching/training and assessment	2
	Quality of courses/programmes	2
	Learners' support and guidance	2
Management and governance	Effectiveness of leadership, management and governance	2
Capacity to improve		2
Overall effectiveness		2

### Provider's overall effectiveness throughout the last three reviews



Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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## Overall Effectiveness: 'Good'

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### Judgement justifications

- The overall effectiveness of Tala Bu Ghazaleh Training Group (TAG) are judged as 'Good', as are all Aspects of its provision including its Capacity to Improve.
- The strategic plan is cascaded into detailed operational plans while a number of the operational actions and success measures are not clearly specified to monitor performance.
- TAG has a clear strategic direction driven by a clear understanding of the market's emerging requirements, regular self-evaluation process and is supported by the gathered feedback from relevant stakeholders.
- The Institute offers a range of externally accredited qualifications in different vocational areas based on close consideration & understanding of its current stakeholders' needs and the requirements of the local labour market. Courses/Programmes are well-planned, clearly structured and reinforced by a relevant range of assessment tools, which are effectively utilised to measure the achievement of the stated objectives/Intended Learning Outcomes (ILOs).
- Trainers employ their extensive professional experience and subject-matter knowledge and use a range of effective training strategies with purposeful utilisation of various learning resources and materials to promote learning and engage learners productively. Nevertheless, in a minority of sessions, the employed training methodologies restrict the productive engagement of learners throughout the session.
- Most learners successfully achieve the stated course objectives/ILOs and the qualification they aim for in a timely manner. Learners enrolled in the externally accredited courses/programmes, particularly LOMA, achieve high results in the external final examinations.
- A range of assessment methods are effectively implemented to evaluate learners' understanding and measure the achievement of objectives/ILOs. Externally accredited courses/programmes' final examinations are controlled by the awarding bodies' requirements.
- Learners are effectively supported to achieve better outcomes and provided with purposeful career guidance and counselling enabling them to make informed decisions about their future employment opportunities and academic direction.
- Trainers' performance is regularly monitored through session observations, session observation outcomes are discussed with trainers and further development opportunities are highlighted. Yet, these areas for improvement are not clearly identified in the forms.

## Capacity to Improve: 'Good'

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### Judgement justifications

- TAG maintained its previous overall effectiveness judgement and the judgements of all the review Aspects as 'Good'. In addition, the Institute has effectively addressed the majority of the recommendations stated in the last BQA review report such as extra-curricular activities and the streamlining of the moderation and verification processes.
  - The Institute has a clear strategic direction supported by detailed five-year strategic and operational plans. The management team has responded effectively to the challenges imposed by emerging circumstances and adapted its operations to ensure business continuity and sustainability.
  - TAG has the necessary physical and human resources to carry out improvement initiatives. In addition to the current qualified staff, and the pool of highly competent part-time trainers.
- The Institute has a valid partnership with two awarding bodies, namely LOMA and City and Guilds. On the other hand, partnerships with a number of awarding bodies have been suspended based on the demand of the stakeholders.
  - TAG has suitable internal quality assurance arrangements supported by a relevant set of procedures/guidelines, yet these procedures/guidelines are insufficiently detailed and do not always cover the current practices. Moreover, a customised Learning Management System (LMS) is currently under development.
  - The number of enrolments though has dropped in the year 2020 due to emerging circumstances, it decreased further in 2021 and continues to drop. Learners' achievement is effectively monitored, and the success rates have been maintained at a high level over the past three years.

## The Provider's Key Strengths

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- learners' achievement of the qualifications they aim for in a timely manner and their high achievement results, in particular LOMA programmes.
- trainers' depth of knowledge and diversified experiences and their ability to effectively utilise the available learning resources reflected in effective delivery of sessions.
- well-planned and clearly structured courses/programmes supported with detailed course outlines and in line with the course/programme objectives/ILOs.
- effective support provided to learners to achieve better outcomes with career guidance enabling learners to make informed decisions about their future employment opportunities.

## Recommendations

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**In order to improve its provision, Talal Bu Ghazaleh Training Group should:**

- further improve learners' mastering of learners' knowledge and skills by the end of the course/programme.
- enhance the training methodologies to effectively engage the learners throughout the session.
- further improve the quality assurance system by:
  - ensuring policies and procedures cover all provision's aspects, including verification and moderation and its implementation.
  - enhancing the quality of session observation tools for monitoring trainers' performance.

## Learners' Achievement: 'Good'

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### Judgement justifications

- Learners gain and develop effective knowledge and vocational skills relevant to the courses/programmes they are enrolled in. This is reflected in their level of participation during the observed training sessions and their ability to complete the assigned tasks in accordance with the course/programme level.
  - TAG offers Life Office Management Association (LOMA), Life Management Institute (ALMI), and Fellow, Life Management Institute (FLMI) programmes, which represent the majority of the total enrolment (77%), and in Employability Skills Programme (ES) learners represent the minority of learners (15%). The majority of learners demonstrate an effective acquisition of the objectives/ILOs and develop accumulative knowledge and skills that enable them to successfully achieve the objectives/ILOs, as evidenced by the results of the end-of-course/programme assessments and completing a portfolio-based assessment after each unit for the ES learners. However, the mastering of skills and progressive acquisition of the objectives/ILOs for a minority of learners vary in comparison to others.
  - Most learners score above the examination's minimum passing mark required by the awarding bodies, predominantly, in LOMA 280 and LOMA 311. Nevertheless, learners' scores in these particular qualifications are within the average of the global range.
- TAG has a well-structured assessment process to measure learners' achievement by utilising a variety of formative and summative assessment tools that are suitable for the course/programme type and effectively verified and linked to the objectives/ILOs.
  - According to the analysis of the Learners' Performance Data (LPD) and the attainment records, the success rates are maintained at a high level over the past three years; most learners successfully achieve the stated objectives/ILOs and meet the other courses/programmes' requirements. These rates are well reflected in the standards of learners' knowledge and understanding as seen in the observed training sessions and the level of their produced work throughout the course/programme.
  - In the externally accredited courses/programmes, LOMA & ES, which constitute (92%) of the total enrolment, learners achieve the qualifications they aim for in a timely manner consistent with the awarding bodies' regulations. A few learners achieve the end-of-course/programme assessments after a second attempt or re-submitting the portfolio-based assessment while still meeting the mandated deadlines.
  - Most learners, progress well relative to their prior attainment level as evident from the comparison between the pre- and post-test results. In addition, TAG follows appropriate arrangements to evaluate learners' initial attainment at

entry level for other courses/programmes. In the LOMA program, most learners were able to progress successfully throughout the program's modules, with a few cases of learners progressing from ALMI to FLMI course.

- The majority of learners show purposeful commitment and have a positive attitude toward their learning experience as reflected in active class discussions and in their regular attendance most of the time, evident in the training sessions observed and in the course files submitted. However, there are few cases of later joiners and absenteeism cases found among the previously mentioned evidence.
- Furthermore, a minority of learners demonstrate a high level of self-motivation during the sessions by taking the initiative during in-class activities and actively demonstrating their understanding through sharing relevant examples and critically reflecting on what they have learnt. Yet, a minority of learners show minimal interaction during the virtual training sessions and punctuality is an issue in a few cases.

- Moreover, in some cases learners confidently participated in discussions conducted, and work independently, evident in their produced work, in the activities and addressing the requirements of the courses, with a few occasions, learners' collaborative work, was seen, through discussing relevant units in pairs, and peer tutoring through experiences sharing.
- Although there is no clear written mechanism to regulate and follow up with learners and their work on time submission. Yet during the training sessions observed, learners executed the required tasks, as requested and checked by the trainer, in addition to the ES programme logbook, where the learners' activities submission dates are noted.
- The attendance and punctuality records are regularly maintained. However, the associated policy is generic and insufficiently detailed, and the method used for calculating learners' absenteeism and lateness is not adapted to suit the mode of delivery.

### **Areas for improvement**

- minority of learners' mastering of skills and progressive acquisition of the course/programme objectives/ILOs.

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

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### Judgement justifications

- The majority of trainers employ their professional qualifications and relevant experiences and effectively utilise the available learning resources including the platform's various features to enable purposeful learning and smooth training delivery.
- Trainers provide clear explanations and knowledgeable responses to learners' questions while linking theory with practice by using a range of effective training strategies and focused activities that succeed in engaging learners throughout the learning process. However, a number of the virtually observed training sessions are trainer-centered and training methodologies limit the productive engagement of learners throughout the session.
- Trainers effectively use a variety of formative and summative assessment methods and tools to assess learners' understanding and measure achievement of objectives/ILOs in a timely manner. Furthermore, clear pre-defined rubrics, key answers and grading criteria are mostly utilised to evaluate learners' work.
- The used assessment methods and tools include, for instance, different questioning techniques, relevant case studies that vary in level and complexity, mock tests and peer discussions, in addition to pre-and post-tests, portfolio-based assessments and final examinations by the awarding bodies; where applicable.
- The assessments of the LOMA & ES programme are subjected to systematic verification and moderation processes as per the awarding bodies' regulations, with a fit-for-purpose process implemented in the other courses/programmes.
- A clear mechanism is in place to oversee the administration of the assessment process; governed by a fit-for-purpose 'Assessment Policy'. However, during the pandemic, the administration of the assessment externally awarded programme in (LOMA) was inconsistent with the stated procedures.
- The majority of trainers effectively plan and deliver the training sessions in accordance with progressive and structured session plans. Lesson planning is adequately informed by learners' profiles and assessment outcomes, allowing for well-managed and progressive session delivery that are consistent with the stated objectives/ILOs.
- Learners' individual needs are effectively accommodated by most trainers, such accommodation is reflected throughout the training sessions observed. The trainers using the Arabic language to explain some of the technical terminology or concepts, especially in the LOMA courses, in addition to further elaboration and clarifications and real-life situations.
- The majority of trainers use a variety of relevant approaches, learning tasks

and activities, to stimulate self-learning and critical thinking among learners. Real-life case studies used to challenge learners to develop their problem-solving and blend skills. Trainers also provide relevant counselling to promote lifelong learning within learners' personal and employment-related contexts.

- Learners' achievement records are accurately maintained and regularly updated, including their attendance and punctuality. In the majority of the

onsite training sessions observed, the trainers provide instant and constructive verbal feedback on learners' work. In addition, learners' common mistakes are discussed during delivery of training session and learners are provided with useful written feedback on their work. However, verbal feedback provided to learners in the virtual training sessions is limited.

#### Areas for improvement

- training methodologies to effectively engage inactive learners.

## Quality of Course/Programmes: 'Good'

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### Judgement justifications

- TAG offers a wide range of externally accredited courses/programmes in the fields of leadership, management, languages, insurance and information technology. Over the last three years, TAG conducted insurance courses/programmes awarded by the LOMA, ALMI and FLMI programmes, along with Award in Financial Planning-AWF, ES programme provided by City & Guilds, English language awarding body GateHouse Award (GA) Entry Level Certificate in ESOL International (Entry 1) and Certiport Internet Core Competency Certification (IC3) - Digital Literacy, whereas the guided learning hours ranged from 30 to 160 hours.
- TAG depends on the management team's experience in the management, leadership and financial sectors and utilises fit-for-purpose mechanisms to sense labour market needs. This is evident through purposeful market research, in addition to a useful market survey which has been conducted and aids in quantifying and identifying the training needs of various stakeholders, national initiatives, and market trends wherein the outcomes are effectively utilised to inform the provision.
- Furthermore, TAG gathers and analyses learners' and stakeholders' feedback regularly to view their insights. However, dates are not sufficiently documented within the research and main survey, and the

utilisation of the survey is not illustrated clearly.

- Courses/programmes are well planned and structured with detailed course outlines whereas awarding bodies' requirements are adhered to, and the specifications are clearly provided and portraits the objectives/ILOs, while no major changes were introduced to cope with the emerging circumstances. Furthermore, courses/programmes are designed to support practical and theoretical learning with useful PowerPoint presentation and fit for purpose assessment tools which are scheduled in a reasonable manner and are well mapped to the courses/programmes ILOs and learners have shown a high satisfaction rate to the latter.
- Learners' assessments are in line with the awarding bodies' rubrics and, the pre and post assessments are suitably structured for courses/programmes to measure the learner's advancement. However, it is merely focused on knowledge rather than skills.
- TAG implements the instructions and specifications of externally accredited courses/programmes along with a relevant dedicated guideline in place as part of TAG's quality manual which reflects the philosophy followed by TAG in formulating and reviewing courses/programmes, though, this part is more of a descriptor rather than a sequential procedure. Moreover, TAG retains sufficient practices to design and approve course components

including assessments that are derived from awarding body materials/portal and are in line with course topics and objectives. However, guidelines do not reflect the implemented practices carried out in detail and the design, approval, review, and update processes are not formally documented to include all course components.

- Courses/programmes are well supported with a range of resources to facilities the mode of delivery and number of learners as the training sessions were conducted through online learning platforms during the pandemic. Course materials are handed out to learners in both soft and hard copies whereas TAG adheres to copyright privileges from awarding bodies. Moreover, the learners have access to the LOMA portal to access mock tests and different activities. TAG has a physical library consisting of various books in related fields of study and for LOMA international examinations TAG provide hardware to learners as required.
- TAG has in place a fit-for-purpose arrangement to ensure that learners are admitted suitably to the courses/programmes where, TAG adheres to the awarding and regulatory bodies' rules and regulations regarding access and entry requirement. Furthermore, TAG internally implements relevant placement tests to measure the level of English and gauge the abilities of applicants for different courses/programms. However, no formal policy is in place regarding the latter.

### **Areas for improvement**

- formal access and entry policy
- documentation of design, approval and update process and formalising its policy.

## Learners' Support and Guidance: 'Good'

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### Judgement justifications

- TAG provides learners with effective support and continuous guidance to maximise their potentials and achieve better outcomes. Trainers and administrative staff have a close rapport with learners; they address learners' needs actively and provide the required support in a timely manner.
- The institute has a Generic "Learners Support and Guidance" in place that classifies the list of support provided to learners before, during and after courses/programmes commencement. During the pandemic, an online delivery procedure has been developed to state the online relevant guidelines. However, TAG's support and guidance procedure is not explicit nor comprehensive to reflect TAG's current practices and identify at-risk learners to ensure the consistent implementation of the support practices.
- TAG "Suggestion and Complaint Form" and appropriate "TAG Appeals Grievances Procedure" are in place. However, no cases are recorded during the review scope.
- Learners and stakeholders have access to well-informed guidance about offerings and what is expected to complete the courses/programmes requirements through different means of communication such as the informative website, useful leaflets and social media. During emerging circumstances, learners are regularly updated on the changes made to the mode of delivery and informed about the health and safety requirements by emails and WhatsApp messages. In addition, upon starting a course/programme, learners are provided with a fit-for-purpose induction programme to familiarise them with aspects related to their learning and enable them to settle quickly and confidently.
- Learners are provided with purposeful support to overcome their learning difficulties and enhance their performance through a range of class work and tests extracted from the LOMA portal which they have a membership to access mock examinations to enable them to practice and prepare for the external final examination, which positively impacts their achievement. In the ES programme, an effective follow-up mechanism is implemented enabling learners to comply with the portfolios' requirements. In addition, learners have access to a useful physical library that includes relevant learning resources and references.
- Learners receive continuous and relevant technical support to help them adapt to the changes in the mode of delivery and platform used. They are also provided with flexible arrangements for courses/programmes delivery to address their needs and requirements.

- TAG effectively enhances learners' abilities and life skills by providing a relevant range of extra-curricular activities to its courses/programmes that include inviting them to learn from experts and professionals from the fields for both LOMA and ES programme, they are also provided with useful life and work skill references and in-class competition. Furthermore, learners are well-guided and informed about learning pathways and prospects for progression. Learners are guided by trainers through establishing links with job opportunities and support and purposeful training and counselling sessions to assist them in job interviews and making informed decisions about their future employment opportunities and academic direction.
- All learners enrolled at TAG are sponsored by the Ministry of Labour (MoL) and the Labour Fund (Tamkeen). They are regularly informed about their performance level including their attendance throughout the course/programme. Upon course completion, learners are provided with performance reports that include TAG

assessment and the awarding body's results. However, the learner performance report does not highlight the positive areas or those to be improved further. Also, 'Training Impact' reports for ES & LOMA are developed by gathering learners' feedback. These reports aimed to inform the decision. Yet, the utilisation of the reports was not formally kept. On the other hand, TAG shares with Tamkeen an informative report on learners' performance and a comprehensive annual report is shared with MoL.

- TAG guidelines for special needs (Policy and procedure for learners with special needs) are in place that includes general principles and a set of checklist questions relevant to different aspects of the learning process. However, these guidelines are insufficiently detailed to cover the essential factors to identify, and support SEND learners. Nevertheless, suitable arrangements are in place for learners with disabilities to access and utilise TAG premises facilities, though no incident occurred to date.

### **Areas for improvement**

- a dedicated policy to cover the current academic support provided to learners and clearly specify the mechanism to identify at-risk learners.

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

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### Judgement justifications

- TAG has a clear strategic direction that focuses on raising learners' achievement and improving the quality of provision. The five-year strategic planning has been formulated using the outcomes of TAG's analysis, and a careful understanding of the labour market's requirements. The strategic objectives and operational actions and success measures are mostly well-defined and aligned towards continuous improvement. However, a number of operational plans are not clearly specified to ensure rigorous monitoring of performance. TAG's self-evaluation process is regularly conducted through regular management meetings, stakeholders' feedback and TAG organisation consultancy and support.
  - The contingency planning in response to challenges imposed by the emerging circumstances is fit-for-purpose and reinforced by a sufficient understanding of the associated risks. TAG management has taken a number of measures and adapted its operations to ensure training continuity and long-term business sustainability. Also, TAG in coordination with MoL and the local community's entities implements a number of relevant initiatives.
  - The Self-Evaluation Form (SEF) submitted for the purpose of this review is informative and supported by a range of relevant evidence, and the awarded grades are conforming the provision.
- Learners' performance is well monitored and analysed. TAG implements an effective mechanism to maintain accurate and reliable data on learners' performance for all the conducted courses/programmes. The outcomes of the analysis are sufficiently utilised to inform strategic and action planning.
  - Useful arrangements are in place to monitor trainers' performance through collected feedback from learners and management team. The internal session observation is conducted by using a fit-for-purpose 'Session Observation Form'. Yet, the form is not adjusted to suit the mode of delivery nor highlight the development actions. The outcomes of the completed session observation forms are shared and discussed with the trainers.
  - Staff performance is regularly and effectively monitored through semiannual performance appraisals, whereas staff evaluate themselves and the management team evaluates them as well through TAG's portal which identifies staff strengths and provides recommendations for further improvement when needed. The professional development needs of staff members and trainers are adequately identified based on the outcomes of their performance monitoring. They are provided with a number of training and development opportunities relevant to their tasks and area of specialisation including the

technical support needed for the mode of delivery and platforms used.

- Considering the number of enrolments, size of the operations and type of courses/programmes on offer, the current organisational structure is fit for purpose and is supported with suitable human and physical resources to fulfil the requirements of the provision.
- TAG employs qualified staff and a pool of part-time trainers in different disciplines with relevant professional and training experience. Roles and responsibilities are clearly defined, and the newly recruited staff and trainers are effectively inducted to ensure that they are well-informed about the provision and their allocated responsibilities.
- TAG is governed by the TAG organisation whereas the managing director has been formally appointed with clear roles and responsibilities to monitor TAG's overall performance. These governance arrangements contribute positively and effectively to setting TAG's strategic direction in line with its aims and objectives. Yet, periodic meetings with the governance are not clearly planned nor documented.
- TAG has a relevant internal quality assurance arrangement that includes a set of descriptions, guidelines and procedures which are sufficiently implemented to quality assure the different aspects of the provision including the moderation and

verification process. However, the carried practices are not always consistent and policies and procedures in the 'Policy and Procedure Manual' are insufficiently detailed.

- The Externally accredited courses/programmes are closely monitored by the awarding bodies. While useful external verification reports are shared to ensure the implementation of the assessment process, the implemented internal assessment is not appropriately documented.
- TAG health and safety measures and relevant procedures are in place to ensure the health, safety and well-being of learners and staff. The learning environment is fit for purpose; the premises and facilities are conducive and free from hazards. TAG management team adheres to health and safety regulations stipulated by the official bodies, including new measures to address emerging circumstances.
- A formal mechanism is in place for collecting and analysing stakeholders' feedback where the outcomes are effectively utilised to inform decision-making and guide improvement actions. TAG has a clear procedure of 'community engagement and corporate responsibility' and has well-established links with the local community entities, as well as effective partnerships with a number of international partners and awarding bodies.

### **Areas for improvement**

- the operational actions and success measures to be clearly specified to facilitate the monitoring of progress towards achieving the provider's strategic objectives.
- rigour implementation of the internal quality assurance system including session observation process.

## Appendix: Provider Information

<b>Provider Name (English)</b>	Talal Abu Ghazaleh Training Group					
<b>Provider Name (Arabic)</b>	مجموعة طلال أبو غزالة للتدريب					
<b>Licensing Body</b>	Ministry of Labour (MoL)					
<b>Year of Establishment</b>	2008					
<b>Age Range of Learners</b>	18 and above					
<b>Number of Learners</b>	<b>Male</b>	110	<b>Female</b>	352	<b>Total</b>	462
<b>Learning Areas</b>	<b>Externally Accredited</b>		<ul style="list-style-type: none"> <li>• Insurance: Awarding Body: Life Office Management Association (LOMA) <ul style="list-style-type: none"> <li>- Associate, Life Management Institute (ALMI)</li> <li>- Fellow, Life Management Institute (FLMI)</li> <li>- Award in Financial Planning - AWF</li> </ul> </li> <li>• Leadership, Management and Human Resource Development <ul style="list-style-type: none"> <li>- Employability Skills: Awarding Body: City &amp; Guilds <ul style="list-style-type: none"> <li>- Level 2 Certificate in Employability Skills</li> </ul> </li> </ul> </li> <li>• Languages: Awarding Body: GateHouse Award <ul style="list-style-type: none"> <li>- GA Entry Level Certificate in ESOL International (Entry 1)</li> </ul> </li> <li>• Information and Communications Technology: <ul style="list-style-type: none"> <li>- Awarding Body: Certiport</li> <li>- Internet Core Competency Certification (IC3) - Digital Literacy Certification</li> </ul> </li> </ul>			

<b>Available Learning Platform(s)</b>	<ul style="list-style-type: none"> <li>• Microsoft Teams</li> </ul>
<b>Institution's Listing Status</b>	Not yet listed on the National Qualification Framework (NQF)
<b>List of Qualification placed on/aligned to the NQF</b>	Not Applicable