



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

Directorate of Vocational Reviews Review Report

**Victory Training and Development Institute
New Zinj
Kingdom of Bahrain**

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Introduction

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

In the previous review, Victory Training and Development Institute (VTDI) overall effectiveness was judged as good as were the learners' achievement, effectiveness of training and the effectiveness of leadership and management; whereas quality of programmes and support and guidance were judged as outstanding.

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	Good (2)
Quality of teaching / training and assessment	Satisfactory (3)
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)

The overall effectiveness of VTDI's provision is good. Apart from the effectiveness of training and assessment which is graded as satisfactory, all other aspects are graded as good. Most learners make good progress considering their prior attainment, which results in the effective acquirement and development of relevant vocational skills and knowledge. Most learners complete their courses successfully. However, a minority of learners still have difficulties to develop as required, particularly in Chartered Institute of Personnel and Development (CIPD) programmes.

Courses are offered based on analysis of the gathered information from various sources in the local labour market; they are effectively structured, planned, resourced and regularly updated to highly match the specific needs of learners and stakeholders. These courses are conducted in a fit-for-purpose and well-equipped learning environment and delivered by knowledgeable and experienced trainers who use useful real-life cases and vocational examples. Trainers assess learners' performance effectively and ensure learners achieve the intended learning outcomes (ILOs). Records are well-maintained and effective verbal feedback is provided to learners. Trainers use relevant training methods and activities to engage the majority of learners, however, a minority of the observed sessions were teacher-centric. Although, the sessions are well managed, the outcomes of learners' prior and continuous assessment to address learners' individual needs are insufficiently utilised in lesson planning. Learners are well supported to achieve better, particularly in the CIPD programmes.

Strategic planning is well-focused on improving learners' achievement and the quality of the provision. VTDI has very useful quality assurance system in place. Results of learners' achievement are well-monitored and closely followed up on course level. However, trend analysis and comparison over years are insufficiently carried out to further inform improvement. Moreover, the verification and moderation processes are inconsistently implemented.

Capacity to improve

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

Grade: Good (2)

The institute has developed a range of initiatives to improve its provision such as broadening the range of the externally-accredited courses by adding new courses to its offering such as Basic First Aid course by MEDIC which was conducted several times. Also, the institute improved the CIPD programmes by expanding the progression route and revising the course plan, by adding the extra one week as assignment assessment. VTDI has increased its affiliation with a number of awarding and professional bodies such as the KPI institute to expand the range of the offered courses. In addition, the implementation of Customer Relationship Management (CRM) system has improved the management of client data and marketing strategies. There is also a plan to develop it further to include all departments. The institute has competent human resources and sufficient physical resources to carry out its improvement plans. The management structure has been expanded by dividing the operation into departments to better manage processes. This has increased the number of staff, specifically in the business development department and the CIPD team. The institute has improved the quality assurance (QA) arrangements, through the implementation of ISO 9000-2008 certification and producing a very useful quality assurance manual with relevant policies and procedures, and a clear processes map. Evidence indicates consistent implementation of the QA processes. The QQA's last review recommendations have been suitably addressed. Although the enrolment has declined between 2013 and 2014 due to the drops in the enrolment of the CIPD programmes, the institute maintained the number of the conducted local courses with good repeat business.

Learners' achievement

How well do learners achieve?

Grade: Good (2)

The vast majority of learners gain and develop effective knowledge, vocational skills and competencies relevant to their chosen courses and levels. Most interviewed learners find the attended courses helpful for their job roles, and assist them in improving their professional knowledge and enhance their career development. Learners' achievement is well-measured throughout the courses by formative and summative assessment. The standard of learners' work is high; however, a few learners still have difficulties to develop as required. For the last three years, most learners achieve successfully the qualifications or ILOs they aimed for in a

timely manner. Overall success and retention rates are high at 88% and 98% respectively. In the CIPD externally-accredited programmes which make 74% of the total enrolment, most learners achieve CIPD units successfully and the majority of them achieve the qualifications they aim for in a timely manner. However, a few of the CIPD learners achieve their units from the second attempt and a minority of them are awaiting to achieve their qualifications as either they have not submitted their assignments or they have been referred, specifically in level 5 and level 7. Also, the externally-accredited Basic First Aid course, which makes 2% of the total enrolment, have a high overall success rate at 99%. Most learners achieve the course learning outcomes in the local completion courses and the vast majority of them score high marks. Learners in these courses represent 24% of the total enrolment. Learners make good progress compared to their prior attainment and their entry level, as evident from the comparison between pre- and post-course assessment and the standards of learners' produced work. Furthermore, the majority of the CIPD learners maintain their progress over levels.

From the observed sessions, the majority of the learners were self-motivated and demonstrated positive attitude towards their learning. In the more successful sessions, learners reflected on what they need to do to improve further through engaging in challenging discussion with their trainers and sharing relevant examples from their work experience. However, a few learners did not show high level of enthusiasm. Learners' work in all courses and their individual portfolios in the CIPD programmes reveal that most learners are able to work independently, and collaboratively when given the opportunity. The institute has a clear attendance and punctuality policy where learners are made aware of it. The attendance and punctuality are well recorded; the vast majority of learners regularly attend their sessions on time. Nevertheless, punctuality was an issue in some of the observed sessions as a few learners were arriving late to their sessions.

The quality of provision

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

Grade: Satisfactory (3)

VTDI trainers have good theoretical and practical command of their specialism, display subject expertise, respond professionally to learners' questions, and share relevant real-life cases and vocational examples within the scope of the sessions. The majority of the trainers at VTDI use a variety of training methods and activities to engage learners appropriately. Apart from discussions and lecture sessions, role plays, presentations and other learning resources such as flip chart and data show are used well to facilitate the delivery of training. While the more-able learners participate actively and sufficiently challenged, in a minority of the observed sessions the less-able learners were insufficiently supported. These sessions were

trainer-centered where the passive learners respond very briefly when specifically directed by the trainers or refrain from participating; they are insufficiently engaged or motivated during discussions or question and answer sessions. Usually trainers share ILOs and most of sessions are well managed; the delivery is structured with a proper recapitulation, transition between activities and a clear conclusion, though in a few of the sessions insufficient time was assigned for learners to complete the activities. Trainers use a basic session plan where time allocation to activities is not recorded, yet it has been recently improved. While learners are given a diagnostic test and are also periodically assessed to check their understanding of the ILOs; the majority of plans do not delineate how the outcomes of both prior and continuous assessment are used to address the learners' varying needs. Trainers occasionally further learners' understanding and promote critical thinking skills and life-long learning by using case studies, discussions and sharing relevant experiences.

Formative and summative assessment are used to evaluate learners' understanding of ILOs. It is revealed from the observed sessions that trainers check learners' understanding sufficiently, where learners are targeted with relevant follow-up questions and answers and are provided with effective verbal feedback. In CIPD programmes, the assessment is effectively designed to measure learners' achievement of ILOs with clear and detailed rubrics, which are provided to learners to enable them to complete the assignments; and the evaluation process thereafter is rigorous. Additionally, clear and effective system to deal with plagiarism issues is used. The provided feedback in these courses is very informative, comprehensive and directed to enable learners to improve, however, this practice is inconsistent among trainers. In local courses, the assessment methods are systematic, the marking scheme is effective and learners' work is accurately marked. Trainers always maintain and regularly update records of learners' performance, however some criteria in the performance records are subjective such as learners' participation.

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

Grade: Good (2)

VTDI is highly responsive to learners' and stakeholders' needs. The local market needs is sensed by gathering and analysing information from various sources to regularly update the offered courses and programmes. These sources include direct contact with employers, the competitor institutes' offerings and affiliations, as well as the learners' future interests. In special cases, the institute organises a focus group discussion for CIPD learners to seek their views on the units of interest for the next offerings batch to suit the local market needs. As a result, all information are analysed together with the outcomes of some of the national market studies such as that of Tamkeen, and used effectively to inform the provision. The CIPD Levels 3, 5 and 7 which consist of eight to ten units are highly demanded, and very well recognised, both locally and internationally. The institute also offers relevant and well-customised courses, which effectively meet the specific needs of stakeholders.

Courses are effectively planned and structured, with detailed course outlines that indicate clearly the course overview, learning outcomes, and the related theoretical and practical assessment. The CIPD programmes are well-structured and planned, with very relevant assessment tools that match proficiently the level of the ILOs. For local courses, VTDI uses online soft skills courseware from a reputed international publishing company and useful instruction in the trainers' kit to build the course material, presentation, relevant activities and the different assessment methods. The courses on offer are well-resourced to meet the needs of learners and stakeholders. Relevant authentic books and a list of useful references and relevant online resources are used for the CIPD programmes. For the health and safety courses, the original booklet is used with kits and dummies. The locally offered courses have internally developed booklets supported with games and activity kits. Long programmes such as CIPD and Bahrain Labour Law are enriched with useful and relevant extra-curricular activities such as external and useful articles and links, and real-case studies, which impacted positively on the learning experience. However, the other local courses are not supported with sufficient additional activities.

A formal mechanism is implemented to design the courses based on a set of policies and procedures regulating the development of courses and related materials. The updating and reviewing processes are purposefully conducted on a regular basis; it covers the course outline, material and assessment methods to meet learners' and stakeholders' needs. International affiliations are regularly reviewed and renewals are based on the institutes' forecast. An access pre-requisites policy is in place for all potential courses that includes entry requirements and clearly specifies the targeted audience; this policy is effectively implemented.

How well learners are supported and guided?

Grade: Good (2)

The institute has an effectively implemented support mechanism, which helps learners throughout their learning process to achieve better learning outcomes specifically in the CIPD programmes. Learners are provided with focused guidance, starting from their first inquiry by providing the needed information about the offered courses. A purposeful induction in a form of a 10-minutes video is provided to learners on the first day of the course to familiarise them with aspects relevant to their learning, such as the offerings, the available facilities at VTDI, the registration process, health and safety arrangements, and relevant policies and procedures. Learners are provided with learners' kit on the first day of enrolment, which includes relevant information about the course as well as handouts, course outline, and scheme of work. Assistance is also provided to learners to register with CIPD and become an active member in order to access all the available resources. A one-on-one support is provided to learners to improve their performance, specifically during their assignment completion,

where they are regularly informed about their performance, and effective feedback is provided. The CIPD learners also have access to extra online relevant materials. A free counselling session is also given to potential candidates who are unable to complete the entry requirements of the CIPD programmes. The institute has an appropriate policy to identify and support learners with special needs. The learning environment is fit-for-purpose and well equipped. The institute has a library which contains hundreds of relevant books and journals. Learners also have access to e-books and online resources which they could utilise in their learning.

Learners and stakeholders have access to well-informed advice about the available and upcoming courses through many channels such as the informative website, the different social media and the yearly planner. Special advice and guidance is provided to the CIPD interested candidates, to inform them about the available levels, types and special requirements. The institute regularly inform stakeholders about learners' performance through different useful reports and a monthly progress report for longer courses. The trainer maintains a 'Trainee Evaluation Form' which contains the evaluation of the learner's performance with useful comments on their individual strengths and areas for improvement. The absenteeism or lateness is communicated on a daily basis and follow-up calls are made. The institute is very flexible in the arrangements of course delivery, to suit the needs of learners and stakeholders. VTDI has translated the 'Bahrain Labour Law' course materials into English as per employers' requests.

Leadership management and governance

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

Grade: Good (2)

The institute has clear vision and mission statements that are shared with staff and learners. The management team has strategic directions focused on improving learners' achievement and raising the standards and quality of their offering. Moreover, VTDI has a comprehensive five years business plan (2012-2016) that includes detailed SWOT analysis, effective self-evaluation process and a market study where the outcomes are used to inform the provision. Besides that, the institute has a yearly strategic plan, although brief, contains specific goals, clear objectives with relevant and specific key performance indicators (KPIs). These plans are used to monitor the departments' objectives through the regular monthly meetings. Furthermore, a very useful gap analysis is carried out which resulted in the production of a clear and complete process map with brief but relevant quality manual. VTDI has very useful arrangements and procedures to quality assure its provision. As an example, CIPD programme has detailed and effective verification and moderation processes, however these

processes are insufficiently rigorous and inconsistently implemented in the local courses. Learners' achievement is well-monitored. Accurate records of learners' performance are maintained, aggregated, analysed and closely followed-up on course level. However, trend analysis and comparison over years are insufficiently carried out to further inform improvement.

The current organisational structure is fit-for-purpose; staff have clearly defined roles and job responsibilities; regular meetings are held for follow-up and monitoring the responsibilities and to meet the deadlines. The institute is well-resourced by capable full-time staff and qualified experienced trainers; they are effectively deployed and inducted where relevant manuals are shared with them. Furthermore, the management monitors staff performance through annual appraisal and staff are provided with sufficient development opportunities. The trainers' performance is regularly monitored through a useful lesson observation form that is suitably filled. A useful written feedback is provided to trainers on where they can improve further. These are actioned and followed up, however relevant and focused development opportunities are only recently provided. Learners' views are systematically collected by different methods; they are aggregated, analysed and acted upon. Proper links are maintained with employers and their views are regularly sought. Appropriate relationship with relevant stakeholders are kept such as regional and international partners, and awarding bodies.

Clear and detailed health and safety policy, procedures and equipment are in place that are regularly maintained and monitored. The learning environment is safe and free of obvious hazards. VTDI has a qualified and trained staff member on first aid and handling emergency cases. Notwithstanding the above, the institute's Self-Evaluation Form (SEF) submitted for the review is insufficiently detailed and the grades for most aspects are overestimated.

The provider's key strengths

- The progress made by learners from their starting point, which resulted in the effective acquirement and development of relevant vocational skills and knowledge
- The rigorous assessment methods used to evaluate learners' understanding, specifically in CIPD programmes, with rigour verification and moderation processes
- The effectively structured, planned and well-resourced courses that match the specific needs of learners' and stakeholders
- The consistent and purposeful implementation of the support mechanism, which helps learners to achieve better, particularly in the CIPD programmes
- The effective and well monitored strategic plans focused on improving the provision that are based on effective self-evaluation processes.

Recommendations

In order to improve, VTDI should:

Improve the quality of learning and teaching by:

- enabling learners to further develop their knowledge and skills and obtain their qualifications in a timely manner
- ensuring that trainers always use more effective training strategies to engage, motivate, and accommodate learners' varying needs.

Further improve the effectiveness of leadership and management by:

- enhancing the implementation of verification and moderation processes to be more consistent and rigorous across all courses.

Appendix

Description of the provision

VTDI was established in 2008 in the Kingdom of Bahrain. The institute is licensed by the Ministry of Labour (MoL) to offer a range of externally-accredited and local completion courses in various areas of learning such as human resources, management and leadership, soft skills, health and safety, Information and Communication Technology (ICT), and communication skills and English language. The institute has affiliations with a number of international awarding bodies such as Chartered Institute of Personnel and Development (CIPD), Medic First Aid of US, Hull College and the KPI institute.

The institute has one branch located at New Zinj where it delivers most of its courses with a few courses that are either conducted at the employers' premises or at suitable hospitality venues. The institute is managed by a president and a general manager. Together with its management team, VTDI employs twenty three full-time staff divided into various functions; the academic department, client care department, CIPD support team department, operations department, business development department with four more staff in general services. All are employed on a full-time basis. Moreover, the academic department of VTDI includes four full-time trainers and a pool of local and international part-time trainers who are utilised as and when needed.

The institute has enrolled a total of 1,727 learners since the last QQA's review, 482 learners in 2012, 551 in 2013, 431 in 2014 and 263 in 2015 up to the date of this review. Most of them are sponsored by their employers or Tamkeen. The externally-accredited courses make 76% of the total enrolment number for the past three years, while the remaining are enrolled on the local completion courses. CIPD programme represents 97% from the externally-accredited courses while the rest are health and safety and management courses.