



هيئة ضمان جودة التعليم و التدريب  
Quality Assurance Authority for Education & Training

# **Vocational Review Unit**

## **Review Report**

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

**Date Reviewed: 5 - 7 March 2012**

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## The Vocational Review Unit

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The Vocational Review Unit (VRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No.32 of 2008 amended by Royal Decree No. 6 of 2009. Established to raise standards in vocational education and training, the VRU is responsible for monitoring and reporting on the quality of vocational provision, identifying strengths and areas for improvement, establishing success measures, spreading best practice and offering policy advice to key stakeholders, including the Ministry of Labour and the Ministry of Education.

Reviews are based on the VRU's *Review Framework*, and carried out on providers' premises by teams of carefully selected and highly trained reviewers. All providers are invited to nominate a senior member of their staff to participate in the planning of the review, and to represent them during review team meetings. Reviewers examine a range of evidence before arriving at a series of judgements and awarding grades for the quality of the provision.

Review grades are awarded on a four-point scale:

<b>Grade description</b>	<b>Interpretation</b>
1: Outstanding	This describes provision or outcomes that is/are at least good in all aspects and outstanding in the majority.
2: Good	This describes provision or outcomes that is/are at least satisfactory in all aspects and good in the majority. There may be some particularly successful approaches or outcomes.
3: Satisfactory	This describes a basic level of adequacy. There are no major areas of weakness which substantially affect what learners, or significant groups of learners, achieve. There may be some features which are good.
4: Inadequate	This describes situations where major weaknesses in some areas affect the outcomes for learners and outweigh any strengths in the provision.

## **Introduction**

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### **Description of the provision**

Victory Training and Development Institute (VTDI) was established in June 2008 and is licensed by the Ministry of Labour (MoL). The institute has one branch located on Adhari Highway in New Zinj. During last year, VTDI enrolled a total of 698 learners of which the vast majority were sponsored by their employers.

VTDI have fourteen international awarding body affiliations including that with Archomai Ltd. of the UK which provides international consultancy to the institute as well. The main awarding bodies include Chartered Institute of Personnel and Development (CIPD), International Business Driving License (IBDL), Missouri State University, Management Development Institute (MDI) and University of Hull. In 2011, 18 per cent of the provision was externally accredited which also constituted around 14 per cent of the total enrolment. The remaining provision constitutes of non-accredited courses from VTDI.

VTDI's management reports to a board of directors and the institute is managed by a president, a vice-president and a general manager who is also the director of the Academic Affairs department. Together with its management team, VTDI have nineteen full time staff divided into various functions; these are: academic department, marketing department, international qualifications department, client care department, quality, finance and information technology. Moreover, the academic department of VTDI includes four full-time trainers and a pool of part-time trainers.

### **Scope of the review**

The review was conducted over three days by a team of four reviewers. During the 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 institute and talked with staff, learners, employers and trainers.

In the previous review, overall effectiveness of VTDI was judged as satisfactory. Learners' achievement and the quality of programmes were also judged as satisfactory while the quality of training, the support and guidance to learners and the effectiveness of leadership and management were judged as good.

This report summarises reviewers' findings and their recommendations about what VTDI should do to improve further.

## Table of review judgments awarded

<b>Overall Effectiveness</b>	
How effective is the provision in raising learners' achievement and meeting the full range of learners' and stakeholders' needs?	Grade : 2 Good
<b>Learners' Achievement</b>	
How well do learners achieve?	Grade : 2 Good
<b>Quality of Provision</b>	
How effective is teaching and/or training in promoting learning?	Grade : 2 Good
How well do programmes meet the needs and interests of learners and stakeholders?	Grade : 1 Outstanding
How well are learners supported and guided to achieve better outcomes?	Grade : 1 Outstanding
<b>Leadership and Management</b>	
How effective are leadership and management in raising achievement and supporting all learners?	Grade : 2 Good

## Review judgements

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### Overall effectiveness

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

**Grade: 2 Good**

The overall effectiveness of VTDI's provision is good. Learners' achievement, quality of training and the effectiveness of leadership and management are judged to be good; whereas quality of programmes and support and guidance to learners are outstanding. The majority of learners are making good progress on the externally accredited and non-accredited internal courses. Learners' achievement on the externally accredited courses is exceptionally high. Good training methods are used by the majority of the trainers including effective use of vocational examples and cases from the workplace leading to learners enjoying their learning experience at VTDI. Moreover, learners and employers are very satisfied with the extensive range of programmes on offer. Learners benefit from the exceptional and systematic support provided to them. VTDI's management exerts every effort to review and update its programmes based on relevant market studies. Its business plan is comprehensive and robust with clear vision and mission statements. The institute has an inspiring learning environment and very effective health and safety measures. In addition, it has an effective useful quality assurance system for its operations.

VTDI have an outstanding capacity to improve. During the last two years, the institute has successfully increased its provision of the externally accredited programmes and its full-time staff as well to cater for this expansion. Moreover, it has the physical resources and dedicated management and staff teams to carry out further expansion and improvements. More externally accredited programmes are being introduced in 2012 including an advanced level (level 7) of CIPD and enhancing the Association of Chartered Certified Accountants (ACCA) study to enable ACCA graduates to obtain a bachelor's degree with the University of Cumbria in the UK. VTDI have very good repeat business and enrolment increased in 2011. New technology is being introduced into its training and a more interactive website is being developed. The institute recently became a Prometric/VUE testing centre and is in the process of obtaining ISO 9000-2008 certification.

## **Learners' achievement**

### **How well do learners achieve?**

#### **Grade: 2 Good**

On the majority of courses learners' retention and achievement rates are consistently high. Retention rate is above 95 per cent on all courses. Moreover, learners achievement on the externally accredited courses is very high with success rates in these qualifications of 92 per cent and 99 per cent in 2010 and 2011 respectively. These constituted around 7 per cent and 14 per cent of total enrolment in those two years. Learners on both externally accredited and non-accredited courses are making good progress given their prior attainment and potential. However, assessments and marking on the non-accredited courses are not moderated or verified and the internal verification process on these courses is not fully implemented with action plans for trainers/assessors not yet addressed.

The majority of learners are in employment which match and support the qualifications they are entered for and as a consequence assists them in gaining new skills that increase their chances of promotion. There were cases cited during the review of learners who have recently been promoted as a consequence of completing their courses at the institute. Learners on the externally accredited courses reflect critically on how well they are progressing and plan for themselves what they must do to improve as evidenced by their marked assignments. Generally, learners are self-motivated to complete their assignments on time and work independently of the trainer. Learners enjoy their learning at VTDI and attend their lessons on a regular basis. Moreover, there is a policy in place on attendance and punctuality, although punctuality was an issue in the observed lessons.

## **The quality of provision**

### **How effective is teaching and/or training in promoting learning?**

#### **Grade: 2 Good**

Trainers are well qualified with relevant experience in their fields with theoretical and practical command of their specialisms. Most trainers are able to make effective use of vocational examples and cases from the workplace during lessons and respond positively to learners' questions. The majority of trainers use a variety of training methods and activities to motivate, engage and further learners' understanding. In a minority of lessons observed however, training methodologies did not cater for learners' varying needs.

Lessons are well planned and objectives are always shared with learners; lessons generally start and end on time. Trainers at VTDI maintain and regularly update records on learners' progress for all courses by using an evaluation form or by a Participant's Monthly Progress Report in the case of longer courses. In particular, the records for CIPD courses are well organised with learners' portfolios including their assignments. Trainers use various learning resources effectively to promote learning including the use of information and communication technology (ICT) for interactive learning.

Assessment is rigorous on all courses with the institute using both formative and summative assessment. During lessons, learners are assessed by assignments, practical work, quizzes and presentations where applicable. Marking and feedback to learners on the externally accredited courses and a minority of non-accredited courses is constructive and highlight areas that an individual learner needs to improve on. However, the marking and feedback on the majority of non-accredited courses is insufficiently constructive. Comments on these are generally subjective and do not provide sufficient explanation of the grades awarded nor highlight areas for improvement to learners.

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

### **Grade: 1 Outstanding**

VTDI offer an extensive range of programmes which are a mixture of external internationally accredited and internal non-accredited programmes. These cover various fields including: English communication, human resources, business, management, information technology, law, health and safety, marketing, quality management and soft skills. Both learners and employers are extremely satisfied with the range of programmes offered by VTDI with most of them stating that these match their needs and aspirations. Moreover, programmes are consistently reviewed, updated and effectively resourced in response to learners' and stakeholders' needs. VTDI conducted a relevant market road survey which covered around two hundred employers and it has a targeted focus on the Bahrain training market needs in its business plan. Through its affiliation with Archomai Ltd. of the UK, VTDI do an extremely useful update of its programmes. Based on requests from employers, VTDI have conducted a training needs analysis (TNA) for their employees and effectively customised the courses to their requirements. For example, in one of these VTDI worked with the employers in designing a course for shifting the mind set of employees from engineering to a customer focus.

Programmes are well planned and structured with clear learning objectives to meet the needs of learners and stakeholders. Moreover, the course material covers the required concepts of the subjects well. VTDI provide an appropriate range of additional activities

which supports and enhances the programmes, such as keynote speakers and opportunities to attend conferences. Moreover, the institute's dedicated marketing team hosted two marketing events in the last two years for which it invited international speakers as well as employers and relevant stakeholders in Bahrain. In addition, VTDI have signed and executed a cooperation agreement with a local newspaper for a one year marketing campaign in exchange for training its employees.

## **How well are learners supported and guided to achieve better outcomes?**

### **Grade: 1 Outstanding**

VTDI provide extremely useful and systematic support to learners. Learners benefit from highly effective support provided by trainers in addition to administrative and personal support to help them achieve better. All learners at VTDI start with attending a well-structured induction on VTDI's facilities and health and safety measures. Learners are made aware of all types of support provided to them through a booklet on learners' support and guidance. Moreover, they are provided with useful career guidance and advice. Examples of administrative support provided by VTDI include free of charge transport, wireless internet services, access to laptop and shared network computers and revision sessions before assessment. Learners have access to an extremely useful resource centre that includes a wide collection of books and periodicals in addition to access to an online information database. Moreover, the institute has a complaints and appeals process in place. VTDI also provide special arrangements for learners with special needs if needed. VTDI reward its high achieving learners; for example, one learner was provided with an opportunity to attend the annual CIPD conference in the UK and another was hired as a part-time assessor for its CIPD programme. The institute usually holds a graduation ceremony for its learners.

Course outlines, contents and plans are specified in writing and available in advance for learners and employers. The institute has informative, updated and colourful leaflets on courses and currently its website is being improved to become more interactive. VTDI are flexible in the delivery of programmes to suit the needs of learners and employers. The premises and facilities are effectively utilised and the learning environment is inspiring. Moreover, the institute utilises modern technological devices in training. Although learners on externally accredited courses are being frequently informed on how well they are progressing, not all learners on the non-accredited courses receive comprehensive progress reports.

## **Leadership and management**

### **How effective are leadership and management in raising achievement and supporting all learners?**

**Grade: 2 Good**

VDTI's management has clear vision and mission statements which are specifically focused on raising achievement and the external accreditation of programmes; this is also shared with learners and staff. Moreover, it has a robust and comprehensive business plan that includes SWOT analysis and a market study as well. The institute has a management and organizational structure that meets its aims and objectives well. Moreover, the institute has a useful system for quality assurance with all the required policies, procedures and forms in place. Qualified staff are recruited and effectively deployed. Trainers coming from overseas are provided with a familiarisation programme. Management monitors staff performance well through appraisal and they are provided with useful development opportunities. The appraisal system is based on job descriptions and key performance indicators (KPI). All trainers are observed and comments provided are very thorough, although the process is more systematic for full time trainers. Regular meetings are conducted and minutes are taken. These clearly state staff responsibilities and deadlines.

The institute has extensive health and safety measures in place which are fully communicated to learners. A detailed health and safety policy is in place and all measures are regularly reviewed. Management has a close relationship with employers and relevant stakeholders. Learners' and employers' feedback is systematically collected. These are discussed in meetings and actions are taken where appropriate. Learners' achievement is closely monitored and follow-ups are made on individual or group achievement. However, management does not aggregate these to analyse trends over time. The Self-Evaluation Form (SEF) is very informative and appropriately critical. VTDI have a policy in place on assessing prior learning. In externally accredited courses, initial assessment is done through initial diagnostic interviews. A placement test is also in place for English language courses. However, learners' prior attainment is not consistently analysed and utilised in the internal non-accredited courses.

## The provider's key strengths

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- Learners achieve their qualifications and make good progress on the externally accredited courses
- Trainers are well qualified with relevant experience in their fields; most of them effectively use vocational examples and real life cases
- A wide range of internationally accredited courses and internal courses is on offer based on relevant market studies which effectively satisfies both learners and employers
- Learners benefit from highly effective personal support from trainers and administrative staff to help them achieve better and are provided with good advice about programmes and career progression
- The premises and facilities are accessible, effectively utilised and the learning environment is inspiring
- The business plan is robust and comprehensive and the management and staff team is committed to improving the provision.

## Recommendations

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### In order to improve, VTDI should:

- improve the progress of learners on internal courses by, for example:
  1. providing more constructive written feedback to learners
  2. making the internal verification more robust.
- ensure that learners' prior attainment is consistently analysed and utilised in placing the learners on the appropriate courses
- aggregate and analyse learners' achievement data to monitor trends and improve the provision accordingly.