



Bahrain Institute of Technology



12 - 14 May 2024



Location
Manama



Learning Areas

- Information and Communication Technology
- Leadership, Management and Human Resources Development



Total Enrolment
107

Overall effectiveness

Satisfactory

Aspect 1:

Assessment and Learners' Achievement

Aspect 2:

Learners Engagement and Support for Learning

Aspect 3:

Leadership and Management

Review Summary

The overall performance of the Bahrain Institute of Technology (BIT) is 'Satisfactory'. Training is delivered in a positive and supportive learning environment, and learners' assessments are fit-for-purpose, enabling them to pass the online external examination. The majority of learners acquire suitable vocational skills, and most of the learners succeed in achieving the qualifications they aim for in a timely manner. Governance plays a positive role in shaping the strategic direction and ensuring the sustainability of provision operations. However, the self-assessment process to ensure quality improvement of the provision is neither systematically guided nor held at regular intervals.

Key Positive Features

- Most learners successfully achieve the qualifications they aim for in a timely manner.
- The positive role of the Institute's governance in holding the responsibilities of strategic direction and carrying out improvement initiatives.
- The learning environment is positive and supportive for learning.

Recommendations

- Improve assessment methods and ensure that clear rubrics are developed to evaluate learners' work, particularly the practical exercises.
- Further improve the training strategies by accommodating learners' different needs and abilities during the sessions.
- Implementing a comprehensive quality assurance system by:
 - formalizing and ensuring the self-assessment processes are continuously carried out and outcomes are utilised to inform strategic planning.
 - monitoring trainers' performance consistently and rigorously.
 - ensuring consistent implementation of the internal assessment moderation.

Assessment and Learners' Achievement

Satisfactory

- BIT implements a fit-for-purpose structured assessment process to measure learners' knowledge acquisition and skills development, enabling them to sit the externally accredited examinations. The internal assessment methods are appropriately verified and aligned with the programme's ILOs. However, the implementation of the assessment policy for the conducted programmes is not specified in the newly revised Quality Manual.
- Almost all of BIT's programmes are externally accredited. Internal summative assessment tools for these programmes, which include practical exercises and post-assessment, are sufficiently implemented through the utilisation of the awarding bodies' questions bank, supported with key answers to ensure that learners' work is fairly assessed. However, there are cases where the marking of learners' work is not rigorous, and no rubric is utilised for evaluating learners' practical work. Furthermore, the quality of written feedback on learners' work is not sufficiently detailed or constructive to guide learners' further improvement.
- Achievement rates and assessment results are consistent with the standards observed in the training sessions and learners' produced work throughout the programme. The majority of learners acquire knowledge and develop suitable vocational skills and competences relevant to their field of learning and programme level. On the other hand, the majority of learners enrolled in the International Computer Driving Licence (ICDL) programme achieve high proficiency rates as reflected in their external examination results, representing around 36% of the total enrolment.
- Overall success and retention rates are high; at 91% and 100% respectively. Most learners enrolled in the externally accredited programmes sit the awarding body's online examinations and achieve the qualifications aimed for in a timely manner. However, a few ICDL learners achieved the individual module after several attempts. It is worth mentioning that the local achievement qualifications that the institute granted to approximately 21 % of total enrolled learners are not in compliance with the regulator's approval.

Learners Engagement and Support for Learning

Satisfactory

- Training at BIT is delivered in a fit-for-purpose risk-free learning environment, equipped with sufficient resources and facilities that are easily accessed by learners, including learners with Special Educational Needs and/or Disabilities (SEND). Yet, there are no cases highlighted during the review period.
- Learners have access to suitable guidance and advice throughout their learning experience, which is available through proper channels. Furthermore, learners are aware of progression opportunities and learning pathways via learner counselling provided by the trainer. The trainer is approachable and provides learners with extra sessions and mock examinations in preparation for the official online examination.
- Proper admission arrangements, including checking learners' backgrounds as per the programmes' prerequisites and implementing pre-tests suitable to the offered programmes' nature, type and level are in place. However, these arrangements are inconsistently implemented and there is no evidence of a formal rubric used to ensure fair implantation of pre-test outcomes.
- The observed training sessions are appropriately planned, managed and delivered in a progressive and sequential manner, to address the specific programme's ILOs. Trainers at BIT are qualified with relevant experience in their fields. The trainer employs knowledge and vocational expertise to promote training and utilises a sufficient range of training methodologies to support learning and engage learners adequately throughout the sessions. However, learners' varying needs are not sufficiently accommodated throughout the session.
- Relevant assessments for learning strategies are utilised by the trainer to evaluate learners' understanding, and instant useful verbal feedback is provided. However, in a number of the observed sessions, learners are not effectively encouraged to participate throughout the session.
- The observed session was conducted for different groups by one trainer. The trainer appropriately utilises learning resources and materials to facilitate the delivery of the training and enhance the engagement of learners. However, the

challenges provided to learners in sessions do not sufficiently stimulate self-learning or promote lifelong learning.

Leadership and Management

Satisfactory

- BIT has a clear mission and vision focused on expanding the range of training programmes with adequate attention to quality assurance. The Board of Directors (BoD) plays a positive role in shaping the Institute's strategic directions and performance by supporting the achievement of a number of initiatives and targets.
- An appropriate self-assessment process is carried out, reflecting the management team's appropriate awareness of the provision, which enables them to identify priorities for quality improvement and sustainability of training operations. However, the self-assessment process is neither systematically guided nor held at regular intervals. In addition, a number of essential quality assurance initiatives are still pending, and their impact is yet to be seen.
- Considering the number of learners enrolled, the programmes offered and the number of learners in each group, the Institute maintains reliable data on learners' performance, which is regularly discussed and followed up on during BIT's management meetings. However, the implementation of internal moderation of learners' assessed work has not been developed.
- The institute has a sufficient number of staff and full-time trainers to carry out daily activities. Staff/trainers are properly selected and recruited. Formal induction procedures are implemented by sharing defined roles and responsibilities. However, there is still room for better utilization of the available human resources to further improve the quality assurance of provision.
- The current practice implemented to monitor staff/trainers' performance and trigger improvements is adequate. The performance of staff is monitored through annual appraisals. Staff are provided with sufficient training opportunities based on their job requirements and/or professional development needs in relation to their fields, in order to deliver professional programmes.

- Fit-for-purpose arrangements are in place to monitor the quality of training, and relevant strengths and areas for improvement are identified through session observations. However, the outcomes of session observations are not critical enough and require formalization to ultimately improve the overall quality of training and learning.

Next Actions

Action plans to be submitted by the Institute, within 20 working days from the receipt of the draft report.