



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

Directorate of Vocational Reviews

Second Monitoring Visit Report

**Delmon Academy for Computer and Managerial
Sciences
Manama
Kingdom of Bahrain**

Date of last review: 24-26 December 2012

Date of the first monitoring visit: 22 October 2014

Date of the second monitoring visit: 16 April 2015

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Monitoring visit

The purpose of monitoring visits is to evaluate the progress made by the centre in addressing the key issues for action identified by the review report.

Information about the provider

The Delmon Academy for Computer and Managerial Sciences, hereinafter referred to as Delmon Academy, was established in 2010 and is licensed by the Ministry of Labour. Delmon Academy is located in Seef District.

Delmon Academy offers a range of short non-accredited courses mainly in business, management, English language, and soft skills as well as two externally accredited programmes, namely: International Computer Driving Licence (ICDL) and the Association of Accounting Technicians (AAT), which is offered at three levels. Delmon Academy is an ICDL approved training and test centre. Since after the first monitoring visit in October 2014, the Academy has trained 95 learners; 39% of which attend for the ICDL modules. The AAT programme has not been delivered to any groups or individuals since after the last review.

The Academy is staffed by a managing director, an assistant managing director, a training manager, a quality assurance manager, a programmes coordinator, and two administrative staff. The Academy employs a pool of trainers; almost all of whom are employed on a part-time basis.

Last review/first monitoring visit outcomes

The overall effectiveness of Delmon Academy was judged as inadequate in the last review. However, the quality of teaching and training, the effectiveness of programmes in meeting the needs of learners and stakeholders and the effectiveness of leadership and management as well as the capacity to improve were all judged as satisfactory. Therefore the centre was subjected to a first monitoring visit in October 2014 to assess the progress made in addressing the recommendations detailed in the review report. In the first monitoring visit, Delmon Academy fully addressed the majority of the recommendations, particularly the setting up of focused strategic and action plans that are periodically monitored. The restructured management team and the development of various policies, procedures and relevant forms, streamlined the

training administration process that resulted in better standardization of course documentation and record keeping, especially for the recent courses. However, with the limited range of evidence provided for supporting the claimed improvements in the success rate of the ICDL's learners, Delmon Academy was judged as 'in progress'. It was recommended that the Academy needs to use its recently improved processes and resources to create a positive impact on the overall success rate. Further evidence was also required to show that focused support to those learners in need of individual attention to help them achieve their intended qualifications. Hence, the need for this second monitoring visit was necessary.

Any significant changes to the provider since the last review/monitoring visit:

Since the first monitoring visit, conducted in October 2014, the centre has introduced useful changes such as:

- time slots for academic guidance have been specified and shared with learners
- the enrolment has increased from just a few learners in last October to more than 90 learners by April 2015 in various groups
- cards for ICDL demo examination with extra free sessions have been provided to learners and their results discussed with them
- a more informative website for the centre has been created
- learners have been provided access to the library, internet and on-line learning resources
- developed a specific policy document for ICDL programme
- updated programmes information and regulations have been made available and displayed throughout the centre
- enhanced the induction provided to learners
- improved assessment of learners and analysis of the results and follow-up
- record keeping of learners' achievement has been made more effective
- outstanding learners who score 90% or more in ICDL have been recognized and praised
- regularly collected feedback from learners and produced useful analysis

Criteria for judging progress on an issue / recommendation and the provider overall progress:

Table 1: Judgement per recommendation

Judgement	Standard
<p style="text-align: center;">Fully Addressed</p>	<p>The provider has demonstrated marked progress in addressing the recommendation. The actions taken by the provider have led to significant improvements in the identified aspect and, as a consequence, in the overall effectiveness of the provider, particularly in the outcomes for learners.</p>
<p style="text-align: center;">Partially Addressed</p>	<p>The provider has taken positive action to address the recommendation. There is evidence that these actions have produced improvements and that these improvements are sustainable. The actions taken are having a positive, but as yet incomplete, impact on the quality of provision and outcomes for learners.</p>
<p style="text-align: center;">Not Addressed</p>	<p>The provider has not taken appropriate actions to address the recommendation and/or what actions have been taken have had little or no impact on the quality of provision and outcomes for learners. Weaknesses still persist within this aspect of provision.</p>

Table 2: Overall Grading

Grade	Grade Description	Standard
A	Sufficient progress	The provider has fully addressed the majority of the recommendations contained in the review report, and/or previous monitoring report, and includes those which have most impact on learners' achievement, and the rest have been partially addressed. No further monitoring is required.
B	In progress	The provider has at least partially addressed all of the recommendations contained in the review report and/or previous monitoring report.
C	Insufficient progress	The provider has made little or no progress in addressing the majority of the recommendations contained in the review report and/or previous monitoring report.

Progress on recommendations

Recommendation 1:

Improve learners' attainment and progress in AAT, ICDL and English courses.

Judgment: fully addressed

Comment:

Both the results of the internal assessments and mock examinations indicate that ICDL learners' progress and attainment are now at least satisfactory with a proportion of learners scoring very high or full marks. Overall the ICDL official records for learners who sat for the on-line examinations indicate a satisfactory achievement and the pass rate is within the comparable pass rate expected, yet this varies between the three ICDL modules completed so far. While ICDL Word module results are slightly below the expected pass rate, those who passed scored relatively well considering the background of most learners who are of secondary school level or unemployed graduates.

Recommendation 2:

Improve all learners' achievement by providing them with systematic and personalised support to overcome their individualised weaknesses

Judgment: fully addressed

Comment:

Support and guidance efforts are evident from the various policies, procedures as well as the actual practices by the management staff, trainers and the ICDL technical support staff. Learners acknowledged the usefulness and range of support they receive in class and prior to the examinations. The academy uses the outcome of the assessments as well as the trainer's comments to identify those individual learners who need support. All learners are provided with revision sessions, extended mock examinations access and free time to practice at the IT laboratories with direct support by the technical support staff. In addition, learners who do not

pass from their first attempt are provided with counseling and targeted support resulting on the majority of them passing.

Overall Judgement and Further Recommendations

Overall Judgement: sufficient progress

Comment:

Delmon Academy has continued the follow up of the efforts it started prior to the first monitoring visit, where it was evident that the restructuring of the management, the streamlining of the training administration policies and procedures, the improvement in course documentation and the overall improvement in data collection and performance monitoring methods established a useful base for improving the quality of the provision. As the number of learners has gradually increased since after the first monitoring visit, the introduced policies and procedures have been implemented, resulting in a positive impact on learners' experience and achievement. The range of evidence provided and that collected by the review team indicate that those partially addressed recommendations during the first monitoring visit have now been fully addressed as seen from the improved achievement rates and the impact of the range of the targeted support provided to learners to achieve better. Thus the Delmon Academy is now judged to have achieved 'sufficient progress' as all the recommendations of the review have been fully addressed.

Monitoring visit recommendations:

In order to pursue further improvement, the Delmon Academy should continue with the effective implementation of its improvement plan to sustain the enhancement in the overall performance.

Summary of progress grades

Overall progress grade	Grade: A	Description: Sufficient progress
Recommendations		
Recommendation 1		Fully addressed
Recommendation 2		Fully addressed