



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

Vocational Review Unit

Review Report

Genetech Training & Development
Saar
Kingdom of Bahrain

Date Reviewed: 22 -24 November 2010

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The Vocational Review Unit

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 Labor 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 five-point scale:

Grade description	Interpretation
1: Outstanding	This describes provision or outcomes that is/are at least good in all or nearly all aspects and is/are exemplary or exceptional in many.
2: Good	This describes provision or an outcome that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes.
3: Satisfactory	This describes a basic level of adequacy. No major areas of weakness substantially affect what learners, or significant groups of learners, achieve. Some features may be good.
4: Below satisfactory	This describes situations where major weaknesses in some areas affect the outcomes for learners and outweigh any strength in the provision.
5: Very weak	This describes situations where there are major weaknesses in all, or almost all, areas and where, as a result, learners are very poorly served.

Introduction

Description of the provision

Genetech training and development training centre was established in October 2009. It is licensed by the Ministry of Labour to provide vocational training in the area of management, soft skills, Neuro-Linguistic Programming (NLP), and microfinance. The majority of Genetech courses are non-accredited with a few that are accredited by Edexcel. During 2010, the centre has, by the time of the review, enrolled 395 learners who are sponsored by their employers. The centre also runs a Career Progression Programme (CPP) which is sponsored by Tamkeen via BDO Jawad Habib. Genetech is a City & Guilds approved centre to provide international examinations and an approved centre to provide BTEC qualification from Edexcel.

The centre is located in the Saar area. It employs a chief executive who is also the owner, a general manager, business development manager, two sales executives and two administration officers. On a part-time basis, they employ 30 trainers, an internal verifier and a quality assurance consultant.

Scope of the review

This review was conducted over four days by a team of three reviewers. During the review, reviewers observed training sessions, analysed data about the qualifications learners achieve and the courses they complete, and talked with the managing director, trainers, administration and support staff, learners and employers.

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

Effectiveness of provision

Grade 2: Good

Genetech offers good provision. Learners' achievement, the range of programmes on offer, support and guidance and leadership and management are good; the effectiveness of training is satisfactory.

Most learners achieve well across all courses, especially on CPP courses which represent 90 per cent of the institute's business. This is because of the appropriateness of the courses in meeting learners' needs, the positive attitude and motivation of learners and the good quality support they receive before and during courses.

The vast majority of learners develop good work related skills that they effectively implement at their work place. Learners' progress is measured effectively on most courses by trainers and by a post-assessment test. Learners' performance data is kept and analysed by management for improvement. Most learners at Genetech have adequate basic skills that allow them to benefit from the courses they undertake. The institute communicates the institute's policy at the start of a course regarding punctuality, however this is not always adhered to and lateness is not challenged enough.

Most trainers have theoretical and practical experience of the subject they teach and use a range of activities during sessions to engage and motivate learners. Trainers use their vocational experience to enhance the examples they use during sessions which enlivens their teaching. Most sessions start on time with an effective recapitulation and a linkage with previous sessions. Trainers use a standard lesson plan which states time allocation, session objectives and activities. Trainers check learners' understanding and progress during sessions by using a range of in-class activities, role plays and exercises. Trainers provide learners with verbal and written feedback and inform them how they can improve further. However, marking on the final test is not rigorous enough, for example with grades being changed without reason and incomplete answers being inappropriately graded.

Genetech offers a vocationally-relevant range of programmes which are effectively customised according to employers' and learners' specific needs. For example, courses such as CPP have been designed to target exactly learners' and employers' needs after conducting a thorough Training Needs Analysis (TNA). Most employers sponsor their staff for more than one course, as they are highly satisfied with course outcomes. Genetech makes good use of local market information and surveys conducted by Tamkeen to adjust the courses offered. Learners receive course content and useful relevant information before the start of a course.

Learners are effectively supported and guided and their well-being is ensured in classes and in offices. Health and safety aspects are shared with learners before the start of a course. Learners have access to an informative web site that is updated frequently and provides information about relevant internet hyperlinks to resources such as a free on-line encyclopedia. Genetech has recently started providing learners with a useful handbook which includes information about courses, schedules and policies.

Genetech's strategic plan is well developed and is focused on improvement and on raising learners' achievements. The institute's internal quality assurance system is appropriately linked with its overall strategic plan. The institute has a systematic methodology to recruit suitable trainers; their performance is quality assured through a well-defined lesson observation scheme and the outcome of these random visits are shared with individual trainers and corrective actions agreed and followed up. Learners' achievements and progress is monitored and analysed closely. The centre's arrangement to gather learners' and employers' views is fit for purpose. A post-assessment survey is sent to learners' direct supervisor after completion of a course. The outcomes of these surveys are analysed and shared with employers.

Capacity to improve

Grade 2: Good

Over the past six months Genetech has undergone effective actions to improve the provision, such as acquiring Edexcel accreditation in June 2010 after passing all requirements, and becoming an approved City and Guilds accredited centre in August 2010. The centre's strategic plan is thorough and focuses well on learners' achievements' and the quality of training. Enrolment has been increasing since October 2009 and sustained repeat business with more than two thirds of corporate customers having registered their staff for two courses or more. The centre has maintained good learners' success rates of over 90 per cent across all programmes during the same period. The system to monitor learners' achievements and progress is systematic and robust; these results are moderated by an external verifier.

Genetech's arrangements to gather learners' and employers' feedback are effective, the outcome of which are disseminated to all concerned staff and actions are swiftly taken. Genetech's measures to improve the quality of training are appropriate as they ensure that qualified trainers are recruited and their performance closely monitored during sessions.

Genetech's centre is well equipped although they conduct most of their courses at hotels with just a few at employers' premises. Recently Genetech has recruited an external

consultant to carry out a feasibility study to raise finance to acquire new premises. Although Genetech did not carry out any independent market research they have used and benefited from the Tamkeen skills gap analysis and Bahrain's 2030 vision.

The self-evaluation form prepared for the review identifies priorities for improvement very well and provides sufficient evidence for each main question. Although a few of the grades proposed are higher than those of the review team it is not overly generous.

Summary of grades awarded

Overall Judgement	Grade
Effectiveness of provision	Grade 2: Good
Capacity to Improve	Grade 2: Good
Review Findings	
How well do learners achieve?	Grade 2: Good
How effective is training?	Grade 3: Satisfactory
How well do programmes meet the needs of learners and employers?	Grade 2: Good
How well are learners guided and supported?	Grade 2: Good
How effective are leadership and management in raising achievement and supporting all learners?	Grade 2: Good

Main judgements and recommendations

Strengths:

- **The vast majority of learners achieve well and gain good work related skills.** Most learners achieve well with 93 per cent passing across all courses, especially on CPP courses which represent 90 per cent of the institute's business. On this particular course 165 learners successfully completed all seven modules of CPP and passed the qualification. Learners' evaluation reports, which are collected from their supervisors after the course is completed, affirmed an enhancement in their work attitude, knowledge and skills.
- **Good repeat business.** Average repeat business is approximately 80 per cent. Employers and learners are highly satisfied with the programmes offered by Genetech as most employers sponsor their staff for two or more courses.
- **Effective customisation of courses that meets employers' and learners' needs very well.** Courses are designed to target exactly learners' and employers' needs and objectives based on their training need analysis (TNA). Thereafter, customisation is used in setting learning goals, choosing training techniques and suitable class activities.
- **Strategic and operational objectives are clearly stated, each with specific goals, evaluation tools, targets and timely bound.** Genetech's strategic plan is well developed, each objective having specific goals linked to it with appropriate evaluation tools and targets that are timely bound and closely monitored.
- **The internal QA system is thorough and well developed.** This is suitably interfaced with the overall strategic plan, including having a systemic methodology to assure the quality of training by a well-defined lesson observation scheme
- **Learners' achievements are monitored and analysed effectively.** The arrangement to monitor and analyse learners' achievement is comprehensive and effective. The centre has a well-defined assessment policy that is effectively applied. A profile for each learner is maintained with a progress report attached and an effective data base system used to record learner performance.

Areas for improvement:

- **Insufficient use of course pre-assessment data for the allocation of learners to courses and session planning.** Pre-assessment results are not used well enough in allocating learners to courses, and in session planning to cater more effectively for learners' varying needs.
- **Assessment of final examinations is not rigorous enough.** Marking on the final examination is not sufficiently rigorous. Several instances were found during the review where grades were changed without a clear explanation of why or where questions were incorrectly graded.

Recommendations:

In order to improve provision, Genetech should:

- use course pre-assessment data as a formal assessment method
- improve the rigour and accuracy of final examination assessment.