هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Directorate of Vocational Reviews
Review Report

Logic Institute for Training

Seef District
Kingdom of Bahrain

## Date Reviewed: 19-23 March 2023

VO093-C4-R035

Introduction

The Directorate of Vocational Reviews (DVR) of the Education & Training Quality Authority (BQA), conducted this review over five days by a team of six reviewers. For this review, reviewers observed training sessions and other related activities, analysed data about the courses/programmes and qualifications learners achieve, examined learners' written and other work, examined documents and materials provided by Logic Institute for Training (Logic) and collected feedback from learners, employers, trainers, management and support staff.

This Report summarises the review team's findings and their recommendations about what the provider should do to improve.

Summary of review judgements		
Aspect		**Judgement**
Outcomes	Learners' achievement	**2**
Programmes and processes	Effectiveness of teaching/training and assessment	**2**
	Quality of courses/programmes	**2**
	Learners' support and guidance	**2**
Management and governance	Effectiveness of leadership, management and governance	**2**
Capacity to improve		**2**
Overall effectiveness		**2**

Provider's overall effectiveness throughout the last three reviews
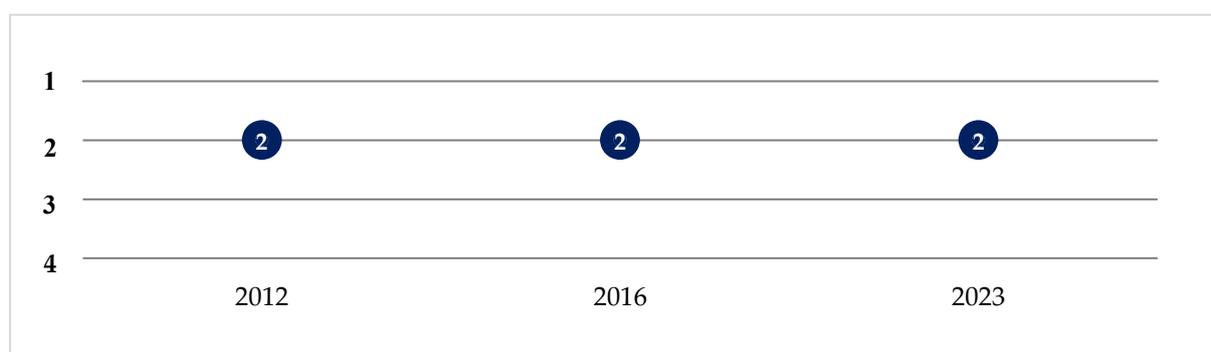
Outstanding	1	Good	2	Satisfactory	3	Inadequate	4

Overall Effectiveness: 'Good'

Judgement justifications

- The overall effectiveness and all Aspects of Logic provision are judged as 'Good'.
- Logic has an effective strategic planning focused on improving the quality of the provision and expanding the range of the offered courses. Yet, the formal self-evaluation is not regularly conducted.
- The Institute has a clear understanding of the market it intends to serve where outcomes are used to offer niche programmes needed by the market, such as those related to the procurement and supply field.
- Courses/programmes are well-planned, structured and resourced where they are delivered by competent trainers using learner-focused approaches and effective assessments that productively engage the majority of learners. However, the adopted training strategies in a few sessions, are insufficiently effective in engaging the less participative learners.

- Learners' and staff performance including trainers is effectively monitored, and the outcomes are sufficiently utilised to promote continuous quality improvement. Nevertheless, in a few cases, there are inconsistency in evaluating the criteria of session observation.
- The provided support and guidance help learners effectively to achieve better outcomes where most successfully achieve the qualifications they aim for in a timely manner and develop purposeful vocational skills particularly in Chartered Institute of Procurement & Supply (CIPS) programmes.
- Effective quality assurance arrangements and procedures are mostly implemented including the moderation and verification processes. However, a few procedures are not fully implemented, and a number of relevant processes are insufficiently documented.

Capacity to Improve: 'Good'

Judgement justifications

- Logic maintained its previous overall judgement and the judgements of all review Aspects.
- The Institute has clear strategic direction driven by detailed and focused follow-up and contingency plans which were developed based on a useful self-evaluation process that identified key areas for improvement.
- Logic has the necessary human and physical resources to enable improvement to be carried out. Moreover, the Institute has moved to bigger premises equipped with high-tech IT resources and has invested in a customised Learning Management System (LMS). Currently, an integrated Data Management System is under development.
- The key recommendations of the previous review are fully addressed; Management has revised its internal quality assurance where practices are effectively implemented. Yet, a few procedures are not fully implemented, and a number of practices are insufficiently documented.
- Logic Institute effectively monitors learners' achievement; the achievement rates are maintained high over the past years. Number of enrolments though has dropped due to exceptional circumstances; it has slightly increased in 2022.
- The Institute currently has affiliations with CIPS and Northern Council for Further Education (NCFE), and recently has expanded its affiliations to include the British Institute of Innkeeping Awarding Body (BIIAB).
- Logic signed Memorandum of understanding (MoUs) with a number of charities and employers to train job seekers and support them with on job training opportunities.
- In response to the national initiatives, Logic is listed under National Qualification Framework (NQF) and had one programme placed on the NQF.

The Provider's Key Strengths

- successful progression towards achieving the qualifications learners aim for and achievement of high results in the CIPS final examination.
- well-qualified trainers with extensive professional experience in their areas of training who effectively engaged the majority of learners and utilsed effective assessment methods.
- well- structured, planned and resourced courses/programmes, and effective guidance and support provided to learners to settle in quickly and achieve better outcomes.
- clear strategic direction focused on improvements with effective performance monitoring.

Recommendations

In order to improve its provision, (Logic) should:

- further improve mastery of skills and progressive acquisition of the course/programme Intended Learning Outcomes (ILOs) upon course/programme completion.
- further enhance the adopted training strategies to engage the less participative learners.
- reinforce internal quality system by enhancing:
    - regularity of the formal self-evaluation process.
    - consistency, implementation and documentation of training and learning relevant processes.

Learners' Achievement: 'Good'

Judgement justifications

- Most learners acquire pertinent knowledge and develop purposeful vocational skills relevant to their chosen courses/programmes.
- Learners enrolled in the CIPS programmes, which account for 55% of the total enrolment, gain effective functional skills in procurement and supply operations, with almost half of them achieving high proficiency rates in external examinations, particularly at CIPS Level 2. Nevertheless, the mastering of skills and progressive acquisition of the objectives/ILOs for a minority of learners vary, as evidenced by their level of attainment and standards of produced work throughout the course/programme.
- Most learners successfully achieve the stated objectives/ILOs and meet other course/programme requirements. In the externally accredited courses/programmes, which represent 74% of the total enrolment, most learners proceed successfully towards achieving the qualifications they aim for in a timely manner. Moreover, Logic learners' pass rates in CIPS external examinations of most modules are mostly comparable to or higher than the international pass rates. A few learners, however, achieve end-of-course/programme assessments after several attempts, particularly in CIPS levels 2 and 4, or re-submitting the portfolio-based assessment while still meeting the mandated timeframe set by the awarding bodies.

- Logic has a fit-for-purpose mechanism to evaluate learners' initial attainment at the entry level and measure the progress made towards the end of courses/programmes. Most learners progress well throughout the course/programme whereas learners enrolled in the long externally accredited programmes are able to successfully proceed within the modules and/or at a more advanced level.
- The majority of learners show high commitment and have a positive attitude towards their learning experience, which is evident through their regular attendance, active participation and discussion; in addition to their reflection on what they have learned. However, in a number of the observed sessions, predominantly the online sessions, a minority of learners are either late or do not participate productively throughout the sessions. The records of learners' attendance and punctuality, which are effectively maintained, indicate regular attendance by the vast majority of learners while punctuality is an issue for a few learners.
- Most learners show the ability to work well independently and collaboratively when completing the assigned tasks. In the most effective sessions, learners are self-directed and demonstrate a high level of confidence in completing the group activities, in both capacities as a group leader and/ or team member

Areas for improvement
- skills mastery and progressive acquisition of the course/programme ILOs for a minority of learners.

Effectiveness of Teaching/Training and Assessment: 'Good'

Judgement justifications

- Trainers' in-depth knowledge, high professional experience and understanding of their subject area are well reflected in their accurate explanations and relevant range of vocational examples provided to learners.
- In the majority of the observed sessions, trainers utilise effective training strategies incorporating the available learning resources and online tools for interactive learner-focused approaches. These include effective group activities and purposeful discussions which engage learners productively and enrich their knowledge and understanding throughout the session. However, in a few sessions, the adopted training strategies are not sufficiently effective in motivating the less participative learners.
- Mostly, trainers stimulate learners' self-learning, higher order and critical thinking skills well by extended discussions on industry-related scenarios, guided research, group activities and supplementary readings that develop learners' problem-solving skills. In the most effective sessions,

trainers thoroughly challenge learners' ability to think creatively and critically.
- Trainers use detailed lesson plans, which are properly informed by the outcomes of prior and continuous assessments of learners, for instance, by using the outcomes of Training Needs Analysis (TNA) and adding relevant activities during the session delivery. The majority of the observed sessions are effectively delivered and managed with progressive presentation of session's ILOs.
- The majority of trainers effectively accommodate individual learners' needs through targeted questioning techniques, providing bi-lingual and extended explanations, and discussing learners' specific work-related examples, where required. Yet, there are a few cases in which the less interactive learners are not always purposefully supported during the sessions.
- Learners are assessed effectively via a relevant range of internal formative and summative assessments throughout the course/programme, including questioning techniques, open discussions and interactive in-class activities; in addition to quizzes,

assignments, and post-course tests which are well-mapped to the stated ILOs. A fit-for-purpose grades distribution scheme is consistently utilised to assess learners' performance. Nevertheless, the utilised rubric does not explicitly stipulate the criterion for selection of the assessments figured in the final grade and is left to the trainers' discretion.

- The externally accredited programmes final assessments are effectively monitored in accordance with guidelines mandated by the awarding bodies. Regular moderation processes are effectively implemented for the conducted assessments and learners' work is accurately autocorrected based on clear answer keys; however, the rubric for the open-ended responses is not in place including those in the NCFE Employability Skills' portfolios.

- Accurate records on learners' performance are maintained and regularly updated via dedicated grade book document and LMS. Trainers mostly provide learners with constructive verbal and useful written feedback throughout their learning experience.

Areas for improvement
- training strategies in engaging the less participative learners.
- pre-defined rubric to assess open-ended questions and evaluate the percentage allocated to assessments within the internal final grade.

Quality of Course/Programmes: 'Good'

Judgement justifications

- Logic provision offers a range of local achievement courses and externally accredited programmes in fields of commercial and business; in addition to Bahrain Labor Law workshops. The long externally accredited programmes are offered in affiliations with well-known awarding bodies such as CIPS and NCFE.

- The Institute utilises a number of approaches to gauge the viability of its offerings. These include conducting labour market surveys, relying on the management team and trainers' professional expertise in the training sector and periodically analyses the available governmental entities data and the collected feedback where outcomes are mostly utilised effectively to shape its offerings and expand its market outreach.

- Most learners express high level of satisfaction with the offered courses/programmes that match their needs. The customisation process of the few local courses is effective, as tailored content is designed to match employers' specific needs and requirements.

- Courses/programmes are well-planned and structured with detailed course outlines and are designed to enhance practical and theoretical learning. The externally accredited courses/programmes' structure, syllabus, and assessments are in line with the awarding bodies' stipulations. Evidently, the structure's design of CIPS programmes ensures that used materials are progressively imparted towards knowledge acquisition and gradual skills development.
- The scheduled assessments are effective and well-mapped to ILOs in the externally accredited programmes; and at most, fit-for-purpose in the local courses.
- Detailed policy is in place, which informs the mechanism implemented to design, review and approve courses/programmes which is effectively implemented for the NQF placed programme. Although the Institute retains design and reviews practices to the majority of local courses' components sufficiently, the process is not systematically documented, nor the policy is

comprehensively implemented across all courses/ programmes to comprise all their components including assessments.
- Logic ensures that it is informed by the awarding bodies of the latest updates introduced to the externally accredited courses/ programmes and adjusts its offering accordingly.
- Programmes/courses are well-resourced with a relevant range of advanced virtual and physical learning resources. In addition, the Institute has invested in LMS, e-library, different online platforms, updated relevant learning materials and authentic books.
- Access and entry-level mechanisms are effectively implemented; the Institute complies with the awarding and regulatory bodies' entry requirements to enrol learners for the externally accredited programmes. Furthermore, useful placement tests and interviews are carried out, to effectively measure learners' English fluency level and/or learners' prior knowledge. Besides, the local courses' outlines identify the target audience sufficiently, when needed.

Areas for improvement
- implementation and documentation of the processes of courses/programmes design, approval, update and periodic review.

Learners' Support and Guidance: 'Good'

Judgement justifications

- Logic provision implements a formal support mechanism to effectively support and guide learners throughout their learning process to achieve better

outcomes. The policies and procedures related to learners' support and guidance, including appeal and complaints policies, are sufficiently

detailed, though, they do not explicitly identify arrangements for at-risk learners. Effective support practices including those for technical are performed by approachable and supportive trainers and coordinators, especially for learners enrolled in CIPS programmes. Nevertheless, the follow-up process for at-risk learners who enrolled in the long programmes or those who fail in the final examinations is not sufficiently documented to measure the impact of given support.

- A range of purposeful guest speakers' motivational sessions, relevant site visits, and free webinars are used to enhance learners' skills and enrich their learning experience. Effective initiatives have been taken by management to support for job placement by sharing learners' resumes with their clients, wherein, a number of learners have been successfully promoted or recruited in the fields of management, and procurement and supply.

- Learners and stakeholders have access to well-informed advice and guidance about the offerings and courses/programmes selection *via* different means of communication and purposeful utilisation of social media accounts and up-to-date website. Learners are made aware of the available support channels through effective induction arrangements and an informative '*Learner Handbook*' shared with them prior to the start of the course/programme.

- To overcome learners' challenges/difficulties and enable them to comply with the programmes' requirements, learners are supported with focused academic support through revision quizzes/ sessions, providing extra sessions and regular follow-up is conducted by coordinators on learners' progress and attendance.

- Regular communication is maintained with relevant stakeholders to keep them informed about learners' performance throughout the course/ progamme. Upon completion, a useful individual learner's report is shared with employers, which contains information about learner's attendance rate and overall achievement, yet the stated strengths and recommendations are not always individualised to reflect the learners' actual level.

- A sufficiently detailed policy and procedures for learners with Special Educational Needs and/or Disabilities (SEND) are in place with proper arrangements to identify and support this category of learners. Though, no cases of SEND have been encountered yet, the Institute deals suitably with learners' emerging situations such as temporary illness.

Areas for improvement
- details of support and guidance policy and documentation of the follow-up on at risk learners.
- quality of the report shared with employers on learners' performance.

Effectiveness of Leadership, Management and Governance: 'Good'

Judgement justifications

- The management team has effective strategic planning that focused on enhancing learners' achievement and improving the quality of provision. Effective key initiatives have been developed using clear and detailed follow-up plans. Although the progress made towards achieving the set objectives is regularly monitored, it is not systematically documented. Contingency planning reflects the management's rapid response to requirement of the exceptional circumstances.

- A number of useful activities including a sufficiently critical analysis are carried out, which contribute well to the self-assessment process; though, a formal self-evaluation process is not regularly conducted. Furthermore, the submitted Self-Evaluation Form (SEF) for the purpose of this review is informative and supported with relevant evidence, yet the awarded grades have overestimated the provision by one grade.

- Learners' achievement is effectively monitored and analysed across different courses/programmes, for instance, CIPS programmes' results are benchmarked to international pass rates and trends of achievement are closely monitored over time. The analysis of learners' achievement is sufficiently utilised for improvement,

particularly the support required for learners.

- The Institute has a fit-for-purpose organisational structure that suits the nature of the operations. In addition, the Institute utilises external consultancies to support capacity building and quality assurance.

- The Institute employs qualified staff and has a wide pool of well-qualified trainers with extensive professional experience as per their speciality. The newly recruited staff and trainers are effectively inducted on their allocated responsibilities to ensure the quality of the provision.

- Trainers' performance in the classroom is periodically monitored through internal and sometimes external session observations, using a useful form, which has been continuously improved. However, there are a few cases of inconsistent implementation of the evaluation criteria.

- Staff performance is regularly monitored using annual appraisal, wherein areas for improvement are clearly identified. A sufficient range of development opportunities, including needed technical support for used platforms, are provided to trainers and staff.

- Effective arrangements are in place to quality assure the provision; sufficiently detailed policies and procedures relevant to all aspects of the

provision are available and mostly implemented and meet the requirements of the NQF Institutional Listing Standards. Several moderation and verification activities are effectively carried out to moderate the majority of course components including the assessment. However, a few procedures are not fully implemented, and relevant processes are insufficiently documented.

- A sufficiently detailed policy supported by essential measures and effective procedures to ensure the health, safety and well-being of learners and staff. The learning environment is conducive, safe and free from hazards. The management team adheres to health and safety regulations required by the official bodies, including essential measures during emergency circumstances.

- Active links are well established with the local community, employers and awarding bodies. Logic provision regularly seeks, aggregates and sufficiently analyses feedback from learners, trainers and employers, where the outcomes are suitably utilised to derive improvement, where needed.

Areas for improvement

- regularity of the formal self-evaluation process.
- consistency of session observation criteria evaluation.
- implementation and documentation of a few procedures.

Appendix: Provider Information

Provider Name (English)	**Logic Institute for Training**				
Provider Name (Arabic)	معهد لوجك للتدريب				
Licensing Body	Ministry of Labour				
Year of Establishment	2010				
Age Range of Learners	19 and above				
Number of Learners	**Male**	350	**Female**	524	**Total**	874
Learning Areas	**Externally Accredited**	• Business and Commerce: Awarding Body: Chartered Institute of Purchasing and Supply (CIPS) - CIPS Level 2 Certificate in Procurement and Supply Operations - CIPS Level 3 Advanced Certificate in Procurement and Supply Operations - CIPS Level 4 Diploma in Procurement and Supply - CIPS Level 5 Advance Diploma in Procurement and Supply Awarding Body: Northern Council for Further Education (NCFE) - NCFE Level 1 Certificate in Employability Skills - NCFE Level 1 Certificate in English			
	Local Achievement	• Business and Commerce:			

		- Warehouse Management and Stock Control
		- Cost Saving Initiatives in Purchasing & Supply
		- Six Thinking Hats
		- Excellence in Customer Service
		- Communication Skills
		- Teamwork
		- Time Management
		- Excellence in Customer Service
		- How to create employees' contract and its legality
		- High Performance Teams
		- Customer Service
		• Languages: - Basic English
	Local Attendance	• Law: - Implementation to Bahrain Labour Law (workshop)
Available Learning Platform(s)	• Microsoft Teams • Moodle • Classmarker	
Institution's Listing Status	Listed on the National Qualification Framework (NQF) **Listing ID: IL19-008** **January 2020**	
List of Qualification placed on/aligned to the NQF	List of Qualification placed on the NQF: • Award in Procurement, Logistics and Supply NQF Level 5 List of Qualification aligned to the NQF: • NCFE Level 1 Certificate in Employability Skills	