



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

Vocational Review Unit

Review Report

Victory Training and Development Institute
Manama - Kingdom of Bahrain

Date Reviewed: 2 – 4 November 2009

Table of Contents

The Vocational Review Unit	1
Introduction	2
Description of the provision.....	2
Scope of the review	2
Overall judgement	3
Effectiveness of provision.....	3
Capacity to improve.....	4
Summary of grades awarded	5
Main judgements and recommendations	5
Strengths	6
Areas for improvement.....	6
Recommendations.....	7

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 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 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 outcomes 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 strengths 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

Victory Training and Development Institute (VTDI) was established in May 2008 and licensed by the Ministry of Labour to provide business and management training. The training programmes offered include the Certified Business Professional (CBP) course, which is externally accredited by the International Business Training Association (IBTA)-USA, Edexcel-certified programmes in human resources management and employability skills and KAIZEN quality management programmes. VTDI also offers customised programmes (internally accredited and non-accredited) in English, customer care and business law. All learners are adults sponsored by their employers.

The institute is located in Zinj, Manama, and employs a president and a vice president, who report to the board of directors. Within VTDI there are four departments. The academic department comprises a dean, two further full-time trainers, and seven part-time trainers. The customer care department is staffed by a director of client care and marketing, a marketing administrator, a sales executive and a receptionist for client care. Within the administration department are a financial administrator, an office administrator, an administrative assistant and an IT technician. VTDI has recently employed a manager for its newly established quality department.

Scope of the review

This review was conducted over three days by a team of four reviewers. During the review the team observed learning sessions, examined documents and data related to learners' achievements and talked with trainers, staff, learners and employers.

This report summarises reviewers' findings regarding the range of VTDI's provision, and their recommendations as to what the institute should do to improve.

Overall judgement

Effectiveness of provision

Grade 3: satisfactory

Pass and retention rates are high on all VTDI's programmes, which are mainly internally certified or non-accredited. Learners' achievement is systematically measured. Learners produce good work and develop skills at an appropriate level. Attendance levels are high, and well recorded, but VTDI does not keep records of punctuality.

Trainers have good theoretical and practical command of their vocational specialism. They use vocational examples effectively to illustrate the link between theory and its practical application. In most lessons, learners are engaged and motivated. Trainers assess learners' work accurately and provide helpful feedback on how to improve. Learning objectives are satisfactorily shared with learners. Although trainers do not always use lesson plans, sessions are well organised and learners enjoy them. Satisfactory initial assessment is done for most of VTDI's courses. Appropriate resources and materials are used to promote learning.

VTDI offers a range of externally accredited, internally certified and non-accredited short courses, and makes suitable use of the outcomes of recent local surveys of labour market needs and skills shortages to plan what programmes it will run. Marketing materials, including CDs and leaflets, provide sufficient information about the courses offered. Employers are systematically updated regarding their employees' performance during courses. Details of course content communicated to employers before the start of courses. A few programmes are customised to meet the specific needs of employers. Enrichment activities are rarely provided.

VTDI's premises are well equipped with useful facilities. Health and safety measures are appropriate. Trainers are supportive and accessible if needed. VTDI shows flexibility by holding courses at employers' premises on request. Most employers are made aware of the programmes offered through visits or telephone calls made by marketing staff. VTDI does not provide enough guidance on course selection and career progression to learners.

VTDI's management monitor learners' achievement and progress closely on most courses. The majority of trainers recruited are highly qualified and experienced. VTDI has a well-designed performance appraisal system; most staff have yet to be appraised, however, as few have completed a full year of performance. There is no formal system for monitoring the quality of training in the classroom and few trainers have been observed by their peers. Staff are given appropriate in-house training and development opportunities based on their

job description. Learners' feedback is collected and used to improve the provision. VTDI does not, however, collect and use employers' feedback sufficiently. The institute plans improvement satisfactorily; its intentions include future affiliation with awarding bodies to offer more externally accredited programmes, introducing a system to record and aggregate learners' achievement data and expanding the premises.

Capacity to improve

Grade 3: satisfactory

The institute's plans for improvement focus appropriately on future affiliation with awarding bodies to provide more accredited courses. Improvement plans also consider the introduction of a new system to record and aggregate learners' achievement data and the expansion of the premises to enable VTDI to be an assessment centre for the planned ACCA course, and to provide a seminar hall.

The institute has already shown a good level of repeat business in its first year of operation, with five out of seven employers commissioning more than one course. VTDI has sufficient resources to drive improvements, including enough administration staff, highly qualified and experienced trainers and well-equipped premises. Although the self-evaluation form provides adequate information about the provision, it does not identify the key areas for improvement found by the review team.

Summary of grades awarded

Overall Judgement	Grade
Effectiveness of provision	Grade 3: satisfactory
Capacity to Improve	Grade 3: satisfactory
Review Findings	
How well do learners achieve?	Grade 3: satisfactory
How effective is training?	Grade 2: good
How well do programmes meet the needs of learners and employers?	Grade 3: satisfactory
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

- **Achievement rates.** Learners' achievement is good on provider-accredited and non-accredited courses, standing at 97% and 99% respectively.
- **Learners' skills development and the standard of their work.** The standard of learners' work is good, and they develop relevant, transferable skills. One group of learners was able to use English effectively at work after attending training at VTDI. Others were able to write work-related technical reports after completing a technical writing course. Learners participate enthusiastically in discussions and share their work-related experience with each other to useful effect.
- **Assessment.** Assessment is rigorous and accurate. It includes assignments, homework, and mid-term and final exams. Learners are provided with regular, helpful feedback; assessments are clearly corrected, awarded marks, and discussed at either individual or group level.
- **The learning environment.** VTDI's premises are well located, and provide a particularly pleasant and well-equipped learning environment. The facilities for learners are good. They include sufficient, well-furnished classrooms with overhead projectors (OHPs), two good-sized conference halls with OHPs and internet, a networking environment, a well-stocked library, and two computer labs equipped with brand new desktops.
- **The monitoring of learners' achievement and progress.** VTDI's management closely monitors learners' achievement and progress on most courses. VTDI's data are reliable, accurate and give a clear picture of learners' achievements at individual and group level. Useful progress reports are produced for each learner, comprising grades, feedback about progress made and areas for improvement.

Areas for improvement

- **The recording of learners' punctuality.** Punctuality is satisfactory, but where lateness does occur it is not logged or reported to employers.
- **Guidance on course selection and career progression.** Although employers are regularly updated, VTDI does not provide sufficient guidance on course selection and career progression to learners.

- **The collection and use of employers' feedback.** VTDI does not collect sufficient feedback from employers to use to improve the provision; only a few employers are asked for their views by telephone.
- **Internal lesson observations.** To date, few trainers have been observed in the classroom.

Recommendations

In order to improve provision, VTDI should:

- record learners' punctuality
- ensure that learners are provided with sufficient guidance on course selection and career progression
- collect, aggregate and analyse employers' feedback and use it to improve the provision
- establish a system for internal lesson observations to ensure continuous improvement.