هيئة جودة التعليم والتدريب
**Education & Training Quality Authority**

## Cordoba Training Center

**24 - 26 February 2025**

**Location**
Manama

**Learning Areas**
- Information and Communication Technology
- Languages

**Total Enrolment**
102

### Overall effectiveness
## Good

**Aspect 1:**
Assessment and Learners' Achievement

**Aspect 2:**
Learners Engagement and Support for Learning

**Aspect 3:**
Leadership and Management

### Review Summary

Cordoba Training Center (CTC) provides 'Good' quality training, supported by qualified trainers who possess subject expertise and offer continuous support throughout learners' educational journeys. The Center has developed well-structured internal assessment processes to measure the programme's Intended Learning Outcomes (ILOs). These assessments have resulted in most learners demonstrating effective skills and knowledge enabling the majority to achieve their qualifications. CTC's new management has taken the necessary steps to revamp the institute's operations and ensure business continuity within a short time frame. Furthermore, it employs a systematic approach to aggregate learners' data and enable effective tracking of learners' achievements.

There are opportunities for further improvement, including a more rigorous application of self-assessment outcomes to guide strategic planning. In addition, maintaining a close monitoring of the performance of learners, staff, and trainers would contribute to enhancing the quality of training.

| 1 Outstanding | 2 Good | 3 Satisfactory | 4 Inadequate |

## Key Positive Features

- Well-structured and consistent internal assessment processes that are aligned with the programme's ILOs, supporting the effective achievement of learning outcomes.
- Most learners demonstrate well-developed skills and knowledge and the majority of learners successfully achieve their qualifications.
- Qualified trainers with subject expertise employ effective assessment-for-learning strategies and provide ongoing support and guidance throughout learners' journeys.
- The leadership and management demonstrate capabilities in implementing initiatives and ensuring the continuity of training operations within a short time.
- A systematic approach is employed to aggregate learners' data and track the achievement of qualifications.

## Recommendations

- Further improve learners' mastery of skills and knowledge.
- Further enhance training strategies to promote learners' engagement, challenge their abilities and encourage critical thinking skills.
- Implement rigorous self-assessment methods and use the outcomes purposefully to guide strategic planning.
- Closely monitor the performance of learners, staff, and trainers, utilise the findings to address the punctuality issues, and enhance the overall quality of the provision.

## Assessment and Learners' Achievement

### Good

- The vast majority (93%) of CTC's offered programmes are in Information and Communication Technology (ICT), all of which are externally accredited by external awarding bodies such as Cisco Systems, Inc., the Linux Foundation, and the Computing Technology Industry Association (CompTIA). The remaining (7%) of programmes, which focus on language learning, are accredited by the Test of Legal English Skills (TOLES).
- CTC employs fit-for-purpose internal assessment methods for its ICT programmes, including pre-tests, post-tests, mid-tests, and practical assessments. These methods are well-aligned with the programme's ILOs and are verified to ensure they effectively measure learners' skills. However, the verification process for the ICT internal assessments does not ensure the proper weightage of specific ILOs. Furthermore, the English programme focuses primarily on general English and does not fully address the relevant legal ILOs.
- Learners receive consistent internal assessments based on established grading criteria, and key answer guidelines, along with guided written and valuable verbal feedback to support their skill development. The external assessment process is managed by the awarding bodies, with all assessments being online-proctored and secured to ensure integrity.
- Most of the CTC learners in the ICT programmes demonstrate proficient skills and competencies, along with well-developed knowledge that enables them to complete assigned tasks. Notably, some learners, particularly in the CompTIA programmes, have achieved high proficiency. In contrast, learners enrolled in the English programme show sufficient development of skills and knowledge acquired.
- Overall, success and retention rates are high, with almost all learners enrolled in externally accredited ICT programmes sitting for the awarding body's online examinations. 73% of ICT learners achieve their qualifications on the first attempt. The remaining 27% are either awaiting the results from the awarding bodies after taking the official examinations or are still in the process of completing their training programmes.
- Learners express high satisfaction with their skill development, recognising its positive impact on employability. During the observed sessions, most learners engage actively in sessions and show positive attitudes towards their learning; however, there are concerns regarding their punctuality.

## Learners Engagement and Support for Learning

### Good

- Training at CTC is delivered in an engaging and supportive learning environment. The premises are safe, pleasant, and free from obvious hazards, and sufficient resources and easily accessible facilities are available for learners.
- Learners receive relevant guidance during enrolment, with clear information provided through various channels. Induction procedures, including an orientation session and the completion of the Training Needs Analysis (TNA) form, allow learners to provide valuable insights into their needs and expectations. However, the outcomes of the TNA form are underutilized.
- Learners are provided with opportunities to engage in lifelong learning and personal development. These include sessions with guest speakers, guidance on work opportunities, and advice on learning pathways, facilitated by CTC trainers and staff.
- Admission arrangements, including sitting placement tests and filling out registration forms, help ensure that learners are enrolled in the appropriate programmes and at the correct levels. However, the placement test for the English programme is less effective.
- CTC trainers demonstrate a deep understanding of their subject by integrating theoretical and practical experiences, providing clear explanations supported by real-life examples. They employ a variety of relevant training strategies to actively engage learners and link concepts to real-world applications. Furthermore, trainers utilise purposeful learning resources to maintain learners' interest and support their needs, including simulation tools that offer hands-on and interactive learning experiences. However, in less effective sessions, a few learners were not fully engaged.
- During the observed sessions, trainers used assessment-for-learning strategies, such as direct questioning and practical lab exercises, to evaluate learners' understanding and skill acquisition. Verbal feedback and guidance are provided to support learners' achievement. In a number of sessions, trainers challenged learners' higher-order thinking by encouraging research-based activities, particularly in the more effective sessions.
- The training sessions are well-planned, structured, and managed, ensuring a smooth flow between topics that facilitate learners' understanding and the achievement of ILOs. However, there are instances where time management slightly disrupted the pace and flow of some sessions.

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## Leadership and Management

### Satisfactory

- Following the transition to new management, key steps have been taken to revamp the institute's operations within a short timeframe. These steps include shifting towards offering ICT programmes, recruiting new trainers specialised in ICT, and hiring staff with expertise in directly supporting learners. The Center relies on a fit-for-purpose operational plan to guide its activities and ensure readiness for programme delivery.
- The Center utilises self-assessment tools, including learner feedback and session observations, to ensure the quality of its offerings. While these tools help monitor the quality of the provision adequately, their analysis does not consistently inform decision-making or strategic alignment. Despite this, management is focused on expanding its offerings and seeking additional programme approvals.
- The Center has established detailed policies covering its practices and procedures and consistently monitors their implementation. It systematically collects data on learner achievement, including attendance and performance throughout the programme. However, while the data collected by the Center is consistently accurate and reliable, its analysis is not sufficiently critical to identify areas for improvement or inform decisions on improving learner engagement and commitment.
- Internal assessments are suitably moderated to ensure fairness in marking and the quality of feedback. However, some moderation criteria are not fully aligned with the process objectives, which may impact their effectiveness. Additionally, some moderation may not be carried with the necessary depth to ensure consistent feedback quality.
- Qualified trainers are recruited, and clear job descriptions are provided. The Center holds interviews to ensure candidates meet role requirements. However, there is an overlap of tasks for some staff, such as the training manager, who is involved in all committees and monitors the quality of training.
- Since the new management took over the operations of CTC, trainers' performance has been adequately monitored through session observations, which primarily focus on the trainers rather than on learners' engagement and achievement. However, opportunities for Continuous Professional Development (CPD) are not sufficiently aligned with staff needs, and the full impact of these measures is yet to be seen.

| Next Actions | Action plans to be submitted by the Institute, within 30 days from the receipt of the draft report. |
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