



Madar Training Centre



3 - 5 November 2025



Location
Sitra



Learning Areas
Engineering and Architecture



Total Enrolment
344

Overall effectiveness
Satisfactory

Aspect 1:
Assessment and Learners'
Achievement

Aspect 2:
Learners Engagement and
Support for Learning

Aspect 3:
Leadership and
Management

Review Summary

The performance of Madar Training Centre (MTC) is "Satisfactory." Learners benefit from qualified trainers who usefully integrate theoretical with practical expertise into their delivery, while the newly formed directive management team provides clear strategic direction and seeks to expand the Centre's offerings. However, MTC would benefit from taking effective measures to enhance learners' achievement rates, thereby improving overall licence attainment and skills development. In addition, the Centre needs to formalise verification and moderation processes to elevate assessment complexity and better challenge learners' abilities. Strengthening admission arrangements and systematically utilising test outcomes to place learners in appropriate programmes and levels would further improve provision. Moreover, MTC should systemise the guidance and advice offered to learners throughout their learning journey, expedite the implementation of its newly developed quality assurance (QA) model and tools, and regulate overall analysis to better inform management decisions and reflect measurable impact.

Key Positive Features

- Assessment structure and methods are suitably aligned with the programmes' specifications and adequately cover the programmes' Intended Learning Outcomes.
- Qualified subject knowledge trainers who usefully integrate their theoretical with practical experiences during their delivery.
- The management direction with the newly formed management team, and their efforts to enlarge the Centre's offering.

Recommendations

- Enhance learners' achievement rates to improve overall license attainment and expand the level of learners' skills development.
- Formalise the verification and moderation processes to elevate assessment complexity and challenge learners' abilities.
- Improve the rigorousness of admission arrangements and utilise the outcomes to place learners in the right programmes and levels.
- Systemise the guidance and advice provided for learners at the beginning, throughout and after their learning journey.
- Expedite the implementation of the newly developed QA Model and tools to reflect impact.
- Systemise and regulate the overall analyses of the monitoring of learners' performance and quality of training to better inform management.

Assessment and Learners' Achievement

Satisfactory

- MTC offers technical vocational programmes within the learning area of Engineering and Architecture, all of which are designed as preparatory programmes for certification and subsequent licensing by the Electricity and Water Authority (EWA). The majority of these programmes fall under the “Preparation Course to Bahrain Wireman Licence Examination” programme.
- MTC’s internal formative and summative assessment methods, encompassing both practical and theoretical instruction, are sufficiently aligned with the EWA programme specifications and intended learning outcomes (ILOs). However, the assessment verification process shows some inconsistency, and there is scope to enhance the complexity of assessments to better challenge learners and support the development of skills and competencies appropriate to their programme level.
- The majority of MTC learners successfully achieve the programme’s ILOs, pass internal assessments, and meet the required 80% attendance threshold. Considering that all programmes are preparatory for external licenses, nearly half of the learners proceed to EWA licenses. However, a proportion may achieve these licences without fulfilling all MTC requirements. First-attempt success rates represent a significant minority of total licenses obtained, highlighting a gap between expected and actual learner readiness levels.
- While the majority of learners develop suitable skills and knowledge in line with the programme ILOs and are generally prepared for the EWA examination, there remains a significant minority whose performance and mastery of skills in internal assessments are not always consistent.
- Written feedback on learners’ work is generally lacking, despite the regular provision of verbal feedback during and outside instructional sessions. In addition, learners are not provided with documented records of their performance, which limits their ability to track progress and reflect on areas for improvement.
- Learners express overall satisfaction with the knowledge, competencies, and skills acquired throughout their certification process and subsequent employment in skilled trades.

Learners Engagement and Support for Learning

Satisfactory

- The learning environment at MTC is adequately safe with workshops and facilities suitably tailored to meet the programmes requirements.
- Admission arrangements are sufficient. MTC primarily shortlists learners based on their field experience and qualification background for registration and examination slot booking through the EWA portal. The Acceptance Test is appropriately implemented; however, its outcomes are inconsistently utilised to provide targeted support for learners experiencing difficulties, with limited emphasis on personalised programme selection and levelling.
- Learners receive appropriate guidance during enrolment, with sufficient information provided through various channels, in addition to induction procedures embedded in the first session of the programme. Further induction is offered by EWA, which MTC encourages learners to attend and benefit from.
- MTC trainers demonstrate effective expertise in their subject areas, suitably integrating theoretical knowledge with practical experiences during training sessions. They suitably employ engaging strategies to link theory with practice and enhance learners' understanding. However, learners' participation was less effective in some sessions.
- Sessions are suitably structured and reasonably delivered, with learner engagement adequately stimulated. Appropriate assessment-for-learning strategies are employed, though greater emphasis is needed for learners with varying levels and needs.
- Training methods and activities sufficiently challenge learners to stimulate their critical thinking and problem-solving skills. Nonetheless, there remains room for further improvement in challenging learners' abilities and their higher order thinking skills.
- Trainers utilise a range of suitable resources, including electrical and plumbing workshop equipment, workstations, and mock examinations.
- During their learning journey, most low-achieving learners benefit from appropriate support; however, the contribution of this support to meaningful progression remains limited, with career guidance and lifelong learning opportunities being partially facilitated through trainers' initiatives.

Leadership and Management

Satisfactory

- The management team has established a clear vision and mission focused on raising the quality of provision and expanding the coverage of technical vocational programmes. Initiatives introduced by the new management have begun to take shape and demonstrate early impact, notably through the planned launch of four additional programmes in radiation. While these initiatives are ambitious and signal positive momentum, their effectiveness in achieving sustained business improvement remains at an early stage and requires further consolidation.
- The self-assessment process is suitably developing and gradually contributing to the Institute's overall approach to quality improvement. Accordingly, the Institute's operational, improvement, and action plans have been recently updated and linked to self-assessment outcomes, showing readiness for change. However, these efforts remain inconsistent and limited in demonstrating impact on operations and therefore require improvement.
- The Institute has recently developed an internal quality assurance model as a mechanism to ensure that the internal quality assurance policies and procedures are maintained and meet the requirements of the National Qualifications Framework (NQF) standards. Yet not all policies are implemented effectively; they are in the process of being assessed and revised to reflect the practices conducted.
- MTC maintains records of data to a sufficient level; however, discrepancies between different sources of evidence slightly affect the reliability of the information presented and the analysis used to inform management. Furthermore, assessment moderation is conducted in an ad hoc manner. This requires improvement to ensure standardisation across processes.
- The Institute has adequate human resources to fulfil the requirements of the provision and carry out improvement initiatives, considering the number of enrolments, size of the operations and type of programmes on offer.
- While staff roles and responsibilities are clearly defined and adjusted to meet the needs of the provision, monitoring records for training quality, staff performance evaluation, and identification of improvement areas are maintained to a sufficient level. The outcomes of these evaluations are communicated primarily verbally, and professional development needs are addressed in a limited manner. This process requires improvement to ensure



greater consistency, measurable impact, and the sustained enhancement of staff performance.

Next Actions

The Institute must submit an Action Plan within 30 days from receiving the draft report.