



Berlitz Training Centre



08 - 10 June 2026



Location
Al Adliya



Learning Areas

- Languages
- Business and Commerce
- Leadership and Management



Total Enrolment
1,729

Overall effectiveness

Outstanding

Aspect 1:
Assessment and Learners'
Achievement

Aspect 2:
Learners Engagement and
Support for Learning

Aspect 3:
Leadership and
Management

Review Summary

Berlitz Training Centre (Berlitz) offers outstanding training overall, underpinned by a continuous and rigorous self-assessment process that is consistently and purposefully utilised to inform targeted programme planning and delivery, effectively driving continuous improvement across the provision. This solid foundation, built on continuous self-assessment, supports highly effective quality assurance practices and sustains excellence in the provision. The Centre's commitment to maintaining high standards is evident in its rigorous and well-structured assessment standards, which ensure valid and reliable measurement of learners' skills, supported by clear rubrics and systematic monitoring mechanisms that enhance learners' achievement, with the vast majority successfully attaining the programme Intended Learning Outcomes (ILOs); however, moderation processes could be further formalised to ensure consistent implementation across all programmes. The strength of the Centre is further reflected in the performance of competent language trainers, who demonstrate strong subject-matter expertise by providing clear explanations, modelling accurate pronunciation, and effectively supporting learners' communication skills across progressive programme levels.

Key Positive Features

- The vast majority of learners demonstrate high levels of attainment, developing effective language competencies across progressive programme levels—particularly in oral communication—and achieving the ILOs in a timely manner.
- Rigorous and well-structured assessment standards ensure valid and reliable measurement of learners' skills, supported by clear rubrics and systematic monitoring mechanisms that enhance learners' progress.
- Trainers demonstrate strong subject-matter expertise and effectively apply training and assessment-for-learning strategies to support learners' engagement.
- Trainers provide timely, constructive, and individualised feedback, clearly guiding learners on their progress and areas for improvement.
- Self-assessment outcomes are consistently and purposefully utilised to inform targeted planning and delivery, and effectively support continuous improvement across the provision.
- The recruitment process is robust, combining structured interviews, formal training, and probation monitoring to ensure staff/trainers are competent before deployment.

Recommendations

- Further enhance the level of challenge in sessions to maximise learners' engagement and interaction.
- Further formalise the moderation process to ensure consistency of implementation across all programmes.

Assessment and Learners' Achievement

Outstanding

- Berlitz offers language programmes for non-native speakers in English, Arabic, Spanish, and Chinese, which together account for 88% of total enrolments, with English alone dominating provision at 85%. The remaining 12% comprises programmes in business, commerce, leadership, and management. All programmes are externally accredited by Berlitz International.
- English programmes are aligned with the Common European Framework (CEF) and Bahrain's National Qualifications Framework (NQF). Nearly half are long-duration courses, particularly at Pre-Level 1 and Level 1, and progress systematically through levels from Pre-1 to 4 to support learner development.
- Assessment standards are rigorous and well-structured, combining formative and summative methods aligned with programme ILOs and complexity levels.
- Assessment tools are continuously refined to ensure fitness for purpose, with clear instructions and rubrics communicated through the online portal to promote fairness, consistency, and transparency. These practices effectively capture learners' mastery of core language skills.
- Robust processes are in place to control assessment administration and maintain integrity, supported by systematic trainer training and close monitoring in line with Berlitz international standards.
- Learners receive timely, constructive written feedback through detailed performance reports issued twice per programme, including personalised recommendations for improvement, with reasonable adjustments applied where appropriate to support learners' understanding of their performance.
- The vast majority of learners demonstrate high levels of attainment and understanding of the knowledge and skills required at their programme level, successfully achieving the ILOs.
- Learners develop strong language competencies, particularly exceptional oral communication skills, with most achieving their targeted proficiency levels in a timely manner. These outcomes are clearly reflected in their performance during training sessions and in consistently high achievement rates in end-of-programme assessments.
- Learners demonstrate positive attitudes and strong commitment to their learning, as evidenced by active participation in sessions and effective engagement with tasks. The development of communication skills contributes to increased self-confidence and the ability to interact effectively in real-life contexts, as confirmed by both learners and employers.

Learners Engagement and Support for Learning

Outstanding

- Training at Berlitz is delivered within a highly productive, positive, and supportive learning environment, where learners are provided with clear and structured guidance throughout their learning journey. This begins with comprehensive orientation sessions outlining programme requirements and assessment processes.
- The learning environment is well-equipped with suitable facilities and supported by effective online platforms, which enhance learners' experience and facilitate communication as well as access to programme information.
- Learners benefit from well-established and effective admission and placement arrangements, ensuring accurate level allocation through structured written and oral placement assessments. The outcomes are purposefully utilised to inform session planning and respond to learners' varying needs, with timely and appropriate adjustments made to optimise learning outcomes.
- A wide range of highly effective support mechanisms, including counselling, follow-up, and additional support sessions, ensure learners' continuous progress and development. These are complemented by clear progression pathways leading to internationally recognised English language qualifications.
- The learning process is further enhanced through a wide range of highly effective training strategies delivered by competent language trainers who demonstrate strong subject-matter expertise. Trainers provide clear explanations, model accurate pronunciation, and draw on real-life communication contexts.
- Assessment for learning is effectively and systematically embedded within training strategies, where trainers regularly evaluate learners' understanding in line with ILOs, and provide timely and constructive feedback to support learners' performance improvement.
- Training sessions are delivered in a progressive and well-structured manner, with effective management of time and smooth transitions between activities to ensure coverage of the ILOs and maintain a positive learning experience.
- Trainers employ diverse learner-centred methodologies and appropriate learning resources that ensure purposeful learning and high levels of learner interaction and engagement, while fostering independent learning and developing learners' critical and higher-order thinking skills.
- The level of challenge is well developed and progressively increased across sessions; however, it is not consistently maximised in a few sessions to fully enhance learner interaction.

Leadership and Management

Outstanding

- The Centre demonstrates highly effective strategic leadership, underpinned by a clear understanding of market dynamics, stakeholders' needs, and competitive positioning, which informs a well-defined strategic direction supporting the sustainability and growth of its provision.
- Leadership initiatives are purposeful and focused on enhancing the value of programmes and driving continuous improvement, enabling the Centre to maintain its position and respond proactively to evolving market conditions.
- The Centre's strategic planning is reinforced by a rigorous and comprehensive self-assessment process, where performance data is systematically analysed and the outcomes are purposefully utilised to inform strategic and operational planning, driving continuous improvement across the provision.
- Learners' performance is closely monitored through robust mechanisms, including progress reports, attendance tracking, and learners and employers' satisfaction measures. Benchmarking against regional achievement rates identifies performance levels and informs targeted actions to enhance learners' achievement.
- Achievement data are effectively analysed and purposefully utilised to inform decision-making and improvement actions. Moderation practices support fairness, consistency, and objectivity in assessment decisions; however, there is scope to further formalise and standardise moderation processes to ensure full consistency across all areas of provision.
- The Centre demonstrates highly effective human resources management, supported by a well-defined organisational structure, clear roles and responsibilities, and a robust and comprehensive recruitment process designed to ensure the quality of training delivery. This is further reflected in the high retention of staff, indicating a stable and experienced workforce.
- Staff performance is regularly and systematically monitored through structured lesson observations, supported by detailed feedback, targeted follow-up actions, and continuous professional development, ensuring consistent quality of delivery across programmes.

Next Actions

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