



# **Directorate of Vocational Reviews Review Report**

**Human Performance Improvement (HPI)  
Manama  
Kingdom of Bahrain**

**Date Reviewed: 12-14 May 2015**

VO089-C3-R006

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## Introduction

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The Directorate of Vocational Reviews (DVR), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over three days, by a team of four reviewers. For this review, reviewers observed training sessions and other related activities, analysed data about the courses and qualifications learners achieve, examined learners' written and other work, examined documents and the materials provided by the provider and talked with learners, employers, trainers, management and support staff.

In the previous review, all aspects of the provision of the Human Performance Improvement (HPI) were judged as satisfactory.

This report summarises reviewers' findings and their recommendations about what the provider should do to improve.

## Grading scale:

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Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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## Table of review judgements awarded

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Main Question	Judgement
Learners' achievement	Good (2)
Effectiveness of teaching / training and assessment	Good (2)
Quality of programmes	Good (2)
Quality of support and guidance	Good (2)
Effectiveness of leadership, management and governance	Good (2)
Capacity to improve	Good (2)
<b>Overall effectiveness</b>	<b>Good (2)</b>

## Review judgements

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### Overall effectiveness

**How effective is the provision in raising learners' achievement and meeting the range of learners' and stakeholders' needs?**

**Grade: Good (2)**

All aspects of the provision at HPI are good. The vast majority of HPI learners develop useful knowledge and relevant vocational skills which are beneficial to their workplace and to their professions. Learners are attentive and enjoy their learning experience. However, a minority of learners are not achieving all the stated course objectives.

HPI trainers are qualified, have theoretical and practical command of their specialisms. Trainers use effective training methods and real life work related activities to motivate and engage learners. Trainers use relevant and effective range of formative assessment methods to assess learners' understanding and measure achievement of objectives throughout the course. Effective verbal feedback during the sessions is provided to learners; however, the written feedback is minimal. Trainers provide learners with opportunities for useful guidance and advice related to their workplace. Furthermore, during and after the course, valuable support and consultation are provided to learners.

HPI offers a wide range of short and non-accredited courses in the field of leadership, management, human resources development and law. The institute is also authorized to run externally-accredited programmes from the International Computer Driving License (ICDL), and the Institute of Leadership and Management (ILM). Courses on offer are based on a clear understanding of the employers' needs. HPI courses are supported with relevant extra-curricular activities.

HPI vision and mission focus on learners' achievement and human resources development. Based on a critical SWOT analysis, the institute has developed a comprehensive strategic plan linked with action plans, and daily operational work. HPI management closely monitors learners' performance and achievement of the course objectives through a detailed report, 'Daily Feedback Report', submitted by the trainers at the end of each course. Brief relevant policies and procedures have been compiled and updated. The institute has consistent system of course administration; however, the verification processes of assessment is not matured enough.

## **Capacity to improve**

### **How strong is the provider's capacity to improve the quality of learning?**

#### **Grade: Good (2)**

HPI capacity to improve is good. The institute has an effective organization structure with sufficient human and physical resources, which enables the institute to carry out its continuous improvement. HPI developed a comprehensive strategic and action plans with clear objectives and Key Performance Indicators (KPI) to measure the effectiveness of the stated objectives and monitor the provision closely. In addition, HPI has continuous self-evaluation process through regular monitoring action plans. The Self-Evaluation Form (SEF) provided is accurate and indicates relevant areas of development and the majority of the QQA previous review report recommendations have been addressed. Appropriate quality assurance measures are in place, including internal session observation, brief policies and procedures, a number of useful forms, and a well-maintained course filing system. HPI has recently developed a useful Management Information System (MIS) called 'Administration'.

HPI has effective links with its concerned stakeholders and good repeat business with new and regular employers. The institute management expanded the number and type of the programmes by adding externally-accredited programmes such as ICDL and ILM. In addition, HPI is an approved testing centre for ICDL courses.

## **Learners' achievement**

### **How well do learners achieve?**

#### **Grade: Good (2)**

Learners' achievement at HPI is good overall. The vast majority of learners achieve their course objectives and develop useful knowledge and relevant skills to their workplace and day-to-day duties. They achieve the stated course objectives well. All learners are awarded with a certificate of attendance after going through a number of useful formative and summative assessments and scoring at least 75% attendance rate.

From the sessions observed and scrutinizing the records of learners' assessments, learners are progressing well throughout the courses, and are able to use the methodologies and approaches gained to answer the given questions. The majority of the interviewed learners and employers expressed high satisfaction with meeting the course objectives, and abilities of learners to apply the learnt skills and knowledge at workplace.

The majority of the learners are able to reflect on details of gained skills, and set for themselves future realistic goals. Learners use a very beneficial form called 'Operational Plan', which is filled by them at the end of each course. They use this form to reflect on what they have learnt from the course, what skills they will implement at workplace and life, and if possible how they will implement it. Furthermore, they set for themselves a deadline to implement those gained skills.

During the observed sessions, the majority of learners are showing very positive attitude towards their learning and in many cases they reflect critically on their level of attainment. Moreover, learners show attentiveness, high level of enthusiasm and self-motivation. Learners participate actively in group work and are highly enjoy team work, as they show good level of working together, or as leaders. In addition, learners are able to work independently in an appropriate manner.

Attendance and punctuality policy is in place, and relevant records are regularly kept. It is evident from the records and the observed sessions that, attendance rate is high; however, punctuality is an issue in a few cases.

## **The quality of provision**

### **How effective are teaching/training and assessment in promoting learning?**

#### **Grade: Good (2)**

The effectiveness of training and assessment at HPI is good overall. Trainers are qualified, knowledgeable and have the relevant theoretical and practical command of the subjects they teach. Trainers' vocational experience and subject knowledge are reflected well in their explanation and responses to learners' questions through extensive vocational real life examples.

Most trainers plan their sessions effectively using daily schedules accompanied with well-structured lesson plans that are adjusted by learners' expectations and adapted to the outcomes of assessment throughout the course. The vast majority of the observed sessions are appropriately managed, start with useful recapitulation of the previous session and sharing of session objectives. Trainers succeed in engaging and motivating learners by utilising a variety of training methods including presentations, discussion, brainstorming, educational games, role-play and a range of interactive activities. Trainers continuously measure learners' performance by using a relevant range of formative assessment methods which are directly linked to course objectives. Beside the formative assessment, trainers use a relevant activity descriptor to measure learners' attainment for the stated course objectives.

Moreover, trainers assess learners' understanding during the sessions through different techniques of questioning. In addition, learners are provided with constructive verbal feedback in a supportive and friendly learning environment; however, the written feedback is minimal.

During the observed sessions, trainers usually accommodate the different individual learning needs by setting challenging tasks to extend learners' knowledge of those who could be challenged further and using the group activities to involve the less able with the more able learners. Trainers direct challenging follow-up questions to learners and use relevant case studies to stimulate learners' higher order thinking skills. Moreover, learners are encouraged to present the outcomes of their group work and to answer questions raised by other group members. Trainers effectively utilise the available learning resources to promote learning such as data show, flip charts and relevant course materials. Records on learners' performance are regularly maintained; however, the records of formative assessment results are not sufficiently detailed.

### **How well programmes meet the needs and interests of learners and stakeholders?**

#### **Grade: Good (2)**

The effectiveness of programmes in meeting the needs and interests of learners and stakeholders is good overall. HPI offers a wide range of short and non-accredited courses in the field of leadership, management, human resources development and law. The institute is also authorized to run externally-accredited programmes from ICDL and ILM. HPI is responsive to its current and potential employers' needs. Most learners acknowledged that programmes offered match their needs and abilities well. Courses on offer are based on an effective understanding of the employers' needs, which are closely gauged through fit-for-purpose survey and holding frequent sales and marketing meetings with them. In addition, current employers' requirements are regularly sought upon course completion and immediate response on requested courses. The outcomes of these feedback are effectively utilised to shape HPI's offerings and prepare the yearly courses plan. Moreover, course customisation is carried out based on employers' needs and requests that match learners' level and abilities. Most courses are supported with relevant and engaging extra-curricular activities to enrich the learning experience at the institute. These include, for example, invitation of guest speakers and field visits.

The institute has a clear mechanism implemented to design, approve, update and review courses, which describes the process and states the roles and responsibilities of both the trainers and the institute. Trainers are assigned responsibilities for designing, reviewing, and updating courses in response to employers' requirements and changes in the market, while the institute management coordinates and monitors the whole process. Course materials are well-written, informative, reinforced with extensive supplementary activities

and resourced with relevant course outlines that indicate course objectives and corresponding teaching and assessment methods. In addition to informative brochures the course outline specify clearly the target audience and prerequisite requirements for specialised courses.

### **How well learners are supported and guided?**

#### **Grade: Good (2)**

Learners at HPI are provided with effective support and guidance to help them achieve better outcomes. Trainers and staff are supportive and provide learners with the needed support and guidance. Trainers provide learners with opportunities for useful guidance and advice related to their workplace, and valuable support and consultation during and after the course. Prior to the start of the courses, learners and employers receive detailed information about the training course including course outlines and content. Learners and employers are well informed about HPI available and upcoming courses through highly informative website and the different social media, as well as through the detailed marketing emails.

In the first day of the course, learners are provided with an informative induction. It contains all the institutes details, the related policies and procedures, and health and safety precautions. The training institute is highly flexible in course delivery to suit the needs of employers' working hours, dates, venue of choice and timing that match learners working hours. Recently, HPI has made available purposeful special needs policy with suitable arrangements in place. The institute maintains effective communication with employers in informing them about learners' achievement through fit for purpose performance report. This report is shared with learners and employers at the end of the course, consisting of learner's attendance, class performance, grades, and in the majority, it contains comments and recommendations for each learner. HPI learning environment is fit for purpose with classrooms, IT laboratories and small library that suitably equipped to support the current courses; however, the institute does not have a dedicated prayer room.

### **Leadership, management and governance**

#### **How effective are leadership, management and governance in raising achievement and improving the quality of the provision?**

#### **Grade: Good (2)**

The effectiveness of HPI leadership and management is good overall. The institute has clear mission and vision statements that focus on learners' achievement and human resources development. Based on a cooperative SWOT analysis, HPI management and staff have developed a comprehensive strategic plan with clear objectives. HPI has an effective process for the self-evaluation that includes effective measures of strategic objectives, and continuous assessment of yearly action plans. Both the strategic and action plans are linked to the daily operation. Brief relevant policies and procedures have been developed and staff in-charge of internal quality is available. However, verification of the assessment process is not well developed.

HPI has a pool of local and regional part-time trainers with vocational training experience. HPI trainers' are provided with clear guidance on the methods of assessments and their roles prior to the start of the course until the end of the course. Trainers' performance is monitored through different effective methods. During the training course, the training coordinator observe trainers' performance and immediate verbal feedback is provided as well as brief report by the end of each course is completed. In addition, learners are involved in the evaluation of the trainers' performance at the middle of the course through the collection of their feedback. Occasionally, the internal quality officer complete detailed report, and peer observation is carried out. However, the feedback is verbally shared with the trainers.

HPI recruits qualified staff who are well deployed within the institute structure. Detailed job descriptions are shared with all staff. Annual appraisal system is incorporated with incentives and training opportunities. Generally, staff are provided with appropriate training and development opportunities. Regular effective monthly meetings are held by each department and continuous follow-up on the responsibilities assigned.

HPI management monitors learners achievement through 'Daily Feedback Report'. By the end of the course, trainers provide HPI management with a detailed and comprehensive report, that contains the actions taken by trainers in response to learners' achievement and progress during the course. Learners' and employers' views are continuously collected, aggregated and actions are taken.

The institute premises is fit for purpose with suitable learning environment and essential health and safety aspects are in place. The SEF provided by the HPI for the purpose of the review is fairly accurate and indicates relevant areas of development.

## The provider's key strengths

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- The development of useful knowledge and skills relevant to learners' workplace.
- Relevant and effective range of formative assessment methods are used to assess learners' understanding and achievement of objectives throughout the course.
- Courses on offer are based on effective understanding of the stakeholders' needs.
- The comprehensive strategic planning and closely monitor the implementation action plans.

## Recommendations

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### **In order to improve, HPI should:**

- improve the achievement of learners who do not achieve all the stated course objectives.
- enhance records keeping of the results and outcomes of the formative assessment.
- further develop the monitoring and verification processes, particularly the assessment.

## Appendix

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### Description of the provision

Human Performance Institute (HPI) is licensed by the Ministry of Labour (MoL) and has been in operation since 2001 as a training and consultant office. In April 2010, it was converted to a training provider.

HPI offers a range of short and non-accredited courses in the field of leadership, management, human resources development, information technology and law. The institute is authorized to run externally-accredited programmes from the International Computer Driving License (ICDL) and the Institute of Leadership and Management (ILM). In addition, the institute also offers courses from Cambridge Training College Britain; however, the documents and evidence provided by the institute fail to substantiate this as an external awarding body. Up to the review dates, no enrollments have been registered on the externally-accredited programmes.

Since the last review conducted in June 2012, HPI has enrolled 1,225 learners; 152 in 2012, 372 in 2013, 526 in 2014 and 175 in 2015 up to the date of this review. Learners are adults, employed by private and government organisations, and most of whom are sponsored by their employers.

HPI supervised by a general manager, who is the owner of the institute, and managed by executive director. The institute employs a training consultant, a quality officer, two training coordinators, an accountant, an IT officer, three public relations and office administration staff, all are employed on a full time basis. HPI has a pool of local and regional part-time trainers who are utilised as needed. The institute operates from one location in Manama.