



هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Directorate of Vocational Reviews

Review Report

TUV NORD Training Centre
Ma'ameer Industrial area
Kingdom of Bahrain

Date Reviewed: 07-11 May 2023

VO111-C4-R037

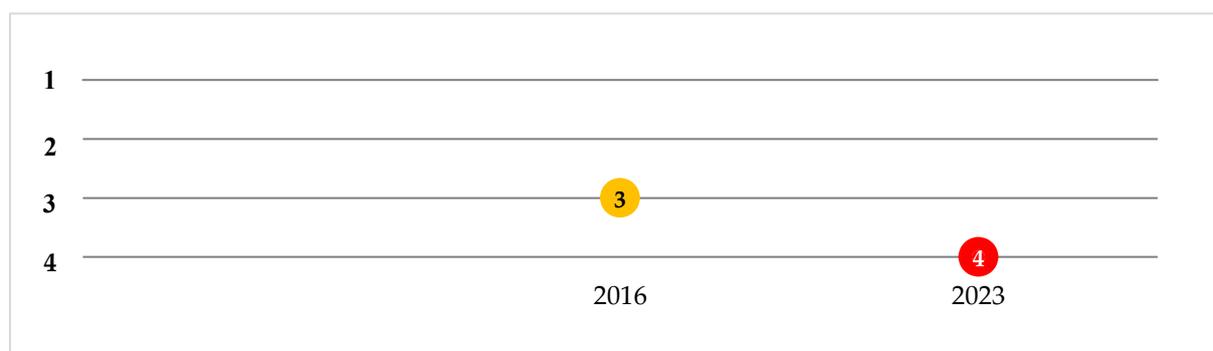
Introduction

The Directorate of Vocational Reviews (DVR) of the Education & Training Quality Authority (BQA), conducted this review over five days by a team of seven 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 materials provided by TUV NORD Training Centre (hereafter referred to as TUV NORD) and collected feedback from learners, employers, trainers, management and support staff.

This Report summarises the review team's findings and their recommendations about what the training centre should do to improve.

Summary of review judgements		
	Aspect	Judgement
Outcomes	Learners' achievement	4
Programmes and processes	Effectiveness of teaching/training and assessment	4
	Quality of courses/programmes	3
	Learners' support and guidance	3
Management and governance	Effectiveness of leadership, management and governance	4
Capacity to improve		4
Overall effectiveness		4

Provider's overall effectiveness throughout the last two reviews



Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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Overall Effectiveness ‘Inadequate’

Judgement justifications

- TUV Nord self-evaluation outcomes are not linked to strategic planning, nor the strategic planning process is systematically conducted or directed towards enhancing learners’ achievement and continuous quality improvement. In addition, the Centre has conducted a number of feasibility studies and SWOT analyses; yet the outcomes thereof have not been used to enhance its offerings nor inform its strategic planning.
- TUV Nord courses are short and very short in duration, where learners are properly supported and guided to perform better; however, the Centre lacks a systematic mechanism to timely identify at-risk learners in the absence of detailed and structured support procedures. Nevertheless, the majority of the courses are suitably planned, designed, and resourced to meet the stakeholders’ and learners’ requirements.
- The Centre’s management team impact is insufficient to ensure the quality of the learning experience. Learners’ acquisition of knowledge and development of skills against the Intended Learning Outcomes (ILOs) is not appropriately measured in most courses due to the improperly implemented assessment methods that measure individual learners’ understanding.
- Trainers deploy a range of training methodologies; however, these methodologies neither engaged the majority of learners nor reflected an adequate level of achievement. In almost half of the observed sessions, training delivery does not facilitate a systematic progression of activities nor allow learners to achieve the ILOs.
- The Centre’s performance management measures and Quality Assurance (QA) arrangements are ineffective. In particular, quality and control of assessments, and trainers’ performance monitoring, which are not well integrated within the Centre’s operations to ensure effective courses delivery and secure continuous improvement. Also, the verification and moderation processes covering all aspects of learning are not rigorous.

Capacity to Improve 'Inadequate'

Judgement justifications

- Apart from the quality of courses and the effectiveness of support and guidance provided which are graded as 'Satisfactory', all other Aspects fail to achieve the minimum requirements and are awarded 'Inadequate' judgement, as well as the overall effectiveness.
- TUV Nord's strategic planning concentrates on broadening the range of local and external offerings, which are not based on a critical understanding or realistic reflection of the Centre's status; this is evident from the limited courses conducted, mostly in 2019, compared to the courses on offer.
- The Centre has access to a pool of experienced and qualified trainers and other representatives from the headquarters office to support the delivery of courses. However, due to high employee turnover rates, key positions are vacant, particularly those involved in training and quality.
- Although the Centre exerted some efforts in updating its policies and procedures, these remain major areas for development where QA arrangements and practices are insufficient, and ineffectively implemented to secure continuous improvement.
- The number of enrolments has dropped in 2020 due to emerging circumstances and continue decreasing until the date of this review visit.
- The overall performance of the Centre has declined, and the key strengths are not maintained specifically those relevant to quality of learning and training. Likewise, TUV NORD has not addressed most of the recommendations indicated in the last review report such as those related to improving learners' achievement and monitoring of trainers' performance.
- Although the learning environment is fit-for-purpose, and the premises have been relocated where dedicated areas for the practical activities to cater to specific technical courses such as scaffolding and confined space, essential learning resources to deliver these courses are under construction.
- Due to not following the awarding and licensing bodies' requirements, in terms of the rigorousness of assessments and training methodologies, learners' achievement rates are high over the last four years.
- To discharge its Corporate Social Responsibility (CSR), the Centre has been adequately engaged in community service events, through its proper links with clients in the market.
- Currently, the Centre has affiliations with Highfield Awarding Body for Compliance (HABC), National Examination Board in Occupational Safety and Health (NEBOSH), and International Register of Certificated Auditors (IRCA).

The Provider's Key Strengths

- appropriate planning of the courses with adequate resources.
- fit-for-purpose learning environment.

Recommendations

In order to improve its provision, TUV NORD should:

- ensure that learners improve relevant knowledge, develop effective skills, and achieve ILOs and/or the qualifications they aim for through:
 - assessing learners' achievement via rigorous assessment mechanisms.
 - maintaining, aggregating, and analysing learners' performance reliable data to inform decision-making.
- enhance planning, structuring and delivery of courses through:
 - improving training methodologies to engage and motivate learners productively throughout the session
 - enhancing utilisation of local market needs analyses to inform decision-making
- improve leadership and management by:
 - ensuring strategic planning focuses on improving learners' achievement.
 - developing internal quality assurance arrangements, particularly the moderation and verification, documentation and follow-up.

Learners' Achievement 'Inadequate'

Judgement justifications

- The analysis of the Learners' Performance Data (LPD) indicates high success rates which do not reflect the standards of the gained skills and developed knowledge by learners, as seen in the observed sessions and as evidenced by the provided limited of learners' work. Moreover, the Centre is not utilising a specific standard to the learner's awarded grades of the submitted performance records.
- Almost 64% of learners are enrolled in HABC courses, 3% in NEBOSH and 3% in IRCA courses while the remaining 30% are enrolled in the local achievement courses; and 97% of conducted courses are in Health and Safety (H&S).
- The Centre lacks effective processes to ensure the administration and control of assessments are in line with licensing and awarding bodies' guidelines, particularly HABC courses which represent 64% of the total enrolment.
- Learners' level of attainment reflects at most an adequate level of knowledge relevant to the course level, as indicated by half of the observed sessions and learners' ability in completing the post-assessment towards the end of the course. However, a considerable number of learners struggle to complete the given tasks, and do not master the courses competences.
- The learners' performance records, reveal that the majority of learners make relatively adequate progress from their prior attainments, and the added value of a minority of learners is minimal. Moreover, the used assessment mechanism measures the basic level of theoretical knowledge.
- Although learners are provided with sufficient opportunities to work independently and collaboratively through in-class activities. Learners are not usually competent to complete the given tasks and they need trainers' assistance and support.
- The majority of learners show suitable commitment towards their learning as reflected by their regular attendance and adequate level of attentiveness, as is indicated in their appropriate participation which is not necessarily a reflection on their learning.
- The Centre has a general attendance policy where presented records show that almost all learners attend regularly and on time. Furthermore, given the duration of the courses on offer, the retention rates as indicated in LPD are high for most courses with an overall rate of 99%.

Areas for improvement

- progressive acquisition of knowledge and skills towards achievement of course ILOs, particularly in H&S field.

Effectiveness of Teaching/Training and Assessment 'Inadequate'

Judgement justifications

- Although trainers have relevant qualifications and are certified in their field of training; the quality of training is inadequate in half of the observed sessions due to limited information, inaccurate practical demonstration, and insufficient learners' encouragement, that are evident in learners' level of participation and ILOs achievement.
- Even though trainers employ a suitable range of training methodologies with the sufficient utilisation of available learning resources and materials, learners are not sufficiently involved in the learning process that is presented in their attainment level, particularly in H&S courses constituting the vast majority of the conducted courses.
- The majority of assessment mechanisms used are not measuring individual learners' attainments of the ILOs where the licensing and/or awarding bodies' requirements are not fully nor effectively covered, particularly in the local courses.
- Trainers use formative and summative assessments' tools mainly to evaluate learners' theoretical understanding. The summative assessments, such as the internally designed post-tests and awarding bodies' final examinations, are mostly conducted suitably; yet, these are insufficiently structured on skills' development nor implemented as per the awarding or licensing bodies. Moreover, the implementation of formative assessments in half of the observed sessions is not rigorous enough to evaluate individual learners' understanding. Nevertheless, learners' work is not marked as per pre-defined rubrics or clear grading criteria, in particular learners' practical work.
- Pre- and post-assessments internal moderation is regularly conducted. However, procedures for assessment verification process or mechanism to control the administration of assessment processes are absent.
- Trainers suitably plan daily sessions where the used plans are proper; though, they are insufficiently informed by the outcomes of learners' profiles/ assessments. Furthermore, in a few cases, lesson plans were executed ineffectively due to class and time management issues.
- Learners' individual needs are occasionally accommodated by providing further explanations, guiding them and simplifying the language used to deliver the courses.
- Learners are not given sufficient opportunities to take responsibility for their learning and are not always enabled to improve their understanding sufficiently. Although the used approaches adequately develop learners' higher order thinking skills in Lead Auditor sessions through suitable written assignments, challenging learners in the H&S courses to develop their critical thinking skills is limited and does not empower them to become independent learners.

- Records on learners' attendance and scored marks in summative assessments are regularly kept. However, records pertaining to learners' practical assessments and/or formative assessments are not sufficiently maintained, whereas the kept records are

sometimes not reliable or do not always reflect actual attainment made by learners.

- Written feedback on learners' work, and the verbal feedback provided during training sessions to help them improve, is inconsistent and limited.

Areas for improvement

- effectiveness of training methodologies to engage and motivate learners and ensure their active participation and achievement of ILOs.
- rigor of assessment procedures and the mechanism to control the administration of assessment processes.

Quality of Course/Programmes 'Satisfactory'

Judgement justifications

- TUV NORD offers an adequate range of local completion and a variety of externally accredited courses with progression levels in the fields of H&S, and commercial and administrative. These courses generally meet the stakeholders' typical requirements.
- The Centre local achievement courses constituting 30% of the total enrolment and the externally accredited courses comprising 70% of the total enrolment, 81% of the courses conducted in 2019, 10%, 3%, 4%, and 3% for 2020, 2021, 2022, and 2023 respectively.
- The Centre has a number of suitable practices to interpret the markets' needs, which including fit-for-purpose market surveys and feasibility studies analyses. However, the Centre lacks a holistic approach to systematically understand the Centre's current status and the outcomes of these analyses are not fully utilised to gauge the viability of its offerings.

- Courses are suitably structured and planned according to the approved Guided Learning Hours and mostly cover the set ILOs. However, some ILOs are not clearly stated and/or stated as generalised statements or topics to be covered.
- The structure of assessments is suitable; yet, a number of these assessments are not conducted in accordance with the level and type indicated in the licensing approval and/or awarding bodies' specifications.
- The design and arrangements of externally accredited courses are controlled by the awarding bodies whereby courses are regularly updated for any newly added content.
- The local achievement courses and other components of the courses' design and delivery - both locally and externally- are not regularly updated and reviewed. Moreover, the mechanism for designing, updating

and reviewing courses is not sufficiently systematic, and a detailed and explicit policy to govern the underpinning processes, is not in place.

- Courses are adequately resourced with relevant training aids and materials such as up-to-date course books, informative PowerPoint presentations supported by practical activities, a number of videos and, H&S tools and equipment for practical training.
- The Centre access and entry related practice is to follow the awarding, licensing and funding bodies' stated

entry requirements. The target audience and eligibility requirements for courses are clearly specified in most of the course outlines. The Centre also conducts some screening of learners' backgrounds. Yet, all learners are accepted to the courses regardless of their language barriers and/or career prospect. Few issues with language were observed in different courses, and the translation given to learners is not necessarily supported learners understanding towards efficient achievement.

Areas for improvement

- implementation of holistic approach for sensing the local market needs and better utilisation of its outcomes to inform decision making.
- effectiveness of the assessment structure particularly in the local courses.

Learners' Support and Guidance 'Satisfactory'

Judgement justifications

- Considering the nature of the courses in terms of duration and level, the Centre employs suitable practices to support learners to overcome their difficulties and improve their performance. For example, learners who failed their external examinations are supported through extra sessions, while learners at-risk are not always timely identified nor provided with the needed support to overcome their learning challenges.
- A relevant support form is used to identify the type of support provided to learners; however, this utilised tool is not sufficiently systematic. Moreover, the Centre has not

developed formal, comprehensive and explicit policies and procedures related to learners' support and guidance, and complaints.

- Learners and stakeholders have access to relevant information about courses on offer through telephonic calls, emails where TUV Nord Bahrain is also linked to the Headquarters' website.
- Arrangements for course delivery are flexible to suit the convenience of stakeholders, in which course scheduling including timings, dates, venues and delivery languages are planned according to their requirements.

- At the beginning of each course, learners are suitably inducted on relevant course information including sharing the H&S instructions. Also, the '*Registration and Pre-Training Questionnaire Form*' is shared with learners about the terms and conditions, and the code of conduct.
- Learners enrolled in NEBOSH and IRCA courses are provided with opportunities to enhance their learning experience through gathering information, using the ICT skills and problem-solving techniques.
- Employers are informed on learners' performance upon course completion

where individual '*Participants Performance Report*' is shared; yet the quality of these and the highlighted comments and/or suggestions are generic and do not reflect individualised learner's performance and areas for improvements.

- A general policy and procedures for learners with Special Educational Needs and/or Disabilities (SEND) is in place. The Centre premises and facilities to some extent are accessible, while at the time of this review no registered cases of SEND learners.

Areas for improvement

- availability of comprehensive support and guidance policies and procedures, including clear mechanism for identifying at-risk learners.
- quality of individual learners' performance reports.

Effectiveness of Leadership, Management and Governance 'Inadequate'

Judgement justifications

- Although the Centre's vision and mission statements are used to guide its strategic direction, and yearly strategy documents are developed in collaboration with the staff which include a set of objectives driven mostly by business targets. The strategic and operational planning processes are not carried out coherently nor systematically to ensure a rigorous monitoring of the Centre's performance.
- While suitable SWOT analyses and regular internal audits are carried out, the impact of the self-evaluation activities is not sufficiently disseminated into its operation. Also, the Self-Evaluation Form (SEF) submitted for this review, grades are overestimated for all aspects by one or two grades. Nevertheless, the SEF is insufficiently critical nor represents a clear understanding of the provision.
- Contingency planning during the pandemic period reflects the management suitable response to the exceptional circumstances' requirements.
- TUV Nord has a number of brief policies and procedures with a list of forms that are not comprehensive to cover all aspects of the provision nor are effectively implemented. This indicates the lack of integrated systems to quality assure the provision including the moderation and verification processes.
- The Centre has a relevant data protection policy to ensure that staff and learners' data are secured, backed up on a regular basis, and maintained.
- Learners' records are appropriately monitored; though annual consolidated learners' achievements reports are aggregated; these analyses are not sufficiently utilised to enable the management to embrace strategic improvement initiatives.
- Internal session observation forms with a brief policy for assessing the trainers' performance are frequently used to monitor the quality of training. Yet, the completed forms are more of a checklist that are insufficiently detailed nor critical to reflect on the effectiveness of training and learning; additionally, limited improvement actions and/or clear followed-up visits are conducted to ensure continuous quality improvement of the provision.
- Whilst the monitoring of trainers' performance is ineffective, the process of monitoring staff performance is fit-for-purpose; staff appraisal process is implemented to guide suitable improvement actions supported with some general internal training opportunities.
- Considering the number of enrolment and size of the operations, a fit-for-purpose organisational structure is in place. Qualified and experienced staff and trainers are deployed and properly

inducted on the Center's profile and services.

- Learning environment is free from obvious hazards. The Centre's new premises is pleasant with adequate facilities.
- The Centre has useful links with awarding bodies, employers, stakeholders and proper networks with the local community to support CSR. Learners' and employers' feedback surveys are regularly collected, aggregated, and analysed; yet, the

Centre insufficiently utilises the outcomes to guide enhancement.

- The current governance arrangements are adequate, the headquarter office's representatives have clear roles and responsibilities, such as follow-up on marketing activities and approvals of courses on offer. Bi-weekly meetings are held with the Bahrain branch to discuss the business direction and future plans. Though, the outcomes of these meetings are not documented, and remain verbal.

Areas for improvement

- rigorousness of the strategic planning and monitoring of improvement actions.
- enhancement, inclusiveness and effective implementation of the internal quality assurance processes across all aspects of the provision.
- effectiveness of monitoring of trainers' performance.

Appendix: Provider Information

Provider Name (English)	TUV NORD TRAINING CENTRE					
Provider Name (Arabic)	مركز تي يو في نورد للتدريب					
Licensing Body	Ministry of Labour					
Year of Establishment	2013					
Age Range of Learners	18 -65					
Number of Learners	Male	501	Female	21	Total	522
Learning Areas	Externally Accredited		<ul style="list-style-type: none"> Health and Safety <u>Awarding Body:</u> <u>Highfield Awarding Body for Compliance (HABC)</u> <ul style="list-style-type: none"> - Level 1 International Award for Working in Confined Spaces - Level 1 International Award in Fire Safety - Level 2&3 International Award in Emergency First Aid at Work. <u>Awarding Body:</u> <u>National Examination Board in Occupational Safety and Health (NEBOSH)</u> <ul style="list-style-type: none"> - NEBOSH HSE Certificate in Health and Safety Leadership Excellence - NEBOSH Process Safety Management. Commercial and Administrative <u>Awarding Body:</u> International Register of Certificated Auditors (IRCA) 			

		<ul style="list-style-type: none"> - PR328: ISO 9001: 2015 Lead Auditor (Quality Management Systems) - PR315: ISO 14001: 2015 Lead Auditor (Environmental Management Systems) - PR357: ISO 45001: 2018 Lead Auditor
	Local Achievement	<ul style="list-style-type: none"> • Health and Safety <ul style="list-style-type: none"> - Confined Space Entry and Rescue - Working at Height Awareness - Hand, Power & Pneumatic Tools Safety - Scaffolding Inspector - Forklift Operator Safety - Rigging, Slings and Banksman • Commercial and Administrative <ul style="list-style-type: none"> - Technical Report Writing and Presentation Skills.
	Local Attendance	<ul style="list-style-type: none"> • None
Available Learning Platform(s)	Microsoft Teams	
Institution's Listing Status	Not yet listed on the National Qualification Framework (NQF)	
List of Qualification placed on/aligned to the NQF	Not Applicable	