



AITD Training & Development



25 – 27 March 2024



Location
Muqaba



Learning Areas

- Languages
- Leadership, Management and Human Resource Development



Total Enrolment
203

Overall effectiveness

Good

Aspect 1:

Assessment and Learners' Achievement

Aspect 2:

Learners Engagement and Support for Learning

Aspect 3:

Leadership and Management

Review Summary

AITD Training & Development delivers 'Good' training. Most learners achieve the programmes' Intended Learning Outcomes (ILOs), and qualifications they aim for in a timely manner. The acquisition of learners' knowledge and skills is effectively assessed through a range of summative assessment tools. This is reflected by the effective attributes of the management team in creating a positive learning environment that focuses on engaging most learners, supporting their learning and utilising the self-assessment outcomes purposefully to improve the quality of the provision.

Key Positive Features

- Successful achievement of qualifications learners aim for in a timely manner.
- Purposeful alignment of assessments to the programme ILOs which are well administered in a reasonable manner.
- Stimulating learning environment supported by effective training and assessment for the learning strategies.
- Effective strategic planning by purposeful utilisation of self-assessment outcomes to improve the quality of the provision.
- Close monitoring of learners' performance and utilisation of the outcomes to inform decision-making.

Recommendations

- Further improve learners' mastering of skills and progressive acquisition of the programme ILOs.
- Enhance training strategies to involve the less engaged learners.
- Strengthen the leadership and management by:
 - follow up of implementing pending initiatives to ensure continuous improvement of the provision.
 - formalization of the process and critical documentation of monitoring the quality of training.

Assessment and Learners' Achievement

Good

- A well-structured assessment process is implemented to measure learners' achievement, employing effective summative assessment tools that are purposefully aligned with the programmes' ILOs, well-administered in a reasonable manner and are appropriately verified and updated with necessary adjustments to ensure meeting programme requirements.
- Most learners are enrolled in the externally accredited English language programmes, Entry Level 1 constituting (85%) and Entry Level 2 (8%) and both levels are for beginners. In addition, Level 1 Certificate in Employability Skills programme which represents (7%) of the total enrolment.
- Learners in English programmes are effectively assessed through quizzes, post-tests, in addition to the final examinations that adhere to the awarding body's regulations. Most of learners' work is accurately marked following clear pre-defined grading criteria and answer keys. Nevertheless, the rigorousness of the implementation of the writing skills' rubric and the quality of written feedback provided to learners varies among trainers.
- Most learners acquire effective knowledge and skills as evidenced by completing various assessments, which enable them to proceed successfully toward achieving the qualifications they aim for in a timely manner. Yet, a minority of learners encounter challenges in mastering specific skills, particularly speaking and writing skills.
- Considering the nature and level of programmes, the retention and success rates are high; the achievement rates accurately reflect the level of produced work and learners' internal assessment results are in line with their external examination level. However, a few learners achieve the programme qualification on the second attempt.
- Learners are satisfied with their acquired knowledge and positive impact on their performance at the workplace and studies. Most learners display positive attitudes, regularly attend sessions, and actively enhance their knowledge through participating in effective discussions and practising in-class activities. Furthermore, a few of the learners reflect critically on each other's performance.

Learners Engagement and Support for Learning

Good

- The learning environment at AITD is safe, and positive where most learners are well-engaged throughout their learning journey. Learners receive purposeful guidance and induction, which include detailed and accurate programme information and access to support staff to help with raised learning issues. Premises' facilities and arrangements can be improved to accommodate learners with physical disabilities.
- Given the nature of AITD's offering, learners are admitted effectively at the right programme level using a fit-for-purpose placement test that suits the beginner levels. The Institute acknowledges that learners with advanced language ability are not enrolled.
- The observed sessions are effectively planned and delivered in a progressive manner. Trainers present opportunities for engaging learning by utilising a range of effective training and assessment for learning strategies. The trainers employ their in-depth knowledge to provide relevant explanations and respond to further learners' understanding.
- A relevant range of learning resources is effectively utilised to enhance the engagement of most learners that are supported with very useful approaches to foster the development of higher-order thinking skills. Yet, the less engaged learners are not fully involved during the delivery.
- Learners' understanding is well evaluated and useful verbal feedback is provided to enhance their performance.
- Learners are well supported to overcome their learning problems and are provided with a relevant range of opportunities to promote their personal abilities and skills; however, these do not sufficiently support the enhancement of employment prospects. It is worth mentioning that a few learners with special educational needs benefited noticeably and progressed towards their learning goals from the support provided.

Leadership and Management

Good

- AITD's management team has well-developed strategic planning, derived from a regular, and objective self-assessment process and cascading into clear relevant objectives and targets that fuel the achievement of the Institute's mission and vision. The team contributes positively to the evaluation of current practices through the successful implementation of a number of focused initiatives that support the achievement of the established strategic objectives. Furthermore, the Board of Directors plays a positive role in shaping the Institute's strategic direction and performance.
- The essential self-assessment outcomes derived from various reporting tools that are purposefully utilised to drive improvement initiatives and prompt actions. There is potential to improve follow-up implementation of pending initiatives alongside stated recommendations to ensure consistency and effectiveness.
- AITD operations are primarily governed by a purposeful set of policies and procedures that have been recently revised. However, a number of policies do not reflect the Institute's current practices.
- Learners' performance is closely monitored and analysed. AITD implements an effective data management system, mostly incorporating a purposeful moderation process that has mostly scrutinised assessment decisions and enhanced data reliability. Trend analysis is sufficiently carried out to inform decision-making and improvement action plans.
- Considering the number of enrolments and the type of programmes conducted, AITD has sufficient human resources to fulfil the requirements of the provision. Staff members are qualified and are recruited based on suitable process.
- Fit-for-purpose arrangements are in place to monitor the quality of training and relevant strengths and areas for improvement are identified. However, the outcomes of the sessions' observations are not critical enough and require formalization to ultimately improve the overall quality of training and learning.

Next Actions

Action plans to be submitted by the Institute, within 20 working days from the receipt of the draft report.