



**National Institute of
Technology (NIT)**



15 & 17 - 18 April 2024



Location
Al Burhama



Learning Areas
• Information and
Communications Technology
• Business and Commerce



Total Enrolment
432

Overall effectiveness

Good

Aspect 1:

Assessment and Learners'
Achievement

Aspect 2:

Learners Engagement and
Support for Learning

Aspect 3:

Leadership and
Management

Review Summary

The National Institute of Technology (NIT) offers 'Good' training overall. Learning takes place in a risk-free, positive, and supportive environment, where most learners achieve the programmes' Intended Learning Outcomes (ILOs), develop knowledge and skills, and their qualifications in a timely manner. This success stems from effective training, ongoing support, and a purposeful focus on connecting theoretical learning with practical experience. The Institute employs a continuous self-assessment process and persistently utilises its outcomes to maintain a clear strategic direction for improvement.

Key Positive Features

- Learners' high achievement rates and development of knowledge and vocational skills.
- Effective utilisation of assessments to measure learners' performance throughout the programmes.
- Useful support provided to learners throughout their learning journey to help them achieve their goals.
- Purposeful monitoring of trainers' performance to ensure the quality of training delivery.
- Continuous self-assessment process that utilises outcomes to improve the quality of provision.

Recommendations

- Further enhance training strategies to better accommodate learners' varying levels.
- Ensure further development of learners' critical thinking and active participation throughout the learning process.
- Strengthen the effectiveness of leadership, and management by:
 - further improving the quality of the strategic plan through clearer links to the self-evaluation outcomes.
 - ensuring the consistent application of moderation processes.

Assessment and Learners' Achievement

Good

- NIT's assessment methods are well aligned with programme Intended Learning Outcomes (ILOs). The majority of learners (73%) are enrolled in the local achievement programme, while the remaining 27% are enrolled in the externally accredited programmes, Computer Information System Company (CISCO), International Computer Auditing Education Association (ICAEA), and ORACLE.
- The Institute implements a structured assessment process to measure learners' progress and skill development in both local achievement and externally accredited programmes. NIT effectively uses summative assessment tools such as quizzes, mid-tests, lab tests, and post-tests. These tools are verified regularly to ensure compliance with the Institute's assessment policy.
- The Institute uses a clear pre-defined grading criteria, and answer keys to ensure learners' work is marked fairly, and consistently. Yet, there are a few discrepancies in marking, particularly in mid-test and post-tests. While trainers acknowledge completed task in the work produced by learners, the written feedback given to learners does not always provide information about how well they are performing or areas for improvement.
- Most learners acquire effective knowledge and vocational skills, which enable them to proceed successfully toward achieving the qualifications they aim for in a timely manner. Learners' high achievement rates accurately reflect the assessment standards, as evidenced by the quality of their work throughout the programmes.
- Learners are committed and have a positive attitude towards learning, reflected in their regular attendance, punctuality, and most learners actively participate in discussions and practical sessions. Learners are highly satisfied with the acquired skills and the positive impact on their employability. However, in the observed training sessions, a minority of learners' critical thinking skills are less well developed.

Learners Engagement and Support for Learning

Good

- NIT learning environment fosters a risk-free and learner-centred approach, conducive to optimal learning. Facilities and resources are readily available to accommodate learners with physical disabilities.
- The Institute has fit-for-purpose admission practices in place. Learners have access to detailed and accurate information regarding the offered programmes through different channels such as the Institute's website, social media, and supportive staff at the Institute. They receive purposeful induction and effective guidance throughout their learning journey. In addition, learners receive effective support to promote lifelong learning through 'Train and Place' and extracurricular activities, including seminars conducted by guest speakers.
- Trainers effectively employ their practical knowledge and competent pedagogical skills, citing a range of relevant examples and real-life cases in sessions to illustrate concepts such as 'Restricting and Sorting Data' in the Oracle programme and 'Cancellation Request' in the Chatbot Specialist Programme. Trainers effectively utilize different training methodologies, such as discussions and hands-on activities promoting purposeful learning. Learning resources like the 'Talabat Application' in the local achievement programme, are effectively used to extend learners interest in practical learning and engage most learners productively in the training sessions.
- Training sessions are systematically planned, and well delivered in a progressive manner promoting a positive learning experience. Relevant training and assessments for learning strategies are used encourage learners' engagement, evaluate their understanding and to provide instant feedback to help learners progress effectively during the sessions. Learners are well supported to overcome their learning difficulties and trainers generally challenge learners with practical activities based on real-life scenarios to enhance their personal abilities and skills. However, in some observed sessions, trainers do not adequately accommodate differently abled learners.

Leadership and Management

Good

- NIT possesses determined vision and mission aimed on delivering industrial training programmes fostering individual and social development needs. The management team upholds a clear strategic direction for continual improvement. They effectively implement initiatives, such as the introduction of the 'Chatbot Specialist' local achievement programme in 2023, based on a rigorous assessment of their provision and opportunities.
- The Institute's self-assessment process, which involves stakeholders, demonstrates a deep understanding of programmes on demand. The process identifies priorities for quality improvement and reflects clear self-awareness. Notably, the judgments awarded in the Self-Evaluation Form (SEF) align with those of the review team. While the strategic plan adequately outlines goals, it would benefit from clearer links to the self-evaluation outcomes to effectively monitor progress toward achieving strategic objectives.
- NIT's internal quality assurance is managed through a regular implementation of a set of useful policies. These are effectively reviewed regularly to ensure quality and continuous improvement of the provision.
- The Institute maintains reliable data on learners' performance, where it is analysed, and the outcomes are closely monitored to identify trends over time by the Institute's management. Although internal assessment moderation is carried out across all programmes, the implementation is inconsistent.
- NIT has sufficient human resources to fulfil its provision's requirements and implement improvement initiatives. Staff performance is rigorously monitored through self-appraisal, peer observation, and management-conducted session observations. These processes inform trainer development through training sessions and upgrades on courses through preparatory sessions conducted by awarding bodies.

Next Actions

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