



Train Me Training Centre



25 – 26 & 30 June 2024



Location
Tubli



Learning Areas

- Information and Communication Technology
- Distribution, Logistics and Retail



Total Enrolment
187

Overall Effectiveness
Satisfactory

Aspect 1:

Assessment and Learners' Achievement

Aspect 2:

Learners Engagement and Support for Learning

Aspect 3:

Leadership and Management

Review Summary

Train Me Training Centre offers 'Satisfactory' training overall. The majority of learners acquire adequate vocational skills and most of them successfully achieve the qualifications they aim for in a timely manner. This achievement is attributed to the adequate range of training methodologies, purposeful range of relevant real-life examples, fit-for-purpose internal summative assessment tools and effective utilisation of the available learning resources to engage the majority of learners. Furthermore, Train Me management implement an appropriate self-assessment process to define the Centre's strategic objectives and guide improvement planning and identify priorities for quality improvement.

Key Positive Features

- Most learners successfully achieved the qualifications they aim for in a timely manner.
- Effective employment of trainer theoretical and practical experience by citing real-life examples and using the available learning resources.
- Accurate and reliable data on learners' performance for most programmes is maintained.

Recommendations

- Improve assessment methods and ensure that clear rubrics are developed to evaluate learners' practical work.
- Ensure learners master the intended skills and progressive acquisition of programmes ILOs.
- Further improve the training methodologies by stimulating the higher-order training approaches and managing training time effectively.
- Strengthen leadership and management by utilising self-assessment processes and performance monitoring outcomes to improve the quality of the provision and inform decision-making.

Assessment and Learners' Achievement

Satisfactory

- Train Me utilises appropriate assessment methods and programme plans that are aligned with the ILOs. The Centre has an appropriately structured internal assessment process to measure learners' mastering of skills and progressive acquisition of programme ILOs, before sitting for the external awarding bodies' examinations. However, the structure of implemented assessment and the distribution of grades, differs from Train Me's assessment procedure.
- Almost all of Train Me's programmes are externally accredited. Internal summative assessment tools are suitably verified ensuring that they are fit for purpose, and learners' work is accurately marked using key answers. Yet, rubrics and/or grading criteria used to evaluate the fairness and consistency of internal practical assessments are not evident. On the other hand, the control of the administration for the external assessment process is handled by the awarding bodies as all assessments are online proctored and secured to ensure assessment integrity. Trainers provided written feedback is adequate considering the purpose and type of assessments. Yet, in cases, the provided feedback is not critical.
- Overall success and retention rates are high; both are at 91%. Most learners enrolled in externally accredited programmes sit for the awarding body's online examinations and achieve the qualifications in a timely manner. However, a few learners have not sat the official examinations since 2021.
- Learners' level of attainment and understanding reflects adequate acquisition of knowledge and skills relevant to the programme level. Although learners score high marks in the internal assessment, this was not the case in the observed sessions nor in the awarding body's scores, which are comparable to international pass scores.
- Learners are fairly committed and have a positive attitude towards their learning, this is reflected in their attendance and punctuality, participation in discussions and in questioning their trainer.

Learners Engagement and Support for Learning

Satisfactory

- Training at Train Me is delivered in a fit-for-purpose risk-free learning environment, equipped with appropriate resources and facilities that are easily accessed by learners, however, the premises is not equipped with essential arrangements to effectively accommodate learners with Special Educational Needs and/or Disabilities (SEND).
- Suitable guidance and support are provided for learners through their learning experience. The trainer provides learners with advice about learning pathways and progression opportunities. In addition, extra sessions are provided in case of absenteeism and preparation for the official examination.
- Appropriate admission arrangements are implemented by checking learners' backgrounds through placement and pre-tests as per the programme's minimum requirements, however, the implementation of these arrangements is inconsistent and there is no evidence about informing decisions about learners' admission outcomes.
- Trainer suitably employs their practical knowledge and skills to deliver learning using appropriate methodologies and effectively utilise the learning resources to engage the majority of learners. Furthermore, the trainer provides learners with detailed explanations enriched with real-life examples that adequately stimulate learners' critical thinking.
- The observed training sessions are adequately planned, managed, and delivered progressively, and in some cases are followed by useful verbal feedback in the practical activities, however in most sessions it was generic. However, extra time is spent to accommodate lower-performance learners, which impacted delivering the session as per planned.

Leadership and Management

Satisfactory

- Train Me management team has undertaken adequate efforts to achieve the Centre's vision and mission aiming to provide industrial training programmes in the field of Information and Communication Technology (ICT) and enhance individual competitiveness.
- The self-assessment process reflects the management's sufficient understanding of the provision, with the outcomes being used appropriately to define the Centre's strategic objectives and guide improvement planning. However, the baseline references for these objectives are not well-defined and there is no specific mechanism to ensure that performance is rigorously monitored.
- The management has a number of initiatives and targets that focus primarily on expanding the range of programmes offered and adequately ensuring the quality of the provision. However, a number of these initiatives that are mainly related to quality assurance are still pending implementation, and their impact is yet to be seen.
- The Centre maintains accurate and reliable data on learners' performance for most programmes. Fit-for-purpose internal assessment moderation is implemented to ensure that the making of learners' work is accurate; however, the implementation of this practice is not sufficiently effective to ensure the rigour of assessment tools used.
- Records of learners' attendance and results of assessments are maintained. Fit-for-purpose trends analysis over years reports on learners' achievements are generated and discussed during management meetings. However, these data are insufficiently utilised by the management to inform planning and self-assessment processes.
- Considering the number of learners enrolled, programmes offered and size of the operations, the Centre has sufficient and appropriate human resources to fulfil the requirement of the provision. Staff are properly selected, formally inducted and recruited to handle clear roles and responsibilities.
- Train Me appropriately monitor staff and trainers' performance through annual appraisals. However, professional development opportunities provided to the staff

and trainers are not informed by the outcomes of their appraisal. Although the trainer performance is monitored by session observations to assess the effectiveness of training and learning, the outcomes of these observations are not effectively utilised to enhance trainer performance and improve the overall quality of the training and learning.

Next Actions

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