



## TUV SUD Middle East Training Centre



29 - 31 July 2024



Location  
Al Hidd



Learning Areas  
• Health & Safety



Total Enrolment  
856

Overall effectiveness

**Inadequate**

### Aspect 1:

Assessment and Learners'  
Achievement

### Aspect 2:

Learners' Engagement and  
Support for Learning

### Aspect 3:

Leadership and  
Management

## Review Summary

The TUV SUD Middle East Training Centre offers a safe and fit-for-purpose learning environment. This is facilitated by experienced and qualified trainers who provide vocational examples and a relevant range of training and assessment for learning strategies that help most learners achieve their qualifications in the majority of the programmes, considering that most of the conducted programmes are of very short duration. A regular, comprehensive, and rigorous self-assessment process is yet to be initiated by the TUV SUD management team to inform decision-making and improvements to the internal quality assurance arrangements and monitor the Centre's performance, including learners' achievements, whereas this is crucial to ensure the standards of learners' development of vocational skills and the fulfilment of learners' potential.

## Key Positive Areas

- Achievement of qualifications by most learners in the majority of programmes.
- Trainers' in-depth knowledge and effective employment of training methodologies to engage the majority of learners.
- Fit-for-purpose learning environment supported with an appropriate range of learning resources to facilitate the learning experience.

## Recommendations

- To improve learners' mastery of skills and progressive acquisition of the programmes' Intended Learning Outcomes (ILOs), particularly in long programmes.
- To enhance the mechanism to measure learners' attainment of ILOs throughout the programme.
- To improve leadership and management by:
  - conducting an inclusive and rigorous self-assessment process and using the outcomes to inform strategic planning and continuous improvement of the provision,
  - developing internal quality assurance arrangements with a set of policies and codes of practice in relation to learning and training aspects, particularly the assessment verification and moderation processes and monitoring of performance,
  - enhancing the mechanism for maintaining accurate records and monitoring learners' achievement to inform decision-making and support learners better.

## Assessment and Learners' Achievement

### Satisfactory

- TUV SUD programmes are externally accredited qualifications in the field of health and safety. Most of the conducted programmes are of a very short duration, with 72% of the total enrolment in Medic First Aid, 8% in Highfield Awarding Body for Compliance (HABC) Level 2 programmes, 3% in IOSH Managing Safely and 17% in the long-duration NEBOSH International General Certificate (NEBOSH IG) programme.
- A suitable assessment process is in place and assessment methods are appropriately aligned with the programmes' ILOs/topics and regularly updated to meet the awarding bodies' requirements. However, the verification process is not formalised to ensure a consistent coverage of ILOs and the required level of complexity for internally designed assessments.
- The summative assessments conducted adhere to awarding bodies' requirements. Programmes such as NEBOSH IG and HABC are externally assessed and administered, while learners' skills and competencies in Medic First Aid programme are assessed internally through relevant post-tests and practical assessments conducted by certified trainers. However, a mechanism to measure learners' attainment towards achieving ILOs is not fully implemented, particularly in the long-duration programme.
- Trainers use the awarding bodies' fit-for-purpose pre-defined grading criteria and answer keys for pre- and post-tests to ensure fair and accurate marking. However, the quality and consistency of feedback informing learners about their performance vary across the different programmes.
- The majority of learners acquire knowledge, develop sufficient vocational skills and competencies and proceed towards achieving the qualifications they aim for. This is evident from examining learners' produced work and analysing end-of-programme assessment outcomes. However, a minority of learners' experienced difficulties in mastering the required skills in a timely manner, particularly in NEBOSH IG and Medic First Aid programmes.
- Learners and employers are generally satisfied with the acquired skills and positive impact on their workplace. The majority of learners are committed and have a



positive attitude towards learning, as reflected in their regular attendance and active participation in practical activities. In addition, a minority of students reflect critically on what they have learnt, by sharing their practical work experience.

## Learners' Engagement and Support for Learning

### Satisfactory

- TUV SUD's learning environment is fit-for-purpose, safe and supported with appropriate learning aids and resources to facilitate the type of offered programmes and support learners' engagement.
- Learners receive useful induction and suitable guidance throughout their learning journey. They have sufficient access to detailed information about the offered programmes through the Centre's channels and supportive staff. In addition, learners are provided with relevant enrichment links and materials to promote their lifelong learning skills, taking into consideration the nature of the programmes.
- The Centre's admission-related practices are adequate in determining learners' eligibility and meeting awarding bodies' requirements for the offered programmes. However, the current practices are neither formalised nor consistent, particularly for the NEBOSH programme.
- Trainers and staff at TUV SUD are supportive and approachable. Where needed, they adequately support learners in meeting the programmes' requirements by offering mock examinations, revision sessions and re-sit arrangements. Nevertheless, the at-risk learners are not sufficiently monitored and do not receive timely support to overcome their learning challenges.
- Trainers display in-depth knowledge of their vocational areas. They employ a relevant range of training methodologies and learning resources that effectively engage the majority of learners and occasionally stimulate their critical thinking skills throughout the session. However, a minority of learners are not fully engaged or sufficiently challenged.
- Training sessions are well-managed and delivered progressively. Trainers use relevant assessment for learning strategies to evaluate learners' understanding and provide instant feedback to accelerate their performance.

## Leadership and Management

### Inadequate

- While the management team has established business-driven vision and mission statements with a general overarching target set at corporate level, the processes for strategic and operational planning are not coherent or systematically carried-out to ensure rigorous monitoring of the Centre's performance. Consequently, there are significant gaps that hinder the Centre's strategic direction and the ability to translate the outcomes into specific targets and objectives.
- TUV SUD has been using relatively suitable self-assessment tools, but the outcomes of these practices have not been consistently incorporated into the organisation's operations. Moreover, the self-assessment process has not been regularly, inclusively or rigorously conducted to actively guide the Centre's improvements and enhance the quality of its provision. As a result, there have been limited initiatives towards continuous improvement.
- The Centre has detailed corporate-level guidance manuals with relevant policies and procedures in place to ensure that the quality of the provision conforms to ISO standards. However, these policies and procedures do not encompass details of major aspects related to learning and training policies and procedures such as assessment verification and moderation processes, monitoring of performance and National Qualifications Framework (NQF) requirements to ensure the consistency and sustainability of practices.
- Although assessment records are sufficiently kept for the majority of learner groups, the analysis and monitoring of learners' achievement are inconsistent and sometimes ineffective in informing decision-making, particularly with the low achievement rates and notable variations among the cohorts. Moreover, there are no explicit policy or procedures to govern the internal assessment moderation process, including Medic First Aid assessments. Moreover, tracing 2021 missing records created a challenge to the current management.
- The Centre has adequate human resources to fulfil the provision requirements. Qualified staff and certified trainers are recruited and inducted suitably and are offered sufficient professional development training opportunities.



- Staff performance, including trainers, is suitably monitored through relevant practices and tools. The quality of training is appropriately monitored through learners' feedback and session observations. However, the criteria in the internal session observation form tend to focus more on the training aspects than on the learning aspects. Moreover, in few cases, the suggested areas for improvement do not fully align with the given performance grades.

## Next Actions

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