



Al Moalem Institute



21 - 23 April 2025



Location
Seef District



Learning Areas

- Health & Safety
- Leadership & Management
- Information Technology



Total Enrolment
3887

Overall effectiveness

Outstanding

Aspect 1:
Assessment and Learners'
Achievement

Aspect 2:
Learners Engagement and
Support for Learning

Aspect 3:
Leadership and
Management

Review Summary

Al Moalem Institute (AMI) demonstrates a strong commitment to provide a high-quality training and learning experience, supported by strategic leadership and rigorous performance monitoring that drives substantial improvement initiatives. AMI trainers skillfully employ their theoretical and practical experiences, utilising highly effective training strategies and robust, well-structured assessment processes to actively engage learners. This engagement is further enhanced through targeted, individualised support and close monitoring of learners' performance, fostering a purposeful learning journey. This focused approach enables most learners to acquire proficient vocational knowledge, skills, and competencies, facilitating the timely achievement of their qualifications and high proficiency levels in final examinations. To maintain its high performance and 'Outstanding' rating, AMI should continue to ensure the effectiveness and consistency of its practices and procedures, while enhancing learners' attainment of Intended Learning Outcomes (ILOs) and expanding their knowledge acquisition to a greater extent.

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1

Outstanding

2

Good

3

Satisfactory

4

Inadequate

Key Positive Features

- A meticulously structured assessment process is implemented to accurately measure learners' skills development and the progressive acquisition of ILOs.
- Most learners acquire and develop specialised knowledge and vocational skills and competencies, enabling the vast majority to achieve their qualifications in a timely manner and attain high proficiency levels in their final examinations.
- Trainers' extensive knowledge and experience are reflected in their utilisation of highly effective training and assessment strategies that actively engage learners and stimulate their critical thinking.
- A conducive and positive learning environment is reinforced by a systemic admission process, personalised academic support, purposeful guidance and lifelong learning opportunities provided to learners.
- A rigorous self-assessment process, aligned with a focused strategic direction and supported by robust quality assurance practices, has enabled the Institute to sustain continuous improvement in its provision.
- Close monitoring of learners' achievement and staff performance, with effective utilisation of these outcomes, has enhanced the overall quality of learning and training to a greater extent.

Recommendations

- Maintain the high levels of learners' achievement across all programmes, while further enhancing the attainment of ILOs and knowledge acquisition for a few learners.
- Ensure the consistency and effectiveness of practices to sustain the Institute's high performance.

Assessment and Learners' Achievement

Outstanding

- AMI provides a diverse range of programmes across various learning areas, with a focus on Health and Safety, Information Technology, and Leadership and Management. Enrolment statistics indicate that (94%) of learners are enrolled in externally accredited programmes, while the remaining (6%) join local attendance preparation programmes for qualifications from the Project Management Institute (PMI). These externally accredited programmes are delivered in affiliation with well-known awarding bodies, including the National Examination Board in Occupational Safety and Health (NEBOSH), the Institution of Occupational Safety and Health (IOSH), Highfield and Autodesk. Additionally, AMI offers qualifications aligned with the National Qualifications Framework (NQF) owned by the Association of Accounting Technicians (AAT) and the Association of Chartered Certified Accountants (ACCA).
- AMI employs a meticulously structured assessment process to precisely evaluate learners' achievements and skill development throughout their programmes. This process includes a variety of internal and external formative and summative assessments, such as pre- and post-tests, quizzes, mock examinations, practical assessments, and final examinations.
- Internal assessments are graded fairly and consistently, following established rubrics and key answers, while most external summative assessments are administered, controlled, and graded by the awarding bodies. Learners receive constructive feedback tailored to each assessment type, effectively supporting their learning and progression.
- Most learners acquire and develop specialised knowledge and vocational skills and competencies, resulting in high proficiency levels in final examinations. Achievement rates across various programmes accurately reflect assessment standards and learners' outcomes. The vast majority of learners successfully achieve their qualifications on the first attempt, with only a few passing on subsequent attempts, all within the timeframe stipulated by the awarding body. Where applicable, AMI's achievement rates are comparable to or exceed international pass rates.
- Learners demonstrate a strong commitment to their learning experience, as evidenced by regular attendance, productive discussions, and active participation. Learners and employers express high satisfaction with the skills and knowledge gained, emphasising their significant impact on personal development, career advancement and professional growth.

Learners Engagement and Support for Learning

Outstanding

- AMI demonstrates a high standard of training delivery within a supportive and engaging learning environment, well-equipped with the necessary resources to enhance both theoretical and practical learning experiences.
- The admission process is systemic and effectively implemented. It utilises structured interviews and placement tests to assess learners' readiness, commitment, subject knowledge and English language proficiency, ensuring alignment with programme requirements. The outcomes of these assessments are thoroughly analysed and used to provide targeted guidance, placing learners in appropriate programmes based on their abilities and backgrounds.
- Learners receive well-constructed and personalised support tailored to meet programme requirements and address learning challenges. This begins with comprehensive induction sessions and extends throughout the programme, incorporating remedial and revision sessions, and mock examinations. Several 'Work Readiness' programmes provide supplementary training hours, offering specialised bridging support to help learners become familiar with key terminology and grasp related concepts. Furthermore, learners have access to various purposeful opportunities for lifelong learning and skills enhancement, including career counselling, guidance on learning pathways, exposure to real work environments through on-the-job training and employment prospects.
- AMI trainers exhibit deep subject knowledge and employ a clear, structured approach to training, skilfully integrating theoretical concepts with practical learning through real-life examples and work-related scenarios. They utilise a variety of engaging instructional strategies and resources, such as interactive discussions and insightful responses to complex questions, cultivating a dynamic, learner-centred environment that promotes broad participation and active learning.
- Trainers consistently implement highly effective assessment for learning strategies to gauge learners' comprehension and acquisition of ILOs. These strategies include collaborative group work and case-based learning, with responses promptly addressed through constructive formative feedback.
- Training sessions are delivered in a well-paced and structured manner. The training methods and activities are specifically designed and proactively adjusted to foster both independent and collaborative learning, challenge learners' abilities, and stimulate the development of critical thinking and problem-solving skills.

Leadership and Management

Outstanding

- AMI exemplifies effective strategic leadership and a strong commitment to continuous improvement, capitalising on extensive cross-sector connections and insights into market trends. This commitment is reinforced by a rigorous self-assessment process that employs various constructive tools to evaluate the Institute's practices. Key outcomes - including regular status reports, training impact studies, in-depth analyses of learners' performance, stakeholders' feedback, and audit reports from awarding bodies - are strategically utilised to establish targeted actions that drive substantial improvements, enhancing operational agility and training quality. Notable initiatives include implementing a Learning Management System (LMS), expanding programme offerings and awarding body accreditations, and developing a new purpose-built campus currently under construction.
- AMI implements robust quality assurance practices supported by detailed operational manuals, policies, and procedures. These are diligently monitored to ensure consistency and effectiveness across the provision. This commitment to quality has earned AMI distinguished recognition as a NEBOSH and ACCA Gold Learning Partner, along with Top Performing Centre status from Highfield for the Level 3 International Award in Hazard Analysis and Critical Control Point (HACCP) for Catering.
- AMI adopts a systematic and analytical approach to monitoring learners' performance, maintaining accurate and comprehensive data across all programmes. This data is purposefully analysed to identify trends, guide training improvements, and tailor support services to enhance learners' experiences and outcomes. The Institute conducts effective moderation processes for internal assessments and collaborates actively with awarding bodies to ensure compliance with established standards.
- AMI has a well-structured human resources capacity that supports its provision and enhances training and learning effectiveness. The Institute maintains a sufficient number of competent staff, supported by a diverse pool of qualified and experienced trainers. Recruitment, retention, and professional development processes are governed by consistently implemented procedures, ensuring alignment with institutional objectives and quality standards.
- Staff performance and training quality are thoroughly monitored using robust tools that provide a multidimensional assessment of strengths and areas for

improvement, including performance appraisals, session observations, learners' feedback and performance results. Developmental feedback is linked to structured Continuing Professional Development (CPD) opportunities, promoting sustained professional growth and elevating training quality.

Next Actions

The Institute must submit an Action Plan within 30 days from receiving the draft report.