



**London Training Center**



16-18 June 2025



Location  
Jannusan



Learning Areas

- Leadership, Management and Human Resource Development
- Information and Communication Technology
- Business and Commerce



Total Enrolment  
654

Overall effectiveness

**Good**

**Aspect 1:**  
Assessment and Learners' Achievement

**Aspect 2:**  
Learners Engagement and Support for Learning

**Aspect 3:**  
Leadership and Management

## Review Summary

London Training Center (LTC) has been rated as overall 'Good' with one 'Outstanding' Aspect. It offers 'Good' quality training through externally accredited programmes that promote learner development and engagement. Training is delivered in a positive and supportive learning environment, where most learners acquire proficient knowledge and relevant employability skills. This enables almost all learners to successfully obtain their desired qualifications in a timely manner. Trainers apply effective training strategies utilising targeted guidance and consistent progress monitoring. Most learners express high satisfaction with their learning experience and demonstrate regular attendance and participation.

LTC's leadership has a well-defined strategic direction supported by ongoing improvement efforts. Opportunities for further enhancement include aligning self-assessment outcomes more closely with strategic objectives, improving the consistency of internal moderation, strengthening internal verification, and refining assessment practices.

## Key Positive Features

- Most learners acquire proficient knowledge and relevant employability skills, enabling almost all learners to successfully obtain their desired qualifications in a timely manner.
- The structure of the internal programmes' assessments supports learner progress and achievement.
- A positive learning environment, equipped with effective learning resources, and strengthened by the effective support provided to learners during their learning journey, enhances their overall experience.
- The management team effectively monitors staff and trainers' performance, ensuring the quality of the training process.

## Recommendations

- Improve the mark distribution in the internal assessments to clearly reflect the level of the learners.
- Enhance the utilisation of the assessment moderation tools to ensure the consistency and reliability of its outcomes.
- Improve the training strategies to elevate the level of challenges and engagement of learners facing academic challenges during the sessions.
- Enhance the self-assessment process to ensure its linkage with the Center's strategic plan.

## Assessment and Learners' Achievement

### Good

- London Training Center (LTC) offers externally accredited programmes in Leadership, Management and Human Resource Development, Information and Communication Technology, as well as Business and Commerce. All LTC programmes are long, supported by the Ministry of Labour and Labour Fund (Tamkeen), with the majority delivered under the Alshamel Programme—including the NOCN Level 1 Certificate in Business Administration and the NOCN Level 2 Certificate in Digital Skills.
- The summative assessment consists of an achievement-based portfolio that is accumulative and inclusive of all assessment criteria. This assessment is well-structured and aligned with different levels of complexity, they are effectively administered and submitted in accordance with NOCN procedures. Furthermore, LTC implements a structured internal assessment process to evaluate learners' achievement. However, discrepancies in the delivered training hours reveal unstructured asynchronous sessions conducted at the trainer's discretion to facilitate the completion of unfinished learners' work.
- LTC's internal summative assessments are appropriately aligned with the programme's Intended Learning Outcomes (ILOs), incorporating pre-tests, post-tests and portfolio submissions. The internal verification process outlines a distribution of marks comprising 30% for the portfolio and 50% for the post-tests. Although constructive feedback is provided, the portfolio is not formally graded as full marks are awarded solely based on submission, regardless of quality. This practice limits the accuracy of evaluating learners' actual performance.
- Most learners develop effective knowledge and relevant employability skills, enabling almost all learners to successfully obtain their desired qualifications in a timely manner. Learners report high satisfaction with the knowledge and skills gained, noting a significant positive impact on their personal development. They also demonstrate strong commitment through consistent attendance and active participation in class activities.

## Learners Engagement and Support for Learning

### Outstanding

- Training at LTC is delivered in a highly positive, supportive, and safe learning environment that is fully accessible to all learners and equipped with the necessary resources to support effective learning. This setting fosters productive engagement and effectively enhances learners' outcomes and potential.
- LTC's admission arrangements are effective, the process is effectively implemented and includes a well-structured induction session for all programmes, incorporating a registration form, Training Needs Analysis (TNA), and a placement test and the outcomes of the placement test are primarily used to tailor training plans and provide targeted learners' support, rather than to assign participants to specific levels.
- Learners receive consistent and purposeful guidance throughout their learning journey, with systematic and highly effective support provided to those facing academic challenges. This includes remedial sessions, one-on-one guidance, extra English classes, and communication through WhatsApp groups. Additional support comprises transportation services, weekly recreational activities, and opportunities that promote lifelong learning and employability, including CV writing workshops, interview preparation sessions, and entrepreneurial guidance.
- Trainers demonstrate strong subject knowledge and effectively draw on both theoretical understanding and practical experience to deliver relevant, real-world learning. They employ effective training strategies and utilise resources that support a productive and engaging classroom environment. Sessions are well-organised and smoothly delivered, and most learners actively participate in the planned activities. While overall engagement is positive, opportunities remain to encourage full participation from learners.
- During observed sessions, learners' comprehension was continuously monitored through individualised tasks, with timely and provided constructive verbal feedback. Group tasks were effectively concluded with clear summaries and challenging questions that promoted critical thinking. In some cases, trainers supplemented instruction with Arabic explanations of IT terminology to address learners' varied proficiency levels and improve overall comprehension.

## Leadership and Management

### Good

- LTC has established clear vision and mission statements prioritising the learners' development and employability by offering programmes that meet the market needs. Strategic planning is evident in a well-defined three-year plan, with clearly articulated objectives and components. However, while each department specifies key performance indicators (KPIs), they are not closely aligned with the objectives.
- The self-assessment process is implemented through multiple structured formats and quality review mechanisms, and is consistently applied across the Academic, Administration and Registration, and Marketing and Sales departments. Emphasising continuous improvement, the outcomes of these reviews are regularly analysed and reported to support quality assurance and inform updates to the Center's action plans. However, the action and improvement plans are not always effectively contributing to achieving the targeted objectives.
- The Center's management has effectively implemented several strategic improvement initiatives informed by market insights. These initiatives, including the National Qualifications Framework (NQF) listing, securing external accreditation, and upgrading infrastructure and digital systems, have positively enhanced the effectiveness of training delivery and record management.
- Assessment moderation is consistently and effectively conducted both internally and by the external awarding body (NOCN), allowing the Center to address identified issues. However, in a few cases, the internal moderation was not rigorously applied, as evidenced in programme files where the moderation forms did not accurately reflect learners' actual work.
- The Center maintains suitable human resources to support its provision. Staff performance is regularly monitored through structured tools such as appraisals, session observations, and stakeholder feedback. Training and professional development opportunities are linked to performance evaluation outcomes, supporting continuous staff development and alignment with institutional goals. However, while trainers' observation forms are well-designed, they further focus on their preparation and delivery than on learners' engagement and achievement.



## Next Actions

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