



**Al Ghad Training
Institute**



6 - 8 October 2025



Location
Tubli



Learning Areas

- Information and Communications Technology
- Leadership, Management and Human Resource Development
- Business and Commerce
- Banking, Finance and Accountancy
- Insurance



Total Enrolment
1787

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 Ghad Training Institute (GTI) is overall an 'Outstanding' provision, driven by a clear strategic direction and a highly effective self-assessment process that informs continuous improvement and internal quality assurance. The Institute maintains a safe, inclusive, and well-equipped learning environment. Learners benefit from highly effective guidance throughout and beyond their training journey, including personalised support, and career development opportunities. GTI's qualified trainers integrate theoretical and practical expertise using effective assessment for learning strategies, while assessments are purposefully aligned with intended learning outcomes and verified through a rigorous process. This approach enables the vast majority of learners to successfully achieve their qualifications. To further enhance its provision, GTI should systemise the delivery of written feedback across internal assessments, stimulate higher levels of learner participation and critical thinking, and strengthen the monitoring of staff performance by formalising its link to professional development.

Key Positive Features

- Assessments are purposefully aligned and structured with a critical verification process. They are consistent in measuring learners' achievement of the intended learning outcomes.
- The vast majority of learners successfully progress toward achieving the qualifications they aim for.
- Qualified trainers with subject knowledge effectively integrate their theoretical and practical experience into their delivery and use effective assessment-for-learning strategies.
- A positive and supportive learning environment facilitates effective learning, including highly effective guidance and advice for learners throughout and after their learning journey.
- A clear and ambitious strategic direction is followed, driven by a highly effective self-assessment process in which outcomes are purposefully utilised to inform internal quality assurance and continuous improvement of the provision.
- Accurate and reliable performance data is maintained across all programmes, covering key indicators such as attendance, punctuality, attainment, and achievement levels.

Recommendations

- Systemise the effective written feedback during the programmes across the different internal assessments.
- Further stimulate learners' critical thinking skills and ensure a higher level of participation.
- Enhance the process of monitoring staff and trainers' performance and formalise its linkage with the professional development process.

Assessment and Learners' Achievement

Outstanding

- Al Ghad Training Institute (GTI) provides externally accredited programmes in Information and Communications Technology, Leadership, Management and Human Resource Development, Business and Commerce, Banking, Finance and Accountancy, as well as Insurance.
- GTI employs a highly effective and well-structured assessment approach that effectively evaluates learners' achievements and skill development across its programmes. This includes a variety of comprehensive internal formative and summative assessments that are directly aligned with programme ILOs and industry expectations, with identification and response to the diverse proficiency levels within learner groups. While verbal feedback during formative assessments is constructive and timely, there is scope to enhance the impact of written feedback by making it more developmental and consistently integrated throughout the learning journey.
- Most of the summative assessments are subject to robust verification and moderation, with awarding bodies maintaining full control over their portals and examination engines, including mock examinations. An exception to this is the NOCN programmes, which undergo internal GTI QA verification. This process is highly effective, ensuring that the summative assessments are closely aligned with the programme's intended learning outcomes (ILOs). Furthermore, NOCN has reviewed these assessments and granted both consent and direct claim status to GTI. Internal assessments across all programmes are thoroughly verified and fully aligned with their respective ILOs. They are systematically reviewed, regularly updated, and graded fairly and consistently using established rubrics and key answers.
- Most learners acquire highly relevant knowledge and demonstrate proficient vocational skills and competencies, enabling the vast majority of them to successfully obtain their desired qualifications. Learners demonstrate high satisfaction with the obtained skills and knowledge and confidently present their work and commitment towards their learning experience.

Learners Engagement and Support for Learning

Good

- GTI environment is safe, supportive, and equipped with accessible facilities tailored to programme requirements and the needs of SEND learners, where applicable. The facilities are well-equipped with relevant range of purposeful resources that enhance both theoretical and practical learning experiences.
- Admission arrangements are fit for purpose and systematic, where most of GTI learners are jobseekers and individuals sponsored by the Labour Fund (Tamkeen), and the enrolment process ensures appropriate placement in suitable programmes.
- Learners receive effective guidance during enrolment, with clear information provided through multiple channels, including induction sessions and Training Needs Analysis (TNA). TNA forms are collected, analysed, and used to make proper adjustments to session planning and delivery, ensuring responsiveness to diverse learner needs. Additional support is available throughout training, including one-to-one tutoring, revision sessions, skill development, and personal coaching.
- GTI trainers demonstrate highly effective expertise and knowledge of their subject areas, effectively integrating theoretical knowledge with practical experiences during training sessions. They employ effective assessment-for-learning and training strategies, supported by real-life examples, to enhance learners' understanding. However, in a few sessions, learners' participation was less effective.
- Training sessions are well-structured and delivered smoothly. Learners benefit from consistent, responsive support and constructive verbal feedback throughout their learning journey, helping them overcome challenges and improve performance.
- GTI provides learners with highly effective career guidance and lifelong learning opportunities upon achieving their qualifications. Moreover, GTI utilises an effective follow-up mechanism to track the impact of training as reflected in learners' improved skills, and tangible measurable career advancement, such as promotion or new employment.

Leadership and Management

Outstanding

- GTI's leadership demonstrates a strong commitment to continuous improvement and responsiveness to market trends. The management team articulates a clear strategic direction supported by measurable objectives, monitoring tools, and a scorecard system. The board involvement reflects active engagement in strategic decisions, partnerships, and programme approvals.
- The Institute's strategic planning is informed by thorough self-assessment and market analysis. Initiatives such as new branch expansions and programme enhancements are embedded within a broader framework of continuous improvement. Many plans are currently implemented including the signed agreements with awarding bodies and utilising a new data system.
- GTI employs a robust self-assessment process through various reports, including the Self-Evaluation Report and Trainees' Evaluation Report. These tools are consultative and regularly conducted, contributing to quality enhancement. Achievement data at the programme level is analysed to identify development areas, using insights from both learner and trainer feedback.
- The Institute maintains accurate and reliable performance data across programmes. GTI demonstrates effective data management and moderation. Internal moderation is consistently applied, with comprehensive post-moderation forms detailing key assessment components.
- GTI's organisational structure and job descriptions reflect appropriate human resource placement. Trainers' qualifications are aligned with the vocational areas they deliver, considering their experience in training besides longer cooperation with GTI and supporting high learner achievement.
- Recruitment processes are well-documented, supported by relevant policies. While staff recruitment and retention efforts are active, Professional Development Plans (PDPs) would benefit from greater alignment with individual performance needs. Formal induction processes and technical support help ensure staff alignment with institutional goals. Roles are clearly defined and adjusted to meet provision requirements. Staff appraisals are conducted regularly, and trainers are monitored through class observations, using suitable evaluative criteria.

Next Actions

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