



Talal Abu-Ghazaleh Training Group



29 September - 01 October 2025



Location
Alsuwayfiah



Learning Areas

- Insurance
- Banking, Finance and Accountancy
- Leadership and Management



Total Enrolment
1356

Overall effectiveness

Good

Aspect 1:
Assessment and Learners' Achievement

Aspect 2:
Learners Engagement and Support for Learning

Aspect 3:
Leadership and Management

Review Summary

Talal Abu-Ghazaleh Training Group (TAG) provides effective training within a supportive and engaging learning environment. Trainers exhibit strong subject expertise and employ purposeful training strategies that actively engage most learners. This is reinforced by a well-structured assessment process that consistently measures achievement of Intended Learning Outcomes (ILOs). Regular performance monitoring facilitates the provision of targeted academic support, enabling most learners to acquire essential vocational knowledge and skills and successfully achieve their qualifications. There is potential to further enrich the learning experience by addressing inconsistencies in skills acquisition across programmes and enhancing training methodologies to better engage the less active learners, thereby encouraging more dynamic participation. TAG's leadership and management team demonstrates a strategic commitment to continuous improvement, guided by regular self-assessment practices. Key development opportunities include enhancing internal assessment verification and moderation processes to align with updated quality assurance policies and procedures. Additionally, refining self-assessment tools to support more critical evaluation and precise identification of areas for development will reinforce strategic action planning and elevate the overall quality of provision.

Key Positive Features

- TAG implements a well-structured assessment process that consistently measures learners' attainment of ILOs.
- Most learners acquire the vocational knowledge and skills required to achieve their qualifications in a timely manner.
- The learning environment is supportive, strengthened by targeted guidance that promotes productive engagement of most learners throughout their learning journey.
- The leadership and management team maintains a strategic focus on continuous improvement and learners' achievement.
- Learners and staff performance is effectively monitored, contributing to the overall quality of provision.

Recommendations

- Strengthen skills acquisition across programmes to ensure consistent learners' outcomes.
- Enhance training strategies to better engage and support the less active learners, encouraging more dynamic participation during training sessions.
- Refine self-assessment tools to enable more critical analysis and precise identification of improvement areas, ensuring outcomes are effectively used to inform action planning.
- Enhance internal assessment verification and moderation processes in line with updated quality assurance policies and procedures.

Assessment and Learners' Achievement

Good

- TAG offers externally accredited programmes, including the Associate, Life Management Institute (ALMI), the Level 2 Certificate in Bookkeeping in affiliation with the Association of Accounting Technicians (AAT), and the National Open College Network (NOCN) Level 1 Certificate in Customer Service. Enrollment statistics indicate a significant focus on the ALMI programme, which accounts for 84% of total enrollments, while the AAT and NOCN programmes each represent 8%.
- TAG employs a well-structured assessment process to evaluate learners' progress and achievement of ILOs. This process incorporates a variety of fit-for-purpose internal summative assessments such as pre- and post-tests, graded exercises, and quizzes. These culminate in external examinations for the ALMI and AAT programmes, and a portfolio-based assessment for the NOCN programme. External examinations are conducted online, proctored in compliance with the awarding bodies' regulations, and externally marked and moderated. While internal assessments are consistently implemented to monitor learning, current practices for assessment verification and moderation require further enhancement and formalisation to ensure more rigour and alignment with recently updated policies and procedures.
- Internal assessments are administered in a paper-based format, with learners' work evaluated against established grading criteria and answer keys. However, written feedback varies in quality and often focuses on personal attributes rather than providing specific, actionable guidance related to academic performance and skill development.
- The vast majority of learners successfully achieve their qualifications on the first attempt, with a few passing on subsequent attempts, all within the timeframe set by the awarding bodies. Most learners develop essential vocational knowledge and skills in life insurance products, operations, and financial concepts relevant to the insurance industry, along with foundational competencies in bookkeeping and customer service. Nevertheless, a minority of learners demonstrate inconsistent skills development, as reflected in their work throughout the programme and performance in sessions.
- Learners express high levels of satisfaction with the knowledge and skills acquired and show a strong commitment to their learning experience, evidenced by regular attendance and participation in discussions.

Learners Engagement and Support for Learning

Good

- Training at TAG is conducted in a supportive and well-equipped learning environment that fosters productive engagement among most learners and positively influences their learning outcomes and skill development.
- Admission arrangements are fit for purpose and aligned with the requirements of the qualifications offered, which do not mandate specific entry criteria from awarding bodies or regulators. Prior to enrolment, prospective learners receive guidance on programme expectations and learning pathways, enabling informed decision-making and appropriate placement. This process is further supported by an induction session for learners that helps them transition smoothly into their learning journey.
- TAG trainers possess in-depth subject knowledge and enrich the learning experience by integrating relevant real-life examples and work-related scenarios into their teaching. By employing a variety of training strategies - such as group work, case studies, and interactive discussions - they actively engage most learners during training sessions. Nevertheless, there remains an opportunity to improve engagement and support for the less active learners by adopting more inclusive and differentiated instructional approaches.
- Training sessions are well-planned and delivered in a progressive manner, facilitating the achievement of the session-specific ILOs. Trainers utilise purposeful assessments-for-learning techniques, including targeted questioning, structured discussions, and debates, to assess learners' understanding and foster the development of problem-solving and critical thinking skills. Prompt and constructive verbal feedback is provided to address learners' responses and reinforce key concepts.
- Learners receive targeted academic support to prepare for external examinations and enhance their performance. This includes access to awarding bodies' online portals for supplementary materials and practice mock examinations, as well as the provision of additional remedial sessions when necessary. Furthermore, TAG promotes lifelong learning by embedding employability skills into the curriculum of certain programmes - such as CV writing, communication, and team-building - and offering practical exposure through guest speakers and site visits where applicable. These initiatives help learners broaden their professional outlook and prepare for future career opportunities.

Leadership and Management

Good

- TAG's leadership demonstrates a commitment to continuous improvement, guided by regular self-assessment and performance monitoring. Outcomes from these processes are appropriately utilised to inform strategic planning and drive improvement actions. Various tools - including SWOT analysis and stakeholder surveys - are used to evaluate key aspects of the provision, such as training quality, programme content, and support services. Nonetheless, these tools could be further refined to enable more critical analysis and precise identification of areas for improvement, thereby increasing their effectiveness in driving quality enhancement.
- A notable improvement is the relocation of the Institute to a more spacious facility. Further strategic improvement initiatives are either in progress or planned, including programme diversification and the deployment of a Learning Management System (LMS). While these initiatives hold significant potential, their full impact has yet to be realised.
- TAG implements fit-for-purpose quality assurance practices supported by relevant policies and procedures. Several core policies - particularly those related to assessment, verification, and internal quality assurance - have recently been revised and are pending formal implementation. A few policies require further development to include detailed procedures aligned with current operational practices, ensuring consistency and sustainability.
- Learners' performance is consistently monitored, with accurate data maintained and analysed at both individual learner and programme levels. This data is actively used to inform decision-making and enhance support services.
- TAG maintains sufficient qualified human resources to meet the provision requirements. Staff performance, including full-time trainers, is systematically monitored through biannual appraisals. Training quality is regularly evaluated through session observations, learners' results and feedback. However, the observation process could be strengthened to better identify areas for instructional improvement. Trainers and staff are provided with relevant professional development opportunities tailored to their roles and responsibilities, with participation linked to the appraisal process.

Next Actions

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