



Seef Health Training Center



28-30 December 2025



Location
Amwaj Island



Learning Areas
Medical Care and Social Care



Total Enrolment
596

Overall effectiveness

Outstanding

Aspect 1:
Assessment and Learners' Achievement

Aspect 2:
Learners Engagement and Support for Learning

Aspect 3:
Leadership and Management

Review Summary

Seef Health Training Center (SHTC) exemplifies high-quality training provision in dental, medical and allied healthcare, driven by a clear strategic focus on continuous improvement, a rigorous self-assessment process, and consistent quality assurance practices. The Centre's systematic, data-driven approach to monitoring the performance of learners, staff, and trainers successfully informs improvement initiatives, resulting in enhanced learners' outcomes and sustained training quality. Training is delivered within an engaging and supportive learning environment, underpinned by a robust and well-structured assessment process that accurately evaluates learners' achievement of Intended Learning Outcomes (ILOs) and measures the development of their vocational skills and clinical competencies. Learners receive regular career guidance and constructive feedback, promoting practical application of skills, improved performance, and achievement of professional goals. Consequently, the vast majority of learners acquire relevant knowledge and proficient skills, enabling them to achieve their qualifications in a timely manner. To maintain these high standards, SHTC should continue to ensure the consistency and effectiveness of current practices while proactively enhancing the existing policies and procedures to facilitate future expansion opportunities.

Key Positive Features

- A robust and well-structured assessment process accurately evaluates learners' acquisition of competencies and is complemented by constructive, real-time feedback.
- The vast majority of learners acquire relevant knowledge, demonstrate advanced vocational skills, and master professional competencies, successfully achieving their qualifications within the expected timeframe.
- Training is delivered by highly experienced trainers with deep subject expertise in an engaging and supportive learning environment, where learners receive tailored individual support.
- A systematic admission and placement process, reinforced by purposeful guidance, ensures learners are enrolled in suitable programmes while fostering lifelong learning and career progression opportunities.
- A rigorous self-assessment process, aligned with a focused strategic direction and supported by consistent quality assurance practices, enables the Centre to sustain continuous improvement in its provision.
- Continuous monitoring of learners' achievement and staff/trainers' performance, with strategic utilisation of these outcomes, has further elevated the overall quality of learning and training.

Recommendations

- Maintain the consistency and effectiveness of established practices to uphold the Centre's high performance.
- Further enhance existing policies and procedures to reflect current practices and accommodate future expansion opportunities.

Assessment and Learners' Achievement

Outstanding

- SHTC offers a range of specialised programmes, including externally accredited and local achievement qualifications in dental, medical and allied healthcare fields. Externally accredited programmes are delivered in partnership with reputable international universities and professional bodies, such as the University of Genoa – Italy, Saint Joseph University of Beirut, David G. Simons Academy – Switzerland, and the Royal College of Surgeons of Edinburgh. All programmes are meticulously designed and contextualised to address evolving sector needs, ensuring relevance to learners' professional aspirations and developmental requirements, while maintaining compliance with awarding body standards and the National Health Regulatory Authority (NHRA).
- The Centre implements a comprehensive and well-structured assessment process that measures learners' knowledge, skills, and competency development throughout their learning journey. This incorporates a variety of internal and external formative and summative assessment methods, including assignments, written examinations, performance evaluation tasks, applied clinical practice, case studies, and scenario-based tasks reflecting real-world healthcare settings.
- Learners' work is assessed fairly and consistently using established rubrics and clear grading criteria. They receive constructive, personalised, real-time verbal feedback during learning activities, complemented by written feedback where applicable, fostering continuous improvement and progression towards achieving the ILOs.
- The vast majority of learners acquire relevant theoretical knowledge, demonstrate proficient clinical and vocational skills, and master professional competencies, enabling them to achieve their qualifications in a timely manner. This is evidenced by the quality of their summative assessment outcomes, effective performance during observed clinical simulation sessions, and active contributions to peer evaluation and self-reflection practices.
- Learners and employers report high satisfaction with the knowledge and skills acquired, citing positive impacts on career advancement, privilege attainment, regulatory licensing, and professional development. Learners demonstrate strong commitment to their learning experience through regular attendance and active engagement. They confidently contribute to learning activities and skillfully draw examples from workplace contexts, reinforcing the practical relevance and application of acquired knowledge and skills.

Learners Engagement and Support for Learning

Outstanding

- SHTC exemplifies high standards in training delivery within a well-equipped, supportive, and engaging learning environment. Modern technologies and well-maintained facilities, including simulation rooms, clinical laboratories, and training spaces, promote a practice-based, learner-centred approach that fosters active interaction and productive engagement among learners.
- Learners have access to comprehensive programme information through the Centre's social media platforms and its presence at medical and healthcare events. This is complemented by highly effective career progression guidance and pre-course induction, enabling informed programme selection.
- The admission process is systematic, ensuring learners are enrolled in programmes aligned with their career aspirations, employer needs, and NHRA licensing requirements. This is supported by well-structured, personalised academic support tailored to programme demands, individual learning needs and professional background. Furthermore, learners benefit from purposeful lifelong learning and skill enhancement opportunities, including participation as speakers at international conferences, which foster networking and sustained engagement among peers and sector professionals. Where applicable, they receive on-the-job training, providing exposure to real patient cases and reinforcing the practical application of their skills.
- Trainers at SHTC possess extensive subject knowledge and clinical expertise, delivering structured and carefully paced sessions using engaging training and assessment-for-learning strategies that incorporate active learning, collaborative approaches, and technology integration to contextualise theory and strengthen practical understanding. These strategies include demonstrations, simulation exercises, supervised clinical practice, reflective tasks, guided discussions, and scenario-based learning that promote analysis, problem solving and peer interaction. Trainers provide timely, developmental verbal feedback, reinforcing learning and supporting skill mastery. However, there remains an opportunity to further extend learners' critical thinking, particularly during theory-focused segments.
- Trainers make effective use of a wide range of learning resources, such as multimedia, clinical equipment, simulation materials, and visual guides, to support understanding of complex procedures and help learners develop accurate skills.

Leadership and Management

Outstanding

- The leadership and management team at SHTC demonstrates a strong and sustained commitment to continuous quality improvement, leveraging extensive experience and a deep understanding of market trends and sector requirements. Strategic planning reflects an ambitious vision for delivering high-quality training and supporting professional development, aligned with national priorities and stakeholder needs. This commitment is reinforced through a systematic and purposeful self-assessment process, using diverse evaluative tools to assess provision quality. Evaluation outcomes, such as programme delivery reports, learner performance analysis, and stakeholder feedback, are strategically utilised to inform strategic planning and targeted improvement actions, including facility and resources upgrades, programme and awarding body expansion, and the acquisition of a Learning Management System (LMS), though the full impact of a few initiatives is still emerging.
- SHTC implements effective quality assurance practices, underpinned by well-structured quality assurance policies and procedures that ensure consistency across provision, though there is a scope to further refine procedural details to reflect current practices. The Centre has been listed on the National Qualifications Framework (NQF) since May 2025 and is in the process of aligning several externally accredited programmes.
- SHTC adopts a systematic approach to monitoring learners' performance. Internal assessments are effectively moderated, including live clinical oversight where required, ensuring compliance with awarding bodies' standards and accuracy of data across programmes. Performance data are reviewed at both learner and programme levels to guide improvements and tailor support services, enhancing learner experience and outcomes.
- SHTC maintains a sufficient pool of competent human resources, including highly experienced trainers, to meet provision requirements. Training quality is closely monitored through formal observations, peer evaluations, learner feedback, and performance results. Staff performance is regularly reviewed through appraisals, and relevant professional development opportunities are provided; however, these are not always linked to performance outcomes.

Next Actions

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