



Genetech Training & Development



17 - 19 November 2025



Location
Seef District



Learning Areas

- Leadership, Management and Human Resource Development
- Information and Communications Technology



Total Enrolment
542

Overall effectiveness

Good

Aspect 1:

Assessment and Learners' Achievement

Aspect 2:

Learners Engagement and Support for Learning

Aspect 3:

Leadership and Management

Review Summary

The training at Genetech Training & Development (Genetech) is 'Good'. Learners benefit from the purposeful implementation of assessments aligned with programme requirements and effective training delivered by subject-expert trainers who successfully support learners and accommodate their needs. Consequently, this contributes significantly to the development of knowledge and vocational skills among the majority of learners. Notably, a minority of them demonstrates high proficiency, particularly within the Cisco Certified Network Associate (CCNA) and CompTIA programmes. To further enhance the learning experience, opportunities exist to strengthen internal verification practices—for instance, by increasing assessment complexity within the National Open College Network (NOCN) Level 1 Business Administration programme—and by refining training methodologies to deepen learner engagement and promote critical thinking. Genetech's leadership and management team has a well-defined strategic direction informed by market insights and fit-for-purpose self-assessment practices. Opportunities for further improvement include the need to refine the focus of some self-assessment tools to better leverage their results, further enhance the quality of provision, and strengthen strategic planning.

Key Positive Features

- A well-structured assessment process evaluates learners' achievement in accordance with programme Intended Learning Outcomes (ILOs).
- The majority of learners effectively develop the knowledge and vocational skills relevant to their programmes, with a minority achieving high proficiency scores, particularly in the CCNA and CompTIA programmes.
- Trainers' in-depth knowledge, reinforced by effective assessment-for-learning strategies, improves the majority of learners' performance and enhances their overall learning experience.
- Recruitment of qualified staff and experienced trainers results in well-supported learners and the successful accommodation of their needs.
- A clear strategic direction, built on market expertise and reinforced by management initiatives, supports the long-term sustainability of the provision.

Recommendations

- Further improve learners' mastering of skills and progressive acquisition of the programme ILOs.
- Improve the effectiveness of the internal verification process by enhancing the level of assessment complexity, particularly within the NOCN Level 1 Business Administration programme.
- Enhance training methodologies and approaches to further engage learners and promote their critical thinking throughout the sessions.
- Refine the focus of self-assessment tools and strengthen the internal moderation process to elevate the utilisation of their outcomes in driving quality enhancement.

Assessment and Learners' Achievement

Good

- All programmes within the review scope are long-duration, externally accredited, encompassing the fields of Leadership & Management and Information Technology (IT). The distribution of these programmes includes NOCN Level 1 Business Administration (38%), Open College Network Northern Ireland (OCN NI) Level 2 Certificate/Award in Creative Art and Digital Skills (21%), and NOCN Level 1 Retail Knowledge (12%). The remaining distribution from the total enrollment is within the IT field, with CompTIA A+ and Cybersecurity (13%), NOCN Level 2 in Digital Skills (9%), and CCNA (7%).
- A well-structured assessment process is in place, effectively evaluating learners' achievement of ILOs and meeting awarding-body requirements. Internal summative assessments, including pre-/post-tests, quizzes, final tests, and portfolio-based assessments in NOCN programmes, are consistently verified and implemented as unit-based checkpoints. These assessments are also well integrated with practical components across most programmes such as scenario-based questions and project work. Nevertheless, in the NOCN Level 1 Business Administration programme, the complexity of portfolio assessments varies and is often more straightforward.
- In the CompTIA and CCNA programmes, final examinations are systematically administered by external awarding bodies. In addition, all internal assessments consistently apply clear key answers and rubrics, followed by timely and constructive feedback to support learner development. There remains an opportunity to further strengthen the control arrangements for NOCN portfolio submissions in relation to closed-ended questions.
- Learners across all programmes successfully progress toward achieving their intended qualifications. The majority develop effective knowledge and skills in foundational digital technologies, IT infrastructure, and retail operations. Notably, a minority of learners—specifically those pursuing CCNA and CompTIA—demonstrate proficient IT technical skills and achieve high first-attempt scores when compared with the awarding body's international passing mark. However, learners in the NOCN Level 1 Business Administration programme, who represent a significant proportion of enrolment, gain knowledge appropriate for the level of assessment.
- Most learners express satisfaction with the knowledge and skills they have acquired, highlighting the positive impact on their personal growth and demonstrating their commitment through regular attendance and active participation in discussions.

Learners Engagement and Support for Learning

Good

- Training at Genetech is delivered in a fit-for-purpose learning environment, well equipped with learning resources tailored to the programme level, actively facilitating the learners' experience. Furthermore, the Institute serves as an authorized testing center for three awarding bodies—PSI Services LLC, Measure Learning, and Pearson VUE—ensuring accessible and formal certification opportunities for learners.
- Fit-for-purpose admission process ensures compliance with awarding bodies' requirements while supporting learner eligibility. Structured placement tests and relevant consultations are used to evaluate learners' backgrounds, followed by a well-designed induction to enable a smooth transition into the programme.
- Trainers demonstrate in-depth subject knowledge and employ effective training strategies that engage the majority of learners while actively accommodating diverse learners' needs. Nonetheless, a few session observations reveal that certain methodologies, particularly within theoretical components, do not consistently promote productive learner engagement.
- Training sessions are well-structured, and trainers effectively assess learners' understanding through targeted questioning, collaborative group work, practical activities, and role plays. These are supported by constructive, instant feedback to guide learner progress and actively promote peer feedback to enhance collaborative learning. There remains an opportunity to enhance the integration of critical thinking approaches, as their consistent application varied across the observed sessions.
- Following training delivery, learners are effectively guided and supported throughout their learning journey by approachable staff and supportive trainers to help them improve their performance, enhance their personal skills and employability prospects.
- The Institute provides a well-integrated support structure. This includes access to informative enhancement materials, such as practice mock examinations, as well as extra support time and counselling services when needed to overcome learning challenges. Furthermore, the Work Readiness Programmes feature well-structured On-the-Job Training (OJT), providing learners with opportunities to apply and refine their employability skills. Where applicable, Genetech also supports learners by facilitating access to suitable employment opportunities.

Leadership and Management

Good

- Genetech's leadership maintains a focused strategic direction, drawing on extensive experience, market insights, and fit-for-purpose regular self-assessment practices. This approach has driven several challenging initiatives, particularly those aimed at diversifying IT-related offerings. Essential outcomes from these processes effectively inform strategic objectives and initiate improvement actions. Despite this, there remains scope to refine the focus of some self-assessment tools to better leverage their results, further enhance the quality of provision, and strengthen strategic planning. Several improvement initiatives are still in progress or pending implementation, with their impact yet to be fully realised.
- The Institute has a fit-for-purpose internal quality assurance system supported by sufficiently detailed policies and procedures ensuring effective oversight of different aspects of the provision and meeting the requirements of the National Qualifications Framework (NQF) Institutional Listing Standards.
- Learners' performance is well monitored and analysed, with outcomes sufficiently utilised to guide decision-making. The Institute maintains accurate performance records and applies a systematic moderation process aligned with awarding-body assessment requirements, covering both IT programme examinations and NOCN portfolio-based assessments. While internal assessment moderation is consistently applied using checklist-based criteria, the process would benefit from more customised feedback and clearer demonstration of the sampling mechanism and its intended evaluative rigor.
- Genetech maintains a sufficient number of qualified human resources to meet the provision requirements and effectively recruits experienced trainers to support training and learning. This is reinforced by effective monitoring of staff performance and the provision of targeted professional-development opportunities to support their ongoing growth.
- The quality of training is regularly monitored through learners' feedback and session observations. Although the current session-observation tool is fit for purpose, its evaluation criteria could be refined to better balance training delivery with learning outcomes, enabling a more critical review and more clearly defined areas for development.

Next Actions

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