



Training Plus Institute



24 - 26 November 2025



Location
Suwaifiya



Learning Areas

- Information and Communications Technology
- Business and Commerce
- Insurance
- Retail



Total Enrolment
877

Overall effectiveness

Good

Aspect 1:
Assessment and Learners'
Achievement

Aspect 2:
Learners Engagement and
Support for Learning

Aspect 3:
Leadership and
Management

Review Summary

Overall, Training Plus Institute (TPI) provides good-quality training. Internal assessment methods are well-structured and consistently aligned with the programmes' Intended Learning Outcomes (ILOs), enabling most learners to achieve their qualifications on time, with a significant minority attaining high standards of vocational skills and knowledge. However, a few learners achieve their qualification from several attempts in certain programmes. Qualified trainers employ fit-for-purpose assessment-for-learning strategies, complemented by an engaging learning environment that promotes active participation and supports learners effectively throughout their learning journey. The management team demonstrates responsiveness to market needs through targeted initiatives and strategic planning, ensuring the Institute remains aligned with industry requirements and National Qualifications Framework (NQF) standards. To further improve, the Institute is advised to continue enhancing verification processes for internal assessments, ensure that management has comprehensive access to detailed assessment data to facilitate effective monitoring of learners' performance and informed decision-making, expand training strategies to promote engagement and critical thinking, and utilise self-assessment outcomes to drive measurable improvements.

Key Positive Features

- Well-structured internal assessment methods that are consistently aligned with the programmes' ILOs, effectively supporting the achievement of ILOs.
- Most learners successfully achieve their qualifications on time, with a significant minority of them demonstrating effective vocational skills and knowledge.
- Qualified trainers who employ fit-for-purpose assessment for learning strategies, providing effective guidance and support to learners throughout their learning journey.
- Responsive management team addressing market needs through targeted initiatives and strategic planning.
- Qualified trainers and staff supported by ongoing training and development programmes and a clear career progression plan.

Recommendations

- Further improve learners' mastery of skills and knowledge to ensure the successful and timely completion of their qualifications.
- Continue enhancing the verification process of internal assessments to maintain the reliability and validity of the assessment tasks.
- Expand training strategies to further improve learners' engagement, challenge their abilities and stimulate critical thinking skills.
- Utilise self-assessment outcomes more effectively to drive measurable improvements and implement actionable changes.
- Ensure management has comprehensive access to detailed assessment data across all programmes to facilitate effective monitoring of learners' performance and support informed decision-making.

Assessment and Learners' Achievement

Good

- Most TPIs' programmes are long-duration and externally accredited, mainly in Information and Communications Technology (ICT), Insurance, Business and Commerce, and Retail, representing 61%, 21%, 11%, and 7% of total enrolments respectively. ICT programmes include industry-awarded certifications such as Cisco Certified Network Associate (CCNA) by Cisco, CompTIA Security+ by CompTIA, Linux Professional Institute Certification – Level 1 (LPIC-1), Microsoft Azure and Power BI Data Analyst Associate, and the Python Certified Associate Programmer (PCAP). Insurance programmes are awarded by the Chartered Insurance Institute (CII). Programmes in Business and Commerce and Retail are accredited by City & Guilds at Levels 1 and 2.
- Internal assessment methods are clearly aligned with the ILOs and are designed to measure the knowledge, skills, and competencies required for learners to achieve their targeted qualifications. A variety of tools, including quizzes, mid-tests, post-tests, and practical performance-based tasks are used to ensure comprehensive coverage of theoretical and practical learning components. In addition, verification processes have been recently introduced to review the relevance of internal assessment tasks.
- To maintain consistency and reliability, internal assessments are administered and graded through an online platform, supported by predefined rubrics for practical tasks. These internal assessments are complemented by external summative assessments administered by awarding bodies.
- Retention and achievement rates have remained consistently high across all programmes over the past three years. Most learners achieve their qualifications within the planned timeframe and on the first attempt, with a few requiring a second attempt, mainly in Linux and PCAP programmes.
- Learners acquire relevant vocational knowledge and skills throughout their programmes, as evidenced by their performance in internal assessments, work produced, and observations of sessions. Records of learners' performance in final official examinations show that a significant minority of learners achieve high standards of attainment.
- Learners and employers express high satisfaction with the knowledge and skills gained, reporting positive impacts on career progression and professional development. Learners' commitment is evident through regular attendance and participation in discussions and in-class activities.

Learners Engagement and Support for Learning

Good

- Training at TPI is delivered in a positive and supportive environment that facilitates effective learning and productive engagement of most learners throughout the learning journey. The premises are safe, pleasant, and free from obvious hazards, with sufficient resources and easily accessible facilities available to promote learners' active participation and enhance their learning experience.
- TPI implements fit-for-purpose admission arrangements by conducting English language tests for selected programmes and adhering to the listed prerequisite requirements for most programmes, which specify the target audience and relevant job roles.
- Learners receive purposeful guidance throughout their learning journey, including structured induction sessions, helpdesk support, and counselling sessions. Additional resources, such as a library, study guides and mock examinations are provided to support effective learning. TPI also integrates employability skills into its programmes, offering training in AI-based Curriculum Vitae writing and interview preparation, supporting career readiness progression.
- Useful learning opportunities are created through the use of effective training strategies, including role plays, group work, and interactive tools. While the majority of learners participate enthusiastically, a few require additional encouragement to contribute effectively during activities and discussions. Moreover, trainers utilise a range of learning resources and materials to sustain interest and support learners' needs.
- Trainers at TPI demonstrate relevant subject knowledge and provide detailed explanations supported by informative responses to learners' questions. They effectively link theory to practice by representing direct practical experience and citing relevant real-life examples and work-related scenarios. Furthermore, trainers adequately challenge learners with challenging questions and problem-solving activities.
- Fit-for-purpose assessment for learning strategies is applied to evaluate learners' understanding and abilities. Trainers employ targeted questioning, scenario-based activities, and interactive quizzes, providing instant feedback to accelerate learning and strengthen key concepts.

Leadership and Management

Good

- The management team demonstrates a consistent commitment to institutional development and learners' achievement, guided by clearly defined vision and mission statements. This commitment is evident in strategic planning processes underpinned by a regular self-assessment process. However, the outcomes of self-assessment are insufficiently utilised to drive measurable improvements and ensure actionable changes.
- TPI has undertaken a number of initiatives, including expanding learning areas to meet market needs, diversifying ICT offerings, introducing externally accredited programmes, placing and aligning qualifications on/with the NQF, and renovating the venue.
- The Institute maintains accurate and reliable records of learners' achievement, attendance, and assessment outcomes for both practical and theoretical components across programmes. The assessment moderation process is consistently implemented to ensure the fairness and validity of marking. This process includes sampling learners' work, conducting interviews with learners to verify authenticity, and documenting feedback.
- Achievement data is analysed at the programme level and used to update the institute's operational plans; however, trend analysis over time is not evident. While outcomes of learners' performance are discussed internally, the limited visibility of detailed assessment structures in some programmes restricts the management team's ability to monitor learners' performance effectively.
- The Institute has sufficient, dedicated, and qualified staff and trainers with expertise aligned to the institute's offerings. Performance monitoring is systematic, using formal evaluation processes such as annual appraisals, regular session observations, and learners' feedback to identify professional development needs and enhance overall performance.
- Professional development is supported through structured activities and career development plans, ensuring staff and trainers maintain the skills required for current delivery and future Institute needs. Roles and responsibilities are clearly defined, and formal induction arrangements are in place to ensure new staff understand the Institute's vision, programmes offerings, and procedures.

Next Actions

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