



Procloud Training Centre



1 - 3 December 2025



Location
Alsuwayfayah



Learning Areas

- Information and Communications Technology
- Business and Commerce



Total Enrolment
689

Overall effectiveness

Good

Aspect 1:

Assessment and Learners' Achievement

Aspect 2:

Learners Engagement and Support for Learning

Aspect 3:

Leadership and Management

Review Summary

Procloud Training Centre (PTC) provides 'Good' training in the fields of Information Technology (IT) and Business and Commerce. Learners benefit from a supportive and well-equipped learning environment that promotes their academic and professional growth. Most learners successfully acquire relevant vocational skills and knowledge, meeting programme Intended Learning Outcomes (ILOs) and achieving their qualifications. Training is delivered through effective methodologies that integrate real-life examples and practical applications, with the opportunity to enhance training strategies to further engage, challenge, and address the different learners' levels and abilities. The Institute demonstrates an effective commitment to continuous improvement through strategic expansion of its offerings and reliable performance data management via its Learning Management System (LMS). Leadership and management maintain a clear vision for quality enhancement, though further refinement of timelines, Key Performance Indicators (KPIs), and policy documentation is needed to strengthen monitoring and operational planning.

Key Positive Features

- A well-structured assessment process to measure learners' achievements and skill development
- Most learners successfully acquire the relevant knowledge and vocational skills and achieve their qualifications in a timely manner.
- Knowledgeable and experienced trainers utilising effective training methods.
- Positive learning environment that is equipped with effective learning resources and platforms.
- Management's interactive approach and readiness for change reflected in the expansion of the Institute's offerings.
- Reliable learner performance data systematically maintained through the LMS.

Recommendations

- Improve the success rates in a few IT programmes.
- Enhance training strategies to further engage, challenge, and address the different learners' levels and abilities.
- Strengthen strategic and operational planning with clear timelines and KPIs to ensure rigorous monitoring of progress towards improvement initiatives.
- Further improve the existing policies and procedures with particular emphasis on the assessment verification and moderation policies and the monitoring of training quality procedures.

Assessment and Learners' Achievement

Good

- PTC provides a range of long-duration programmes in two primary learning areas: IT and Business and Commerce. Nearly all learners are enrolled in externally accredited programmes, with the remaining enrolled in a local achievement programme. These externally accredited programmes are delivered in collaboration with different awarding bodies, including the National Open College Network (NOCN), Computer Information System Company (CISCO), Microsoft, and the UX Design Institute.
- PTC implements a well-structured assessment process to evaluate learners' achievements and skill development throughout their programmes. This process incorporates a range of internal and external formative and summative assessments. Internal assessments undergo PTC's verification process to ensure alignment with assessment criteria, ILOs, and awarding body standards. While the process is generally fit for purpose, there is an opportunity to strengthen documentation and, where applicable, clearly record corrective actions and adjustments, thereby enhancing its overall rigour.
- Assessments are managed through the LMS, which centralises administration, grading, and feedback provision to ensure consistency; however, feedback quality varies and is not always developmental.
- Most learners successfully acquire the relevant knowledge and vocational skills needed to achieve their qualifications on their first attempt, with a few passing on subsequent attempts. A minority of learners achieve high proficiency rates in their external examinations. However, lower success rates have been noted in a few programmes, such as the CISCO Certified Network Associate, Certified Cybersecurity Technician, and Information Technology Specialist.
- Learners demonstrate high commitment to their learning experience, feedback from learners and employers indicates satisfaction with the acquired knowledge and skills, highlighting a positive impact on both learners' personal development and professional growth.

Learners Engagement and Support for Learning

Good

- Training at PTC is delivered in a supportive and safe learning environment that is fully accessible and equipped with the necessary facilities and resources to promote and support effective learning. The admission process is fit-for-purpose and well-maintained, ensuring learners are placed at the appropriate level within the offered programmes in compliance with the awarding bodies' requirements.
- Learners receive effective guidance and academic support throughout their learning journey. This includes structured induction sessions, extra support classes, mock examinations with multiple trials, and access to various learning portals and platforms.
- Trainers at PTC are experienced and demonstrate strong subject knowledge, effectively employing their theoretical and practical expertise through diverse training methodologies. They integrate real-life examples and work-related scenarios into sessions and use fit-for-purpose learning resources to engage learners productively.
- Training sessions are appropriately structured and managed to address the specified ILOs within the planned timeframe. Trainers use relevant assessments for learning strategies to evaluate learners' knowledge and understanding, ensuring a positive learning experience. However, these strategies could be further adapted to accommodate varying learners' levels and needs for more effective engagement.
- While trainers employ different learning resources and provide instant verbal feedback alongside individualised written feedback on projects and assessments, whole-class strategies often restrict the level of attention given to learners with specific needs. Moreover, training approaches and activities could be enhanced to stimulate learners' self-learning and higher-order thinking skills.
- Learners enrolled in the work readiness programmes benefit from opportunities to enhance employability skills, including targeted support for job search activities, complementing their academic development.

Leadership and Management

Good

- The management team demonstrates a clear vision and mission focused on enhancing learners' achievement and improving provision quality. This vision is communicated through strategic and operational plans; however, timelines and KPIs require refinement for greater clarity. While initiatives for continuous improvement are documented, progress tracking and follow-up need strengthening.
- PTC actively pursues initiatives to broaden its programme offerings that include obtaining certifications from Intuit QuickBooks, CISCO, Google, and Entrepreneurship and Small Business Skills Project. Many of these programmes are scheduled for implementation, while a few remain subject to final approval.
- Self-assessment is conducted through detailed analysis, considering strengths and areas for improvement. It is supported by market needs analysis, performance reviews, and external audits such as NOCN. While outcomes inform planning and quality assurance, action plans lack detailed timelines and measurable KPIs. Internal quality assurance policies and procedures align with the National Qualifications Framework requirements and cover all key areas; however, they are not fully descriptive of practices, specifically monitoring of training, assessment verification, and moderation policies.
- PTC maintains accurate data on learners' performance, including attendance, success rates and achievement, through effective use of the LMS. Quarterly performance reports are produced and discussed in management meetings, though their impact on improvement plans remains limited.
- The Institute has an effective human resources base aligned with operational needs. Roles and responsibilities are well-defined, and recruitment processes include formal induction and professional development planning. Trainers' qualifications match their subject areas, and demo sessions ensure suitability. Monitoring training quality and staff performance is regular, with positive feedback provided; however, linking identified improvement areas to targeted professional development requires closer alignment.

Next Actions

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