



Fahss Training Centre



20 - 22 April 2026



Location
Ma'ameer



Learning Areas

- Health and Safety
- Business and Commerce
- Leadership, Management and Human Resource Development



Total Enrolment
3397

Overall effectiveness

Satisfactory with Good Features

Aspect 1:

Assessment and Learners' Achievement

Aspect 2:

Learners Engagement and Support for Learning

Aspect 3:

Leadership and Management

Review Summary

Fahss Training Centre (FTC) provides a generally positive and supportive training environment that productively engages most learners. Trainers make effective use of their vocational expertise to deliver training and apply assessment-for-learning strategies that support learners in developing the required practical skills. As a result, the majority of learners achieve suitable levels of proficiency across programmes, as evidenced by their performance in practical work. Learners' acquisition of theoretical concepts remains inconsistent and would benefit from further enhancement, while the complexity and alignment of theoretical assessments could be strengthened to ensure greater consistency and rigor. The management team has a clear strategic direction and maintains appropriate operational oversight to support the continuity of provision. However, the self-assessment process and the analysis of learners' performance data also need to be further strengthened to better inform decision-making and continuous improvement.

Key Positive Features

- Learners acquire practical skills that enable them to achieve the certificates they aim for in a timely manner.
- Trainers effectively implement assessment-for-learning strategies, drawing on their subject expertise, and ensure a balanced integration of theory and practice.
- Suitable arrangements are in place to ensure efficient continuity of business operation.

Recommendations

- Further engage learners to enhance their participation in theoretical components and improve their acquisition of related knowledge.
- Utilise the outcomes of the recently implemented verification and moderation processes to enhance the complexity and alignment of theoretical assessments with Intended Learning Outcomes (ILOs), ensure clear grading rubrics are available, and provide written constructive feedback to learners across all assessments.
- Utilise the outcomes of the admission tools to ensure that learners are placed in the appropriate group.
- Enhance the rigorousness of the self-assessment process and effectively utilise its outcomes to improve the quality of provision and support informed decision-making.

Assessment and Learners' Achievement

Satisfactory

- FTC's provision is characterised by programmes of very short duration, typically designed to address specific operational and regulatory requirements within the workplace. Externally accredited programmes constitute 58% of total enrolments and are mainly delivered in collaboration with Highfield Qualifications, particularly in First Aid and Fire Safety. The remaining 42% of enrolments comprise local achievement programmes, which focus primarily on high-risk and safety-critical areas such as Confined Space, Scaffolding, and Work at Height Rescue, in addition to few programmes in business and management areas.
- Summative assessments for externally accredited programmes are designed and verified by the awarding bodies and are appropriately administered by the Centre in line with updated programme and assessment specifications. For local achievement programmes, assessments are designed and verified by FTC trainers. However, the verification process has recently been implemented and is not yet applied consistently. Further improvement is required to strengthen the complexity and alignment of theoretical assessments with ILOs and ensure the consistent use of clear grading rubrics and answer keys.
- The observed sessions indicate that most learners acquire relevant practical skills, enabling them to achieve the certificates they aim for, mostly from the first attempt. The majority of learners achieve suitable proficiency rates across programmes, supported by their performance in practical work. However, learners' acquisition of theoretical concepts is less consistent, and the absence of constructive feedback limits their ability to make further improvement.
- Learners are highly satisfied with their experience with the Centre and the skills gained, and they reported their readiness to apply these skills in their workplaces as needed.
- Most learners are committed to their training, as reflected in their punctuality and attendance during observed sessions. While learners' participation in practical activities is effective, their engagement during theoretical parts of the sessions is less consistent.

Learners Engagement and Support for Learning

Good

- Training is delivered in a safe, risk-free learning environment supported by industry-standard facilities, in which learning resources effectively enhance engagement, particularly during practical activities. This was further reinforced by the Centre's employment of qualified and licensed trainers whose extensive industry experience enriches the overall training experience and supports learners in achieving the practical learning outcomes effectively.
- The Centre adheres to regulatory admission requirements aligned with its entry criteria. Learners are required to be at least 18 years old and meet the required standards of physical fitness. Enrolment is determined through the confirmation of prior knowledge, including the completion of application forms that assess learners' English language proficiency. However, the outcomes of these arrangements are not fully utilised to inform placement decisions.
- Trainers effectively employ their theoretical knowledge and practical expertise to deliver engaging training sessions. They integrate a range of relevant training methodologies and learning resources which support productive learner engagement throughout most of the sessions observed. Trainers further enhance learning by incorporating purposeful real-life examples and ensuring the training content is closely aligned with learners' occupational contexts. However, a few learners remained less engaged during parts of the session, particularly in addressing differences in language proficiency and communication needs.
- Learners are assessed through a relevant range of assessment-for-learning strategies that effectively evaluate their understanding. Trainers monitor learners' progress purposefully through circulation, targeted questioning and timely verbal feedback.
- The training approaches effectively challenge learners to apply critical and higher order thinking to realistic health and safety workplace scenarios. Through the use of relevant real-life examples, learners were engaged in analysing technical hazards and entry protocols, demonstrating effective risk analysis and knowledge transfer.

Leadership and Management

Satisfactory

- FTC's strategic planning is informed by an appropriate self-assessment process using SWOT analysis, learners feedback, programme reports and achievement data, with most practices introduced since August 2025. Management has initiated improvements, including expanding the trainer pool to meet operational and awarding body requirements. However, further initiatives related to operational efficiency and portfolio diversification remain at planning or early implementation stages.
- The Centre implements appropriate quality assurance policies and procedures that have been recently developed to govern its operations. However, few policies, particularly those related to verification and moderation, require further refinement to reflect current practices. In addition, the implementation of these newly developed policies remains at an early stage, and their full impact has yet to be realised.
- Learners' performance is regularly monitored and analysed, with sufficient and generally accurate data maintained across programmes. The outcomes are appropriately utilised to inform decision-making and support improvements in the quality of training and assessment. This is further supported by a recently implemented internal moderation process. While internal moderation is conducted regularly, further enhancement is required to strengthen its rigour and consistency. Externally accredited programmes are subject to moderation by the relevant awarding bodies.
- FTC maintains an adequate number of dedicated, qualified staff, supported by a pool of experienced part-time trainers, to meet the requirements of its provision. Recruitment, selection, and induction arrangements are suitably implemented. Performance is regularly monitored through appraisal processes.
- Training quality is monitored through learners' results and feedback. FTC has recently introduced formal session observations as an additional measure to monitor instructional quality, enabling more rigorous evaluations and more effective tracking of improvements over time.

Next Actions

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