Review Report

هيئة جودة التعليم والتدريب
Education & Training Quality Authority

Agora Training Center

29 June – 01 July 2026

Location
Maqaba

Learning Areas
- Health & Safety
- Heavy Industrial and Construction Machinery
- Radiation Safety

Total Enrolment
5222

Overall effectiveness
Good

Aspect 1:	Aspect 2:	Aspect 3:
Assessment and Learners' Achievement	Learners Engagement and Support for Learning	Leadership and Management

Review Summary

Agora Training Center (ATC) provides a safe, industry-standard learning environment that effectively promotes learners' engagement and the development of workplace-relevant knowledge and practical skills. Qualified and licensed trainers utilise their extensive industry expertise to deliver engaging training supported by specialised facilities, simulators and virtual reality technology, alongside effective assessment-for-learning strategies, and effective learner support. These arrangements enable the majority of learners to successfully achieve their targeted qualifications and licences while meeting workplace and compliance with national regulation requirements. The management team's clear strategic direction, supported by effective quality assurance arrangements and systematic performance monitoring, continues to strengthen the quality and sustainability of the provision. However, there is scope to further strengthen the rigour and consistency of internal verification and moderation processes, strengthen learners' critical thinking skills, further systemise admission arrangements, and improve the evaluation of self-assessment outcomes to better demonstrate the impact of quality improvement initiatives.

Key Positive Features

- The majority of learners effectively gained workplace relevant knowledge and skills, compliance with national regulation requirements and successfully achieving their targeted qualifications /licences.
- Effective employment of training methodologies supported with a relevant range of learning resources and materials effectively support learners needs.
- Qualified staff and certified trainers, with performance regularly monitored to support the quality of delivery, enrich the learning experience and enable learners to develop workplace-relevant knowledge and skills effectively.
- A clear strategic direction reinforced by quality initiatives and informed by leadership expertise, ensures the sustainability of the provision.

Recommendations

- Enhance internal verification and moderation processes to precisely measure practical learner achievements and ensure consistent application across all assessment methods.
- Promote the level of challenge and critical thinking and systemise the admission process to enhance learners' experience and their performance during the delivery.
- Strengthen evaluation and utilisation of self-assessment outcomes to enhance action planning, monitor the effectiveness of improvement actions and further improve the quality of the provision.

Assessment and Learners' Achievement

Good

- The vast majority of ATC programmes are of very short duration, with enrolments concentrated largely in Health & Safety, followed by Heavy Industrial Machinery, and a smaller proportion allocated to Radiation Safety preparation. The local achievement programmes represent 65% of the provision. The externally accredited programme represents 35% of the provision with Radiation Safety preparation (8%), Highfield Level 2 and 3 qualifications (8%), National Plant Operators Registration Scheme (NPORS) (6%), Road Transport Industry Training Board (RTITB) (6%) covering heavy equipment and lifting operations, International Powered Access Federation (IPAF) (4%), and the National Examination Board in Occupational Safety and Health (NEBOSH) International General Certificate (3%).
- Training is structured using Guided Learning Hours (GLHs), including assessment and refresher programmes for which GLHs are determined internally. In addition, a clear matrix links GLHs to programme specifications for RTITB and NPORS, though systematic documentation is required to fully support GLH compliance verification.
- The Centre has well-structured assessment processes and employs fit-for-purpose assessment tools. Summative assessments for local achievement programmes appropriately integrate theoretical and practical components aligned with the Intended Learning Outcomes (ILOs). Externally accredited programmes comply with awarding body requirements. Internal assessments are supported by clear marking schemes and constructive feedback. However, the internal verification process requires further enhancement to ensure consistent implementation across all assessment methods, particularly practical assessments.
- Learners successfully make progress towards achieving their intended qualifications and certifications, with the majority acquiring effective knowledge and relevant skills that meet specific workplace and compliance requirements within their vocational areas. Nevertheless, a few learners struggle to meet the required standards, most notably within Confined Space training and Highfield levels.
- Learners and employers' express satisfaction with the knowledge and skills acquired, highlighting their positive impact in the workplace. The majority of learners demonstrate commitment through regular attendance, active participation in training sessions, and the completion of required learning activities.

Learners Engagement and Support for Learning

Good

- Training at ATC is delivered in a safe and well-equipped learning environment supported by industry-standard facilities and resources. Practical training is enhanced through the effective use of simulators, virtual reality devices and specialised equipment, which promote learners' engagement and support the achievement of practical learning outcomes. This is further strengthened by qualified and licensed trainers whose extensive industry experience enriches the learning experience and enables learners to develop workplace-relevant knowledge and skills effectively.
- The Centre adheres to regulatory admission requirements aligned with its entry criteria. Learners are required to be at least eighteen years old and meet the required standards of physical fitness. Moreover, enrolment is determined through the confirmation of prior knowledge, including the completion of application forms, interviews and English language proficiency assessments. However, the admission process would benefit from greater systemisation through a more structured and standardised approach to ensure consistency in learner placement across programmes.
- Trainers demonstrate strong subject knowledge and effectively integrate their theoretical and practical expertise to deliver training enriched with relevant workplace scenarios. In most observed sessions, they create an engaging learning environment that actively involves the majority of learners through well-planned training strategies, effective use of learning resources and structured, progressive delivery. However, there is scope to further challenge learners' critical thinking skills to deepen learning and enhance engagement throughout the training session.
- Learners are assessed through a relevant range of assessment-for-learning strategies that effectively evaluate their understanding and progress. Trainers purposefully monitor learning through targeted questioning, observation and regular circulation during training sessions, providing timely verbal feedback that supports learners' engagement.
- Learners receive appropriate academic and pastoral support, complemented by a range of opportunities that enable them to meet programme requirements and enhance their career prospects. These include additional training sessions, one-to-one practical support, examination resit opportunities, translation of course content where required, and access to supplementary learning materials.

Leadership and Management

Good

- ATC has clear vision and mission focused on promoting competency through high-quality training, guidance and support. This strategic direction has enabled the Centre to achieve key milestones, drive continuous improvement and strengthen training quality. Yet, several expansion initiatives remain in progress, and their full impact on provision has yet to be realised.
- The Centre implements a structured self-assessment process that identifies strengths, areas for improvement and corresponding actions. Evidence from internal and external audits, learner feedback and course review reports is effectively used to inform strategic and operational planning, with progress monitored through regular management meetings. However, the evaluation of improvement actions requires greater depth to better measure their effectiveness and demonstrate their impact on enhancing training quality.
- The Centre has an effective set of policies and procedures covering key operational areas that support its operations. However, a few policies and procedures require further refinement to better reflect current practices and strengthen the sustainability and consistency of their implementation.
- ATC regularly monitors and analyses learners' performance at programme and centre levels, maintaining accurate data on internal achievement to inform decision-making and support continuous improvement in training delivery and assessment practices. Assessment moderation is appropriately implemented through awarding bodies for externally accredited programmes and internally for local achievement programmes. However, the internal moderation process still requires greater rigour to ensure its consistent implementation across all assessment methods and maintain the accuracy of assessment decisions.
- The Centre has qualified staff and certified trainers supported by effective recruitment, induction and performance monitoring arrangements, including annual appraisals, session observations and systematic learner feedback. These processes provide sufficient evidence to evaluate trainers' performance and support continuous improvement. Strengthening the alignment between performance monitoring outcomes and staff development planning would further ensure that professional development effectively addresses identified improvement needs and enhances training delivery.

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