



Regal Gulf Training Centre (RGTC)



11 – 13 March 2024



Location
Sanabis



Learning Areas

- Information Technology
- Business and Commerce
- Banking, Finance and Accountancy



Total Enrolment
479

Overall effectiveness

Good

Aspect 1:

Assessment and Learners'
Achievement

Aspect 2:

Learners Engagement and
Support for Learning

Aspect 3:

Leadership and
Management

Review Summary

Regal Gulf Training Centre's (RGTC) performance is 'Good' overall. Most learners demonstrate effective vocational skills and competences and successfully achieve the qualifications they aim for in a timely manner. Assessments are purposefully aligned with the Intended Learning Outcomes (ILOs) and effectively implemented. Training is delivered in a supportive and engaging environment complemented by purposeful guidance to learners. The Centre has a clear strategic direction towards continuous improvement guided by a dedicated management team.

Key Positive Features

- Assessments are effectively implemented and mostly supported with clear grading criteria.
- Most learners demonstrate effective vocational skills and competences and successfully achieve the qualifications they aim for in a timely manner.
- Effective training is delivered in a supportive and engaging environment complemented by purposeful guidance to learners.
- Clear strategic direction towards continuous improvement informed by an objective self-assessment process and guided by a dedicated management team.

Recommendations

- Enhance the training strategies to further develop learners' critical thinking skills and provide challenging opportunities for more able learners.
- Strengthen the effectiveness of session observations to closely monitor the quality of training and learning.
- Enhance the utilisation of the self-assessment process outcomes to inform action planning and foster continuous improvement.

Assessment and Learners' Achievement

Good

- Learners' performance, knowledge acquisition and skills development are effectively measured throughout the programmes using fit-for-purpose summative assessment tools that are verified and purposefully aligned to the programme's ILOs.
- These assessments which include quizzes, practical exercises and post-tests are effectively implemented and mostly supported with clear pre-defined rubrics and grading criteria. Learners' work is marked in a fair and consistent manner ensuring that they are well-prepared for the external examinations.
- Most learners develop effective vocational skills and competences relevant to their field of learning that enable them to proceed successfully towards achieving the qualifications they aim for. Learners and employers have expressed their satisfaction with the acquired skills and the extent to which those skills are utilised in the workplace and/or have a positive impact on enhancing learners' opportunities to gain employment in their chosen profession.
- Moreover, a significant minority of learners enrolled in the externally accredited Information Technology (IT) programmes constituting 46% of the total enrolment demonstrate a high level of proficiency as evidenced by their examination results. However, there are a few cases where learners have completed the programmes but either have not yet attempted the final official examinations or they passed the examination on the second attempt.
- Learners are eager to demonstrate their understanding, present their work confidently, and a few of them reflect critically on their learning, which was evident during the observed sessions. It is worth mentioning that, as of the review date, a few learners enrolled in the accounting and finance programmes had sat the official examination, but the final result had not yet been received from the awarding body.

Learners Engagement and Support for Learning

Good

- Training at RGTC is delivered in an engaging and supportive learning environment. The institute premises are pleasant, free from obvious hazards and equipped with sufficient resources and easily accessed facilities by learners.
- Learners have access to well-informed guidance and advice before and during their learning journey via different channels complemented by a variety of opportunities to enhance their personal abilities and employability skills. They also receive purposeful guidance about employment opportunities.
- RGTC effectively regulates the admission of learners into the intended programmes by adopting fit-for-purpose arrangements and admission assessment tools.
- Learning is supported by a range of effective training methodologies and purposeful assessments for learning strategies. Trainers at RGTC are qualified with relevant experience in their fields; they use their knowledge and vocational expertise to promote training.
- The utilised training methodologies and learning resources succeed in engaging most learners effectively. Learners' understanding and abilities are well assessed, and helpful feedback is provided that enables them to improve further.
- The vast majority of the sessions observed are well-planned and timely managed. Trainers successfully accommodate the varying needs of the majority of learners, however, in a few cases the more able learners are not challenged sufficiently. In a minority of the sessions observed, trainers sufficiently stimulated learners' critical thinking skills and empowered them to become independent learners.

Leadership and Management

Good

- RGTC's management team has a clear vision and mission focused on enhancing performance. The management team has the capacity and ability to deliver strategic plans in place. Since taking over in 2023, the team has implemented relevant improvement initiatives and set challenging targets guided by an in-depth understanding of the provision.
- The self-assessment analysis reflects well understanding of the status of practices related to various aspects of RGTC's performance. The essential outcomes of this analysis, along with the regular analysis of learners' performance, are purposefully utilised to trigger improvement initiatives and actions. Nevertheless, there is potential to enhance the utilisation of these outcomes in informing strategic and action planning. A number of these initiatives are still pending implementation, and their impact is yet to be seen.
- Most of RGTC's internal quality assurance activities are embedded in the different policies manifested in the Quality Management System (QMS) document. In 2023, a few quality assurance forms were revised, and the management team acknowledges the need to expedite the QMS revision.
- Learners' performance is well monitored and analysed supported by fit-for-purpose internal and external post-assessment moderation processes to ensure that learners' work is marked fairly and consistently.
- RGTC has the necessary human resources to meet the requirements of the provision and implement improvement initiatives. The quality of training is effectively monitored through regular session observations and feedback from learners.
- In most of the internal session observations, relevant areas of good practices are highlighted and recommendations for further improvement are provided. However, a number of the identified improvement actions are not critical enough to facilitate monitoring of their implementation and to promote continuous improvement.

Next Actions

Action plans to be submitted by the Institute, within 20 working days from the receipt of the draft report.