



ETS Excellence Training Solutions



27 - 29 May 2024



Location
Al Nasfa



Learning Areas

- Business and Commerce
- Health and Safety



Total Enrolment
2419

Overall effectiveness

Good

Aspect 1:

Assessment and Learners' Achievement

Aspect 2:

Learners Engagement and Support for Learning

Aspect 3:

Leadership and Management

Review Summary

ETS Excellence Training Solutions (ETS) offers 'Good' training. Learners engage in a supportive environment that promotes positive learning. Most learners successfully acquire relevant knowledge and vocational skills, attaining the programmes' Intended Learning Outcomes (ILOs) and achieving their qualifications on time. This achievement is driven by effective training and assessment methodologies, complemented by continuous support for learners throughout their journey. ETS demonstrates a commitment to continuous improvement by regularly assessing its performance and purposefully utilising the outcomes to establish a clear strategic direction for further enhancement.

Key Positive Features

- Most learners successfully acquire relevant knowledge and develop essential vocational skills and competencies, enabling them to achieve their qualifications in a timely manner.
- Well-structured assessment process with purposefully aligned assessment methods to effectively evaluate learners' acquisition of the programme's ILOs and development of skills.
- Supportive learning environment complemented by targeted guidance that fosters productive engagement of most learners throughout their learning journey.
- Well-defined strategic direction aimed at promoting continuous improvement, enhancing learners' achievement, and expanding the range of programme offerings.
- Close monitoring of learners' performance.

Recommendations

- Further improve learners' mastery of skills and progressive acquisition of ILOs across the different programmes.
- Enhance training strategies to productively engage the less active learners during the sessions.
- Enhance the utilisation of the self-assessment process outcomes to inform action and strategic planning.

Assessment and Learners' Achievement

Good

- ETS implements a well-structured assessment process to effectively evaluate learners' achievement and skills development. The assessment tools are regularly verified and actively updated, ensuring their alignment with the ILOs and compliance with the standards set by the affiliated awarding bodies.
- All ETS programmes are externally accredited in various disciplines. This includes First Aid, accounting for (36%) of total enrolment, Employability Skills representing (55%) of total enrolment, and the remaining (9%) for Work-Readiness Programmes in different specialisations such as Administration and Digital Marketing, Business Administration Skills, Insurance, and Human Resources Practices.
- ETS employs a variety of internally designed fit-for-purpose summative assessment tools. This encompasses pre and post-tests, graded formative assessments administered in all programmes concluded by final theoretical and practical examinations, assignments and portfolio-based assessments endorsed by the awarding bodies.
- Learners' work is consistently and fairly marked and evaluated using clear, pre-defined criteria and key answers. They receive timely and constructive feedback, tailored to the specific type of assessment. However, in a few instances, the feedback provided is generic and insufficiently focused on driving improvements.
- Most learners acquire relevant knowledge and develop effective vocational skills, particularly in the employability skills and work-readiness programmes, enabling them to proceed successfully towards achieving their qualifications in a timely manner. However, there is variation in standards of produced work and skill mastery among a minority of learners, especially in the portfolio-based programmes, representing approximately (62%) of the total enrolment.
- Learners express high satisfaction with the skills acquired and most of them demonstrate a strong commitment and positive attitude towards their learning. This is evident through their regular attendance and active participation. A significant minority of learners also exhibit critical thinking skills and confidently



present their work and arguments to demonstrate their understanding. However, in a few cases, attendance and punctuality were an issue during observed sessions.

Learners Engagement and Support for Learning

Good

- Training at ETS is delivered in a supportive learning environment that is well-equipped with adequate and easily accessible facilities and resources, creating a positive learning experience, and fostering active engagement of most learners throughout their journey.
- The admission arrangements are fit for purpose and are effectively implemented for all programmes. In addition, to ensure the selection of learners who can meet the specific requirements of the programmes, ETS administers a relevant placement test and conducts a structured interview for the 'Chartered Institute of Personnel and Development (CIPD) Level 3 Foundation Certificate in People Practice' and the 'Chartered Insurance Institutes (CII) Level 3 Certificate in Insurance' programmes.
- Learners are provided with purposeful guidance and a variety of opportunities to promote lifelong learning, enhance their skills, fulfil the programme's requirements, and overcome any learning challenges they may encounter. This includes academic support, participation in events and workshops, and career counselling.
- Learners completing the work-readiness programmes also have the opportunity to apply the employability skills and competencies they have gained through a well-administered one-month On-Job-Training (OJT) programme.
- Trainers effectively employ their theoretical and practical experiences and utilise purposeful training methodologies and learning resources to engage most learners productively throughout the session. They utilise relevant assessments for learning strategies to evaluate learners' understanding and abilities while providing instant feedback to accelerate their comprehension.
- Training sessions are delivered in a well-paced and structured manner. Most trainers encourage active discussion and stimulate learners' critical thinking skills. Yet, in a few cases, attending to less active learners and addressing their varying levels emerged as an issue.

Leadership and Management

Good

- ETS's leadership has a focused vision and mission, oriented towards quality improvement, enhancing learners' achievement and diversifying programme offerings. Leveraging its extensive expertise and sectoral relationships, the management team has carried out several improvement initiatives and established relevant targets, guided by a thorough and regular self-assessment process.
- The self-assessment process reflects an in-depth understanding of ETS's performance. The essential outcomes of this process, along with the 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.
- ETS's implemented quality assurance system comprises a sufficiently detailed set of policies and procedures addressing key aspects of provision that align with the National Qualifications Framework (NQF) standards.
- Learners' performance is closely monitored, with ETS maintaining accurate and reliable data that is analysed quarterly and annually at programme and institutional levels. Supported by fit-for-purpose internal and external post-assessment moderation processes, the outcomes are utilised to drive improvements and guide decision-making.
- ETS has sufficient and qualified human resources to fulfil the provision requirements, support training and learning and carry out improvement initiatives. Staff performance, including trainers, is constantly and effectively monitored using different tools and practices, such as annual performance evaluations, session observations, and learners' feedback. While the session observation tool currently in use includes relevant criteria; in a few cases, the evaluation is insufficiently critical, and areas for development are not always identified.

Next Actions

Action plan to be submitted by the Center, within 20 working days from the receipt of the draft review report.