



## Origin Training Centre



30 September - 02  
October 2024



Location  
Seef District



Learning Areas

- Business and Commerce
- Law, Leadership and Human Resource Management
- Travel and Tourism



Total Enrolment  
1178

Overall effectiveness

**Good**

### Aspect 1:

Assessment and Learners' Achievement

### Aspect 2:

Learners Engagement and Support for Learning

### Aspect 3:

Leadership and Management

## Review Summary

Origin Training Centre (OTC) provides 'Good' training in a supportive environment that encourages most learners to actively engage in their learning experience. Learning is facilitated by effective training strategies and complemented by purposeful guidance and a variety of opportunities to support learners' needs and enhance their performance. The majority of learners successfully gain pertinent knowledge and vocational skills that align with the Intended Learning Outcomes (ILOs). This enables most learners to achieve their qualifications on time, especially in the Work Readiness programmes. The management team at OTC has a well-defined strategic direction guided by relevant self-assessment practices. However, there is a need for further systematisation of the process and its tools, particularly the assessment verification and moderation processes, to ensure consistency and better utilisation of outcomes to improve the quality of provision.

## Key Positive Features

- The majority of learners acquire relevant knowledge and develop proficient vocational skills, enabling most of them to successfully achieve their qualifications in a timely manner.
- Training and assessment for learning strategies are effectively utilised, facilitating the productive engagement of most learners.
- Learners are provided with purposeful opportunities to enhance their personal and employability skills throughout their learning journey.
- A well-defined strategic direction leveraging senior management's thorough understanding of market needs and robust stakeholder relationships.

## Recommendations

- Further enhance learners' mastery of skills and progressive acquisition of ILOs across the different programmes.
- Systemise internal assessment verification and moderation processes to ensure consistency across all programmes.
- Further improve record-keeping and analysis of learners' performance in internal assessments to better inform decision-making.
- Systemise the self-assessment tools and enhance the utilisation of outcomes to improve the quality of provision.

## Assessment and Learners' Achievement

### Good

- OTC offers a range of externally accredited long programmes, including Employability Skills programmes in affiliation with the Northern Council for Further Education (NCFE), accounting for (34%) of total enrolment, and Work Readiness programmes in various disciplines and specialisations, comprising (63%) of total enrolment. The Work Readiness programmes are offered in collaboration with different awarding and professional bodies, such as the Society for Human Resource Management (SHRM), the Test of Legal English Skills (TOLES-Legal) for law-related programmes, and Sabre Corporation for travel and tourism training. The remaining (3%) of enrolment is for recently resumed Professional Certification programmes in Human Resources and Sales.
- OTC's summative assessment process primarily relies on external awarding bodies. Approximately (56%) of programmes are assessed through external final examinations that are verified and proctored by these bodies, whereas the remaining (44%) utilise portfolios-based assessments endorsed by the respective awarding bodies. OTC has a well-established mechanism to administer and control these assessments in compliance with the set standards.
- The assessment process for all programmes is supported by fit-for-purpose non-graded internal formative assessments that align with the ILOs to monitor and evaluate learners' knowledge and skills development. However, the implementation of internal summative assessments is inconsistent across programmes. While appropriate internal assessment verification practices are in place, they require systematic implementation and more detailed documentation.
- Learners receive timely and mostly individualised feedback on their performance, highlighting key strengths and areas for improvement. Yet, some feedback tends to be generic and lacks the developmental focus needed to drive progress.

- The majority of learners acquire pertinent knowledge and develop purposeful vocational skills and competences, with most of them proceeding successfully towards achieving their qualifications in a timely manner. In the Law Work Readiness programme, which constitutes about (29%) of total enrolment, a significant minority of learners achieve high proficiency levels, as reflected in their final examination scores. Nevertheless, skills mastery remains inconsistent among a minority of learners across the different programmes.
- Learners are committed towards their learning, as evidenced by their regular attendance. Moreover, a significant minority of learners demonstrate critical thinking skills, actively participate in discussions and challenge what they have learned.
- In the Work Readiness programmes, learners have the opportunity to apply their acquired knowledge and skills during practical On-Job-Training (OJT), which provides useful exposure to real work environments. Generally, learners are highly satisfied with the skills and practical experiences they gain, enabling them to apply their learning in real-life situations.

## Learners Engagement and Support for Learning

### Good

- Training at OTC is delivered in a supportive and positive learning environment, which is well-equipped with easily accessible facilities and resources, fostering effective engagement among most learners throughout the learning experience.
- OTC's admission arrangements are fit for purpose, aligned with the requirements of awarding bodies and consistently implemented to assess learners' eligibility for their intended programmes. While OTC administers an English placement test for all programmes, the outcomes are insufficiently utilised to enhance learning outcomes.
- Learners receive targeted guidance and support, complemented by a variety of purposeful opportunities that promote lifelong learning and develop personal and employability skills. This includes academic support through revision sessions and mock examinations, participation in relevant events and workshops, extended OJT period, career counselling and guidance for further studies, CV writing and interview preparation. It is worth noting that several learners enrolled in the Work Readiness programmes have secured permanent jobs upon completing their programmes.
- OTC trainers draw on their in-depth theoretical knowledge and practical experience and employ effective training methodologies and learning resources to engage most learners productively throughout the sessions. They utilise relevant assessments for learning strategies to evaluate learners' understanding and abilities while providing instant feedback to accelerate their learning. Moreover, they accommodate learners' varying needs suitably through bilingual delivery when necessary. Nevertheless, attending to less active learners and varying skill levels emerged as an issue in a few cases.
- Training sessions are delivered in a well-paced and structured manner. Most trainers encourage active discussions and stimulate learners' critical thinking by using probing questions, group and individual activities, and peer challenges, fostering a competitive spirit that enhances the learning experience.

## Leadership and Management

### Good

- The leadership and management team at OTC has a well-defined strategic direction aimed at improving quality and diversifying programme offerings. By leveraging their deep understanding of market needs and cultivating strong relationships within the sector, they have launched several improvement initiatives and set relevant targets. However, a few of these initiatives are still in the initial stages or pending full implementation, and their impact remains to be assessed.
- OTC employs several practices that effectively contribute to the self-assessment process. Nonetheless, there is a need to further systematise this process and its associated tools to better improve the utilisation of outcomes and enhance the overall quality of provision.
- OTC's quality assurance system comprises a set of sufficiently detailed policies and procedures that address key aspects of the provision and meet National Qualifications Framework (NQF) standards. While these policies are regularly reviewed and updated, a few require further expansion to include relevant practices such as assessment verification and moderation processes, performance evaluation, and session observation.
- OTC maintains adequate and mostly accurate data on learners' attendance and achievement levels based on final examination results and portfolio decisions from awarding bodies. However, data reflecting learners' performance in internal assessments throughout the programmes are not always maintained or analysed. Although there is a suitable post-programme moderation practice in place, there is potential to further systemise this process and its documentation, particularly regarding internal assessments, to ensure consistency across all programmes and better inform decision-making and improvement action planning.
- OTC has sufficient and qualified human resources to fulfil provision requirements and support training and learning. Staff performance, including trainers, is regularly and effectively monitored using various tools and

practices, such as performance evaluations, session observations, and learners' feedback. The outcomes of these evaluations are used to inform staff and trainers' professional development needs and guide performance enhancement.

## Next Actions

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