



Uni Training Institute



27-29 January 2025



Location
Askar



Learning Areas

- Health and Safety
- Engineering and Architecture
- Heavy Equipment



Total Enrolment
6995

Overall effectiveness

Good

Aspect 1:

Assessment and Learners' Achievement

Aspect 2:

Learners Engagement and Support for Learning

Aspect 3:

Leadership and Management

Review Summary

Overall, Uni Training Institute (UTI) provides 'Good' training, supported by a dedicated leadership and management team that actively contributes to the vocational training sector improvement through strategic initiatives and performance monitoring. The institute's success is attributed to its experienced and qualified trainers, who effectively engage most learners and deliver the content in a clear manner. Learners benefit from state-of-the-art resources and facilities that replicate real-workplace industry conditions, enabling them to acquire essential knowledge and demonstrate effective vocational skills while adhering to safety protocols in line with industry standards. Opportunities for further improvement include strengthening learners' problem-solving skills and enhancing their mastery of practical skills, as well as systematizing quality assurance practices to ensure consistency with best practices.

Key Positive Features

- Most learners acquire essential knowledge and demonstrate effective vocational skills, adhering to safety protocols in line with industry standards.
- The assessments across all programmes are well-structured, aligned with Intended Learning Outcomes (ILOs), and supported by consistent, timely verbal feedback to ensure learners' understanding and progress.
- State-of-the-art resources and facilities that mirror real-workplace industry conditions are used by expert trainers to engage learners effectively, ensuring they develop industry-ready skills.
- A dedicated leadership and management team, focused on sector improvement, with a strong emphasis on performance monitoring to drive continuous development and ensure ongoing excellence.

Recommendations

- Further enhance learners' mastery of practical skills and their progressive acquisition of ILOs.
- Strengthen training strategies to further develop problem-solving skills, ensuring learners are better equipped to tackle real-workplace challenges effectively.
- Enhance and systematize quality assurance practices, including internal verification and moderation, for all assessments across the provision to ensure consistency and alignment with best practices.

Assessment and Learners' Achievement

Good

- UTI offers a range of programmes in Health and Safety, Engineering and Architecture, and Heavy Equipment. Of these programmes, 73% are local achievements, 25% are externally accredited, with 20% are awarded by the Road Transport Industry Training Board (RTITB), and 5% are certified through the American Safety and Health Institute (HSI). The majority of the local achievement programmes are short in duration, ranging from 8 to 24 hours, with the Confined Space Entry and Rescue programme representing 59% of the total enrollment. Additionally, 2% of the programmes are local attendance, designed to support individuals in preparing for the Wireman, Plumbing, and Jointing and Termination of High Voltage (11kV) Underground Cables examinations, in order to obtain the Electricity and Water Authority (EWA) licenses.
- Internal assessments for the local achievement programmes are well-structured and aligned with ILOs to measure learners' mastery of both theoretical knowledge and practical skills, ensuring the progressive acquisition of ILOs throughout each programme. These assessments are verified to ensure they are fit for purpose, cover the ILOs, and match the appropriate level of complexity, considering the learners' level of experience and understanding. Instant, useful verbal feedback is provided to emphasise key safety aspects and ensure learners fully grasp essential health and safety practices.
- Assessment of the RTITB heavy vehicle programmes is based on clear criteria, with well-structured practical and theoretical evaluations. Practical assessments are well-defined, with clearly outlined grading criteria, contributing to the transparency, rigour, and reliability of the assessment process. Model answers are provided to maintain consistency and ensure fairness. Trainers follow standardised procedures for evaluating learners. A clear mechanism is implemented by the RTITB and UTI to control the administration of the assessment process. Regular continuous feedback and performance tracking help guide learners' progress throughout the programme.
- The local attendance programme includes a combination of theoretical instruction, interactive activities, and hands-on practical exercises. The programme features a range of summative assessments, such as quizzes, midterm examinations, and final examinations, all of which are aligned with the ILOs. However, while the assessments are generally verified and correspond to

the key areas of the programme objectives, there are some issues with the mark distribution for quizzes, . Additionally, although written feedback is not always provided, instant verbal feedback is given during or after assessments to support learners' understanding.

- Most learners acquire essential knowledge and demonstrate effective vocational skills, adhering to safety protocols in line with industry standards. Their competence is evident in their practical performance during sessions, where they prioritise safety, use equipment responsibly, and manage risks to ensure safe operations. However, a few learners without formal educational background faced challenges in understanding theoretical concepts, which in turn affected their skill development during the practical sessions.
- Considering the duration of the local achievement programmes, the retention and success rates are high, with 100% success across all programmes, except for the Confined Space Entry and Rescue programme, where the success rate is 99%. Furthermore, a number of learners, 29 out of 78, enrolled in the EWA preparation programmes, sat the examinations and successfully obtained their licenses.
- For the RTITB's programmes success rate is high ranging between 95% - 100%. In comparisons of the most frequent programmes between UTI and the Middle East, the performance of learners is acceptable. For the theory test, UTI's average score stands at 90%, slightly below the RTITB Middle East average of 92%. In the practical test, where the maximum penalty is 40 points, UTI learners averaged 29 points, compared to the RTITB Middle East average of 22 points.
- Both learners and employers have expressed high levels of satisfaction with the knowledge, skills, and competencies acquired through UTI programmes, emphasising their practical application and effectiveness in real-workplace scenarios.

Learners Engagement and Support for Learning

Good

- Training at UTI is delivered at state-of-the-art, industry-standard facilities that provide a comprehensive and engaging learning environment for its programmes. With dedicated zones for heavy vehicle practice, workshops for electrical, plumbing, and cable wiring, as well as demonstration areas for confined space training, the vast majority of learners are trained with tools and machinery that mirror real-workplace industry conditions.
- At UTI, learners enrolled in the EWA preparation programmes receive consistent support from dedicated trainers who address individual needs and provide opportunities to enhance both academic and employability skills. The institute ensures resources are aligned with examination centre standards and prepares learners fully for practical assessments. Additionally, UTI connects learners with potential employers, with some securing jobs after completing the training.
- The institute conducts purposeful admission procedures aligned with entry requirements, which are based on learners' backgrounds and the targeted training outcomes. Learners are eligible to join if they meet the necessary knowledge requirements and are both physically and mentally fit.
- Trainers at UTI possess a thorough understanding of both the practical and theoretical aspects of their subjects. They provide clear explanations, effectively respond to learners' inquiries, and skillfully link theory to practice. Trainers apply effective training methods and utilise available learning resources to engage most learners effectively throughout sessions. Additionally, they promote safety by wearing harnesses during practical activities, setting a positive role model and reinforcing safety standards.
- Trainers use effective assessment-for-learning strategies to evaluate learners' understanding, providing constructive verbal feedback. They also assess adherence to Health and Safety standards, including the proper use of equipment and safety gear. However, problem-solving skills were sometimes underdeveloped, highlighting an area for further improvement.
- Training sessions are well-planned and managed within the allocated time, following lesson plans which are aligned with the programme ILOs, ensuring a structured and effective delivery. Accommodation is provided to support learners' needs, and the delivery of language is tailored to ensure clarity for all participants, enhancing their understanding and engagement.

Leadership and Management

Outstanding

- The leadership and management team at UTI has demonstrated notable foresight in positioning the institute to anticipate and meet evolving market demands. By setting clear goals and fostering strong cross-sector relationships, they ensure that programmes remain aligned with industry trends. Furthermore, the team is committed to continuous monitoring and refinement to maintain the institute's excellence in line with its strategic vision.
- The institute utilises a rigorous self-assessment process to assure and enhance the quality of its provision. While maintaining effective quality assurance through structured policies, UTI would benefit from further streamlining its operations.
- The institute effectively monitors and systematically analyses learners' performance, and has suitable assessment moderation practices for local programmes to ensure consistency of marking.
- Learners' performance data is regularly collected and analysed at both individual and programme levels, with insights used to inform decision-making and improve training quality. Special meetings are held to review learners' progress, identify areas for improvement, and ensure appropriate interventions are implemented, particularly for EWA programmes. UTI has also started using a new Learning Management System (LMS) to facilitate record-keeping and ensure that all records will be organised properly.
- The institute ensures the recruitment of highly qualified staff and trainers through a meticulous selection process, aligning their expertise with the institute's goals. New staff undergo a comprehensive induction programme, ensuring they understand the institute's vision, procedures, and training expectations. Trainers are required to be trained and approved by the awarding bodies, as part of the role's requirements. This approach ensures staff are well-prepared to deliver quality learning experience.
- Staff are provided with essential training opportunities to promote their professional development, ensuring they are well-equipped to meet the

institute's evolving objectives. The institute consistently monitors the performance of staff and trainers through appraisals, session observations, and learner feedback, which ensures continuous improvement and high training quality. Furthermore, consistently applying lesson observations strengthens the evaluation process of the training session and ensures more effective and personalized support for the learners, particularly with two trainers involved in the training delivery, which fosters a collaborative approach to evaluation.

Next Actions

Action plans to be submitted by the Institute, within 30 working days from the receipt of the draft report.