



Yellow Hat Training



17-19 February 2025



Location
Al Suwifyah



Learning Areas
• Leadership, Management and
Human Resource Development



Total Enrolment
356

Overall effectiveness

Good

Aspect 1:
Assessment and Learners'
Achievement

Aspect 2:
Learners Engagement and
Support for Learning

Aspect 3:
Leadership and
Management

Review Summary

Yellow Hat Training (YHT) provides good overall training, enabling learners to acquire effective knowledge and relevant skills while obtaining their certificates in a timely manner to support their continued workplace immersion in accordance with the programme nature. This success stems from the effective implementation of training strategies, assessments, and enrichment opportunities informed by trainers' in-depth knowledge, purposefully enhancing learners' lifelong learning and overall experience. The management team conducts appropriate self-assessment practices. However, there is potential to improve the self-assessment tools and better utilise the outcomes to inform action planning and enhance the continuous improvement of the provision.

Key Positive Features

- Learners acquire effective knowledge and relevant skills, enabling them to successfully obtain the certificates they aim for in a timely manner.
- Well-structured assessment methods managed by effective Moderation Verification Analysis Toolkit (MVAT).
- Trainers' subject knowledge and the effective employment of training strategies enhance the engagement of the majority of learners while promoting their lifelong learning.
- Effective monitoring of trainers' performance to ensure the quality of training delivery.

Recommendations

- Further improve learners' development of knowledge and acquisition of the programme Intended Learning Outcomes (ILOs).
- Enhance the implementation of verification process for summative assessment to ensure a more precise measurement of learners' actual achievement of ILOs.
- Improve the systematic implementation of the admission assessment tools and utilise their outcomes to better engage and challenge learners during the delivery.
- Enhance self-assessment tools and utilise the outcomes to inform strategic planning, ensuring continuous improvement of the provision, including the expansion of the comprehensiveness of policies and procedures.

Assessment and Learners' Achievement

Good

- YHT offers local achievement soft skills programmes for short and very short duration, focusing on leadership and management. These encompass various areas, including customer service, team building, effective email writing, and supervisory skills.
- The implemented assessment methods are well-structured, aligned with the ILOs, and administered in a reasonable manner. A fit-for-purpose post-test is designed to serve as summative assessment, supported by a variety of effective formative assessments to evaluate learners' progress and knowledge acquisition. The 'Eureka team-building programme', which is delivered in a significantly shorter time frame compared to other programmes, is primarily designed with a relevant range of in-class activities, guided by the trainers' observations.
- The assessment process is regularly managed using an effective MVA Toolkit initiated by YHT, ensuring that proper adjustments are made as needed. However, there is an opportunity to enhance the verification process for summative assessments, enabling a more precise measurement of learners' actual achievement of the ILOs, including the 'Eureka team-building programme'.
- Learners' work is mostly marked consistently and fairly, utilising fit-for-purpose pre-defined rubrics and key answers. Taking into account the purpose and type of assessment, feedback is regular and is generally constructive, as evidenced in the 'Effective Email Writing and Etiquette programme'. Additionally, employers have the opportunity to be informed about their learners' performance through a fit-for-purpose report, which is provided upon request.
- Learners successfully obtain the certificates they aim for in a timely manner, gaining effective knowledge and acquiring relevant skills that support their workplace immersion based on the programme nature. Nevertheless, the work quality produced by a minority of learners shows variation in the standard of knowledge gained compared to their peers.
- Learners and employers have expressed high satisfaction with the acquired knowledge and skills, and the resulting positive impact on their workplace. Most learners display positive attitudes, regularly attend sessions, and actively enhance their knowledge through participation in effective discussions and in-class activities.

Learners Engagement and Support for Learning

Good

- Training at YHT is delivered in safe and positive learning environments such as employer's premises, which are well-equipped with the necessary resources and facilities that cater to the type of programmes. Yet, the facilities at YHT premises are adequate.
- Trainers demonstrate a deep knowledge of their subject area and effectively facilitate learning by utilising purposeful training methods and resources, stimulating learners' critical thinking through reflections on workplace examples. These approaches create a positive classroom environment which engage the majority of learners throughout class activities.
- Training sessions are well-planned and delivered by trainers in a progressive manner using a variety of effective assessment for learning strategies to evaluate learners' understanding. These include questioning, targeted inquiries, and paper-based assessments, which are followed by instant and useful feedback that accelerate learners' performance during the sessions. Additionally, trainers enhance learners' skills through effective role-playing activities, which contribute to improving their overall performance. However, in a few cases, less active learners are not effectively engaged throughout the sessions.
- YHT implements fit-for-purpose admission arrangements for enrolling learners in the programme. The target audience is clearly defined, and YHT aligns its programme with employers' training analysis outcomes to facilitate potential career advancement. Furthermore, the Institute conducts informal evaluation of English proficiency when necessary. Nonetheless, an opportunity remains to systematically implement the admission assessment tools and leverage the outcomes to better support learners and address their diverse needs.
- Trainers and staff at YHT are supportive and approachable. Learners are well-inducted, have access to sufficiently detailed information about the programmes through their employers and are provided with fit-for-purpose support to facilitate their learning progression. Additionally, learners are offered proper advice and purposeful opportunities through dedicated coaching sessions and access to informative materials that promote lifelong learning and career prospects as well as a useful handbook to reflect their cumulative work.

Leadership and Management

Satisfactory

- The management team at YHT has a clear vision and mission focused on enhancing learners' development and expanding the Institute's offerings. The team has implemented relevant initiatives for improvement, guided by appropriate self-assessment practices which are regularly reviewed during management meetings. A notable initiative is the enhancement of the assessment process and structure.
- The essential outcomes of the self-assessment practices are suitably used to trigger improvement actions and are translated into general strategic objectives. Nevertheless, there is potential to improve the self-assessment tools and better utilise the outcomes to inform action planning, thereby supporting the continuous improvement of the provision. Additionally, several improvement initiatives are still in progress or pending implementation, and their impact has yet to be measured to ensure the sustainability of the strategic direction.
- The Institute implements fit-for-purpose quality assurance practices supported by sufficiently detailed policies and procedures that address key aspects of its operations. However, these policies need to be expanded to include more detailed procedures of the practices being carried out, such as the admissions process and performance monitoring. Moreover, the arrangements for reviewing and updating policies are not clearly identified, which are essential for ensuring governance, consistency, and sustainability of these practices.
- Given the nature and duration of the programmes, learners' performance is appropriately monitored and analysed at the programme level using aggregated data on attendance and pre- and post-tests results maintained for most of the conducted programmes. This process is reinforced by a suitable internal assessment moderation implemented as part of the MVA Toolkit, where the outcomes are adequately utilised to enhance the quality of training and learning.
- Qualified staff and certified trainers are recruited and offered relevant professional development training opportunities through a well-defined process that monitors staff performance and clarifies their roles and responsibilities in meeting the provision's requirements. However, as of the date of this review, there have been no new hires.
- The quality of training is regularly monitored through different methods, such as learners' feedback and session observations, using an informative



observation form supported by relevant criteria outlined in the Institute's policy. These outcomes, informed by trainers' knowledge and experience, are then effectively utilised to drive improvements in the quality of training and assessments, ultimately enriching the overall learning experience.

Next Actions

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