



Hedaya Training Center



19-21 May 2025



Location
Isa Town



Learning Areas
• Banking, Finance and Accountancy



Total Enrolment
177

Overall effectiveness

Good

Aspect 1:
Assessment and Learners' Achievement

Aspect 2:
Learners Engagement and Support for Learning

Aspect 3:
Leadership and Management

Review Summary

Hedaya Training Center (HTC) provides 'Good' training in the field of accounting and finance. Learners engage in a supportive and well-structured learning environment that fosters their professional growth. Most learners successfully develop relevant accounting skills and knowledge, effectively meeting the programmes' Intended Learning Outcomes (ILOs) and attaining their aimed qualifications. This success is driven by well-structured internal assessments, purposeful training strategies delivered by experienced trainers, and systematic support provided throughout the learning journey. HTC demonstrates a commitment to continuous improvement through effective self-assessment processes and the strategic utilisation of performance data to enhance the overall quality of its provision.

Key Positive Features

- Learners demonstrate well-developed accounting skills and knowledge, successfully achieving the qualifications they aim for.
- Purposeful training strategies are adopted by experienced trainers, and a systematic, effective support provided to learners throughout their learning journey.
- Management's strategic direction reflects continuous improvement and an effective self-assessment process.
- The Center has an effective system to maintain accurate and reliable data with close monitoring of learners' performance.

Recommendations

- Improve the effectiveness and consistency of internal assessment verification and moderation processes.
- Introduce more effective admission tools to make informed decisions about learners' admission and placement.
- Enhance the self-assessment analysis and utilization of its outcomes to improve the overall effectiveness of the provision.

Assessment and Learners' Achievement

Good

- Hedaya Training Center (HTC) offers a Level 4 Certification in International Accounting Standards and International Financial Reporting Standards (IFRS), accredited by the Institute of Accountants and Bookkeepers (IAB). The Center employs a structured assessment approach designed to gauge learners' proficiency in accounting principles while tracking their progressive attainment of the Intended Learning Outcomes (ILOs).
- The internal summative assessment tools are derived from the awarding body's resources, with a strong reliance on an extensive bank of validated questions. These assessments undergo effective verification process to ensure alignment with the programme's ILOs and HTC's established assessment policy. However, despite these efforts, there are minor inconsistencies in implementing the outcomes of the verification processes, particularly in the grading distribution of certain assessments.
- Assessing learners' work at HTC is fair and consistent, employing well-defined rubrics and key answer guides. Learners receive timely, constructive feedback, fostering their understanding and supporting their academic and professional growth. The effectiveness of this approach is reflected in the learners' acquisition of theoretical knowledge and vocational skills. They demonstrate steady progress toward achieving their qualifications. The majority of learners attain high marks, with a significant proportion excelling at distinction levels.
- Learner feedback indicates high satisfaction with the programme, recognising its value as a refresher that reinforces practical application within professional settings. Most participants actively engage in their studies, showing a high level of commitment through consistent attendance and interactive participation. Additionally, a notable minority display advanced critical thinking skills, demonstrating the ability to critically analyse key accounting concepts.

Learners Engagement and Support for Learning

Good

- Training at HTC is conducted within a supportive and positive learning environment that is safe and accessible. The Center is well-equipped with appropriate training facilities and resources that effectively accommodate the specific requirements of the programmes delivered. Furthermore, when necessary, suitable adjustments are made to support learners with Special Educational Needs and Disabilities (SEND), ensuring equitable learning opportunities for all.
- Learners benefit from effective guidance and continuous support throughout their academic journey, enabling them to achieve their educational objectives. They receive effective induction and structured assistance that positively contribute to the development of their personal and professional skills, ensuring they are well-prepared for the qualifications they seek to obtain.
- The available HTC's admission arrangements are fit for purpose and adhere to the awarding body's entry requirements, which aids the management in making informed decisions about learners' admission and placement in the currently offered programme. Yet, despite being functional, these arrangements remain limited in scope.
- Trainers are knowledgeable and experienced; they effectively employ their theoretical and practical expertise using purposeful training methodologies and learning resources. They implement effective learning strategies and assessments to evaluate learners' level of acquired knowledge and skills, fostering engagement among most learners during the sessions and ensuring steady academic progress. Throughout the sessions, Learners receive constructive feedback which reinforces their learning experience. Nevertheless, within certain observed sessions, a small number of learners demonstrate lower levels of participation.
- Training sessions are well-planned and delivered in a progressive manner. Trainers stimulate learners' critical thinking by integrating practical scenarios, which encourage most learners to productively engage in whole-class discussions, further enriching the overall learning experience.

Leadership and Management

Good

- HTC's strategic direction is designed to drive continuous improvement through an effective self-assessment process, ensuring alignment with its vision and mission. However, the outcomes of the self-assessment analysis do not always reflect the needful changes, specifically for the assessment moderation and the actions taken to rectify the found gaps.
- The management team has established a set of initiatives based on the self-assessment, including obtaining approvals from new awarding bodies, exploring additional learning areas, and implementing a Learning Management System (LMS). However, as these initiatives are relatively new, their impact remains uncertain.
- A suitable mechanism is in place to uphold internal quality assurance policies and procedures, ensuring full compliance. These policies and procedures are systematically implemented through relevant forms, fit-for-purpose quality assurance practices, and plans that sustain their integrity.
- HTC maintains accurate and reliable data on learners' performance for all conducted programmes, including learners' attendance records and achievement. The management team effectively monitors learners' achievement on programme level and overall, through conducting different analyses of data. The outcomes of these analyses sufficiently inform decision-making and necessary improvements based on their findings.
- Assessment moderation is systematically implemented to ensure fairness in assessments. However, inconsistencies have been observed in pre-test moderation, where certain instances of moderator feedback were inaccurate.
- HTC has fit-for-purpose skilled human resources to effectively support its programmes and drive improvement initiatives, considering both the scope of provision and the size of learner enrolment. The employment and selection of trainers and staff processes are effective complemented by a formalised induction that equips them with essential knowledge of their responsibilities within the training center.
- Staff and trainers are effectively monitored through different evaluation tools, including periodic appraisals, key performance indicators' tracking and session observations. Additionally, they receive targeted training opportunities designed to enhance their effectiveness and align with their roles within the institute.



Next Actions

The Institute must submit an Action Plan within 30 days from receiving the draft report.