



Success Training Centre



02-04 June 2025



Location
Al-Mahooz



Learning Areas

- Leadership, Management and Human Resources Development.
- Business and Retail.



Total Enrolment
363

Overall effectiveness
Satisfactory

Aspect 1:

Assessment and Learners' Achievement

Aspect 2:

Learners Engagement and Support for Learning

Aspect 3:

Leadership and Management

Review Summary

The performance of Success Training Centre (STC) is "Satisfactory". It supports learners in achieving their intended qualifications in a timely manner and complements this with purposeful opportunities for lifelong learning. Moreover, STC implements comprehensive recruitment procedures to ensure that staff and trainers are capable of meeting its goals. However, the Centre would benefit from taking effective actions to raise the quality of its provision, by using comprehensive verification and moderation processes to improve assessment mechanisms, and measure learners' acquisition of knowledge and skills accurately. Furthermore, STC needs to monitor trainers' performance closely and utilise the outcomes to enhance the quality of training and ensure the consistency of its practices.

Key Positive Features

- Trainers' depth of knowledge and appropriate implementation of real-life examples that foster the engagement of the majority of learners.
- The purposeful opportunities provided to learners to support their lifelong learning, including employment and career progression.
- There is a comprehensive recruitment process of staff and trainers that suits the Centre's provision.

Recommendations

- Improve the level of learners' acquisition of knowledge and skills.
- Enhance the assessment mechanism in local achievement programmes by implementing effective verification and moderation processes to ensure better alignment with Intended Learning Outcomes (ILOs), raise the level of complexity, and improve the quality of the provided feedback.
- Expand the current admission policy and ensure the effective implementation of admission processes to better identify learners' needs and group them appropriately.
- Strengthen rigorous self-assessment process utilising its outcomes to improve strategic planning and the quality of provision.
- Improve the monitoring of trainers' performance to ensure consistency in training practices, with a focus on challenging learners' abilities and supporting learners at-risk.

Assessment and Learners' Achievement

Satisfactory

- STC offers programmes in two main learning areas: Leadership, Management and Human Resource Development, and Business and Commerce. Most learners (83%) are enrolled in local achievement programmes, while (13%) are enrolled in the externally accredited programme, the NOCN Level 1 Award in Retail Knowledge.
- The Centre utilises suitable internal assessments that are appropriately administered, such as class activities, and final tests. These assessments adequately measure learners' acquisition of knowledge and skills in the local achievement programmes. However, there are issues with their alignment to programmes ILOs, and the level of complexity. In contrast, assessments in the externally accredited programme are better aligned with ILOs and are complex to assess learners' real understanding. Assessments' structures are varied throughout programmes due to the verification policy that is not rigorously implemented and needs to be more comprehensive. This led to adequate acquisition of knowledge and skills, although learners achieve the qualification they aim for in a timely manner.
- Learners' work is marked accurately and fairly using pre-defined key answers, which are provided for most assessments. However, the quality of feedback varies across programmes. While it is constructive and individualised in the externally accredited programme, it is often generic and impersonal in the local achievement programmes.
- Generally, learners are satisfied with skills and knowledge development and recognize its impact on promoting lifelong learning. Most of them are committed to attending sessions regularly and they take part in discussions and class activities appropriately.

Learners' Engagement and Support for Learning

Satisfactory

- Trainers show a depth of knowledge in the content they deliver. This is evident in the use of real-life examples and different training strategies that encourage active learner participation. However, most methods are trainer-centered, resulting in adequate engagement of the majority of learners.
- Trainers utilise suitable assessment for learning strategies, though their effectiveness varies. It is better in a number of sessions in which learners' abilities are well-challenged and developed, however, in the majority of sessions, trainers assess learners' understanding adequately, followed up with generic feedback, which negatively affects progress of the less able learners. Furthermore, there is inconsistency in time management and transition between activities.
- STC learning environment is suitably equipped and supported with appropriate resources such as flipcharts and smart boards. Additionally, premises and facilities are accessible to most learners. However, the arrangements for identifying and supporting SEND learners are not well established or effectively implemented.
- The Centre utilises appropriate admission tools to sufficiently diagnose learners' needs and stakeholders' requirements, such as Training Needs Analysis (TNA), registration form, and trainee manuals. However, these tools are not systematically analysed to better group learners according to their different levels and needs.
- Trainers and staff are approachable to support learners when needed, and STC implements suitable arrangements to support learners and help them meet the programme requirements. These arrangements are mostly focused on compensating absentees through communication with trainers and transferring them to other batches. In addition, learners' needs are daily aggregated, analysed, and suitably addressed at the beginning of sessions. However, this approach is not systematically implemented.
- The Centre provides purposeful opportunities to promote lifelong learning by offering employment opportunities to a significant number of learners and suitable career progression opportunities to others.

Leadership and Management

Satisfactory

- STC adequately utilises self-assessment tools to assess its performance, such as SWOT analysis and employers' and learners' feedback. The self-assessment process focuses on the continuity of business, resulting in the achievement of a number of relevant initiatives. However, it is not rigorous enough to identify issues in assessment standards and training quality. The Centre utilises the outcomes adequately in setting strategic goals that are followed up appropriately through meetings and operational flow summaries. Nevertheless, the follow-up outcomes are not well-utilised in updating strategic planning. The impact of these practices has contributed to an appropriate quality of provision.
- The Centre has implemented fit-for-purpose policies and procedures that address key aspects of its practices. Nevertheless, a number of these policies and procedures are not comprehensive enough to fully cover all the related processes—such as verification, moderation and admission—limiting its ability to ensure consistent governance and long-term sustainability of these practices.
- Despite STC appropriately monitors learners' performance, aggregates and analyses data accordingly, the outcomes are not well utilised to inform decision-making. In addition, the process of moderating assessments in the local achievement programmes is not consistent or effective enough to provide constructive feedback to learners, although it is better implemented in the externally accredited programme by following the awarding body's requirements and instructions.
- The Centre conducts comprehensive procedures for recruiting a sufficient number of qualified staff and trainers to meet the requirements of its provision. Staff performance is adequately monitored through a comprehensive mechanism, however, trainers' performance is not monitored effectively, as it places greater emphasis on trainer delivery rather than evaluating learners' achievement, leading to inconsistency in training practices.

Next Actions

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