



**Shathr Training Center**



27 - 29 October 2025



Location  
Seef District



Learning Areas  
• Leadership, Management and  
Human Resource  
Development



Total Enrolment  
430

Overall effectiveness

**Good**

**Aspect 1:**  
Assessment and Learners'  
Achievement

**Aspect 2:**  
Learners Engagement and  
Support for Learning

**Aspect 3:**  
Leadership and  
Management

## Review Summary

Shathr Training Center (STC) provides effective training within a supportive and engaging learning environment. A key strength of STC lies in its trainers, who demonstrate strong subject-matter expertise and employ purposeful training strategies that actively engage most learners. These strategies are complemented by a well-structured assessment process that consistently measures the achievement of Intended Learning Outcomes (ILOs), facilitates effective performance monitoring, and enables the vast majority of learners to proceed successfully toward achieving their qualifications. As part of its continuous improvement efforts, the STC management team should consider strengthening strategic planning by establishing clearly defined Key Performance Indicators (KPIs). These will support data-informed tracking of progress toward strategic objectives. Enhancing the analytical depth of the self-assessment process and leveraging its outcomes more strategically will further improve action planning. In addition, refining existing policies and procedures will reinforce implementation rigour - particularly in relation to internal assessment administration, moderation practices, and training quality monitoring.

## Key Positive Features

- STC implements a well-structured assessment process that consistently measures learners' attainment of ILOs.
- Most learners acquire essential knowledge and skills in mental health, enabling them to successfully achieve their qualifications.
- Trainers' extensive subject knowledge and experience are reflected in their use of purposeful training strategies that actively engage most learners within a vibrant and supportive environment.
- Learners' performance is effectively monitored, driving continuous improvement in training delivery and assessment quality.

## Recommendations

- Strengthen strategic planning by defining clear KPIs to enable effective, data-driven monitoring of progress toward strategic objectives.
- Enhance the self-assessment process to support more critical analysis and strategic use of outcomes for targeted action planning.
- Further develop existing policies and procedures to improve implementation rigour, with particular emphasis on internal assessment administration, moderation practices, and training quality monitoring.

## Assessment and Learners' Achievement

### Good

- STC offers two externally accredited programmes in collaboration with the National Open College Network (NOCN): Level 2 in Mental Health Awareness and Level 3 in First Aid for Mental Health. Enrolment is nearly evenly distributed across both levels, which are tailored to meet the needs of corporate clients.
- STC employs an effective assessment approach to measure learners' achievement of ILOs, incorporating summative assessments and a range of formative techniques throughout programme delivery. For the Level 2 qualification, learners undertake a knowledge-based test at the end of the programme, which is set, marked, and externally moderated by NOCN. This test is conducted in accordance with the awarding body's regulations. The Level 3 qualification includes the same externally provided test, accompanied by a well-structured, internally developed written assessment based on workplace scenarios.
- The internal assessment is administered post-programme and is subject to STC's assessment verification process, ensuring regular review and alignment with awarding body standards. While the administration process is effective, there is scope for further enhancement - particularly in managing the open submission timeframe and addressing occasional delays in learner submissions, although the current flexibility remains compliant with the awarding body's regulatory framework.
- Internal assessments are evaluated fairly and consistently using established grading criteria and answer keys. Learners receive individualised, constructive feedback that fosters improvement and supports skill acquisition.
- Most learners acquire essential knowledge and skills relevant to mental health. While only a few learners demonstrate varied progress - evident in their assessment scores and participation during sessions - the overall achievement data confirms that the vast majority successfully achieve their qualifications on the first attempt.
- Learners report high levels of satisfaction with the knowledge and skills acquired, highlighting a positive impact on professional development. Their commitment is evident through consistent attendance, active sharing of personal and work-related experiences, and openness to new concepts and terminologies introduced during the programmes.

## Learners Engagement and Support for Learning

### Good

- Training at STC is delivered in a vibrant, supportive, and well-resourced environment, primarily at employers' premises or within hospitality venues. These settings foster active engagement among most learners, leading to an overall positive learning experience.
- Admission arrangements are fit for purpose and aligned with the qualification requirements, which are generally open-access and do not stipulate specific entry criteria. Prospective learners receive clear pre-enrolment guidance through their employer's HR department, outlining programme expectations and content to ensure appropriate placement. This process is further supported by a well-structured induction that facilitates a smooth transition into the programme.
- STC trainers demonstrate strong subject-matter expertise and contextualise concepts using real-life and workplace scenarios to enrich the learning experience. A diverse range of training strategies is employed - including structured group work, case studies, role plays, and interactive learning games - which actively engage most learners and sustain their interest throughout the session.
- Training sessions are well-structured and carefully paced. Trainers consistently assess learners' understanding by posing thought-provoking questions that promote analysis, evaluation, and application of knowledge. Verbal feedback is timely, developmental, and reinforces key learning points, thereby supporting learner development. There remains an opportunity to further extend learners' critical thinking and deepen their theoretical understanding, particularly during theory-focused segments of the sessions.
- Despite the short duration of the programmes, learners benefit from targeted guidance and personal development opportunities. This includes access to complimentary consultation and psychological support services that promote well-being and holistic growth. Additionally, recap sessions are offered to consolidate learning and prepare learners for assessments. Beyond the core curriculum, STC promotes lifelong learning by providing supplementary materials and reading resources, encouraging learners to broaden their engagement with the subject matter.

## Leadership and Management

### Satisfactory

- STC's strategic planning is guided by an appropriate self-assessment process, using tools such as SWOT analysis, learner feedback, programme evaluation, and achievement data. This has led to key improvements, including relocating the institute, raising assessment standards, and expanding the pool of part-time trainers and assessors to meet operational and awarding body requirements.
- Several strategic initiatives aimed at improving operational efficiency and diversifying the training portfolio are currently in progress, with their full impact yet to be realised. Strengthening strategic planning by establishing clear KPIs would support data-informed tracking of progress toward strategic objectives. Moreover, enhancing the analytical depth of the self-assessment process and utilising its outcomes more strategically would enable precise identification of improvement areas and targeted action planning.
- STC implements fit-for-purpose quality assurance practices aligned with updated policies and procedures. However, a number of policies could be further developed to accommodate longer-duration programmes and varied qualification types, and to reflect essential operational practices - such as performance monitoring - to ensure robustness and consistency.
- Learners' performance is effectively monitored and used to drive continuous improvement in training and assessment quality. External assessment moderation is consistently applied, while internal moderation, though regularly implemented, would benefit from more rigour to maximise its effectiveness.
- STC maintains sufficient qualified staff, supported by experienced part-time trainers and assessors. Staff performance is regularly monitored through structured appraisals, and relevant professional development opportunities are provided to support role-specific responsibilities. Nonetheless, some roles are currently overloaded, and a key sales and marketing position remains vacant.
- Training quality is assessed through learner results and feedback. The recent introduction of formal session observations provides additional oversight, though the observation tool could be refined to support more robust evaluations and promote continuous improvement.

#### Next Actions

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