



Alnada Training Centre



09 – 11 February 2026



Location
Manama



Learning Areas

- Information and Communications Technology
- Business and Commerce
- Banking, Finance and Accountancy



Total Enrolment
1387

Overall effectiveness

Good

Aspect 1:

Assessment and Learners' Achievement

Aspect 2:

Learners Engagement and Support for Learning

Aspect 3:

Leadership and Management

Review Summary

Alnada Training Centre (ANTC) provides a positive and supportive training environment that fosters active engagement among the majority of learners. Trainers leverage their in-depth knowledge and experience to effectively implement training and assessment-for-learning strategies, providing effective learner support and relevant career prospects. These approaches strengthen the development of vocational skills, enabling most learners to successfully meet assessment requirements, with a significant minority achieving Associate Chartered Certified Accountant (ACCA) qualifications. The management team's clear strategic direction, combined with fit-for-purpose performance monitoring, continues to enhance the learning experience. However, there is scope to further strengthen the effectiveness of internal verification and moderation processes. Additionally, refining the self-assessment process and deepening the analysis of externally accredited programme records will enable the Centre to more effectively track learner achievement and drive continuous quality improvement.

Key Positive Features

- Summative assessments are well-structured and administered in accordance with the awarding body specifications.
- The majority of learners developed proficient knowledge and vocational skills, enabling them to successfully progress toward achieving the qualifications they aim for, particularly in accountancy and finance.
- Trainers draw on their knowledge and experience to effectively utilise assessment-for-learning strategies that foster high performance among the majority of learners.
- A positive learning environment is promoted through effective support and guidance enhancing learners' experiences.
- A clear strategic direction is reinforced by management initiatives ensuring the sustainability of the provision.

Recommendations

- Further improve learners' mastery of skills and achievement of external qualifications in a timely manner.
- Enhance internal verification and moderation processes to precisely measure learners' achievement of Intended Learning Outcomes (ILOs) and to confirm their readiness for examination requirements.
- Further improve the training strategies to enhance learners' engagement and stimulate critical thinking skills.
- Enhance the self-assessment process and deepen the analysis of externally accredited programme results to more effectively track learners' achievement and drive continuous quality improvement.

Assessment and Learners' Achievement

Good

- The ANTC's programmes primarily comprise long-duration, externally accredited qualifications, with a strong focus on ACCA pathways (41%), ranging from foundational Level 2 to the advanced Strategic Professional stage. The remaining portfolio includes National Open College Network (NOCN) and Open College Network Northern Ireland (OCN NI) certifications (39%) in digital and administrative skills, Cisco technical tracks (15%), and a small share of specialised certifications such as Certified Management Accountant (CMA) and Tally (3%), alongside local achievements (2%).
- Summative assessments are systematically overseen and administered by external awarding bodies. The Centre maintains well-structured programme specifications that are regularly updated and aligned with qualification level requirements, while learning hours for individual examination papers are internally set within the guided learning hours stipulated by the awarding bodies.
- Internal assessment methods are clearly mapped to programme objectives and topics are fit for purpose. These include pre- and post-testing, quizzes, relevant practical assessments, and portfolio-based assessments that complement external requirements. However, the internal verification process requires further refinement to measure achievement precisely against specific ILOs and to ensure learner readiness for external examinations.
- Learners' work is consistently and fairly evaluated against fit-for-purpose grading criteria and marking keys. However, the quality of feedback varies, presenting an opportunity to better support learners in identifying specific technical areas for development.
- The majority of learners acquire proficient knowledge and vocational skills, progressing successfully toward meeting assessment requirements particularly within ACCA Levels 2 and 3. A significant minority of learners who complete the ACCA examinations achieve their intended qualification, while another minority face challenges in mastering required skills within the expected timeframe or in completing programme requirements.
- Most learners' express satisfaction with the programme, valuing its impact on employability skills and demonstrating high commitment through active involvement in discussions and activities. Consistent attendance, however, remains an area for further development to support learner progress.

Learners Engagement and Support for Learning

Good

- Training at ANTC is delivered in a supportive and positive learning environment, well-equipped with easily accessible facilities and resources, including the Learning Management System (LMS). This setting promotes effective learner engagement and enhances learning outcomes.
- Admission arrangements are fit-for-purpose and adhere to awarding body requirements. While most programmes are open-access and do not stipulate specific entry criteria, an appropriate interview arrangement is implemented at advanced levels when required. Prospective learners receive clear pre-enrolment advice and have access to accurate programme information to ensure appropriate placement. This is supported by a structured induction, facilitating a smooth transition into their chosen programme of study.
- Trainers demonstrate strong subject knowledge and effectively apply their theoretical and practical expertise to provide relevant work-related scenarios. In most observed sessions, they create an engaging learning environment that actively involves the majority of learners through well planned training strategies, effective use of resources, and progressive delivery. However, in a few theoretical segments, certain methodologies do not consistently foster productive learner engagement.
- Learners are assessed by a relevant range of assessment-for-learning strategies that effectively evaluate their understanding. These methods primarily include targeted questioning, group activities and scenario-based case studies, complemented by constructive feedback to support progress. However, there is an opportunity to more consistently integrate critical thinking approaches, as their application currently varies across different sessions.
- Learners receive effective guidance and support, complemented by various opportunities that help them meet programme requirements and enhance their career prospects. These include extra sessions, mock examinations, access to a diverse range of study materials and references through awarding bodies portals, and digital resources that promote independent learning. Additionally, a number of learners benefit from participation in relevant networking opportunities, such as seminars and mentorship sessions with industry experts. These practices support the majority of learners in improving their performance and achieving programme success. There is potential to provide this support in a more systematic manner, ensuring consistent monitoring.

Leadership and Management

Good

- ANTC's leadership maintains a focused strategic direction, informed by market insights and reinforced through purposeful self-assessment practices. The essential outcomes of these assessments, combined with the analysis of reporting tools, have driven several challenging initiatives, most notably the diversification of accountancy and finance offerings and the expansion of the trainer pool to meet operational demands. While these processes effectively support strategic objectives, there is room to refine the self-assessment process to better leverage its results and further enhance the quality of provision. Several improvement initiatives are ongoing or pending implementation, with their full impact yet to be realised.
- The Centre's operations are governed by fit-for-purpose quality assurance arrangements, supported by sufficiently detailed policies and procedures that address key aspects of provision. Several policies have yet to be fully implemented following a recent update, and a few require further expansion to incorporate relevant practices, such as session observation and internal moderation to ensure effective governance, consistency, and sustainability.
- Learners' performance is well-monitored, with outcomes properly used to enhance the quality of training and support provided. This is reinforced by accurate records of learners' attainment in internal assessments and final assessment decisions issued by awarding bodies. However, the Centre still needs to deepen its analysis of externally accredited programme results to more effectively track achievement and drive continuous quality improvement.
- Most of ANTC's programmes are externally accredited, with final summative assessments properly administered and moderated by awarding body test centres. Internal moderation—including NOCN portfolio-based assessments—is applied using adequate checklist-based criteria, yet the process could be refined to better support learners' readiness for examination requirements.
- ANTC has sufficient qualified staff, supported by certified trainers to meet provision requirements, and offers purposeful training opportunities to promote their continuous professional development. Staff and trainers' performance is well-monitored through various means, including annual appraisals, session observations, and learners' feedback. The observation process, however, would benefit from a more critical evaluation to ensure consistent follow-up on instructional improvement.

Next Actions

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