



## Maraya Training Center



20-22 January 2025



Location  
Manama



Learning Areas  
• Hairdressing and Beauty  
• Fashion



Total Enrolment  
588

Overall effectiveness

**Good**

Aspect 1:  
Assessment and Learners'  
Achievement

Aspect 2:  
Learners Engagement and  
Support for Learning

Aspect 3:  
Leadership and  
Management

### Review Summary

Maraya Training Center (MTC) delivers 'Good' training allowing the majority of learners to develop proficient vocational skills and competences and enabling them to successfully achieve the qualifications they aim for, particularly in Hairdressing and Beauty. The knowledge and skills acquired by learners are effectively assessed using a range of summative assessment tools. The management team's clear direction attributes in creating a positive learning environment that focuses on engaging most learners, supporting their learning, and enhancing hands-on practical learning experience. Opportunities for further improvement include enhancing the utilisation of self-assessment outcomes to inform the action planning, track progress and ultimately improve the quality of the provision.

## Key Positive Features

- The majority of learners develop proficient vocational skills and competences, enabling them to successfully achieve the qualifications they aim for, particularly in Hairdressing and Beauty.
- Well-structured and administered summative assessments aligned with the awarding body specifications.
- Conducive learning environment supported by effective utilisation of training and assessment for learning strategies.
- Effective monitoring of learners' performance utilised in providing purposeful opportunities to promote lifelong learning.
- Focused strategic direction with a clear understanding of the niche market.

## Recommendations

- Further improve learners' mastery of skills and achievement of external qualifications in a timely manner.
- Enhance the effectiveness of the internal assessment verification process, particularly in fashion, to better prepare learners for the final submission.
- Improve the systematic implementation of the admission assessment tools, utilise their outcomes for better grouping of learners and stimulate higher-order skills of less able learners.
- Improve the utilisation of self-assessment outcomes to enhance action planning, monitor progress and improve the quality of the provision.

## Assessment and Learners' Achievement

### Good

- MTC's offered programmes are almost evenly distributed between the fields of Fashion, and Hairdressing and Beauty. The majority of these programmes are long-duration, externally accredited qualifications. Specifically, 47% of total enrolments are in the Level 2 Diploma in Fashion and the Level 2 Certificate in Fashion, while 26% are in Level 2 Diplomas in Women's Hairdressing and Beauty Therapy. Additionally, 4% of enrolments are in Level 2 Awards in Nail Technology and in Facial Treatments. The remaining 23% of enrolments consist mostly of very short-duration local achievement programmes.
- Summative assessments of externally accredited programmes adhere to awarding body requirements. They are well-structured and aligned with the Intended Learning Outcomes (ILOs). These assessments are portfolio-based, endorsed by the respective awarding body, and where applicable, include a set of online examinations implemented at the unit level. MTC effectively administers and moderates these assessments in accordance with established standards.
- The Center utilises a fit-for-purpose internal assessment process to measure learners' progress and skills, employing effective summative assessment tools aligned with the programme's ILOs. Nevertheless, the internal verification process does not critically balance practical and theoretical assessments, especially in Fashion, to better prepare learners for their final external submissions and ensure mastery of skills.
- Most learners' theoretical and practical work is evaluated consistently and fairly according to clear pre-defined criteria and rubrics, ensuring fairness in marking. Feedback to learners is regular, constructive, and is provided in a manner appropriate to the purpose and type of assessment.
- Most learners successfully progress toward their qualifications, and the majority acquire knowledge, effective vocational skills and competences. While a significant minority - primarily in the "Level 2 Award in Nail Technology" and "Level 2 Diploma in Beauty Therapy," which represent a small proportion of overall enrolment - attain high proficiency scores; a minority still face challenges in mastering the required skills in a timely manner.
- Most learners are committed and have a positive attitude toward learning, as reflected in their regular attendance and active engagement in practical sessions. They express high satisfaction with the skills and the positive impact on their workplace performance. Yet, attendance and punctuality remain issues for a few learners.

## Learners Engagement and Support for Learning

### Good

- Training at MTC is delivered in a conducive and supportive environment that significantly enhances the learning experience. It provides accessible and well-equipped facilities and resources to foster both theoretical and practical productive engagement among learners.
- MTC well-regulates the admission of learners into the intended programmes by adopting fit-for-purpose arrangements and admission assessment tools. Nevertheless, there is still potential to systematically apply some of these tools and utilise the outcomes for better grouping of learners.
- The sessions are well-planned and delivered in a progressive manner. Trainers effectively employ their theoretical and practical experiences using purposeful training methods and learning resources to provide hands-on practical experiences and engage most learners productively throughout the session while catering to their individual needs.
- Trainers effectively use relevant assessments for learning strategies and stimulate learners' critical thinking skills through simulation-based training, hands-on activities, and the promotion of innovation, particularly in fashion. They mostly provide constructive instant feedback to enhance learners' understanding. However, in a few cases, the level of challenge to develop higher-order skills of less able learners is merely adequate.
- Learners receive effective guidance and support throughout their learning journey, including tailored extra support sessions, and access to the recently deployed learning management system (LMS) to overcome challenges and meet programme requirements. Furthermore, MTC provides purposeful opportunities for promoting lifelong learning and enhancing industry exposure through field visits and attendance at global events. This has enabled a number of learners to receive global fashion awards and start their own businesses.

## Leadership and Management

### Good

- MTC's management has a clear vision and mission focused on initiating a niche market in Beauty and Fashion, enhancing hands-on practical learning experiences, and diversifying programme offerings. The leadership and management play a positive role in shaping the strategic direction and performance, guided by a clear understanding of the market and a regular self-assessment process to establish challenging initiatives.
- The essential outcomes of self-assessment are derived by analysing relevant reporting tools and are effectively utilised to initiate improvement actions. Nevertheless, there is potential to refine the criticality of some of the tools employed and to better utilise these outcomes to enhance the quality of provision and inform both strategic and action planning. A number of improvement initiatives are currently in progress or pending implementation, with their impacts yet to be fully realised.
- MTC's quality assurance system consists of a sufficiently detailed set of policies and procedures that address key aspects of the provision and meet National Qualifications Framework (NQF) standards. While these policies are regularly reviewed and updated, a few require further elaboration to incorporate carried-out practices such as the assessment verification process, the admission process, and session observation.
- Learners' performance is well monitored and regularly analysed at the programme level and over the years, with the outcomes effectively informing decision-making. This is supported by a fit-for-purpose internal assessment moderation process, including the final external submission of portfolio-based assessments. However, some analyses do not consistently provide critical insights to highlight existing gaps.
- The Center has fit-for-purpose human resources to fulfil the provision requirements. Qualified staff and certified trainers from the field are carefully recruited, suitably inducted and are offered purposeful professional development training opportunities.
- Staff performance and the quality of training are well monitored using various tools and practices, including appraisals, session observations, and feedback from learners. Although the utilised session observation tool is fit for purpose, it tends to prioritise training aspects over learning and is not critical enough to ultimately improve the overall quality of training and learning.



## Next Actions

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