



**Coral Training Center**



04 - 06 November 2024



Location  
Um Al Hassam



Learning Areas

- Banking, Finance and Accountancy
- Leadership, Management and Human Resource Development



Total Enrolment  
65

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 the Coral Training Center (CTC) is 'Satisfactory' overall. Training is delivered in an adequately equipped learning environment, where learners are provided with fit-for-purpose assessments that enable them to achieve their target qualifications. CTC's trainer employs adequate training methodologies, drawing on his relevant subject knowledge; and utilises relevant learning resources to adequately engage learners throughout the sessions. The management conducts appropriate self-assessment processes utilising tools and reports to maintain accurate data on learners' performance for the majority of the conducted programmes. However, the outcomes of these self-assessment processes are not sufficiently rigorous to identify the key improvement priorities.

## Key Positive Features

- The majority of learners acquire the relevant skills and knowledge to successfully achieve the intended qualifications they aim for.
- Employment of trainer's subject knowledge by citing real-life examples and using the available learning resources.
- Training methods and learning resources are suitably utilised to adequately engage learners throughout the sessions.

## Recommendations

- Improve the effectiveness of the verification process to ensure the appropriate levels of challenge and complexity, particularly for the external assessments.
- Ensure learners' mastery of skills and the progressive acquisition of the programmes' ILOs.
- Further improve the utilisation of the admission arrangements outcomes and the assessment for learning strategies to accommodate different learners' needs and stimulate learners' high-order thinking.
- Enhance the rigorousness of the self-assessment process and effectively utilise its outcomes to improve the quality of the provision and inform decision-making.

## Assessment and Learners' Achievement

### Satisfactory

- Most of the programmes conducted by CTC are in the Banking, Finance and Accountancy areas, with two main programmes: Accounting with ERP Skill Development; a local programme that constitutes 62% of total enrolment, and Tally Essential International Certification; the external accredited programme, which represents 27% of the total enrolment. In addition, the Centre offers a programme titled 'Motivation and Self Development' in Leadership, Management, and Human Resource Development which comprises 11% of total enrolment.
- The adopted assessment methods are appropriately aligned with the programmes' ILOs, encompassing both practical and theoretical internal assessments. The verification process is fit for purpose, ensuring that the ILOs are adequately covered. However, the complexity of internal assessments does not align with the level of the actual assessments, including the mock examinations provided on the programme website, particularly in the Tally Essential International Certification programme.
- The Center implements fair assessments with clear rubrics and answer keys to consistently measure the achievement of the programme's ILOs. However, the practical assessment marking rubrics provided to learners are presented, as step-by-step guides, which reduce the level of challenge and contribute to inflated proficiency rates, particularly in the internal assessments. Learner's work is generally marked with regular feedback on performance; however, the written feedback is not consistently informative across all assessments.
- Overall success and retention rates are high, both at 95%. Most learners enrolled in the externally accredited programme sit for the awarding body's online examinations and successfully achieve the qualifications they aim for. Nevertheless, learners are generally satisfied with the extent to which their acquired knowledge is applied in their personal and professional lives. It is worth noting that the Leadership, Management, and Human Resource Development programme duration does not comply with regulatory approval.
- Learners' levels of attainment and understanding reflect adequate acquisition of knowledge and skills appropriate to the programme level. Although learners scored highly in the internal assessments, this was not the case in the observed sessions.
- Most learners demonstrate commitment with a positive attitude towards their learning, as evidenced by their attendance rate, adequate participation and engagement in the observed sessions. However, their punctuality in attending sessions is inconsistent.

## Learners Engagement and Support for Learning

### Satisfactory

- Training at CTC is delivered in a risk-free environment, that focuses on the learners' learning and well-being. The learning environment is fit-for-purpose and equipped with useful learning resources. This setting promotes adequate engagement among learners and positively influences their learning outcomes and potential.
- The admission arrangements at CTC are fit-for-purpose and supported by useful advice and guidance for learners. Admission tools, including a placement test and a training needs analysis are used for the majority of the learners. The Center also provides orientation sessions, varying in depth and duration based on the programme level and learners' needs. However, the outcomes of these tools are not always effective in placing learners at the appropriate level.
- Learners receive adequate academic and personal support. Moreover, CTC provides appropriate opportunities for lifelong learning by informing learners about the programme's expectations, conducting seminars and sharing job vacancies to support their career progression.
- The trainer is knowledgeable of his subject area, adequately employing his theoretical and practical experiences by utilising appropriate training methodologies and available learning resources. The trainer provides real-life examples, clear explanations and guided instructions to engage learners adequately throughout the sessions.
- The observed sessions are suitably structured, planned and managed to address the specified ILOs. The trainer adequately accommodated learners' varying needs by tailoring delivery with practical activities, repeated explanations, and translation techniques for language barriers. While these strategies are generally adequate, the less interactive learners receive insufficient support.
- The trainer sufficiently uses suitable assessment for learning strategies to gauge learners' level of understanding and adequately ask challenging questions. Verbal feedback and additional guidance are provided during practical activities. However, the level of challenge and focus on higher-order thinking are limited.

## Leadership and Management

### Satisfactory

- The management team at CTC has taken adequate efforts to fulfil the Center's mission and vision statement, which focuses on delivering quality training that fosters personal and professional growth while contributing to societal development. The management direction is drawn on their experience and insights to meet the market needs
- The self-assessment processes demonstrate that the Center management has a sufficient understanding of the Center's operations, and the self-assessment findings are appropriately used to shape strategic objectives and guide improvement planning. However, the outcome of these self-assessment practices is not rigorous enough to ensure consistent performance monitoring or effective follow-up to drive quality improvement.
- Some initiatives have been implemented, underpinned by a sufficient understanding of the surrounding environment. These initiatives are mainly aimed at expanding the business offerings and incorporating quality assurance practices. However, several initiatives remain pending implementation, and their impact is yet to be fully realised.
- CTC maintains accurate and reliable data on learners' performance, including assessment results, attendance records, trainer's feedback, and programme evaluations. A useful management report is generated at the programme level, summarising learners' attainment, attendance, punctuality, and trainer's feedback. This report is discussed in management and staff meetings. However, these data are insufficiently utilised by the Center management to inform planning and self-assessment processes.
- Considering the number of learners enrolled, the programmes offered, and the size of operations, CTC has sufficient and appropriate human resources to meet the requirements of the provision. Staff are selected and inducted, and the Center uses annual appraisals to evaluate staff performance appropriately. While sufficient development opportunities are provided, these opportunities are not always linked to the outcome of their performance monitoring.
- The trainer's performance is adequately monitored through regular class observations. However, the identified areas for improvement are not critical enough to align with the rating. Additionally, the outcomes are not effectively used to enhance trainer performance or improve the overall quality of training.



## Next Actions

Action plans to be submitted by the Institute, within 30 working days from the receipt of the draft report.