



Adara Training Center



28 - 30 April 2024



Location
Aali



Learning Areas
• Beauty and Wellness



Total Enrolment
524

Overall effectiveness
Good

Aspect 1:

Assessment and Learners' Achievement

Aspect 2:

Learners Engagement and Support for Learning

Aspect 3:

Leadership and Management

Review Summary

Adara Training Center offers 'Good' training overall. Learners engage in a conducive and supportive environment that promotes positive learning. Most learners successfully acquire knowledge and vocational skills and achieve the programmes' Intended Learning Outcomes (ILOs) and qualifications in a timely manner. This achievement is attributed to the effective training and assessment methodologies, continuous support, and a deliberate emphasis on bridging theoretical learning with practical application. Adara regularly assesses its performance and effectively utilises the outcomes to establish a clear strategic path for improvement.

Key Positive Features

- Learners' high achievement rates and development of vocational skills and competences, particularly in the (Comite' International d'Esthetique et de Cosmetologie) CIDESCO programmes.
- Conducive and supportive learning environment facilitating effective learning and productive engagement of most learners throughout the learning process.
- Purposeful opportunities for occupational skills development provided to learners.
- Well-defined strategic direction focusing on continuous improvement and productive partnerships with the beauty and wellness industry.
- Effective monitoring of learners' performance.

Recommendations

- Further improve learners' competency level and skills mastery across the different programmes.
- Further enhance training strategies to involve less engaged learners.
- Strengthen self-assessment tools and ensure effective utilisation of the outcomes to inform strategic planning.

Assessment and Learners' Achievement

Good

- Adara implements a well-structured assessment process that accurately measures learners' theoretical knowledge, practical skills, and competences. The assessment methods are well aligned with the programmes' ILOs and are effectively scheduled and administered.
- The majority of Adara's programmes are externally accredited. CIDESCO programmes account for (13.5%) of total enrolment and have the longest duration, with up to 1200 guided learning hours in the Diploma in Beauty Therapy. ES Vichy makeup programmes represent (56.5%) of total enrolment, while the remaining (30%) is for local achievement programmes.
- Adara utilises a variety of internally designed summative assessment tools across all programmes, in addition to the final theory examinations, practical assessments, and projects set by CIDESCO. The assessment tools are regularly verified and updated to meet the standards of the affiliated awarding bodies.
- Learners' theoretical and practical work is consistently and fairly marked and evaluated following clear pre-defined criteria and rubrics. They receive timely and constructive feedback to guide their improvement in a manner appropriate to the purpose and type of assessment.
- Most learners acquire relevant knowledge and develop effective vocational skills and competences, enabling them to proceed successfully towards achieving their desired qualifications in a timely manner. Learners' high achievement rates accurately reflect the assessment standards and the quality of their work throughout the programmes. While a significant minority of learners - mainly in the CIDESCO programmes - achieve high proficiency rates, there is a minority that scores slightly above the pass mark without reaching proficiency.
- Learners are highly satisfied with the skills they acquire, which positively impact their employability and career progression. Most learners demonstrate a high level of commitment and a positive attitude towards their learning, as evident through their regular attendance, active participation and engagement during sessions.

Learners Engagement and Support for Learning

Good

- Training at Adara is provided in a supportive and conducive environment that prioritises learners' well-being and productive engagement to help them reach their potential. The learning environment is well-equipped with purposeful and easily accessible facilities and resources to aid positive and impactful theoretical and practical learning.
- Admission at Adara is well maintained with fit-for-purpose arrangements to effectively place learners in the appropriate groups. This includes interviews, placement tests and English proficiency tests. Throughout their learning journey, learners receive effective guidance and a variety of opportunities to support their needs, foster their skills and achieve better outcomes.
- Learners enrolled in CIDESCO programmes also have an opportunity to enhance their occupational skills by engaging in an effectively administered 2-month On Job Training (OJT) capstone programme, coordinated with prestigious clinics and SPAs, whereafter the majority of them have secured employment or started their own businesses.
- Trainers effectively employ their practical knowledge and pedagogical skills to productively engage most learners while catering to their individual needs. They effectively utilise different learning resources, relevant training methodologies and assessments for learning strategies to provide purposeful learning through simulation-based training, hands-on and interactive activities, and citing relevant examples and real-life cases to connect theoretical concepts with practical applications.
- Training sessions are well-structured and delivered progressively with trainers maintaining a close and harmonious relationship with the learners. Most trainers encourage active discussions and provide instant constructive feedback to stimulate critical and higher-order thinking skills. However, in cases, attending to less active learners was an issue.

Leadership and Management

Good

- Adara has a focused vision and mission directed towards meeting market needs in the beauty sector and improving learners' skills development. The management team possesses a well-defined strategic direction for continuous improvement and has implemented several initiatives such as diversifying programmes and restructuring the Center to promote professional exposure and establish productive partnerships with stakeholders in the beauty and wellness industry.
- Adara implements a regular and consultative self-assessment process utilising different tools to identify priorities for quality improvement. The process is supported with clear Key Performance Indicators (KPIs) to monitor progress, demonstrating a thorough understanding of the provision and opportunities for growth. However, few of these tools are not focused enough to enable better utilisation of the outcomes to inform strategic and action planning.
- Adara manages its internal quality assurance through regular implementation of a set of sufficiently detailed policies. A number of these policies have been recently updated or developed to comply with the requirements of the National Qualifications Framework (NQF) institutional listing, which, however, is not yet fully implemented.
- Learners' performance is closely monitored at both the programme and institutional levels. Adara maintains reliable data on learners' performance that is aggregated and analysed. Assessment moderation is consistently implemented, with a more rigorous external process in place for CIDESCO programmes, where the outcomes are utilised to drive improvement over batches.
- Adara has sufficient qualified human resources to fulfil the requirements of its provision. The performance of staff, including trainers, is regularly and effectively monitored through quarterly monitoring of KPIs, performance appraisals, feedback from learners and class observations. However, the current tool used for classroom observations does not adequately focus on learning and training, and there is no policy in place to regulate this process.



Next Actions

Action plan to be submitted by the Center, within 20 working days from the receipt of the draft review report.