



هيئة ضمان جودة التعليم و التدريب
Quality Assurance Authority for Education & Training

Vocational Review Unit

Repeat Review Report

Tylos For Human Development
Sanad
Kingdom of Bahrain

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The Vocational Review Unit

The Vocational Review Unit (VRU) is part of the Quality Assurance Authority for Education and Training (QAAET), an independent body set up under Royal Decree No.32 of 2008 amended by Royal Decree No. 6 of 2009. Established to raise standards in vocational education and training, the VRU is responsible for monitoring and reporting on the quality of vocational provision, identifying strengths and areas for improvement, establishing success measures, spreading best practice and offering policy advice to key stakeholders, including the Ministry of Labour and the Ministry of Education.

Reviews are based on the VRU's *Review Framework*, and carried out on providers' premises by teams of carefully selected and highly trained reviewers. All providers are invited to nominate a senior member of their staff to participate in the planning of the review, and to represent them during review team meetings. Reviewers examine a range of evidence before arriving at a series of judgements and awarding grades for the quality of the provision.

Review grades are awarded on a five-point scale:

Grade description	Interpretation
1: Outstanding	This describes provision or outcomes that is/are at least good in all or nearly all aspects and is/are exemplary or exceptional in many.
2: Good	This describes provision or outcomes that is/are better than the basic level. Practice will be at least sound and there may be some particularly successful approaches or outcomes.
3: Satisfactory	This describes a basic level of adequacy. No major areas of weakness substantially affect what learners, or significant groups of learners, achieve. Some features may be good.
4: Below satisfactory	This describes situations where major weaknesses in some areas affect the outcomes for learners and outweigh any strengths in the provision.
5: Very weak	This describes situations where there are major weaknesses in all, or almost all, areas and where, as a result, learners are very poorly served.

Introduction

Description of the provision

Tylos For Human Development (THD) was established in June 2002. It is a member of the International Federation of Training and Development Organizations (IFTDO) and an approved centre for City & Guilds UK and the Institute of Leadership and Management (ILM).

THD offers long and short courses, mainly in business and management. The long courses comprise four externally accredited City & Guilds diploma courses, in retail, training, business, and finance and accounting. One-third of the learners enrolled since 2009 are on diploma courses. Shorter certificate courses in business skills, retail, and finance and accounting, and the longer advanced diploma in business skills, are also on offer, but have not yet been conducted. The institute was approved to run the ILM level 3 diploma in first-line management in September 2009. There are also 95 non-accredited short courses available, covering specific organizational development issues. Six such short courses have been conducted for employers since last review in 2009.

THD is located in Sanad and has 11 full-time staff including an executive manager, an administration and finance manager, a training and centre manager, a training officer, a training coordinator, two marketing specialists, a customer service clerk, an administration clerk, a graphic artist and a secretary. The company has also now employs three part-time internal verifiers and around 15 part-time trainers. Since the last review, in January 2009, 134 learners have attended programmes at THD, most of them employed adults.

The repeat review

THD was first reviewed in January 2009. Although the quality of training, the range of programmes offered, and the support provided to learners were satisfactory, there was insufficient evidence to grade learners' achievement, and the leadership and management of the provision were below satisfactory. THD was therefore subject to a repeat review to seek to ensure that these areas improved to the required standard.

The repeat review comprised two one-day monitoring visits and a final three-day visit. During the repeat review, reviewers observed training sessions, analysed data about the

qualifications learners achieve and the courses they complete, and talked with the managing director, trainers, administration and support staff, learners and employers.

This report summarises reviewers' findings and their recommendations about what THD should do to improve further.

Overall judgement

Effectiveness of provision

Grade 3: Satisfactory

THD's provision is now satisfactory overall. Learners' achievement, the quality of teaching, the range of programmes and the leadership and management are all satisfactory. The support and guidance provided to learners is good.

Achievement is very high on the new externally accredited diploma in retailing, at 100%. Learners on the other externally accredited diplomas are progressing well but have not yet taken their final exam. Rates of retention are high, ranging from 92% to 100%. The institute now measures achievement on short courses appropriately, through rigorous assessment, and keeps accurate and reliable data. Successful learners, however, still receive a certificate based only on their attendance, which does not reflect how well they have performed. Learners enjoy their training and participate well but their attendance and punctuality remain poor.

Learners' work is assessed rigorously and constructive written and verbal feedback is provided. Lessons are properly planned and course objectives are shared with learners. Although most trainers have suitable qualifications and use appropriate vocational examples in lessons, a few lack relevant professional experience. Trainers make satisfactory use of a range of training techniques, resources and materials. Initial assessment is effective, and is carried out for all courses, using well-chosen pre-tests based on course competencies. The outcomes are appropriately used, especially on the longer courses, where they are incorporated into lesson plans.

The institute has a satisfactory range of long and short courses on offer, but progression routes are limited. Short, non-accredited courses are conducted in-house or at selected venues for different employers. They are customized, in terms of duration and content, at the employer's request. Suitable steps are taken to determine the needs of employers and the local labour market. Course information is clear, and readily available to learners, employers and the wider public. There are too few enrichment activities.

THD's measures for supporting and guiding learners are good. Highly effective preparation and remedial classes are provided. The specialist counsellor provides advice and guidance to those who need it. Trainers are readily accessible to learners outside course hours and provide one-to-one help where required. Learners on externally accredited courses are emailed, after each session, a useful summary of the main points covered. THD has a user-friendly and informative website which gives clear information about the courses offered and the provision generally. THD's own premises, and the external venues sometimes used for short

courses, are pleasant and adequately equipped. Sufficient steps are taken to ensure the health, safety and well being of learners and staff, and staff have a satisfactory understanding of health and safety; most have attended a one day course on the use of fire extinguishers course and two recently gained certification by the Red Crescent to act as first-aiders.

THD has a well developed strategic plan with clear objectives, and an appropriate vision which is understood and shared by staff. Managers monitor and analyse learners' achievement effectively and provide employers with useful and informative reports. The staff recruitment process is thorough but part-time trainers do not receive sufficient development opportunities. Trainers' performance is satisfactorily monitored through class observations, the trainer's own self-assessment and learners' feedback. Observations result in useful feedback. Learners' and employers' feedback is systematically gathered, analysed, and acted upon. Learners have direct access to management through a dedicated e-mail if they have specific issues to discuss. Managers respond appropriately to any comments made. Employers' views are also sought through an evaluation form and regular visits; any concerns they raise are adequately addressed. There is no follow-up system to ensure that improvement actions arising from lesson observation or the analysis of stakeholder feedback are carried out.

Capacity to improve

Grade 2: Good

Since the previous review, THD has adopted a highly effective quality improvement strategy and set itself an overall target, supported by appropriate action plans, to raise the standard of its training from below satisfactory to good within a realistic timescale. The institute's full-time staff have all been involved in working towards this goal, and demonstrate a shared commitment to quality improvement.

THD took a strategic decision to tackle the recommendations from the previous review by commissioning an independent consultancy to lead a collaborative strategic planning process. Techniques such as a SWOT analysis and focus group discussions with key stakeholders were used to devise a five year strategic plan which addresses the findings of the SWOT as well as the outcomes from the previous review and the requirements of the *Review Framework*.

THD's management team have initiated a range of useful improvements. An appropriate quality assurance manual, a trainers' manual and a manual for learners have all been introduced. A number of suitable measures for monitoring performance have been implemented, including a bi-annual performance appraisal system for staff and trainers, an improved recruitment process, lesson observation forms and checklists, and improved

questionnaires for eliciting the views of learners and employers. Reliable data on learners' performance are now collected and analysed. Course administration has been strengthened by the installation of a new programme for customer relations management. Acknowledging labour market needs for longer, accredited courses, THD has successfully introduced four externally accredited courses. Negotiations with the Chartered Institute of Personnel and Development (CIPD), exploring the possibility of offering their courses, are well advanced.

The institute has sufficient human resources to drive improvement. Since the previous review, three additional, specialist full-time staff have been appointed, in appropriate roles, along with three part-time internal verifiers who have already been instrumental in improving assessment and related processes.

These well advanced, well focused initiatives give confidence that the institute has both the will and the capacity to continue to improve. THD's self-evaluation form (SEF) contains much useful information, and its conclusions are informed by relevant, well analysed data. Some of the grades are over-estimated, however.

Summary of grades awarded

Overall judgement	Original grade	Repeat review grade
Effectiveness of provision	Grade 4: Below satisfactory	Grade 3: Satisfactory
Capacity to improve	Grade 3: Satisfactory	Grade 2: Good
Review findings		
How well do learners achieve?	Insufficient evidence to grade	Grade 3: Satisfactory
How effective is training?	Grade 3: Satisfactory	Grade 3: Satisfactory
How well do programmes meet the needs of learners and employers?	Grade 3: Satisfactory	Grade 3: Satisfactory
How well are learners guided and supported?	Grade 3: Satisfactory	Grade 2: Good
How effective are leadership and management in raising achievement and supporting all learners?	Grade 4: Below satisfactory	Grade 3: Satisfactory

Main judgements and recommendations

Strengths

- **Achievement on the diploma in retailing.** Achievement on the new externally accredited diploma in retailing is very high, at 100%.
- **Assessment of learners' work.** Learners' work is thoroughly assessed on both long and short courses, using a variety of well chosen methods including exams, homework, quizzes and assignments. The marks obtained by learners clearly show their different abilities. Feedback, both written and verbal, is detailed and constructive.
- **Preparation and remedial classes.** Learners on externally accredited courses who score low marks during their initial assessment are placed, free of charge, on the business English course, to prepare them for the longer course. The effectiveness of this measure is reflected in the good progress made by learners. Those who miss classes for justifiable reasons or need help in certain topics can attend remedial sessions.
- **Strategic plan.** THD has a detailed and well devised five year strategic plan with clear objectives and key performance indicators and a strong focus on raising achievement and improving the quality of the provision. The strategic planning process was comprehensive and involved consultation with staff and stakeholders and the compilation of a detailed SWOT analysis. The institute has an appropriate action plan showing the actions required, the timescale, the person responsible and the current status. Monitoring of progress against the plan is done during weekly meetings. A good number of the actions planned for 2010 had already been completed at the time of the repeat review.
- **Analysis of learners' achievement.** The institute monitors and analyses learners' achievement effectively and provides employers with useful and informative progress reports and at the end of every course, summative reports with an overview of each learner's performance. A useful analysis is performed for accredited courses, including a summary of grades, areas for good practice, areas for development and recommendations.

Areas for improvement

- **Attendance and punctuality.** As at the previous review, learners' attendance and punctuality are poor on long courses; although some learners come to all their sessions, attendance is as low as 33% in some cases, and around half the class come late to lessons. THD's attendance policy is unhelpful as it does not specify the minimum attendance requirement. The institute's attempts to improve attendance and punctuality have been ineffective.
- **Enrichment activities.** Learners have insufficient opportunities to undertake enrichment activities; there are not enough visits, external speakers or practical demonstrations.
- **Follow up on the outcomes of lesson observations and learners' feedback.** Appropriate improvement actions are sometimes identified based on learners' and employers' feedback and lesson observations. There is not enough follow up to make sure that the necessary improvements have been implemented, however.

Recommendations

In order to improve provision, THD should:

- tackle learners' poor attendance and punctuality
- provide learners with sufficient enrichment activities
- ensure that improvement actions identified on the basis of lesson observations and learners' feedback are systematically followed up.