



Directorate of Vocational Reviews Review Report

**Tylos Human Development
Manama
Kingdom of Bahrain**

Date Reviewed: 7-10 December 2015

VO007-C3-R018

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Introduction

The Directorate of Vocational Reviews (DVR), which is a part of the National Authority for Qualifications and Quality Assurance of Education and Training (QQA), conducted this review over four days, by a team of five reviewers. For this review, reviewers observed training sessions and other related activities, analysed data about the courses and qualifications learners achieve, examined learners' written and other work, examined documents and the materials provided by the provider and met with learners, employers, trainers, management and support staff.

In the previous review, Tylos Human Development (THD) overall effectiveness was judged as 'Good'.

This Report summarises reviewers' findings and their recommendations about what the provider should do to improve.

Grading scale

Outstanding	1	Good	2	Satisfactory	3	Inadequate	4
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Table of review judgements awarded

Main Question	Judgement
Learners' achievement	Good (2)
Quality of teaching / training and assessment	Good (2)
Quality of programmes	Good (2)
Quality of support and guidance	Good (2)
Leadership, management and governance	Good (2)
Capacity to improve	Good (2)
Overall effectiveness	Good (2)

Review judgements

Overall effectiveness

How effective is the provision in raising learners' achievement and meeting the range of learners' and stakeholders' needs?

Grade: Good (2)

The overall effectiveness of Tylos Human Development (THD) is good, as are all other aspects of its provision, with learners gaining effective knowledge and practical skills across the well-structured and planned courses that meet the needs and interests of learners and stakeholders. Learners are well supported to achieve their intended qualifications and also offered many opportunities for on-job-training that lead to career positions around the country and even within the institute. Learners have positive attitude and are self-motivated and the majority of them are able to reflect critically on their level of attainment. Most learners are attending regularly; however, punctuality is an issue in a few cases. Qualified trainers are appropriately recruited, well inducted and monitored. They use relevant and useful practical vocational examples and a variety of effective training methods to engage and attract learners. A range of effective formative and summative assessment methods are used to assess learners understanding. Nevertheless, summative assessment conducted for the English language courses, which represents 10% of the total enrolment, are not challenging enough and the written feedback is minimal. The learning environment is welcoming, well resourced and free from obvious hazards. THD's leadership and management have a clear and shared vision focused on continuous improvement, which is translated into a well-structured strategic and action plan with a number of relevant key areas for improvements. Although, target times are not specified within year, the plan is adequately monitored quarterly and occasionally through meetings. Learners' and employers' feedback is regularly collected and aggregated, very useful statistics and relevant analysis are produced to inform the provision.

Capacity to improve

How strong is the provider's capacity to improve the quality of learning?

Grade: Good (2)

THD has good capacity to improve, with a management team focusing well on developing the provision through proper action planning and continuous monitoring of processes. A useful self-evaluation was conducted that informed the strategic and action plans, and a

number of audit visits are conducted by the external awarding bodies. Improvements efforts are evident from the recently enhanced internal quality assurance manual that has a number of relevant policies and procedures supplemented by a range of detailed guidelines and manuals from the external certifying bodies. As a result, most processes have become more consistent across the various programmes and the course files well standardised. Furthermore, the provider has addressed the key recommendations of previous review, particularly, those related to the design and update of local courses, improving training methods and involving qualified professionals to monitor trainers' performance in class. The management has now access to very useful analysed data including relevant trend analysis to inform the provision. A number of initiatives have been taken by the institute since the last review, including the expansion of links with a number of awarding bodies and the introduction of new programmes such as those from the Direct English and Pitman-Training. Currently the provider is launching its improved website and developing a new Management Information System (MIS). Although the institute has a suitable organisational structure with external support for quality assurance and internal verification, there is some staff turnover in administrative positions. While enrolment of learners has recently decreased, the institute has good repeat business with major employers.

Learners' achievement

How well do learners achieve?

Grade: Good (2)

Learners' achievement at THD is good overall. Learners develop and gain effective knowledge and practical skills as a result of attending the conducted courses. All learners receive their achievement certificates upon completing the course assessment successfully and attending 75% of the sessions, in both the externally accredited courses, which comprise 78% of the total enrolment, and in the remaining 22% of the local completion courses. Overall, retention and success rates are high, with the majority of learners progressing well throughout their learning from their starting point. This is particularly noticeable in the longer courses, where they advance positively over modules, and from one course to another within a predefined training programme, such as those packaged for one of the major retail employers.

Most learners achieve their personal targets or the qualifications they aim for. They are able to respond to the variety of formative and summative assessment with a high level of attainment. Upon completing some specific programmes, unemployed candidates managed to secure the employment they aspire for, and in other cases, a number of working learners got promoted or received pay raise, as found in many success stories revealed by a follow-up survey conducted by the institute. During 2014 and 2015, the institute prepared over 80

unemployed candidates with the relevant skills and knowledge for the retail sector through in-class and on-job-training. The majority of these learners were employed in a major retail group. THD has also successfully completed a project for the Ministry of Labour (MoL) to qualify a group of 40 unemployed Diploma holders with internationally accredited certificate and relevant on-job-training. A joint project with the 'Bahrain Secretarial Association' and funded by Labour Fund (Tamkeen) is also conducted to train jobseekers to be internationally certified secretaries and to prepare them to find jobs. Over 140 were successfully trained and certified, and a number of them secured relevant employment opportunities.

Learners have positive attitude and are self-motivated and the majority of them are able to reflect critically on their level of attainment. The institute employs a very useful reflection sheet, where learners use to reflect on their own specific learning and plan how they will implement gained skills in a timed action plan. In addition, learners in the longer courses produce relevant group or individual projects, followed up by presentations, which reflect their high self-confidence and their level of attainment. Generally, learners are able to work well both independently as seen from their written activities and projects and collaboratively in discussions, projects and presentations. Most learners are attending regularly; however, punctuality is an issue in a few cases. Records of attendance are effectively registered and managed, yet punctuality is insufficiently monitored.

The quality of provision

How effective are teaching/training and assessment in promoting learning?

Grade: Good (2)

The quality of teaching, training and assessment at Tylos is good overall. Trainers are qualified and use relevant and useful practical vocational examples that connect the theoretical aspects with actual and real life cases from the workplace. They are knowledgeable, provide clear explanations and use detailed and informative lesson plans. These plans usually cater for learners' expectations and cover all the necessary elements such as learning outcomes, timing, activities, and resources. Training sessions are managed well and session objectives are shared with the learners. Trainers appropriately use further questioning to challenge learners. While, the more able learners are always challenged by the trainers, yet in some cases the less able are insufficiently supported in class. In most sessions observed, trainers effectively engage and attract learners through a variety of training methods, in which learners are fully engaged and participating, especially in group activities. In addition, trainers use individual activities, games, presentations and open discussions with effective utilization of learning resources and materials to facilitate the delivery of the training.

This include effective use of whiteboard, flip chart, data show and clear and informative slides, and videos.

A range of effective formative and summative assessment methods are implemented. Well prepared pre- and post-course assessment, midterm test and extensive activities are used. These are always corrected and marked well and sufficiently verified by a second party. However, summative assessment conducted for the English language courses are not challenging enough. Variety of well-structured activities are used for each course including the very short ones that have very clear distribution of marks. Very effective verbal feedback is always provided by most trainers, who maintain and update records on learners' performance; however, the written feedback provided is minimal. An informative report that covers the attendance, activities, mid, post-course assessment results, participation and overall marks is shared with learners. However, the remarks written on each form are not detailed enough.

How well programmes meet the needs and interests of learners and stakeholders?

Grade: Good (2)

The provider offers a good mix of externally accredited and in-house designed courses, which suit the needs and interests of learners and stakeholders. The institute regularly collects data on market needs through a number of approaches, including conducting a market needs survey of its stakeholders and learners, monitoring and aggregating calls and enquiry log, responding to Tamkeen's and MoL's training initiatives as well as utilising links with professional associations to sense sectorial needs. In addition, the provider has worked with corporate clients for carrying out training needs analysis (TNA) and recommending a matrix of needed courses. For one retail client, the institute developed a full programme containing a number of training courses to aid the client in recruiting suitable staff. Furthermore, one of the external accrediting bodies delivered a presentation to the provider and invited delegates detailing what they believe is the market in Bahrain. The presentation identified the market needs in the country as well as the current competition.

The externally accredited courses are expertly planned and structured, whereas the in-house courses have been locally designed using editable course material licensed to the provider by a reputed international publishing company. These in-house designed courses are professionally created and are fit for purpose. All courses contain some form of assessment that include at least a pre- and post-course assessment and often a range of relevant activities, which are appropriate for the types of course on offer. All courses on offer are effectively resourced with manuals, powerpoint presentations, trainer's notes and learner's workbooks. The materials for the externally accredited courses are effectively updated by the respected awarding bodies and the provider maintains the latest versions. The in-house designed

courses are monitored and discussed in monthly meetings and any changes are highlighted and discussed with the trainers. There is a process in place for amending the courses detailed in a clear procedure. An external consultant has been employed to review the course materials and make recommendations. A course material update register is maintained that indicates the additions and alterations made to different versions of each course.

A number of relevant and engaging extracurricular activities are provided for learners. Experienced practitioners from professional bodies such as the Bahrain Secretarial Association shared their experience with the learners and made them aware of the opportunities available in the sector. The learners indicated that they gained good knowledge from the speakers and a deeper understanding of the subject. In addition, some learners were taken onto site visits and introduced to a real workplace. The provider has good links with the Civil Defence and use their facilities for the firefighting course for additional hands-on practice. The majority of courses on offer are targeting entry level and by their nature and content do not require a great deal of screening of learners. The courses where there is a need for screening, this is adequately carried out.

How well learners are supported and guided?

Grade: Good (2)

The institute has a highly effective support mechanism in place to support and guide learners. Effective induction regularly precedes the courses beginning, and the included course outlines provide learners with clear information about course content and requirements for success. Trainers also provide learners with their personal contacts and respond effectively to requests for further support, which positively impacts learners' satisfaction and learning experience. The learning environment is welcoming, well-resourced and access is open to all to use the available facilities, such as the learning resource centre and the information technology laboratory. Learners and stakeholders are well informed about the programmes offered and they are provided with highly useful and updated guidance, through a range of sources such as the social media, the institutes' useful website, course leaflets and through the onsite highly informative presentations. Learners are also offered many opportunities for on-job-training that leads to career positions around the country and even within the institute.

Group and individual learners' performance reports are informative and are regularly shared with the stakeholders. However, progress reports are not provided during the term of the longer courses. Highly flexible arrangements are in place for the delivery of courses, which accommodate and meet the stakeholders' needs such as choice of venue, time and days, which gain their satisfaction. Learners are also supported, based on their request, with extra tutorial and revision sessions to prepare them for the examinations. Arrangements are also in place for providing learners with opportunities for re-sitting a test or completion of courses with

other groups when they miss sessions due to personal circumstances. The institute has a detailed policy in place to identify and support learners with special educational needs, which includes ease of access to venues and modification of teaching and training material. Learners' needs are pre-screened and regularly met well such as providing seating arrangements for those who are visually impaired and those with mobility disability.

Leadership, management and governance

How effective are leadership, management and governance in raising achievement and improving the quality of the provision?

Grade: Good (2)

THD's leadership and management have focused vision and mission statements in place that are shared. In addition, a well-structured strategic and action plan covering 2014-2016 is available, along with a number of relevant key areas for improvements and realistic key performance indicators (KPI's). Although, target times are not specified within year, the plan is monitored quarterly, in addition it is followed up through meetings. A useful quality manual is in place that has a number of relevant policies and procedures supplemented by a range of detailed guidelines and manuals from the external certifying bodies; these cover the various aspects of the provision well. Most practices and documentations are consistent across programmes. An organization structure is in place with internal verification function. Roles are clearly specified in job descriptions and relevant manuals. Learners' achievement is systematically collected, sufficiently verified and approved by the training manager, who monitors the outcomes of each batch as well as through a useful trend analysis report.

An appropriate recruitment policy is in place, and staff and trainers are well inducted on expected conduct and level of quality of service. Most trainers are well deployed to deliver courses related to their educational and professional fields. Trainers' performance is observed in class on a useful form and detailed feedback is shared with them. While the recorded visits are done once or twice per year internally, an external professional also conducted several additional formal observations. In addition, the management occasionally do informal visits to the sessions. A clear criteria is used by management to follow up on outcomes of the visits. A relevant range of development opportunities are provided to trainers and staff. Learners' and employers' feedback is regularly collected and aggregated, and very useful statistics and relevant analysis are produced to inform the provision. In addition, effective links with stakeholders are established, a number of these links are used to enhance the programmes through providing speakers and site visits.

The institute is free from obvious hazards and safety measures are well in place. Health and safety policy and procedures are available and relevant instructions are shared with learners and staff. Evacuation drill is carried out once annually and proper and detailed risk assessment is carried out by the health and safety trainer. A useful self-evaluation was conducted that informed the strategic and action plans. Furthermore, occasionally, a number of audit visits are conducted by the external awarding bodies such as the City and Guilds who share useful reports with the provider. The SEF is informative with a relevant range of evidence and identified areas for developments. However, the grades are overestimated.

The provider's key strengths

- The effective knowledge and practical skills gained by learners and the achievement of the qualifications they aim for
- The qualified trainers who use vocational examples and a good range of formative assessment
- The programmes that are well structured and planned, and enriched with a range of extra-curricular activities, including the effective utilization of links with stakeholders to enhance the programmes
- The implementation of an effective mechanism to support and guide learners throughout their learning experience to achieve better outcomes
- The clear vision and focused action planning against set targets that is shared within the institute.

Recommendations

In order to improve, Tylos Human Development should:

- further improve the achievement of learners by:
 - improving summative assessment for the English language programme
 - catering for the needs of the less able learners and extending the written feedback on learners' work
- enhance the internal quality assurance measures further, particularly the verification process.

Appendix

Description of the provision

Tylos Human Development (THD) was established in June 2002 and is licensed by the Ministry of Labor to offer a range of vocational training programmes in areas of learning such as general and business English, health and safety, leadership and management and soft skills. The majority of what the institute offers are externally-accredited programmes from bodies such as Pitman-Training, OSHAcademy, City and Guilds, Institute of Leadership and Management (ILM), and Direct English. The institute also offers short and very short non-accredited and customized courses. Since the last review conducted in October 2012, THD has enrolled 1,444 learners; 97 in 2012, 280 in 2013, 665 in 2014 and 402 in 2015 up to the date of this review. Most of the learners are sponsored by their employers, Ministry of Labour or Tamkeen.

The institute is located in the Seef District of Manama, where it delivers most of its courses. The chief executive, who is also the owner, leads a full-time management team comprising a training manager, one sales and marketing executive and one finance and human resources executive. They also employ two full-time training specialists, two customer service staff and a caretaker. In addition, the institute has a pool of part-time trainers, an internal verifier and a quality assurance consultant working on a part-time basis.