



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

# **Vocational Review Unit**

## **Review Report**

**Tylos Human Development**  
**Manama, Kingdom of Bahrain**

**Date reviewed: 12<sup>th</sup> -14<sup>th</sup> January 2009**

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## The Vocational Review Unit

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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:

<b>Grade description</b>	<b>Interpretation</b>
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**

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### **Description of the provision**

Tylos Human Development (THD) was established in 2002. A member of the International Federation of Training and Development Organizations (IFTDO), the company offers short training courses in management and self-development, sales and marketing, human resources and training, finance, health and safety, public relations and corporate communications.

In 2008, THD introduced a number of City & Guilds accredited programmes: a retail qualification at three levels (certificate, diploma and advanced diploma); an introductory award in training skills; and an International Vocational Qualification (IVQ) in sales and marketing. The company recently received accreditation for a fourth City and Guilds programme, the Diploma in Business Administration. None of these programmes have yet started.

THD is located in Manama and has a full time managing director, a marketing manager, an administration and finance manager, a training and event co-ordination manager, two sales representatives, an administration clerk, a graphic artist and a secretary. The company draws from a pool of around 25 part time trainers. Since 2006 just over 2000 learners have attended programmes at THD, all of them employed adults.

### **Scope of the review**

This review was conducted over three days by a team of three reviewers. During the review the team observed learning sessions, examined documents and talked with staff, learners and employers.

This report summarises reviewers' findings regarding the range of THD's provision, and their recommendations for improvement.

## Overall judgement

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### Effectiveness of provision

#### Grade 4: below satisfactory

The quality of teaching, the range of programmes and the support and guidance offered at Tylos Human Development (THD) are adequate. However, the company's leadership and management are below satisfactory. There was insufficient evidence available to grade learners' achievement.

THD's trainers are well qualified and experienced, and they demonstrate good command of their specialist areas. Generally adept at engaging and maintaining learners' interest, they use a range of teaching strategies and set these in an appropriate vocational context. However, trainers do not plan effectively to meet the needs of the full range of learners in their groups or accommodate varying levels of ability. Most learners are satisfied with the skills they have learned. Their attendance is regular and well recorded. However, learners are frequently unpunctual and some training sessions start late.

The company's measures for assessing the achievement of learners on short, non-accredited courses are not rigorous enough. Learners who come to 75% or more of the course sessions receive an attendance certificate, irrespective of their performance. This is not an adequate measure of achievement, and does not demonstrate what learners have gained from their course.

THD offers a good range of short courses which cover topics including management, human resources, finance and accounting, sales and marketing and health and safety. Learners receive adequate support. Most training programmes are held outside THD's premises, in pleasant and suitably-appointed venues, most of them hotels. Facilities are not suitable for the small minority of courses held at THD's site, however.

THD's managers place too little emphasis on measuring learners' performance, on raising standards, and on monitoring and improving the quality of training. Whilst some of the objectives in the company's strategic plan relate to the scope and quality of the training offered, there is too little focus overall on raising learners' achievement. The approach taken to observing trainers' performance is insufficiently thorough, as is the appraisal system, which does not contribute to the identification of training needs. Learners' feedback is collected using evaluation forms. However, although aggregated, the feedback is not analysed. Employers' views are sought informally. The feedback gathered is not used effectively to plan for improvement.

## Capacity to improve

### Grade 3: satisfactory

THD has sufficient human resources to drive improvement. Trainers and managers are carefully selected, well qualified and experienced. The company has recently introduced four externally-accredited programmes, and has well-advanced plans to introduce others. These, combined with the recent establishment of a training resources centre to develop, review and update training material, should widen and enrich the range of opportunities available to learners.

The company's inadequate arrangements for collecting and analysing data on learners' achievement and trainers' performance, and for analysing learners' and employers' feedback mean that the management team lacks much of the information needed to raise standards and bring about improvement. However, the self-evaluation form, although over-generous in some aspects, shows objectivity in identifying some of the areas for improvement found by the review team, and suggests that managers have the necessary ability to diagnose the weaknesses in their provision.

## Summary of grades awarded

<b>Overall Judgement</b>	
<b>Effectiveness of provision</b>	<b>Grade 4: below satisfactory</b>
Capacity to improve	Grade 3: satisfactory
<b>Review Findings</b>	
How well do learners achieve?	Insufficient evidence to grade
How effective is training?	Grade 3: satisfactory
How well do programmes meet the needs of learners and employers?	Grade 3: satisfactory
How well are learners guided and supported?	Grade 3: satisfactory
How effective are leadership and management in raising achievement and supporting all learners?	Grade 4: below satisfactory

## Main judgements and recommendations

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### Strengths

- **Recruitment strategy.** THD recruits its staff carefully and with consideration for future development needs. Managers are well qualified and highly experienced. Most of the support staff hold a bachelor's degree as a minimum qualification. Trainers are required to have, as a minimum, a degree or equivalent professional certificate in training and relevant experience. Trainers are appropriately qualified and have good command of their vocational specialism. Most engage learners' interest satisfactorily through the use of different training activities.
- **Range of courses.** THD has a good range of short courses. The company recently introduced four additional programmes, all accredited by City & Guilds. Training plans and brochures are thorough, well presented and frequently updated. Course information is communicated to clients by an effective marketing team using a range of approaches including fax, e-mails, site visits, and telephone calls.

### Areas for improvement

- **Arrangements for measuring learners' achievement and monitoring their progress.** THD lacks a system for recording or assessing learners' progress or achievement on its short and non-accredited courses. All learners who attend for 75% or more of their course hours are judged successful and awarded a completion certificate. This approach does not present an accurate reflection of learners' achievement, progress or attainment. It does not show whether learners have gained the skills they set out to develop, or achieved their learning goals.
- **Punctuality.** Learners' punctuality is poor. In half the sessions observed by reviewers, several learners were late by thirty minutes or more. Too many training sessions start late. In these cases, the trainer is frequently left with insufficient time to meet the intended objectives, and has to rush to achieve the necessary coverage.
- **Planning of training sessions.** Although trainers identify objectives for their sessions, which they share with learners, they do not have session plans or overall schemes of work. They do not take sufficient account of learners' individual needs, or identify how these might be met.

- **The collection and use of feedback.** Learners' views are collected through evaluation forms. Although aggregated, the results are not analysed or used to plan for improvement. Feedback from employers is gathered on an ad hoc rather than a systematic basis, and the outcomes are not used effectively.
- **Managers' arrangements for observing training sessions.** THD's approach to performance monitoring is insufficiently thorough. Operational and marketing managers observe a few training sessions. Training coordinators visit sessions and record their comments about the general environment. These measures are not enough to enable managers to assure themselves of the quality of the training offered by all their trainers, and to provide feedback which might lead to improvement.
- **The appraisal system.** The company's appraisal system, which was introduced at the end of 2007, is not thorough enough. The form used does not highlight each employee's strengths or the areas in which they need to improve, and does not invite employees' comments. The system does not allow for the identification of staff training needs. In recent months, however, some staff have received relevant in-house training.

## **Recommendations**

In order to improve, THD should:

- develop a system for assessing and recording learners' progress and achievement
- tackle learners' poor punctuality
- develop lesson plans to accommodate the varying needs of learners
- make better use of learners' and employers' feedback
- implement an internal lesson observation scheme
- enhance the current appraisal system and use it to identify and meet staff training needs