هيئة جودة التعليم والتدريب
Education & Training Quality Authority
Kingdom of Bahrain - مملكة البحرين

Directorate of Vocational Reviews
Review Report

Taylos Human Development

Manama

Kingdom of Bahrain

**Date Reviewed: 28 November – 01 December 2022**

VO007-C4-R030

Introduction

The Directorate of Vocational Reviews (DVR) of the Education & Training Quality Authority (BQA), conducted this review over four days by a team of seven 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 materials provided by Taylos Human Development and collected feedback from learners, employers, trainers, management and support staff.

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

Summary of review judgements		
Aspect		**Judgement**
Outcomes	Learners' achievement	3
Programmes and processes	Effectiveness of teaching/training and assessment	3
	Quality of courses/programmes	2
	Learners' support and guidance	3
Management and governance	Effectiveness of leadership, management and governance	3
Capacity to improve		3
Overall effectiveness		3

Provider's overall effectiveness throughout the last three reviews
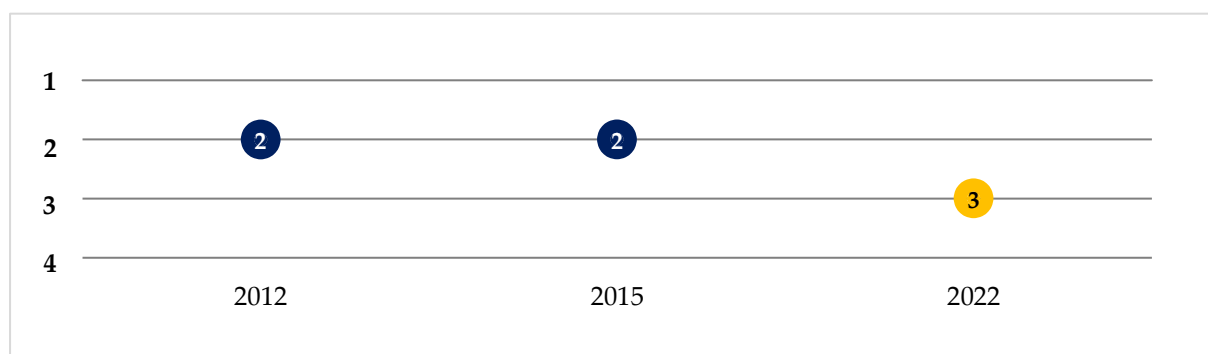
Outstanding	1	Good	2	Satisfactory	3	Inadequate	4

Overall Effectiveness: 'Satisfactory'

Judgement justifications

- The quality of the programmes offered at Taylos Human Development (THD) is judged as 'Good' while the Overall Effectiveness, the Capacity to Improve and all other Aspects are judged as 'Satisfactory'.
- The Institute offers externally accredited and local achievement courses/programmes, to meet labour market requirements and job seekers' needs. Courses/programmes are mainly in the fields of Leadership and Management, English Languages and Information Technology (IT). These courses/programmes are well-resourced, structured and planned. However, the process of reviewing and updating the local achievement courses is not comprehensively documented.
- THD implements a suitable access and entry mechanism, particularly for the Employability Skills (ES) programmes and Direct English courses. However, for the ES programme, the pre-assessment is inconsistently implemented.
- Although learners gain adequate knowledge and develop useful skills relevant to their learning, as reflected in the observed sessions and learners' work, a minority of learners are not able to complete the assigned tasks or achieve the expected standards in their chosen course/programme.
- Most learners achieve the Intended Learning Outcomes (ILOs) and/or the qualifications they aim for in a timely manner. However, there are cases of learners who achieve the Internet and Computing Core Certification (IC3)

programme from the second or third attempt.
- Trainers use suitable training methodologies and utilise the available learning resources to facilitate the delivery of the sessions' ILOs. However, in a minority of the observed sessions, trainers neither engage nor motivate the less active learners, particularly during the in-class verbal discussion activities.
- Suitable range of formative and summative assessment methods are used in all courses/programmes to evaluate learners' understanding and the achievement of the courses/programmes ILOs. However, the accuracy and rigorousness of the assessment are implemented inconsistently, particularly in the local achievement courses. Moreover, there were a few cases of plagiarism that the moderation process was not able to detect.
- Learners at THD receive appropriate support and guidance to achieve better outcomes. Nevertheless, there is no comprehensive and explicit procedure for learners' support, which is partially referenced within the 'Admission Procedures' that mainly focuses on support in relation to complaints and appeals, facilities and learning resources for learners with disabilities/special needs.
- The Institute's arrangements to monitor learners' achievement are sufficient. However, moderation and verification practices of assessment corrections are not consistent in ensuring the rigour of

- the summative assessment tools implemented.
- Staff and trainers' performance is appropriately monitored. Yet, performance evaluation review policy and procedure are not in place to guide the evaluation.
- THD learning environment is fit-for-purpose and essential health and safety

measures are in place, in addition to a suitable health and safety policy and procedure, which have been reviewed and updated to reflect new requirements emerged due to the exceptional circumstances.

Capacity to Improve: 'Satisfactory'

Judgement justifications

- Since the last BQA review conducted in 2016, the overall effectiveness of the Institute has declined, as all Aspects of the THD's are judged as 'Satisfactory', except for the quality of courses/programmes Aspect, which remained 'Good'.
- THD has fit-for-purpose strategic planning supported by an appropriate 4-year Strategic Plan (SP). The management team has responded suitably to the challenges imposed by the exceptional circumstances and adapted its operations to ensure business continuity and sustainability.
- The Institute's organisational structure is fit-for-purpose and supported by sufficient physical and human recourses to meet the Institute's aims and objectives.
- Suitable internal quality assurance practices supported by a set of policies and procedures to ensure the quality of the provision are appropriately implemented, however, the documentation of the implemented quality-related practices is not always accurate.

- The number of enrolments although dropped in the year 2020 due to emerging circumstances, it has increased in 2021 and continues to improve.
- The previous review recommendations are partially addressed. THD's Self-Evaluation Form (SEF) submitted for the purpose of this review is brief and not always supported by relevant evidence; in addition, the awarded grades have overestimated the provision.
- THD has a valid partnership with international awarding bodies such as National Open College Network (NOCN) and Certiport.
- In response to the national initiatives, THD is listed under National Qualification Framework (NQF) in 2017 and it has recently placed ten programmes on the NQF that include the English Language from level 1 to level 4 and level 4 for both Customer Service and Office Management.
- The Institute has restructured the ES programme by adding a 'Communication English' unit to enable learners to cope with the language difficulties of the ES programme'. However, the

added unit did not always influence effectively the understanding and achievement of the course/programme ILOs'.

The Provider's Key Strengths

- Learners achieve the qualifications they aim for in a timely manner.
- Well-resourced, structured and planned courses/programmes that meet the needs and requirements of learners and stakeholders.
- A fit-for-purpose learning environment adhering to health and safety regulations.

Recommendations

In order to improve its provision, Taylos Human Development should:

- ensure learners are placed on the right courses/programme levels and improve the relevant knowledge and vocational skills acquired towards the completion of the course/programme.
- further improve the training strategies to engage and motivate learners productively throughout the session.
- enhance the rigorousness of internal assessment to accurately measure the learners' attainment.
- improve the leadership and management by:
  - ensuring the effective monitoring of learners' achievement and trainers' performance.
  - improving the internal quality assurance system to include more comprehensive policies and procedures, ensuring its effective implementation, including the verification and moderation processes.

Learners' Achievement: 'Satisfactory'

Judgement justifications

- Learners gain adequate knowledge and develop vocational skills and competencies relevant to their fields of learning in accordance with the course/programme level. This is evident from learners' produced work, portfolios and assessment results, and learners' contributions and their level of participation and understanding in the observed sessions. However, a minority of learners have difficulty in completing the course/programme levels' tasks required to achieve their chosen course/programme expected standards

- The analysis of the Learners' Performance Data (LPD) and other provided records, indicates that the long-in-duration programmes are the externally accredited ES and IC3 programmes, constituting around 54% and 6% respectively of the total enrolment. These programmes comprise several units in which clear assessment criteria are used to evaluate learners' attainments. Most learners enrolled on these two programmes have obtained their external qualifications and a few achieved from the second or third attempts in the IC3 programme official online examinations.

- The locally approved achievement courses such as Direct English, Technical Track and Office Management, constitute around 40% of the total enrolment. The assessment criteria are appropriately linked to ILOs, where most learners could achieve the course ILOs. Yet, the standards of learners' work in these courses reflect an adequate level of performance.

- Most learners make sufficient progress as reflected in their scored marks of the summative assessments and their accomplishment of the assigned tasks during the observed sessions. The majority of learners in the Direct English courses maintained their performance over levels.

- Most learners are attentive and demonstrate positive attitudes towards their learning. This is evident from their regular attendance, participation and submission of their work on time in most cases. A minority of learners adequately demonstrate their level of understanding through questioning trainers and sharing relevant examples of the subject taught and presenting their produced work. On the other hand, the participation of a minority of learners is minimal and/or their punctuality is an issue during the observed sessions where lateness exceeded 10 minutes.

- The majority of learners are able to work independently and collaboratively during the in-class and practical activities, while a minority remains dependent on trainers' directions and support to move forward toward the achievement of learning objectives.

Areas for improvement

- Extent of learners develop of skills and knowledge of the completed courses/programmes.
- Level of learners' commitment towards their learning experiences

Effectiveness of Teaching/Training and Assessment: 'Satisfactory'

Judgement justifications

- THD trainers are qualified and sufficiently experienced in their field of training, they employ their theoretical knowledge appropriately through clear explanations and accurately respond to learners' inquiries. However, in a number of sessions, the delivery is mostly in the Arabic language while the content is in the English language.
- Trainers apply suitable training methods to facilitate the delivery of the sessions' ILOs. However, in a minority of sessions, the less active learners are insufficiently motivated to participate, particularly, during discussions.
- Throughout the courses/programmes, trainers evaluate learners' understanding and achievement of the ILOs sufficiently, using a suitable range of relevant formative and summative assessments. However, in a minority of sessions, checking the understanding of the passive learners is an issue.
- Summative assessment for the IC3 programme is a portal test designed by the awarding body is applied, while the summative assessment for the ES programme is a portfolio of units' assessments, that are clearly mapped to the course ILOs, following the awarding body's specifications.

- In Direct English courses, learners are assessed through suitable and structured assessment methods that are linked to the courses' ILOs properly. Moreover, in the other local achievement courses, learners are suitably assessed through pre- and post-assessments in addition to the in-class activities. However, the accuracy of the correction, particularly, the writing activity is an issue, as correction and marking are not based on a clear rubric.
- THD has a clear policy regarding assessment design and verification, the implementation is more evident in the ES programme. However, the accuracy and rigorousness of the assessment correction are not consistent; in addition, the summative assessment implementation and control are an issue based on a few cases observed in the internal achievement courses, where cases of plagiarism were found by the review team.
- Trainers sufficiently plan and deliver daily sessions; however, time management is inappropriate in terms of the allocation of time towards the activities and the activity requirements
- Trainers sufficiently adjust the training practices to cater for learners' needs by, adjusting the pace of the activity time,

- providing further explanations when needed and providing sufficient opportunity to involve the majority of learners. However, a few learners are insufficiently supported in the less effective scenario.
- Trainers sufficiently enhance learners' higher-order thinking and self-learning skills, through further activities that include elaborating and justification of opinions, researching for information and case study analysis. However, the level of some of the activities is straightforward and does not sufficiently enhance learners' critical and higher-order thinking.
- Trainers maintain learners' attendance records throughout the courses/ programmes, but punctuality is not recorded. Although learners' performance records are adequately maintained, and trainers provide useful verbal feedback to learners during sessions by following up with learners' work, providing further explanations and encouraging them to complete the tasks as required, the written feedback on learners' work is generic and not constructive.

Areas for improvement
- Utilisation of effective training strategies, and sessions' planning and delivery.
- Rigorousness of the internal assessment.

Quality of Course/Programmes: 'Good'

Judgement justifications

- THD has a purposeful approach to sense the local market needs and shape its offerings which are conducted through a number of targeted surveys for a specific area of learning such as the IT and English language. The Institute management's experiences, and the outcomes of the learners' feedback are utilised to inform decisions on the on-demand courses/programmes in the local market. The outcomes are utilised well to improve the range and type of the courses/programmes on offer.
- Based on the outcomes of the THD study of the learners' and stakeholders'
- needs, a range of locally and externally accredited courses/programmes are offered in different fields such as Leadership and Management, English language and Information Technology (IT).
- The externally accredited programmes are well-structured, planned and in line with the awarding bodies' requirements. The awarding body manuals for the ES programme provide detailed descriptions with clear ILOs and guidance on assessment criteria for each unit. Although the local completion courses are mostly well-structured and planned, the course outlines have some

relevant information, brief in content and insufficiently detailed.

- The local and external accredited courses/programmes are designed to support both theoretical and practical learning. In addition, the structure of formative and summative assessments reflects the nature and level of the courses/units and are usually mapped to the course/unit ILOs.
- THD has a moderate 'Qualification Design Policy' which informs the mechanism implemented to design and approve the internal elements of learning and training of the courses/ programmes. A qualification review report is generated for almost all courses/programmes at the initial stage of the qualification offered.
- The externally accredited programmes are reviewed and updated by the awarding bodies and THD follows their requirements. The local achievement courses are regularly and suitably reviewed and updated, and relevant adjustments are implemented. However, the process is not comprehensively documented for the internal review and update mechanism followed for the learning and training components.
- Courses/programmes are well-resourced with a range of useful learning and training resources and materials. Additionally, in order to support the changes in the mode of delivery during exceptional circumstances, THD assessed their IT capacity and invested in additional online resources to support the mode of delivery of the training sessions.
- Although THD implements suitable access and entry mechanism, particularly for the Direct English courses and ES programme, the ES programme's pre-assessment test is inconsistently implemented.

Areas for improvement

- The processes of reviewing the training courses/programmes.
- Effectiveness of the mechanism followed by the Institute to place learners on courses/programmes levels.

Learners' Support and Guidance: 'Satisfactory'

Judgement justifications

- Learners at THD receive sufficient support and guidance to achieve better outcomes. Support is provided *via* a number of means, such as mock examinations, extra sessions, and flexible arrangements for the scheduling of the courses/programmes to suit learners' timings. However, the Institute lacks a comprehensive and explicit support procedure that ensures the effectiveness of the support and guidance provided to learners.
- THD have an appropriate formal mechanism to identify at-risk learners

and provide them with the support needed. The Institute addresses learners' complaints and appeals by adopting appropriate procedures and useful forms that are related to learners' main concerns; however, no cases have been reported until the date of this review visit.

- ES programme learners enhance their potential and abilities sufficiently by giving the learners the opportunities to conduct employment mock interviews and supporting them in preparing their *curriculum vitae* (CV), when needed. In addition, THD extra-curricular provided to learners include useful references and site visits to enrich their learning experience.

- Learners and stakeholders have access to relevant information about the offered courses/programmes and receive suitable guidance on course selection via different channels such as the THD website, social media accounts, course outlines, and promotional brochures.

- A useful 'Candidates Induction Guide' is in place that includes the Institute's rules and regulations and health and safety instructions. At the start of the course/programme, learners are provided with a useful induction session which focuses on general instructions about the course/programme's registration, administration staff contact details and information on the available facilities at the training Institute venue.

- Useful written guidelines for the new mode of delivery and platforms titled 'LMS Guide' and 'How to use ZOOM application' are shared with learners; in addition, technical assistance is provided to learners during the virtual training courses/programmes.

- Learners are provided with a 'Trainee Performance Report', which includes learners' formative and summative assessment grades. It is worth mentioning that these reports do not specify learners' strengths and areas to improve. Although THD adequately keeps the stakeholders updated with learners' attendance, yet formal learners' performance reports are not shared.

- A dedicated proper section related to learners' Special Educational Needs and/or Disabilities (SEND) is included in the 'Admission Procedures', the section focuses mainly on support in relation to assessments, facilities and learning resources.

- THD identifies learners with SEND through 'Special Needs' and 'Special Arrangements for Assessment' forms which were filled out by learners. A case with hearing impairment has been identified; the action(s) stated in the 'Special Needs' form is suitable; however, the form does not specify the degree of disability, nor the hearing aids used.

Areas for improvement

- Comprehensive policy and procedure for learners' support, including for those with SEND.
- Learners' individual performance reports shared with stakeholders upon course/programme.

Effectiveness of Leadership, Management and Governance: 'Satisfactory'

Judgement justifications

- THD has clear vision and mission statements that guide its strategic direction and maintain the sustainability of the business; these statements are focused on enhancing learners' achievement and improving the quality of the provision.
- An appropriate 4-year SP has been developed in 2019. However, the SP objectives are not well-defined, and the measurement indicators are not specific to ensure rigorous monitoring of performance. Although a useful SWOT analysis is conducted to inform strategic planning, it contains overlap and contradiction between its four elements.
- A fit-for-purpose contingency planning is carried out where the management team clearly categorized the related risks and suggested a number of actions to address the emerging circumstances and sustain the training operations.
- Learners' performance data is accurately maintained and suitably analysed. An appropriate policy titled: 'Security of Assessment Documents and Records' has been developed to ensure the security of data. Furthermore, data on learners' achievement is aggregated at the course level. However, such data is not utilised by the management to raise learners' achievement and inform decision-making.
- THD has appropriately monitored staff/trainers' performance through annual appraisals, accordingly, a number of training opportunities are provided. However, professional development opportunities provided to the staff/trainers are not informed by the outcomes of their appraisal.
- Trainers' performance is regularly evaluated by the THD management team and peer session observations, and they are provided with useful feedback. However, no session observation rubric nor written policy and procedure are in place to guide the evaluation. THD has a standardised session observation form, which has been updated and revised to suit the mode of delivery.
- THD has a fit-for-purpose organisational structure and a sufficient number of administration staff and full-time trainers for its current level of business. The roles, responsibilities and job descriptions of staff and trainers are clearly defined.
- Trainers and staff are suitably recruited and inducted following a fit-for-purpose 'Human Resource Manual' and 'Staff Development Policy'. In addition, an 'Assessor Induction Handbook' supports trainers to prepare for the start of training.
- THD has appropriate internal quality assurance practices that include a set of

policies and procedures and a number of relevant forms to ensure the quality of the provision. Most policies are developed and reviewed to ensure their appropriateness and practicality for the exceptional circumstances period.

- Verification and moderation processes are streamlined to develop and review the materials and internal assessments for the ES programme as obligated by the awarding bodies. The implementation of these processes is properly applied to the other courses on offer.

- Although the records for the THD learners, staff and trainers are well-secured and protected, the review team noted inaccurate data related to learners' assessed works and session observations forms.

- THD ensures a proper and safe environment for staff and learners. A fit-for-purpose health and safety policy and procedure have been reviewed and updated to reflect the exceptional circumstances' requirements. Although the learning environment is hygienic and free from obvious hazards, classes were crowded in some cases.

- The Institute adequately maintains links with the local community and relevant stakeholders. THD is also collecting learners' feedback on courses/programmes upon completion. While evidence of utilising the outcomes to inform decision-making and guide improvement, plans were not drafted.

Areas for improvement

- Identifications of strategic objectives and indicators to be specific and measurable.
- Effectiveness of implementing the internal quality assurance system to include monitoring of learners and trainers' performance.

Appendix: Provider Information

Provider Name (English)	Taylos Human Development				
Provider Name (Arabic)	تايلوس للتنمية البشرية				
Licensing Body	Ministry of Labour				
Year of Establishment	2009				
Age Range of Learners	16 and above.				
Number of Learners	**Male**	500	**Female**	1151	**Total**	1651

Learning Areas	**Externally Accredited**	• Leadership and Management
		Awarding Body: City and Guilds
		  - Entry Level 2 Certificate in Employability Skills
		Awarding Body: National Open College Network (NOCN)
		  - Entry Level 2 Certificate in Employability Skills
		• Information Technology (IT)
		Awarding Body: Certiport
		  - Internet and Computing Core Certification (IC3)				

	Local Achievement	• Leadership and Management
		  - Office Management
		  - Technical Track - Job Skills
		  - Work Ethics
		  - Enterprises Management and Entrepreneurship.				

		• Language
		- English Language Certificate
	Local Attendance	-
Available Learning Platform(s)	• Zoom Application.	
Institution's Listing Status	**Listed on the National Qualification Framework (NQF) -2017**	
List of Qualification placed on/aligned to the NQF	• Level 4 Award in Customer Service • Level 4 Award in Office Management • English Language– Foundation Level A1 • English Language– Foundation Level A2 • English Language– Beginner Level A1 • English Language– Beginner Level A2 • English Language– Elementary B1 • English Language– Elementary B2 • English Language– Pre-Intermediate Level 3 • English Language– Intermediate Level 4	