



الهيئة الوطنية
للمؤهلات وضمان جودة التعليم والتدريب
National Authority for Qualifications &
Quality Assurance of Education & Training

Vocational Review Unit Review Report

**Tylos Human Development (THD)
Seef District – Manama
Kingdom of Bahrain**

Date Reviewed: 15-17 October 2012

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The Vocational Review Unit

Vocational Review Unit (VRU) is part of the National Authority for Qualifications and Quality Assurance of Education and Training (NAQQAET) that was officially set up in 2008 as an independent body governed and supervised by the Council of Ministers. 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 four-point scale:

Grade description	Interpretation
1: Outstanding	This describes provision or outcomes that is/are at least good in all aspects and outstanding in the majority.
2: Good	This describes provision or outcomes that is/are at least satisfactory in all aspects and good in the majority. There may be some particularly successful approaches or outcomes.
3: Satisfactory	This describes a basic level of adequacy. There are no major areas of weakness which substantially affect what learners, or significant groups of learners, achieve. There may be some features which are good.
4: Inadequate	This describes situations where major weaknesses in some areas affect the outcomes for learners and outweigh any strengths in the provision.

Introduction

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 health and safety, leadership and management and soft skills.

The institute is authorized to run externally-accredited programmes from the Occupational Safety and Health Administration (OSHA), City & Guilds UK and the Institute of Leadership and Management (ILM). The majority of THD courses are short or very short running from 8 to 45 hours. One-third of the 253 learners during 2012 were enrolled on the internally designed courses. Most learners are sponsored by employers or Tamkeen. THD operates from one location in the Seef District of Manama where they run most of their courses.

THD has 11 staff including an executive manager who is the owner and is also responsible for sales and marketing, a business development manager, an academic and quality manager, training and sales coordinator, two customer services representatives and administration staff. The institute utilises a pool of part-time trainers.

Scope of the review

This review was conducted over three days, by a team of three reviewers and a health and safety consultant. Reviewers observed training sessions, analysed data about the courses and qualifications learners achieve, examined learners' written and other work, scrutinised documents and the materials provided by the centre and talked with staff, learners, employers and trainers.

In the previous review, overall effectiveness was judged as satisfactory as were learners' achievement, the quality of training, the quality of the programmes offered and leadership and management. The support and guidance provided to learners was judged as good.

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

Table of review judgments awarded

Overall Effectiveness	
How effective is the provision in raising learners' achievement and meeting the full range of learners' and stakeholders' needs?	Grade: 2 Good
Learners' Achievement	
How well do learners achieve?	Grade: 2 Good
Quality of Provision	
How effective is teaching and/or training in promoting learning?	Grade: 2 Good
How well do programmes meet the needs and interests of learners and stakeholders?	Grade: 2 Good
How well are learners supported and guided to achieve better outcomes?	Grade: 2 Good
Leadership and Management	
How effective are leadership and management in raising achievement and supporting all students?	Grade: 2 Good

Review judgements

Overall effectiveness

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

Grade: 2 Good

The overall effectiveness of THD is good, as are all aspects of its provision. The vast majority of learners develop very useful vocational skills in the areas of health and safety, leadership and management and soft skills. They make good progress that prepares them well for local market employment opportunities. This is the result of the highly structured programmes on offer that are suitable to the level of most learners and are effectively delivered by qualified trainers who use their own personal vocational experience in the subject they teach. However, some training techniques used need further improvements, such as addressing the varying needs of individual learners and time management during sessions. Trainers and staff of THD provide positive and friendly support and guidance to all learners before and during a course. The management monitors learners' achievements closely and acts on suggestions for improvement instantly.

THD has good capacity to improve. The centre has moved to a new location in the Seef District which provides a pleasant and a safe learning environment and employs qualified human resources. The management has taken a number of improvement initiatives including the implementation of the NAQQAET's previous recommendations. They have introduced an internal quality assurance system, an internal verification process and a trainers' handbook. They have also recently signed a new affiliation with an internationally recognised body, Pitman Training, to provide secretarial and English language programmes, and they are now in the process of finalising with The Chartered Institute of Personnel and Development (CIPD) to offer their programmes locally. The management maintains a suitable system to gather, aggregate, analyse and drive through actions based on stakeholders' feedback.

Learners' achievement

How well do learners achieve?

Grade: 2 Good

The vast majority of learners at THD develop very useful vocationally-related skills and knowledge that match their levels in the field of health and safety and leadership and management. Nearly all employers and the vast majority of interviewed learners stated that, they are developing effective skills and are highly satisfied with the achievement of the course learning outcomes. Learners are able to apply the acquired skills and knowledge effectively at their workplace. However, in a few cases learners stated that the acquired set of skills or the added-value were too general and not directly related to their work duties but nonetheless, useful for life overall. The vast majority of learners make good progress given their prior attainment and perform well during courses. Learners do particularly well, on the OSHA specialist programme, where they gain skills and knowledge which prepares them for employment opportunities. However, not all learners make the progress expected of them, because the level of a course is below their abilities.

Almost all learners enrolled for the last two years on the OSHA and the City & Guilds externally-accredited programmes successfully completed all course requirements and obtained the qualifications they were aiming for. Learners on the non-accredited courses, which represents one-third of the institute enrollment during 2012, receive completion certificates after completing the required guided hours of training and successfully achieve the course objectives. Almost all learners pass the post-course assessment test, which is a suitable measure of learners' attainment on these courses.

From the lessons observed, and the scrutiny of learners' work, learners work effectively and collaboratively when they work in teams, as well as a high level of ability to work independently. The majority of learners are well motivated, enjoy and take pride in the work they produce and are very confident learners.

In the exemplary session observed, learners were able to extend what they had been taught by creating a high level of relevant discussions with their trainer. Moreover, in a number of instances learners were able to reflect critically on how well they were learning and then, with some guidance, plan for themselves how they can improve.

Attendance and punctuality are promptly recorded, but there were a few cases of learners arriving late to sessions by up to 15 minutes.

The quality of provision

How effective is teaching and/or training in promoting learning?

Grade: 2 Good

The vast majority of trainers are qualified with relevant vocational experience in the area of health and safety, management and soft skills. Most trainers successfully use a range of real life vocationally relevant examples to further learners' understanding. Trainers use effective training methods and activities during sessions to stimulate learning interest and to engage and motivate learners. This includes presentations, direct questioning, pair and group activities. In a few cases, training techniques used were inappropriate to engage learners effectively and to fully address their different needs with more able learners not always sufficiently challenged. In a few instances the most able learners were used as a team leader to provide support to the less able. Most trainers use an effective approach to respond to learners' enquiries and provide relevant information and feedback in a supportive and friendly learning environment.

Most sessions start with an effective recapitulation and sharing of objectives. Sessions are well planned and are informed with the outcomes of the pre-course assessment and personal objectives stated in the pre-course briefing form. However, in a few cases session time management was an issue and activities took longer than anticipated. Trainers effectively utilised a range of learning resources and materials to aid and facilitate participative learning such as OSHA safety apparatus, flip charts, data show presentations and relevant video clips.

Marking and feedback on the formative and the summative assessments are generally effective. Assessments are directly linked to the course objectives and used effectively to check individual learners' progress. Furthermore, the institute has clear criteria for marking and grading of individual assignments and examinations. The institute maintains a well-organised record of learners' progress and in-class activities for all courses. These records are regularly updated showing dates, results of assessments and feedback.

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

Grade: 2 Good

THD offers a broad spectrum of external internationally recognized and internally-designed programmes that are appropriately structured to meet the needs of learners and stakeholders such as the City & Guilds management courses, the OSHA specialist course, English language, soft skills and basic IT courses. These programmes are appropriately resourced with a suitable IT Laboratory, course manuals and health and safety courses apparatus. Most of the training materials are of good quality, and most programmes are appropriately structured. The institute uses a well-defined strategic and marketing plan to influence the programme offer. THD has recently added the Pitman training courses to their offer. THD maintains an effective relationship with stakeholders and most of them take additional courses with them.

On the OSHA specialist programme, which represents around 65 per cent of enrollment during 2012, THD enhances the learners' practical experience by providing examples of Personal Protective Equipment (PPE) for both good and bad conditions, which the learners get the opportunity to inspect and determine the differences between them. Additionally, learners on the OSHA programme are taken to a live workplace environment to experiment with their learning. They are given the opportunity to interact directly with people on the workplace floor and examine how health and safety aspects are applied in a real work environment.

THD has useful arrangements to review and update all training materials and presentations used by the trainers for the internally designed programmes and to ensure that these are tailored to the needs of the stakeholders, however, the system is not sufficiently robust, particularly in terms of tracking the various versions of the documents. THD has improved the procedure to track these changes just recently.

How well are learners supported and guided to achieve better outcomes?

Grade: 2 Good

Support and guidance is good overall at THD. Almost all learners receive effective and useful guidance about the programme they are enrolled on at the start of the course. THD provides learners with "trainee guidelines" and a "trainee manual" that contains useful information about course requirements as well as the learners' code of conduct and complaints procedures. THD course outlines and descriptions are accessible to all learners and employers prior to the start of the courses through their user friendly website, reception desk or by email messages. An effective induction is provided to learners enrolled on the OSHA specialist and City & Guilds programmes. Additionally, on the City & Guilds

programmes learners receive a complementary introductory English course to prepare them better, and a free of charge dictionary. The institute provides mock examinations to help the learners with their final examination.

Trainers and staff provide learners with purposeful support and useful counseling regarding their courses. For instance THD has recently assisted two talented learners to obtain employment opportunities. THD is flexible in scheduling courses to suit employers' needs and selects suitable timings and training venues.

A fit for purpose learners' performance report is shared with learners and employers at the end of the courses. The report provides useful information about attendance, participation, ability to learn and cooperation during the course. Tamkeen's weekly progress report is comprehensive and provides information on how individual learners are progressing over the various modules.

THD maintains a pleasant learning environment which is quiet, comfortable and suits the needs of all learners.

Leadership and management

How effective are leadership and management in raising achievement and supporting all learners?

Grade: 2 Good

Leadership and management are guided by an effective and comprehensive strategic plan which has been developed by an external professional consultant. The institute has developed mission and vision statements that are clear and focus well on raising learners' experience and knowledge. The management has implemented the previous NAQQAET's recommendations well and kept a close focus on the areas that they need to improve. A detailed progress report, the "Strategic Plan Accomplishment Report", has been produced for this purpose which assigns clear target dates and accountabilities. THD has a robust quality system, that is managed well and an internal verification report is periodically produced. Regular staff meetings are held with clear agendas that include responsibilities and target dates. The institute monitors and analyses learners' achievement effectively and provides employers and learners with useful and informative progress reports at the end of every course. These reports reflect appropriately on the progress made by the individual learner during a course.

The institute has suitable procedures to select and recruit from a pool of qualified trainers who are appropriately deployed based on their specialisation. Their performance is

measured by a useful annual performance appraisal and random visits to training sessions. These visits are carried out by the administration staff and although the outcome of these visits are shared with the trainer the system is not yet sufficiently rigorous. A few of the part-time trainers are provided with some development activities related to their field, such as attending conferences and events with key note speakers. THD institute premises are suitable and safe, all workplace safety requirements are in place, but no formal risk assessment is carried out.

The management has developed a suitable system to capture and act upon employers' and learners' feedback, with a few examples cited where improvement actions were triggered and based on views received from learners. A detailed trend analysis is produced for this purpose. The institute's arrangement for initial assessment and measuring learners' prior learning is suitable and outcomes are used appropriately for lesson planning.

The institute's self-evaluation form (SEF) is detailed and provides a range of suitable evidence, although the grades provided overestimate the provision.

The provider's key strengths

- The high level of vocational skills developed and progress made by the majority of learners
- Highly experienced vocational qualified trainers who provide their own personal experience to reflect on good teaching
- The well-organized and comprehensive records of learners' progress results of in-class activities
- The wide range of externally- accredited and internally-designed programmes
- The effective enrichment activities on the OSHA specialist programmes
- The highly effective support given by trainers and administration staff
- The highly effective strategic planning and monitoring of improvement actions.

Recommendations

In order to improve, THD should:

- ensure that all internally-designed courses are systematically updated with current relevant information
- focus more effectively on the quality of training by:
 - ensuring that all trainers deploy an effective range of training techniques to fully cater for individual varying learning needs and to timely manage activities during sessions.
- ensure that lesson observations are carried out by a qualified person and that constructive feedback is always provided to trainers and areas for improvement followed up.