



Tylos Human Development



15 - 17 September 2025



Location
Abu Sabie



Learning Areas

- Banking, Finance and Accountancy
- Media and Design
- Leadership and Management
- Distribution, Logistics and Retail
- Languages
- Information and Communications Technology



Total Enrolment
392

Overall effectiveness

Good

Aspect 1:

Assessment and Learners' Achievement

Aspect 2:

Learners Engagement and Support for Learning

Aspect 3:

Leadership and Management

Review Summary

Tylos Human Development (THD) offers good-quality training overall. Assessment methods are well-structured and aligned with programme Intended Learning Outcomes (ILOs), enabling most learners to achieve their qualifications, with a significant minority attaining commendation in the accounting and finance programme. This is complemented by an engaging learning environment that effectively supports learners and promotes productive participation throughout their learning journey. Through targeted initiatives and self-assessment processes, the management team responds effectively to market needs, while the Institute ensures compliance with National Qualifications Framework (NQF) standards by placing qualifications across different learning areas.

To further improve, the Institute is advised to strengthen entry and admission arrangements to improve retention, ensure consistent internal quality assurance implementation and effective progress tracking.

Key Positive Features

- Assessment methods are well-structured and clearly aligned with programme ILOs, enabling most learners to successfully progress toward achieving their qualifications.
- The Institute provides an engaging learning environment that supports learners, promotes active participation, and enhances their career readiness and employability.
- The management team demonstrates responsiveness to market needs through targeted initiatives and informed self-assessment, ensuring programmes remain relevant and aligned with employment opportunities.

Recommendations

- Enhance learners' attainment and engagement by improving training and assessment for learning strategies, raising the level of challenge, and actively engaging less participative learners.
- Improve learners' retention by strengthening entry and admission arrangements.
- Further enhance quality assurance by improving evaluation processes through critical action planning and systematic monitoring.
- Strengthen staff performance by linking evaluation outcomes to professional development for targeted capacity building.

Assessment and Learners' Achievement

Good

- THD offers a range of programmes across Media and Design, Retail, Banking and Finance, Leadership and Management, English language, and Information and Communication Technology (ICT). Of these, 76% are externally accredited, including qualifications from the Open College Network Northern Ireland (OCN NI), the International Association of Bookkeepers (IAB) Level 4 Certificate in International Accounting Standards (IAS) and International Financial Reporting Standards (IFRS), and the Cisco Certified CyberOps Associate. Local achievement programmes make up 24%, primarily in Leadership and Management. 76% of learners enroll in long-duration programmes, with 20% in short-duration and 4% in very short-duration programmes.
- Assessment practices across THD's programmes, whether externally or locally accredited, are well-structured and aligned with the ILOs and programme requirements. A range of assessment methods is employed, including tests, projects, case studies, and in-class exercises, providing a balance of theoretical knowledge and practical skills. Externally accredited programmes follow awarding body standards, including administered examinations, practical evaluations, or portfolio-based submissions, as required.
- All assessments are verified to ensure they are fit for purpose, cover the required learning outcomes, and reflect the appropriate level of complexity. Clear grading rubrics and model answers ensure fairness and consistency. Trainers provide useful written feedback, though the depths may vary.
- Most learners develop sound knowledge, skills, and competencies aligned with the programme level, with a significant minority of learners in the IAB programme achieving their qualification with distinction or commendation. Furthermore, learners and employers report high satisfaction, noting positive impact on learners' professional growth and career development.
- Achievement rates have remained high and consistent across programmes since 2022, reflecting the effectiveness of the assessment standards and the quality of learners' produced work. Most learners achieve their qualifications within the expected timeframe. However, a dropout rate of 14% slightly limits overall retention, indicating that a minority of learners discontinue.

Learners Engagement and Support for Learning

Good

- Training at THD is delivered in a positive and supportive environment that encourages effective learning and promotes active engagement of most learners. The premises are suitably equipped with accessible facilities and purposeful resources, creating a safe and motivating atmosphere where learners can focus on achieving intended outcomes while developing practical skills and confidence.
- Learners also benefit from a range of structured support mechanisms. These include induction to digital learning platforms, additional revision sessions, mock examinations, and English language development support. Furthermore, THD introduced 20 extra hours of specialised software training in collaboration with industry partners, which has enhanced learners' practical skills and employability. Complemented by workplace consultations and collaborative activities, such initiatives have enabled a number of learners to secure employment or progress in their careers.
- Admission arrangements at THD are in place to ensure learners are enrolled on appropriate programmes. Nevertheless, there is potential to further enhance these arrangements to better support learners' retention.
- Trainers at THD demonstrate sufficient knowledge and experience to deliver programmes effectively and support learners' progress. Evidence from the observation across several sessions showed a balanced mix of theory and workplace-related examples, which helped engage learners and connect content to real-life practice. Sessions were well-structured and effectively managed to achieve ILOs, providing a clear framework for learners to follow and ensuring that all planned content is covered.
- Assessment for learning strategies is applied effectively to evaluate learners' understanding and provide timely, useful feedback. These approaches also support self-learning and help develop essential skills. While the majority of learners were actively engaged, a few showed less participation during parts of the sessions. Training session plans are documented and generally well-organised, with some locally accredited programmes offering additional support hours to enhance learner outcomes.

Leadership and Management

Satisfactory

- THD has undertaken proactive initiatives to strengthen its strategic direction and programme development, including relocation to a new venue, expansion of learning areas, Learning Management System (LMS) upgrades, and addition of new qualifications placed on the NQF. Although reporting and monitoring of operational plans remain inconsistent, these efforts reflect management's commitment to performance evaluation and continuous improvements.
- Regular self-assessment provides useful insights for Institute planning and positioning, supported by inputs from experienced management. However, the outcomes are not utilised systematically to derive quality enhancement. Likewise, internal quality assurance policies and procedures exist; their application and review are not consistently aligned with the self-assessment outcomes.
- THD has effective systems to maintain accurate and reliable data on learners' performance across all programmes. This includes monitoring attendance, punctuality, attainment, retention and success rates at both programme and institute levels. All internal assessments are moderated to ensure fairness and compliance with awarding body requirements.
- Learners' performance data is regularly analysed to track achievement trends and identify areas for improvement. While the data collected is accurate and systematically reviewed, the analyses are not always sufficiently critical to inform targeted interventions or fully optimise strategic planning and self-assessment processes.
- THD has sufficient and qualified staff and trainers to meet operational needs and support learning across its programmes, considering enrolment, scale of operations, and programme types. A number of staff show long service and dedication, often managing multiple roles. Recruitment, retention, and development processes are suitably planned and implemented, with additional hiring underway for upcoming training initiatives.
- Staff and trainers' performance is regularly monitored through session observations and annual staff appraisals. While these mechanisms are regular and beneficial, professional development opportunities are not consistently linked to appraisal outcomes or observation feedback, which limits their effectiveness in addressing identified developmental needs and further enhancing the overall quality of provision.



Next Actions

The Institute must submit an Action Plan within 30 days from receiving the draft report.