

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

International Centre (IC) Reaccreditation Inspection

INSTITUTION: Haward Technology Middle East

ADDRESS: PO Box 26070
Abu Dhabi
United Arab Emirates

HEAD OF INSTITUTION: Dr. Abdel Jalil Ghanem

DATE OF INSPECTION: 25 - 26 May 2016

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON REACCREDITATION:

- Reaccreditation awarded for the full three-year period.
- Decision on reaccreditation deferred.
- Award of reaccreditation refused.

Date: 14 Jul 2016

1. Background to the institution

Haward Technology Middle East (HTME) was established in 2004. It is a limited company with two directors. It is limited by the capital shares (51 per cent locally held and 49 per cent foreign owned) in accordance with UAE law. HTME is registered in Abu Dhabi and provides training courses in various locations, the majority within the United Arab Emirates. HTME also has branches and offices in the USA, Bahrain, Saudi Arabia, Kuwait and virtual international contact offices in countries such as Australia, Japan, UK, China and Russia. It has more than 600 part-time instructors worldwide with more than 130 full-time employees based in Abu Dhabi. Courses are delivered by assigning an instructor to a pre-planned schedule. Each instructor is interviewed and his or her experience and expertise reviewed before appointment and are contracted for each course they undertake. HTME currently has three full-time instructors, whose training schedule is controlled by HTME, based on their particular speciality, and within the terms of their agreement.

HTME currently has five representative agreements and one agency agreement. The representatives are located in certain strategic regions being Oman, Bahrain, Nigeria, Jordan and Kazakhstan. The agent is located in Iran.

2. Brief description of the current provision

HTME currently has about 3,000 clients and offers approximately 5,600 courses, but not all run each year. It typically provides about 500 public (accredited) and 350 in-house short courses per year of normally a week's duration. On average, five delegates attend each public course but a maximum of 20 is set. The emphasis is on small group participation with personal attention being provided to each delegate. The range of courses includes some City and Guilds Levels One and Two and Haward customised courses recognised by various international accreditation bodies such as the National Examination Board in Occupational Safety and Health (NEBOSH) and the Institute of Leadership and Management (ILM). HTME also has a portfolio of short courses, principally in the field of process engineering and associated subject areas.

On-site activities and visits supplement some of the courses to provide practical on-going training. The on-site facilities are also pre-inspected and risk assessed. Practical oriented courses and simulation-based courses use various technologies such as software and desktop training kits. HTME further provides an e-learning portal through its website.

All courses are run in client company premises or in pre-inspected hotels, under contractual arrangements, following inspection which are reported on by the instructor and course co-ordinator. A course co-ordinator is assigned to each course. The inspection ensures high quality facilities are available.

Participants and instructors receive the exclusive "Haward Smart Training Kit" (H-STK®). The H-STK® consists of a comprehensive set of technical content which includes an electronic version of the course materials, sample video clips of the instructor's actual lectures and practical sessions as well as any other extra materials used during the course that are conveniently saved in a tablet PC.

HTME is accredited by the International Association for Continuing Education and Training (IACET).

3. Inspection process

The inspection was carried out by two inspectors over a two-day period. There was one teaching observation conducted in a local hotel and the inspector was able to speak with the instructor. A second teaching observation was not possible due to the limited availability of courses taking place in Abu Dhabi. However, an inspection was made of the examination preparation provided by HTME at a hotel. Some ad hoc discussion between course delegates and the inspectors also took place. Meetings were held with senior management including the Chief Executive Officer, General Manager, Deputy General Manager (Support / Academic Director), Deputy General Manager (Finance), Administration Manager, Planning Manager, Operations Manager, Quality Manager and the IT and Documentation Manager.

A tour of the headquarters located in Abu Dhabi was provided and staff were able to demonstrate their processes and procedures.

4. Inspection history:

Inspection Type	Date
Full Accreditation	9th - 10th June 2012
Interim	25th August 2014

PART B - JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the institution.

INSPECTION AREA - MANAGEMENT, STAFFING AND ADMINISTRATION

1. The institution is effectively managed

- | | | |
|-----|--|---|
| 1.1 | The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.2 | The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

It is recommended that senior management consider introducing a shift system for the staff, who work on course delivery and currently work five and a half days to facilitate courses beginning on Sundays. It may not be necessary for all such staff to work on Saturdays (which is a common day off work in the UAE) and the performance of the course preparation might be facilitated on a shift / rota system obviating the need for all such staff to attend every Saturday.

2. The administration of the institution is effective

- | | | |
|-----|--|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the institution. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

HTME is well administered with very clearly defined job descriptions, policies and procedures.

3. **The institution employs appropriate staff**

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. Yes No
- 3.2 Experience and qualifications claimed are verified before employment. Yes No
- 3.3 There is an effective system for regularly reviewing the performance of staff. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

Although a staff appraisal system is in operation and documented, it is recommended that the strengths, weaknesses and staff development points are included in the appraisal documentation and that the staff member and manager concerned both sign the appraisal form confirming their agreement to its content.

4. **Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum**

- 4.1 Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. Yes No
- 4.2 Information on the courses available is comprehensive, accurate and up to date. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

5. **The institution takes reasonable care to recruit and enrol suitable learners for its courses**

- 5.1 Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective learners. Yes No
- 5.2 A formal application process ensures that learners meet the entry requirements and any claimed qualifications are verified. Yes No NA
- 5.3 Learners are properly briefed on the nature and requirements of the courses for which they apply, and all application enquiries responded to promptly and appropriately. Yes No
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. Yes No NA
- 5.5 Learners receive a proper initial assessment which includes language ability to confirm their capability to complete the courses on which they are enrolling. Yes No NA

This standard is judged to be: Met Partially Met Not Met

Comments

6. **There is an appropriate policy on learner attendance and effective procedures and systems to enforce it**

- 6.1 There is a clear and published policy on learner attendance and punctuality, requiring that they attend at least 80% of their scheduled classes. Yes No
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all learners, collated centrally and reviewed at least weekly. Yes No
- 6.3 Learner absences are followed up promptly and appropriate action taken. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

If a participant's attendance drops below 80% on a "public" course, his or her employer (HTME's client) is notified.

7. **The institution regularly obtains and records feedback from learners and other stakeholders and takes appropriate action where necessary**

- 7.1 The institution has effective mechanisms for obtaining feedback from learners and other stakeholders (such as staff, partner institutions and employers) on all aspects of the institution's provision, including formal learner representation where appropriate. Yes No
- 7.2 Feedback is obtained, recorded and analysed on a regular basis. Yes No
- 7.3 The feedback is reviewed by management and action is taken where necessary. Yes No
- 7.4 There is a mechanism for reporting on the institution's response to the feedback to the learner body. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

Not all feedback reports are fully completed after each quality assurance visit. Discrepancies between various end of course reports are not always investigated to ensure that the copy made available to the client is accurate.

8. **The institution has effective systems to review its own standards and assess its own performance with a view to continuing improvement**

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the institution's performance. Yes No
- 8.2 Reports are compiled at least annually which present the results of the institution's reviews and incorporate action plans. Reports include analysis of year-on-year results on learner satisfaction, retention, achievement, examination results and completion rates. Yes No
- 8.3 Action plans are implemented and regularly reviewed, with outcomes reported to the management. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

The inspectors were satisfied that performance is reviewed on an on-going basis, which includes feedback from participants and instructors. It is recommended that there is the formal establishment of documented action plans, at least annually, to support HTME's on-going review of its performance.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Academic management is effective

- | | | | |
|-----|---|--------------------------------------|--------------------------|
| 9.1 | There is a suitably qualified and experienced academic manager or academic management team with responsibility for teaching, learning and assessment. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 9.2 | Classes are timetabled and rooms allocated appropriately for the courses offered. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 9.3 | The allocation of tutors to classes provides for a consistent learning experience. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |
| 9.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources. | <input checked="" type="radio"/> Yes | <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments _____

10. The courses are planned and delivered in ways that enable learners to succeed

- | | | | | |
|------|---|--------------------------------------|--------------------------|-------------------------------------|
| 10.1 | Courses are designed and delivered in ways that allow learners to develop the knowledge and skills which will be required to achieve stated learning outcomes or for final examinations or assessments. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 10.2 | Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 10.3 | Formative assessments appropriately reflect the nature and standards of summative examinations. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | <input type="radio"/> NA |
| 10.4 | Learners are encouraged and enabled to develop independent learning skills. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 10.5 | Full-time courses requiring learners to attend for 15 hours or more per week are timetabled over at least three days. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |
| 10.6 | Any required coursework and revision periods are scheduled in advance. | <input type="radio"/> Yes | <input type="radio"/> No | <input checked="" type="radio"/> NA |
| 10.7 | The academic or professional backgrounds and particular needs of learners are taken into account in the classroom delivery of the course. | <input checked="" type="radio"/> Yes | <input type="radio"/> No | |

This standard is judged to be: Met Partially Met Not Met

Comments _____

11. **Tutors are suitable for the courses to which they are allocated and effective in delivering them**

- 11.1 Tutors are appropriately qualified and experienced. Yes No
- 11.2 Tutors have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. Yes No
- 11.3 The appraisal procedures for teaching staff incorporate regular classroom observation. Yes No
- 11.4 Tutors are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance learning. Yes No
- 11.5 Tutors respond to different learning needs of learners where appropriate, taking various learning styles into account in their planning and delivery of lessons. Yes No
- 11.6 Tutors employ effective strategies to involve all learners in active participation and to check their understanding of concepts and course content. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

An annual appraisal of full-time instructors' performance is undertaken and the appraisal of the instructor by participants is recorded, using a scale with excellent at the top. It is recommended that the review also shows HTME's graded appraisal of the instructor's performance, as well as the appraisal done by participants.

12. **The institution provides learners and tutors with access to appropriate resources and materials for study**

This standard is judged to be: Met Partially Met Not Met

Comments

13. **Learners receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**

- 13.1 Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to learners and tutors. Yes No NA
- 13.2 Assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and prompt intervention where appropriate. Yes No NA
- 13.3 Learners are made aware of how their progress relates to their targeted level of achievement. Yes No
- 13.4 The institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders. Yes No NA
- 13.5 Additional support or advice on alternative courses is provided to learners who are judged not to be making sufficient progress to succeed. Yes No NA
- 13.6 Oral and written feedback is given to individual learners on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery. Yes No
- 13.7 Learners have appropriate access outside class time to tutors for academic support. Yes No NA

This standard is judged to be: Met Partially Met Not Met

Comments _____

14. **The institution offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate**

- 14.1 For courses leading to a national award in the country the institution operates in, the award is formally recognised by the national award-validating body. Yes No NA
- 14.2 For courses leading to the award of a UK degree, the institution has a formal agreement with a recognised UK degree-awarding body. Yes No NA
- 14.3 For courses leading to other UK awards, the awarding body is recognised by the relevant regulator. Yes No NA
- 14.4 For courses leading to the award of an overseas degree, the institution has a formal partnership agreement with the overseas degree-awarding body, which is itself accredited by a recognised national agency. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments _____

15. **There is a clear rationale for courses leading to unaccredited or internal awards**

- 15.1 There is a clear statement of the level claimed and evidence that learners who receive the award meet the stated requirements for that level. Yes No NA
- 15.2 There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. Yes No NA
- 15.3 External moderators are involved in the assessment process where appropriate. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments _____

16. **There are satisfactory procedures for the administration of examinations and other means of assessment**

- 16.1 The institution complies with the requirements of the relevant awarding bodies in terms of examination security and administration. Yes No NA
- 16.2 For internal awards, there are effective systems in place for examination security and administration, and clear procedures for learners to appeal against their marks. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments _____

17. **There is appropriate provision of advice for learners intending to proceed to employment or higher/further education**

- 17.1 Learners have access to advice from appropriate staff member on further study and career opportunities. Yes No
- 17.2 If the institution offers courses preparing learners for higher education, they have access to prospectuses and to advice from a designated staff member both on selecting courses and institutions and on the application process. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments _____

INSPECTION AREA - LEARNER WELFARE

18. Learners receive pastoral support appropriate to their age, background and circumstances

- | | | |
|------|---|---|
| 18.1 | There is at least one named staff member responsible for learner welfare who is suitably trained, accessible to all learners and available to provide advice and counselling. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.2 | Learners receive appropriate advice before arrival. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.3 | Learners receive an appropriate induction and relevant information upon arrival. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.4 | Learners are issued with a contact number for out-of-hours and emergency support. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 18.5 | The institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met

Comments

Standard at 18.4 is shown as achieved. All participants are mature students and, therefore, the Inspector's view is that this standard is not applicable in this case.

19. International learners are provided with specific advice and assistance

- | | | |
|------|--|---|
| 19.1 | International learners receive appropriate advice before their arrival on travelling to and staying in the country. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.2 | International learners receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.3 | Information and advice specific to international learners continues to be available throughout the course of study. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 19.4 | Provision of support takes into account cultural and religious considerations. Where possible, learners have access to speakers of their own first language. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

This standard is judged to be: Met Partially Met Not Met NA

Comments

20. **The fair treatment of learners is ensured**

- 20.1 Learners apply for and are enrolled on courses under fair and transparent contractual terms Yes No and conditions.
- 20.2 Learners have access to a fair complaints procedure of which they are informed in writing Yes No at the start of the course.

This standard is judged to be: Met Partially Met Not Met

Comments _____

21. **Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised (if applicable)**

- 21.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of learners. Yes No
- 21.2 Any residential accommodation is open to inspection by the appropriate authorities. Yes No NA
- 21.3 A level of supervision is provided appropriate to the needs of learners. Yes No

This standard is judged to be: Met Partially Met Not Met NA

Comments _____

22. **Where home-stay accommodation is organised, the welfare of learners is ensured and the institution's relationship with hosts is properly managed**

- 22.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for learners and is appropriately located for travel to the institution and back. Yes No
- 22.2 Any home-stay accommodation is inspected before learners are placed and is subject to regular re-inspection by a responsible representative or agent of the institution. Yes No
- 22.3 The institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No
- 22.4 Appropriate advice and support is given to both hosts and learners before and during the placement. Yes No
- 22.5 Clear monitoring procedures are in place with opportunities for learner feedback and prompt action taken in the event of problems. Yes No

This standard is judged to be: Met Partially Met Not Met NA

Comments _____

23. **The institution provides an appropriate social programme for learners and information on leisure activities in the area**

- 23.1 Learners are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. Yes No
- 23.2 The social programme is responsive to the needs and wishes of learners. Yes No NA
- 23.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of learners. Yes No NA
- 23.4 Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments _____

INSPECTION AREA - PREMISES AND FACILITIES

24. **The institution has secure possession of and access to its premises**

- 24.1 The institution has secure tenure on its premises. Yes No NA
- 24.2 Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. Yes No NA

This standard is judged to be: Met Partially Met Not Met

Comments _____

25. **The premises provide a safe, secure and clean environment for learners and staff**

- 25.1 Access to the premises is appropriately restricted and secured. Yes No
- 25.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No
- 25.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to learners, staff and visitors. Yes No NA
- 25.4 General guidance on health and safety is made available to learners, staff and visitors. Yes No
- 25.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No
- 25.6 There is adequate circulation space for the number of learners and staff accommodated, and a suitable area in which to receive visitors. Yes No
- 25.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No
- 25.8 There is adequate temperature control and ventilation in all rooms. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments _____

26. **Training rooms and other learning areas are appropriate for the courses offered**

- 26.1 Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. Yes No
- 26.2 Training rooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. Yes No
- 26.3 There are facilities suitable for conducting the assessments required on each course. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments _____

All training is undertaken in hotels and off-site. Rooms visited by the inspectors in the hotels where courses were taking place were very suitable for the delivery observed.

27. **There are appropriate additional facilities for learners and staff**

- 27.1 Learners have access to sufficient space and suitable facilities for private study, including library and IT resources. Yes No
- 27.2 Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No
- 27.3 Learners and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA
- 27.4 Learners and staff have access to storage for personal possessions where appropriate. Yes No NA
- 27.5 There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No
- 27.6 Administrative offices are adequate in size and resources for the effective administration of the institution. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments _____

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated. Yes No NA

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Institution's strengths

Settled well established management team.
Clear refund policy.
Excellent procedures and documentation but in one aspect the effectiveness of those procedures was not satisfactory and this is reflected in the actions required shown below.
ISO 9001 accredited.
Very helpful and accommodating headquarters staff.

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Exclusive contracts for part-time instructors.
Extensive network of professionally qualified and experienced instructors.
Courses are delivered in high quality accommodation and good course materials are provided.

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

LEARNER WELFARE

Institution's strengths

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

PREMISES AND FACILITIES

Institution's strengths

Actions required	Priority H/M/L
None	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that senior management consider introducing a shift system for the course orientated staff who currently work five and a half days to facilitate courses beginning on Sundays. It may not be necessary for all such

headquarters staff to work on Saturdays, which is a common day off work in the UAE. The performance of the course preparation might be facilitated on a shift / rota system obviating the need for all such staff to attend every Saturday.

It is recommended that the strengths, weaknesses and development needs of staff are included in the staff appraisal documentation and that the staff member and manager concerned both sign the staff appraisal form confirming their agreement to its content.

Senior managers should ensure that all feedback reports are fully completed after each quality assurance visit and that any discrepancies between various end of course reports are investigated to ensure that the copy made available to the client is fully accurate.

It is recommended that there is the formal establishment of documented action plans, at least annually, to support HTME's on-going review of its performance.

It is recommended that the annual appraisal of full-time instructors shows HTME's graded appraisal of the instructor's performance as well as the graded appraisal by participants.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Yes.