

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

International Centre (IC) Re-accreditation Inspection

NAME OF INSTITUTION: Haward Technology Middle East

ADDRESS: Al Karam Building
Al Tallah Street
Muweihat 1
Ajman

HEAD OF INSTITUTION: Dr Abdel Jalil Ghanem

DATE OF INSPECTION: 22-24 July 2019

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation to be withdrawn

DATE: 26 September 2019

1. Background to the Institution

Haward Technology Middle East (the Institution) was established in 2004. It is a limited company with two directors. The Institution is registered in Abu Dhabi and has an operating branch in Ajman. The Institution provides training courses in various locations, the majority of which are within the United Arab Emirates (UAE). Courses are primarily but not exclusively focused on advanced training for engineers. BAC accreditation is for the operations in the Middle East only.

The Institution's vision is to be the leading provider of technical training programmes and to excel through continuous improvement and new initiatives in training and professional development services.

The Institution is managed by a Chief Executive Officer (CEO) who is supported by a General Manager and Academic Director who in turn is supported by a team of six managers responsible for the areas of training, marketing, support, public relations, administration, operations and planning.

The Institution has branches and offices in the United States of America, Saudi Arabia, Kuwait, Qatar, Iraq and virtual international contact offices in countries such as Australia, Japan, the United Kingdom, and China. It has more than 740 part-time instructors worldwide with more than 90 full-time employees based in Ajman and Abu Dhabi. The Institution currently has 12 representative agreements and two agency agreements. The representatives are located in certain strategic regions that are Oman, Bahrain, Nigeria, Jordan and Sudan. The agent is located in Iran.

In 2017, the Institution underwent a significant re-structuring. This involved a reduction in staff numbers mainly as a result of closing down its tele-marketing department with 80 staff. The new focus is on in-house courses sold as closed group provision to companies. Public courses still run and are promoted through the Institution's website. These courses attract fewer learners and often run with one to three learners.

There are plans to open a training centre in Dubai by the end of 2019. This will have three or four training rooms to accommodate up to 60 learners. The use of hotel conference rooms as training centres will continue.

2. Brief description of the current provision

The range of courses offered includes 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). The Institution also has a portfolio of short courses, principally in the field of process engineering and associated subject areas. It currently advertises 4,371 training courses in engineering disciplines alone. In-house courses can be customised to the client's needs.

On-site activities and visits supplement some of the courses to provide practical on-going training. Practical oriented courses and simulation-based courses use various technologies such as software and desktop training kits. The Institution also provides an electronic learning portal through its website.

Haward Technology is accredited by a number of professional bodies and internationally recognised accreditation bodies.

The Institution currently has about 3,000 clients and offers approximately 6,500 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 Institution enrolls adults only and learners must be over the age of 18.

At the time of inspection there were seven open courses running at six different hotel venues in Abu Dhabi, Dubai, and Al Khobar. Each course had between one and three participants. The participants interviewed reported that they had been selected for their courses and enrolled by their companies.

3. Inspection process

The inspection was carried out over two and a half days in the UAE and Saudi Arabia. Two inspectors visited the Institution's head office in Ajman. One inspector visited three hotels in Dubai which were being used as teaching venues and one inspector travelled to Al Khobar in Saudi Arabia where another training course was being held in a hotel venue. Meetings were held with the CEO, the General Manager who is also the Academic Director, the Training Manager who is also the Marketing Manager, the Administration Manager and the Quality Manager. Groups of tutors and learners were interviewed in both training locations. Various documentation was scrutinised. The logistical organisation of the inspection was exemplary as was the provision of the necessary documentation.

4. Inspection History

Inspection Type	Date
Full Accreditation	9-10 June 2012
Interim	25 August 2014
Re-accreditation	25-26 May 2016
Interim	10 January 2018

PART B - JUDGMENT AND EVIDENCE

The following judgments 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 provider 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="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |
| 1.3 | There are clear channels of communication between the management and staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has a clear management structure. Departmental roles are well defined. Managers have progressed through various positions in the Institution. Therefore, they have a good overview of operations and have extensive experience of procedures and processes throughout the organisation that enables them to fulfil their roles effectively. Regular meetings with management and staff ensure that the channels of communication are effective.

2. The administration of the Institution is effective

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

This standard is judged to be:

Met Partially Met Not Met

Comments

Clearly defined job descriptions and appropriately qualified and experienced staff ensure effective administration throughout the organisation.

The Institution has developed comprehensive documentation on policies, procedures and systems. This documentation is provided in the employee handbook and this is distributed to all members of staff. The documentation is detailed, well organised and comprehensively covers all appropriate subject areas.

Trainers attend a developmental train the trainer session and receive update bulletins, effectively ensuring that the Institution's policies are appropriately disseminated.

Robust systems are in place to record data from quality, operations and administration departments and from trainers at the end of their courses.

3. The Institution employs appropriate staff

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|-----|--|---|-----------------------------|
| 3.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.2 | Experience and qualifications claimed are verified before employment. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.3 | There is an effective system for regularly reviewing the performance of staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

Senior staff at head office are suitably qualified and experienced. They have been with the Institution for a number of years and have worked in various departments gaining valuable experience of the organisation.

The vast majority of administrative staff recruited come from entry level college or university leavers. References are appropriately sought for UAE applicants. In the case of applicants from outside the UAE, effective use is made of an application form and online interview. Entry level posts are subject to a six-month probation period. Recruitment and retention of staff are effective and employment practices result in a high level of staff satisfaction. This is borne out by the yearly audit of staff satisfaction and annual appraisals.

Office managers and staff undergo an annual performance evaluation where strengths and areas for development are appropriately identified.

The recruitment of suitably qualified trainers is key to the Institution's operation. Courses are highly specialised, and the Institution is proficient in its systems of sourcing appropriately specialised trainers. Many of these trainers come from countries outside the UAE. All trainers have their experience, knowledge and qualifications checked by persons with the appropriate technical knowledge and expertise. References are then taken up prior to the issuing of contracts.

All trainers are effectively and regularly assessed. Visits from the quality department's staff take place on the first and last day of courses. Each course is assessed according to feedback from the instructor and from the learners.

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

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|-----|---|---|-----------------------------|
| 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. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | Information on the courses available is comprehensive, accurate and up-to-date. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

The Institution's website has comprehensive details on the courses it runs, the venues where the courses are held and the range of services offered. Information on the public courses offered is detailed, accurate and up-to-date.

The website gives an overview of each of the public courses, a statement of who the course is intended for and a detailed timetable for its duration.

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

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|-----|--|---|-----------------------------|
| 5.1 | Entry requirements for each course are set at an appropriate level and clearly stated in the course descriptions seen by prospective learners. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
|-----|--|---|-----------------------------|

5.2	A formal application process ensures that learners meet the entry requirements and any claimed qualifications are verified.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
5.4	Any overseas recruitment agents are properly selected, briefed, monitored and evaluated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Some courses are booked by companies as in-house courses for their employees. The vast majority of the companies booking courses have a training department that identifies appropriate courses to meet the training requirements of their personnel.

Individual learners on public courses are also enrolled by their companies in those cases where the companies do not have sufficient demand for an in-house course. Learners interviewed confirmed the appropriacy of their courses and that they were sufficiently well informed of the content and level.

Agents, that are referred to as representatives by the Institution, are carefully vetted and provided with briefing and marketing materials. They may use their own marketing materials subject to approval by the Institution which then grants permission for its logo to be appended to the promotional material. Representatives enter into a signed contract with the Institution.

All course materials are produced in English which is the standard language in use in the specialised industry areas that are addressed by the Institution's courses. Most public courses are taught exclusively in English. However, some courses are indicated as being bilingual where English is used but translations and explanations are given in Arabic. As participants for both in-house and open courses are enrolled by their companies, they can choose the English or bi-lingual options according to the language ability of their employees.

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

6.1	There is an appropriate, clear and published policy on learner attendance and punctuality.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.3	Learner absences are followed up promptly and appropriate action taken.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Attendance and course rules are clearly set out in the course joining instructions which are given to learners on their personalised course materials tablet.

Trainers' packs include an attendance register and a final report form which details learners' attendance. Learners sign in each day and a percentage attendance figure is given on the report if attendance falls below 100 percent. End-of-course reports are sent to the sponsoring company.

Trainers have learners' telephone numbers and follow up absences promptly. Where attendance falls below 80 per cent, learners receive only a partial end-of-course certificate stating how many of the course hours they have attended. Poor attendance is rare as in-house courses are run on the relevant company's premises and public courses are held in hotel venues where learners are accommodated. The Institution is effective in maintaining good attendance records.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.2	Feedback is obtained, recorded and analysed on a regular basis.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.3	The feedback is reviewed by management and action is taken where necessary.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	There is a mechanism for reporting on the Institution's response to the feedback to the learner body.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has robust systems for obtaining feedback. The Quality Department collects learners' feedback on the first day of each course, then during the course and at the end. The course assessment system rates course delivery, course instructor, course objectives, venue and hospitality. Each course is given a score out of 100 based on feedback. A score of 80 or below is deemed to be a failure. Rates of 90 and above are normally achieved. The Quality Department responds to poor rates with analysis of materials and delivery and can offer a free course in compensation in some cases.

Some companies have their own evaluation forms for the courses.

An Instant Response form is available in the training rooms for the use of learners. This is used to record any question or comment the learner would like to make, including whether the delivery of course was too fast or slow.

Learners report that feedback made through the trainers or directly with the Institution is very promptly and effectively acted upon.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	Action plans are implemented and regularly reviewed, with outcomes reported to the management.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution carries out a comprehensive Internal Audit Report annually. The quality assurance procedures are broad in scope and cover a wide range of areas of operation from management review and planning through to food safety policy. The report identifies action points based on the audit. These identify the member of staff responsible for the action point and a timescale for completion. This is followed up by an action report.

An annual performance review shows month by month course ratings based on learner and trainer feedback and course outcomes. In this review, there is no specific recording or analysis of learner achievements, the focus being primarily on learner satisfaction. Learners are given a pre-course test and a post-course test. The results are recorded

by the trainer on the course report form but in the annual performance review there is no recording or analysis of these scores which might inform academic action planning and target setting in terms of learner progress and assessment procedures.

Responses to feedback from courses are prompt, appropriate and effective and appropriate changes are made, for example to the course content to better meet learners' aims.

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="checkbox"/> Yes	<input type="checkbox"/> No
9.2	Classes are timetabled and rooms allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.3	The allocation of tutors to classes provides for a consistent learning experience.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
9.4	There is an appropriate policy and effective procedures for the acquisition of academic resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Academic Manager is appropriately qualified and has extensive experience of academic oversight within the Institution.

Appropriate class timetables for public courses are publicised on the website and courses are held in a variety of quality hotels all of which have been inspected and approved beforehand by the Institution. As a result, classes are allocated to suitable rooms for the courses offered.

Courses are delivered by assigning an instructor to a pre-planned schedule. Trainers are appointed for the duration of their courses which normally run for three or five days. Each trainer is contracted for each course they undertake and for the whole course thereby ensuring consistency in delivery. The Institution currently has five full-time instructors. Their training schedule is controlled by the Institution, based on their particular specialism and within the terms of their agreement.

The Institution has a documentations unit which works well with other departments and the trainers to develop appropriate course materials. Each learner is provided with the course materials electronically. Learners report that they appreciate having course materials in this way as this allows them to follow internet based links and they appreciate the portability over printed manuals. Trainers confirm that any hardware or other materials they request are promptly delivered to the training rooms.

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="checkbox"/> Yes	<input type="checkbox"/> 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="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
10.3	Formative assessments appropriately reflect the nature and standards of summative examinations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
10.4	Learners are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.5	Any required coursework and revision periods are scheduled in advance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
10.6	The academic or professional backgrounds and particular needs of learners are taken into account in the classroom delivery of the course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

In-house courses are well designed to meet the specific knowledge and skills needs of the companies commissioning them. Public courses cover a wide range of subject areas appropriate to the needs of its client base. Many courses are designed as preparation for external awards such as recognised qualifications in the petroleum industry.

The Institution provides a clear overview of the courses, specifies who they are intended for and states objectives aligned to any awarding body's requirement.

Learners' are encouraged to develop independent learning skills as required.

Coursework is encompassed over the duration of the three or five days of the course and work outside this period is not scheduled or set.

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

Trainers are experts in their fields. Their curricula vitae demonstrate that they are highly qualified with substantial relevant experience. Each trainer is interviewed and his or her experience and expertise reviewed before appointment.

All trainers undertake the Institution's in-house train-to-train course which ensures that courses are delivered with an appropriate level of pedagogic competence.

There is an effective approach to tutor development. Regular classroom observations are carried out by the quality team. Trainers are appraised annually against a template report that includes grading of teaching as well as trainers' weaknesses and strengths. As a result, the trainers know what they do well and what they need to do to improve. There is a Professional Development Plan for Trainers which records any training needs as identified by the trainers or by the quality team following classroom observation and course feedback from learners and trainers.

A form is available for learners to declare any special learning needs and this is conveyed to the relevant trainer. Some courses can be taught by bilingual trainers as was observed during the inspection where tutors helpfully responded to participants' queries with explanations in both Arabic and English.

Trainers presented their materials in a clear and comprehensible manner.

11.6 However, lesson delivery tends to be trainer-centred with trainers using slideshow presentations and offering little opportunity for learners to contribute or engage.

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

The Institution provides learners and tutors with access to appropriate resources and materials for study. All course materials are provided by the Institution. All learners receive a Smart Training Kit. This kit consists of a comprehensive set of technical content that 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 personal computer.

Learners confirm that they find these tablets very useful.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.2	Assessment outcomes are monitored to enable the identification of learners who are not making satisfactory progress and prompt intervention where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
13.3	Learners are made aware of how their progress relates to their targeted level of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
13.4	The Institution takes appropriate steps to identify and discourage cheating and other misdemeanours, and to penalise offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
13.7	Learners have appropriate access outside class time to tutors for academic support.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Learners undergo a pre-test at the start of their course and a post-test at the end. There are not normally any formative assessments during the courses which are only three or five days long.

Tutors are able to pace their classes to the needs of the learners and give further explanations where necessary. In the public courses observed, where there were few learners, trainers ensured that learners were following the lesson input.

The target level of courses is made plain to learners through the course description and the detailed timetable. Through the comprehensive schemes of work for each course, learners are able to see the progress they have made and how this relates to the stated targets.

The issue of cheating and plagiarism is addressed in the learner induction on the first day of the course. The learner tablet also includes the Institution's Ethics and Disciplinary Policy which deals with these matters in an effective and appropriate manner.

A Participant Evaluation Report is issued at the end of the course in which the tutor provides written relevant and constructive feedback to individual learners. This feedback is copied to the quality team. The systematic practices and documentation for collecting and recording feedback are highly effective and benefit learners and trainers and provide useful information for the quality team.

Ample opportunities exist in break times at the venues for learners to have access to their trainers. In some venues, the trainer and learners are accommodated in the same hotel.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA
14.3	For courses leading to other UK awards, the awarding body is recognised by the relevant regulator.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA

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

Comments

Periodic audits of the Institution are carried out by external awarding bodies which have approved the Institution for the delivery of courses leading to their awards. These include the American National Standards Institute (ANSI), the Abu Dhabi Centre for Technical and Vocational Education and Training (ACTVET) and the National Examination Board in Occupational Safety and Health (NEBOSH).

There are no courses leading to degrees or UK awards.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
15.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
15.3	External moderators are involved in the assessment process where appropriate.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input checked="" type="checkbox"/> NA

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

Comments

The Institution issues Haward Certificates, which are internal awards containing a statement of their industry standard level where appropriate. Where there is an external awarding or accrediting body, this is also shown on the certificate.

The in-house and public courses lead to industry standard levels of knowledge and competence as defined by the course overviews from the commissioning companies' training departments. In addition, courses such as the Certified HAZOP Leader course, Hazardous Operations are mapped against international standards in the sector.

All courses offered by the Institution have a specific industry based focus and are designed for participants already in the workforce. Enrolments come from companies seeking to upskill their employees, providing clear evidence that awards are appropriate for employment purposes.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
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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

Procedures relating to the administration of assessments for external awards have been successfully audited by the relevant awarding bodies and evidence is held on file.

Effective and appropriate procedures are in place to ensure the integrity of examination and test security and an appropriate procedure for learners to appeal against their marks is in place.

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 an 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

All learners have already embarked on their careers and are employed in companies. Most have access to their company's training departments.

Trainers provide advice on further study resources as required. In observed classes, the trainers offered suggestions on additional video materials appropriate to the courses.

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. Yes No

18.2 Learners receive appropriate advice before arrival. Yes No

18.3 Learners receive an appropriate induction and relevant information upon arrival. Yes No

18.4 Learners are issued with a contact number for out-of-hours and emergency support. Yes No

18.5 The Institution has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. Yes No

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

Comments

All learners are mature adults and, therefore, have minimal need for specific pastoral care. However, the trainer is available to handle and appropriately refer any issues to the Institution's staff in case of need. Therefore, the available pastoral support provided meets the learners' needs.

At the start of their courses, learners are taken through an induction session by their trainer. The comprehensive induction materials are also preloaded onto the learners' tablets. Learners reported that they were well informed of course joining instructions, training venue facilities, accommodation and any appropriate local information.

The Institution has well documented and robust policies in its Code of Ethics which includes avoiding discrimination, having respect for others and respect for the diversity of cultures.

19. International learners are provided with specific advice and assistance

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|------|--|---|-----------------------------|
| 19.1 | International learners receive appropriate advice before their arrival on travelling to and staying in the country. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.2 | International learners receive an appropriate induction upon arrival covering issues specific to the local area. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 19.3 | Information and advice specific to international learners continues to be available throughout the course of study. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> 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="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

Where learners from other countries attend courses in the UAE, appropriate advice and information is provided in their course joining instructions including availability of prayer rooms, medical assistance and Haward support available.

The trainer also carries out an induction session on the first day.

The learners from Saudi Arabia, at the time of the inspection, reported that they were given comprehensive information and felt well supported. Inspection findings confirm this view.

20. The fair treatment of learners is ensured

- | | | | |
|------|---|---|-----------------------------|
| 20.1 | Learners apply for and are enrolled on courses under fair and transparent contractual terms and conditions. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.2 | Learners have access to a fair complaints procedure of which they are informed in writing at the start of the course. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20.3 | Learners are advised of BAC's complaints procedure. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

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

Comments

Learners are enrolled by their companies either on in-house closed group courses or on public open courses. Contractual terms are agreed with the relevant company.

Learners are advised of the complaints procedure, including the BAC procedure, by way of the induction and the guidance given on their tablet. There are clear and comprehensive systems for the recording of complaints and procedures for follow-up actions and appeals.

21. Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised

- | | | | |
|------|--|------------------------------|---|
| 21.1 | Any residential accommodation is clean, safe and of a standard which is adequate to the needs of learners. | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| 21.2 | Any residential accommodation is open to inspection by the appropriate authorities. | <input type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |
| 21.3 | A level of supervision is provided appropriate to the needs of learners. | <input type="checkbox"/> Yes | <input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
22.3	The Institution has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
22.4	Appropriate advice and support is given to both hosts and learners before and during the placement.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
22.5	Clear monitoring procedures are in place with opportunities for learner feedback and prompt action taken in the event of problems.	<input type="checkbox"/> Yes	<input type="checkbox"/> 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.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
23.2	The social programme is responsive to the needs and wishes of learners.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
23.3	Any activities within the social programme have been chosen with consideration for their affordability by the majority of learners.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
23.4	Any activities organised by the Institution are supervised by a responsible representative with suitable qualifications and experience.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
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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

The Institution has provided a copy of the renewed lease on their head office premises in Ajman giving an expiry date of 06 June 2020.

The Institution has a portfolio of quality hotel venues where training rooms can be hired by the week.

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

The inspectors visited four hotel venues where training courses were taking place. All venues were found to be suitable for the purpose and maintained in a good state of repair. The head office premises are in good order with adequate space for the number of employees. Access to these premises is appropriately secure with visitors and staff monitored entering and leaving.

There are no potentially hazardous areas or equipment on site.

Trainers and learners were able to use the common areas of the hotels as break-out spaces and use the hotel washroom facilities.

All rooms in hotels and at head office had air conditioning.

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/or 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 courses are run in client company premises or in pre-inspected hotels, under contractual arrangements, following inspection on which reports are made by the instructor and the course co-ordinator. The inspection ensures high quality facilities are available.

In all venues visited as part of this inspection, the training rooms were sufficient in size to accommodate the number of learners present.

Any equipment required by the trainers is supplied by the Institution. Standard equipment includes projectors, speakers and flipcharts. Trainers report that any requests they make for teaching aids are promptly fulfilled.

On-site activities and visits supplement some of the courses to provide practical on-going training. The on-site facilities are also inspected and risk assessed before use.

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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.2	Teaching staff have access to sufficient personal space for preparing lessons, marking work and relaxation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.3	Learners and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
27.4	Learners and staff have access to storage for personal possessions where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.6	Administrative offices are adequate in size and resources for the effective administration of the Institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Training rooms in hotel venues were sufficiently spacious to allow for both training and for breaks when refreshments were served. Trainers and learners have exclusive use of the training rooms for the duration of their courses and can use the rooms for relaxation and private study.

Learners do not attend the head office premises as all training takes place off-site in hotels or other company locations.

The head office has multiple rooms several of which are now unused after the downsizing in 2017. There are sufficient offices and other rooms available to staff for meetings and for the effective running of the operation.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C - SUMMARY OF STRENGTHS AND ACTION POINTS

MANAGEMENT, STAFFING AND ADMINISTRATION

Institution's Strengths

Haward Technology Middle East provides highly specialised technology courses which meet the needs of companies in various industries in the region.

The Institution has a well-defined departmental structure that is efficiently managed. This ensures effective leadership and administration.

The Institution has robust quality assurance procedures and regularly and systematically monitors its own performance.

The creation and maintenance of documentation relating to all aspects of the Institution's operation is exemplary and contributes to the compiling of good annual reports and action plans.

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

TEACHING, LEARNING AND ASSESSMENT

Institution's Strengths

Courses are run by experts in their fields.

Learners have high levels of confidence in the quality of their trainers and course materials.

Actions Required	Priority H/M/L
11.6 A review of training methodology must be carried out to ensure that learners are more actively involved in courses.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

LEARNER WELFARE

Institution's Strengths

Learners receive a comprehensive induction at the start of their courses and are well supported by their trainers.

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

PREMISES AND FACILITIES

Institution's Strengths

Training rooms for public courses are in good quality hotels where trainers and learners benefit from a comfortable working environment.

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

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that the annual performance review includes detailed analysis of learner achievement which would inform academic action planning and target setting in terms of learner progress and assessment procedures.

COMPLIANCE WITH STATUTORY REQUIREMENTS