



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION (International Centre)

INSTITUTION: Haward Technology Middle East

ADDRESS: Al Karan Building
Al Tallah Street
Muweihat 1
Ajman
United Arab Emirates

HEAD OF INSTITUTION: Dr Abdel Jalil Ghanem

ACCREDITATION STATUS: Accredited

DATE OF INSPECTION: 6 December 2021

ACCREDITATION COMMITTEE DECISION AND DATE: Continued accreditation, 3 March 2022

PART A – INTRODUCTION

1. Background to the institution

Haward Technology Middle East (Haward/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 UAE, Kuwait, Iraq and Qatar. The Institution provides training courses in various locations, the majority of which are within the countries of the Gulf Co-operation Council (GCC). The courses are primarily 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 are supported by a team of nine managers responsible for the areas of training, marketing, public relations, administration, operations and planning, Information Technology (IT) and e-learning, finance, business development, documentations and projects.

From February 2020, the institution has stopped offering classroom-based courses and has been offering virtual training and self-paced e-learning. Face-to-face courses are beginning to re-start in 2021 in some parts of the GCC with small numbers of learners.

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. In-house courses can be customised to the client's needs.

The institution holds its courses in the training facilities of the contracting companies or in the business facilities of high-quality hotels. 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 each year of normally a week's duration. On average, five learners 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 learner. The Institution enrolls learners over the age of 18 only.

At the time of the inspection, there were forty learners on 8 courses. The courses were Structural Engineering Level 3, ASME B31.3 Process Piping Design Code, Train the Instructor: Root Cause Analysis, Piping Inspection Code, Production Planning and Scheduling in Petroleum Refineries, Static Mechanical Equipment's Technology, Compressor Operation, Maintenance and Troubleshooting and Safety Relief Valve Sizing, Selection, Operation, Inspection, Maintenance and Troubleshooting. Learners were from a variety of countries mostly from the Middle East. The majority of learners were male.

3. Inspection process

The inspection was carried out remotely by one inspector over one day. The inspector held meetings with the general manager and the quality assurance manager, a member of the administrative staff, a member of the welfare team and an instructor. The inspector observed some teaching. A wide range of documentation was scrutinized. The Institution co-operated fully with the inspection process.

4. Inspection History

Inspection Type	Date
Full	9-10 June 2021
Re-accreditation	22-24 July 2019
Interim	10 January 2018
Re-accreditation	25-26 May 2016
Interim	25 August 2014

PART B – JUDGEMENTS AND EVIDENCE

The following judgments and comments are based upon evidence seen by the inspector during the inspection and from documentation provided by the institution.

1. Significant changes since the last inspection

From February 2020, all face-to-face teaching within the Middle East region stopped. Haward changed its strategy and moved to online teaching with self-paced learning and virtual lessons. Face-to-face teaching has resumed in 2021 and business is growing but has not yet returned to previous levels.

2. Response to actions points in last report

11.6 A review of training methodology must be carried out to ensure that learners are more actively involved in courses.

A suitable review of training methodology has been carried out. This has highlighted the need to broaden the different teaching strategies employed. The Institution uses its Instructor Briefing Sheets to highlight the need for a wider range of teaching approaches including the use of presentations, group videos, case studies, simulations, pair and group discussions and exercises. The permitted number of slides has been reduced in an attempt to reduce teacher-centered approaches.

The Institution now requires group activities and exercises to be included on each day of the class. Greater use of polling, breakout sessions and the chat function are also encouraged for online training sessions. The quality assurance team routinely looks for a wider range of teaching activities and greater learner engagement when observing lessons. However, classroom observation shows there is still too much instructor talk, which limits opportunities for learners to contribute.

3. Response to recommended areas for improvement in last report

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.

Each course now has an end of course report which includes learner achievement data. End of course reports combine into an annual course review, which feeds into the Annual Performance Review and the Course Ranking System. These in turn inform the academic action planning and target setting. In this way, the analysis of learner achievement directly influences action planning and target setting.

4. Compliance with BAC accreditation requirements

4.1 Management, Staffing and Administration (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The institution is very effectively managed. The General Manager is highly qualified and very experienced in the role. Channels of communication are clear and effective.

Administrative procedures and processes are well-defined, widely disseminated and well understood. Documentation is comprehensive, detailed and effectively organized. Recruitment and retention of suitably qualified staff is effective. The administrative team is adequate in size for the current level of operation. The effective implementation of the procedures contributes to the smooth running of the courses. As a result, learners benefit from effectively run courses.

Publicity material gives a comprehensive, up-to-date and accurate description of the institution and its curriculum so prospective learners have sufficient information on which to base their decisions.

The Institution takes good care to enrol suitable learners on its courses. Courses are usually booked by the training departments of individual companies, which have an in-depth knowledge of the prospective learner and their training requirements. As a result, learners are placed on appropriate courses and at appropriate levels.

Course joining instructions clearly outline attendance and punctuality expectations and effective procedures to ensure high levels of attendance. As a result, attendance rates are excellent.

The Institution has very robust systems for the collection of and response to learner feedback. Feedback is obtained on the first day of the course, during the course and at the end of the course. Learners also have access to an Instant Response form. Consequently, the Quality Department is able to respond to feedback in a very timely fashion.

The Institution conducts an internal audit of all its activities on an annual basis and produces an annual report. This report is comprehensive in scope and detailed in nature. It leads to action planning with identified members of staff responsible for carrying out each action and the time frame in which it is to be accomplished. Consequently, the Institution has the capacity to continually improve.

4.2 Teaching, Learning and Assessment (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Academic management is highly effective. The academic manager is appropriately qualified and highly experienced. Courses are delivered by expert instructors appointed for the duration of the course. Course content aligns closely to the requirements of the sponsoring bodies so matches the needs of the learners well.

The courses are effectively planned and delivered. The institution provides a clear overview of each course, specifying the aims and objectives of the course and the target audience. In this way, prospective learners have all the information necessary for making an informed decision about the suitability of the course.

Instructors are experts in their fields with substantial relevant experience. They are specialist, knowledgeable and professional, and draw on direct personal experience in their training delivery. As a result, learners are well informed about the latest developments in their fields and their needs are very well met.

Briefing sheets are provided that emphasise the need for instructors to engage the learners in their learning through active presentations, group videos, case studies, simulations, pair and group discussions and exercises.

11.6 However, classroom observation shows there is still too much instructor talk, which limits opportunities for learners to contribute.

Course resources are excellent. The institution provides all course materials to learners through the provision of a lap-top computer with an electronic version of the course including videos and presentations. Instructors are able to request any materials they need. Consequently, learners benefit from the most up-to-date resources.

Instructors give feedback during classes in a timely manner. At the end of the course the instructors provide additional written feedback to each learner through individual reports so that the learners have an understanding of how to go forward.

The institution offers courses leading to accredited awards granted by recognized awarding bodies where appropriate. These external awarding bodies carry out periodic audits for the delivery of courses leading to their awards.

Courses are focused on the specific needs of particular industries and are designed for learners already in the workforce. In this way, companies can upskill their employees and learners can advance their own knowledge.

4.3 Learner Welfare (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

Learners are mature adults already established in their careers. They receive suitable pastoral support appropriate to their age, background and circumstances.

Where learners join courses outside their own country, appropriate information and joining instructions are provided including the availability of medical assistance and more general support from the Institution. As a result, learners are well supported.

Learners are typically enrolled by their companies according to contractual terms agreed between the institution and the contracting company. The code of conduct emphasizes the importance of mutual respect, non-discrimination and equal treatment. A fair complaints policy includes provision for third-party arbitration should the need arise. Consequently, the fair treatment of learners is ensured.

Learners are on short courses with little free time. However, the institution does arrange field trips linked to the course learning objectives as appropriate. Overall, this provides a suitable programme of social activities.

4.4 Premises and Facilities (spot check)

The standards are judged to be:

Met

Partially Met

Not Met

Comments

The institution holds its courses in the training facilities of the contracting companies or in the business facilities of high-quality hotels. The hotels are centrally located and convenient for learners using public transport.

The contracting companies and hotels have their own security arrangements so staff and learners are safe.

Suitable guidance on health and safety including fire evacuation procedures is made available to learners during induction.

The training rooms of the hotels used are spacious, well decorated, appropriately furnished and suitably equipped so staff and learners can work and learn in a conducive environment.

4.5 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes

No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

Policies, systems and procedures are excellent, clear and well-embedded in the day-to-day practice so that the institution is well administered.

The institution offers a very extensive range of highly specialised courses so meeting the needs of the industrial sectors in which it works.

The instructors are highly qualified experts with substantial recent experience and learners benefit from this expertise.

Resources are outstanding so learners learn from the most up-to-date course materials.

ACTIONS REQUIRED

11.6 The Institution must widen the range of teaching strategies employed in order to involve all learners in the learning process.

High Medium Low

RECOMMENDED AREAS FOR IMPROVEMENT *(to be reviewed at the next inspection)*

None

COMPLIANCE WITH STATUTORY REQUIREMENTS - FURTHER COMMENTS, IF APPLICABLE
