BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Micro-credentials Provider (MC) Scheme

Full Inspection Report

NAME OF PROVIDER: Abilita Solutions

ADDRESS: 20 Jalan SS20/18 Damansara Utama

Petaling Jaya

Selangor

Malaysia

47400

HEAD OF PROVIDER: Dr Yong Guang Teh

DATE OF INSPECTION: 17, 18 & 20 October 2023

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

☒ Accreditation awarded for the full four-year period

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation to be withdrawn

 DATE: 25 January 2024

1. Background to the provider

Abilita Solutions (the Provider) is a training provider that offers accredited programmes at Levels 5 and 7 in leadership, management, coaching and mentoring. It is a private limited company owned by a sole proprietor.

Abilita Solutions was founded in 2020 as a provider of online courses in response to the evolving context of professional learning and the challenges faced by individuals for whom attendance at in-person training is impractical. It received approval from the United Kingdom (UK) Institute of Leadership and Management (ILM) to deliver the Diploma in Effective Coaching and Mentoring at Level 5 in 2022 and has recently been approved to deliver the Diploma in Coaching Supervision at Level 7. The Provider is based in Selangor, Malaysia.

Its mission is to provide excellent, internationally recognised training in leadership, management, coaching and mentoring, and to design specialised curricula for organisations and communities operating in developing nations. It aims to deliver accredited training programmes that can be combined with other accreditation to meet the training needs of diverse learner cohorts, and to do this in partnership with internationally recognised institutions to support leadership development.

The proprietor holds the position of Director and monitors the activities of the company and ensures its compliance with legal requirements. The Provider is led by the Principal Trainer, who is also responsible for financial management. The Principal Trainer reports to the Director and is supported by the Senior Trainer, who additionally undertakes the role of Registrar. The Principal and Senior Trainers are responsible for the day-to-day management of the Provider.

2. Brief description of the current provision

Abilita Solutions currently offers programmes in coaching and mentoring at Levels 5 and 7. These programmes are accredited by ILM, part of the UK awarding organisation City & Guilds and are recognised by the UK Government's Office of Qualifications and Examinations Regulation (Ofqual). Abilita Solutions is recognised as a training provider by the national Human Resources Development Corporation (HRDC) in Malaysia and by a career development organisation in the United States of America (USA).

Programmes are delivered exclusively online.

At the time of the inspection, a course offering the Diploma in Effective Coaching and Mentoring at Level 5 was in progress and a course offering the Diploma in Coaching Supervision at Level 7 was starting for the first time. Five participants were enrolled. There is capacity for up to 20 participants.

The majority of participants were female, and all were aged over 18 years of age, in accordance with ILM requirements. Most were Singaporean, with one participant from Hong Kong.

Programmes have set start dates in May or June each year and run for one year. There are no entry requirements, apart from having a suitable level of English.

3. Inspection process

The inspection was carried out remotely by one inspector over three days. Meetings were held with the Director, the Principal Trainer, the Senior Trainer/Registrar and with all participants. Documents and electronic records were scrutinised. The inspector reviewed learning materials on the digital platforms used for course delivery and observed synchronous and asynchronous teaching across the curriculum. A remote tour was made of the premises used for online teaching. The Provider responded to requests for information promptly and co-operated fully with the inspection process.

PART B – JUDGEMENT AND EVIDENCE

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

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1.	**The provider and its MC provision are effectively managed**	
1.1	The MC management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body and there are appropriate communication channels in place between all staff.	☒ Yes ☐ No
1.2	The head of the provider and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out, including in relation to the MC provision.	☒ Yes ☐ No
1.3	The provider has a written statement of its mission and goals that guides its activities, is communicated to all stakeholders, and is effectively implemented and regularly reviewed, and includes the rationale for delivering MCs and their integration with lifelong learning objectives.	☒ Yes ☐ No
1.4	The mission, goals and strategy emphasise the importance of collaboration and partnerships that have undergone rigorous due diligence and can effectively support the recognition and stackability aims of MCs.	☐ Yes ☐ No ☒ NA
1.5	The provider takes concrete steps towards securing recognition of its MCs, which may lead to articulation or stackability arrangements.	☐ Yes ☐ No ☒ NA
1.6	The provider has a written risk management strategy relating to the delivery of MCs, which includes financial planning, and which is effectively implemented and regularly reviewed.	☒ Yes ☐ No
1.7	The provider has a clear written policy on MC course closures that sets out the specific triggers and/or criteria for closing down the course.	☒ Yes ☐ No

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

Comments

The management of Abilita Solutions and its MC provision is effective. The management structure is clearly defined in the organisational chart and in up-to-date role descriptions. The Provider is led by the Principal Trainer, who is responsible for strategic and educational direction, supported by the Senior Trainer. The proprietor of the Provider is the Director, who monitors the business and provides financial guidance.

There are appropriate communication channels in place between all staff. Communication between members of the leadership team is regular and effective. However, not all historic meetings have been recorded. As a result, there are limited records of decision-making and reviews of actions previously agreed. A calendar of regular meetings has now been established and minutes produced for the most recent meetings.

The Principal and Senior Trainers are highly qualified and have extensive experience that is relevant to their roles. They understand the specific characteristics of MC provision and the needs of participants who choose this in preference to other forms of professional training. As a result, they are effective in carrying out their responsibilities.

The Provider's mission and goals are clearly stated on the Provider's website, with further elaboration in the staff handbook and information provided to applicants during the Provider's open days. The Provider's objectives focus on making accessible accredited MCs that support progression within the participant's field of employment or to higher level courses offered by the Provider or a third party.

The courses are aimed at people preparing for, or currently working in, roles facilitated by the use of coaching and mentoring skills. Thus, the MCs integrate with lifelong learning objectives.

The credentials are already recognised and stackable.

A suitable written risk management strategy is in place and is supported by ongoing appropriate financial planning, which is regularly reviewed. Implementation of the strategy is effective. This is evidenced by the development and delivery of courses to date.

The Provider follows the decisions of its awarding organisation, ILM, on when to close courses. This guarantees the currency of courses.

2. The administration of the MC provision is effective

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties with regard to the MC provision and are effective in carrying them out.	☒ Yes ☐ No
2.2	Administrative policies, procedures and systems relating to MCs are up to date, thorough, well documented and effectively disseminated across the provider.	☒ Yes ☐ No
2.3	Data collection and collation systems are effective in supporting the administration of the provider's MC provision.	☒ Yes ☐ No
2.4	The provider has a robust security system, with policies in place for protecting the data of its participants and trainers.	☒ Yes ☐ No

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

Comments

Administration is effective and supports the smooth delivery of provision.

Both trainers contribute to the administration of the Provider and have gained appropriate experience through their previous academic and professional roles. Individual responsibilities are specified in job descriptions and are documented in policies and procedures.

Currently, there are no additional staff to whom this information needs to be disseminated, but it will be included in inductions for new staff.

Data is collected and is stored on a platform that is used widely in higher education settings, with a second system used for specific files and reports. This supports the efficient administration of the Provider.

An appropriate data collection policy is in place, and data storage is secure, ensuring the adequate protection of data held on participants and trainers.

3. The provider recruits appropriate staff to develop and deliver the MC provision

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff which include, for self-employed staff, the development of a signed performance service level agreement.	☒ Yes ☐ No
3.2	Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained.	☒ Yes ☐ No
3.3	There is an effective system for regularly reviewing the performance of all MC staff.	☒ Yes ☐ No

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

Comments

The Provider is managed by two long-term associates and has not recruited additional employees to date. Nonetheless, appropriate policies and procedures are in place for the recruitment of staff. These include procedures for checking and verifying qualifications and experience prior to appointment and the maintenance of accurate staff records.

A detailed induction procedure has been established to ensure that new employees settle into their roles efficiently. The induction covers the structure, roles and responsibilities within the Provider and its policies and procedures. This is supported by a comprehensive staff handbook.

A procedure for the annual review of staff performance is in place. The review includes a summary and evaluation of the appraisee's achievements over the year, and identifies training to be undertaken to meet the future needs of the Provider. Currently, it does not include stages for staff self-evaluation, personal goals or targets set by the employer. Further development of the procedure to include these elements would add value to the process.

4.	**Publicity materials related to MCs, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider, its courses and its awards**	
4.1	Information on the MC courses available is in a suitable format and is comprehensive, accurate and up to date.	☒ Yes ☐ No
4.2	Information on the credentials awarded is comprehensive, accurate and up to date, and includes details on recognition, articulation or stackability opportunities, as appropriate.	☒ Yes ☐ No
4.3	The provider's key policies, with reference to MCs, are accessible through its website.	☒ Yes ☐ No

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

Comments

Comprehensive, accurate and up-to-date information on the Provider, the MCs and their international recognition is published on the Abilita Solutions website, which is well designed and user friendly.

Hyperlinks to ILM's qualification handbook enable readers to access full details of the content and workload of the course, as well as the credentials of the award. The status of Abilita Solutions as a training provider is recognised by the HRDC Malaysia is set out, and its status as an ILM-approved centre is also stated.

The Provider's key policies, with reference to MCs, are available on the website, providing easy access.

5.	**The provider takes reasonable care to recruit and register participants for its MC courses**	
5.1	Entry requirements for each MC course, including those relating to the level of language ability and/or digital literacy, where applicable, are clearly stated in the course descriptions provided to prospective participants.	☒ Yes ☐ No ☐ NA
5.2	Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the MC courses and their delivery methods, including technical requirements (e.g. hardware and software) and they can discuss any concerns before registration.	☒ Yes ☐ No
5.3	The provider replies to all MC application enquiries in line with its appropriate target response times, and all stakeholders are briefed properly on the nature and requirements of its courses.	☒ Yes ☐ No
5.4	The provider has effective systems to identify participants who have special educational needs and/or disabilities requiring additional learning support or other assistance.	☒ Yes ☐ No

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

Comments

Procedures for recruitment and registration ensure that suitable participants are enrolled.

Entry requirements are determined by ILM. An adequate command of spoken and written English to manage courses at this level is required. Details of the required level of digital literacy are provided to prospective applicants during the virtual open day. This enables them to make informed decisions about the suitability of the course before enrolment.

It is necessary to be employed in, or to have access to, a context in which coaching and mentoring skills can be applied usefully and to have access to suitable volunteer coachees. This is assessed through the application form.

The level of digital literacy to research the course on the internet and apply is a sufficient basis from which to develop the skills needed to undertake the course itself. Training in the use of learning platforms and other Information Technology (IT) is provided during the course induction. Detailed information on the technical requirements is covered during the virtual open day.

Attendance at the open day allows applicants to ask questions, and they are also able to contact the Provider with any enquiries by e-mail. Current participants confirm that the information they received before enrolment was comprehensive and accurate and that trainers responded promptly to their e-mail enquiries. Inspection findings support this view.

The open day gives trainers the opportunity to assess applicants' level of spoken English. Those who join the course do not formally register and pay fees until they have submitted initial, short, written assignments. These are used as a needs analysis and to assess applicants' writing skills. The procedure is effective, since completion and achievement rates are high.

The application form includes a question to elicit disclosure of applicants' special educational needs and/or disabilities. This allows the Provider to make adaptations where possible to support participants' needs.

6.   The provider has effective systems to monitor its own standards and assess its own performance with a view to the continuous improvement of its MC provision

6.1	Policies for quality assurance cover MCs in an appropriate way and provide a balance between agility and value for recognition.	☒ Yes ☐ No
6.2	Ongoing monitoring arrangements are of appropriate frequency and result in relevant changes being made promptly to benefit, as far as possible, existing MC cohorts.	☒ Yes ☐ No
6.3	External stakeholders, including industry partners, are invited to contribute to performance assessments.	☐ Yes ☒ No
6.4	The provider has effective mechanisms for obtaining feedback from participants on MC courses and from other relevant stakeholders, such as staff, partners and employers, on all aspects of the MC provision.	☒ Yes ☐ No
6.5	Participant feedback is obtained, recorded and analysed on a regular basis.	☒ Yes ☐ No
6.6	The feedback is reviewed by management, and appropriate action is taken.	☒ Yes ☐ No
6.7	Reports on the MC provision are compiled at least annually and include the results of the provider's performance reviews, an analysis of appropriate data and action plans that are regularly reviewed with outcomes reported to management.	☐ Yes ☒ No

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

Comments

An effective quality assurance policy and procedures are in place and result in continuous improvements to the MC provision. As the Principal and Senior Trainers are fully involved in course delivery, mark assignments and have regular contact with all participants, they monitor courses in real time and can make any necessary adaptations promptly.

During the first iteration of the Level 5 course in 2021, they identified a need for structured development of participants' academic writing skills and therefore added an academic writing component part-way through the course. In subsequent iterations, this has been delivered early in the course to prepare participants suitably for their assessed ILM assignments. This agile response has resulted in high participant success rates.

Course provision is responsive to demand, participant feedback and industry requirements, as mediated by ILM, resulting in timely adaptations.

External stakeholders contribute to performance assessments. The quality of provision is audited by ILM. The Provider has met the requirements to gain official recognition as a training provider within Malaysia and endorsement by a relevant organisation in the USA.

6.3 Contribution to performance assessments by industry partners is not applicable because the Provider does not offer vocational courses.

Feedback from participants is taken on a regular basis and through a range of suitable means. A thorough end-of-course evaluation provides quantitative and qualitative data, which is analysed and used to plan subsequent courses. Feedback is also provided by the regional co-ordinator of the organisation from which most of the Provider's current participants are recruited. A recent outcome from course evaluation is a proposal to offer the Certificate course at Level 5 as an alternative to the Diploma, as participants have found the current workload difficult to manage alongside their other commitments.

Appropriate annual reports on the MC provision are compiled. The reports are made using an appropriate template, which is populated with relevant information from review meetings and existing data. Areas for development are identified. The resulting report is adequate for this type of provider and will be used in future annual reviews.

6.7 Areas for development are not recorded in a suitably detailed, centralised action plan that will allow for regular reviews of progress towards targets.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

7.   MC course management is effective

7.1	There is a suitably qualified and/or experienced MC course manager or management team with responsibility for MC course delivery and the management of the trainers.	☒ Yes ☐ No
7.2	There are established processes that enable the provider to verify that the participant who is registered on the course is the same person who attends, completes the course and receives any course credit.	☒ Yes ☐ No
7.3	Staff monitor the online activity of participants and trainers and take action immediately if there are concerns about cyberbullying or other online risks to participants.	☒ Yes ☐ No ☐ NA
7.4	Training sessions are timetabled, and physical or online learning spaces are allocated appropriately and communicated in a timely manner.	☒ Yes ☐ No
7.5	For online or blended delivery, synchronous and asynchronous requirements, in terms of time and effort, are clearly detailed and provided for and effectively communicated to participants.	☒ Yes ☐ No ☐ NA
7.6	The commissioning of individual course materials is managed effectively, and the content and style of the materials are checked.	☒ Yes ☐ No
7.7	There are appropriate policies and procedures for the acquisition of appropriate learning resources, including educational software, as necessary.	☒ Yes ☐ No

7.8	For online or blended delivery, there are effective arrangements in place to ensure connectivity, accessibility and security, and to guarantee content and delivery protection through appropriate back-up and storage.	☒ Yes ☐ No ☐ NA
7.9	The certificate given to participants on completion of the MC course includes the necessary information to enable the participant to make effective use of it in their next steps in education or their career journey.	☒ Yes ☐ No

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

Comments

The management of courses by the Principal and Senior Trainers is efficient and results in high levels of participant satisfaction.

The team is well qualified and suitably experienced to deliver online MC provision. Effective systems are in place to ensure the smooth operation of all aspects of course delivery.

Verification of participant identity is rigorous. The learner agreement, signed by each all participants, includes the requirement for participants to keep their camera on throughout the synchronous classes. This enables trainers to verify that the person attending the course is the same one who has registered for the course and who will receive certification at the end.

All online activity by participants is monitored by the trainers, who take immediate action in the case of any concerns. Expectations of participant behaviour are covered in the learner agreement, and any actions taken in the case of inappropriate behaviour are set out in the disciplinary procedure.

Communication with participants is excellent throughout the learner journey. They are informed before enrolment of the time and effort required to complete the course. Timetabling is responsive to the needs of participants, and good arrangements are in place to enable those who are unable to attend particular synchronous sessions to catch up in their own time.

Course materials are of a high quality and effectively support learning. Most materials are created in-house. They are presented in a distinctive style, which is engaging and accessible. Content is consistently clear and pitched at a suitably challenging level.

Resources are appropriate for the courses offered. A good range of educational software is used to deliver and manage course delivery. Acquisition of learning resources is determined by feedback from participants and the trainers' own experience of delivering the courses. This has resulted in the licensing of a second learning platform to improve the accessibility of learning materials, including videos.

Accessibility and connectivity are consistently good. All IT systems used by participants and trainers require a valid log-in, ensuring that security and course content are suitably protected and backed up.

Certification is internationally recognised and supports participants' progression in education or work. Details of course content are available from ILM, and certificates are issued in electronic form and hard copy so that they can be easily verified.

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8. The MC courses are planned and designed in ways that enable participants to succeed

8.1	The design of MCs is explicitly planned and considers features to enable the MC to deliver on the intended learning outcomes.	☒ Yes ☐ No
8.2	Any decision to break a degree into standalone components is supported by a clear rationale and accompanied by any necessary adjustments.	☐ Yes ☐ No ☒ NA
8.3	The design and content of MC courses reflect current knowledge and workplace practice and are regularly reviewed and revised.	☒ Yes ☐ No

8.4	MC courses are designed, in terms of workload and effort, to take account of participants' likely external commitments so as to allow them to fully engage with the course and develop the required knowledge and skills.	☒ Yes ☐ No
8.5	MC courses are designed with a clear view on options for stackability and recognition, for example by other educational providers, to allow for progression opportunities and/or by industry to facilitate employment or promotions, as appropriate.	☒ Yes ☐ No ☐ NA
8.6	MC course materials are designed for a specific and clearly stated level of study.	☒ Yes ☐ No
8.7	MC course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	☐ Yes ☒ No
8.8	Teaching and training sessions maintain an appropriate focus on any assessment objectives or statement of intended learning outcomes.	☒ Yes ☐ No
8.9	The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the MC course.	☒ Yes ☐ No

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

Comments

Courses are well designed to meet ILM qualification criteria. This results in positive outcomes for participants.

The Provider does not deliver degree courses.

Trainers use coaching and mentoring in their own work, and examples and references used in the course are regularly updated to reflect current knowledge and workplace practices.

Course design takes into account the needs of a diverse range of participants, who have commitments that prevent them from attending a full-time course. The division of the final written assignment into seven short pieces that are compiled at the end, and the provision of writing skills workshops, allow participants to develop the required academic writing skills and to improve the quality of their assignment work throughout the course, enabling most to succeed.

The practical element is organised in a way that maximises opportunities for the participants to apply their theoretical knowledge, preparing them effectively to use coaching or mentoring in their current or future work. The certification at Levels 5 and 7 is recognised by Ofqual, and the Provider has recognition within Malaysia and the USA. This enhances the employability of course graduates. The study skills acquired during the course better enable graduates to progress to higher level courses delivered in English.

Course materials are for a clearly stated level of study and are comprehensive and well presented. Consequently, they support achievement of the course objectives.

8.7 Participants have experienced difficulties in accessing important additional external reading materials provided through hyperlinks. This presents a barrier to them using primary sources in their assignments. Arrangements are being made to address this issue.

The curriculum and delivery of training focus effectively on the intended learning outcomes and assessment objectives. Classes are well planned to meet course objectives. Planned outcomes are shared with participants at the start of each class and are met. As a result, participants make good progress and understand what they need to do to succeed.

Trainers have good knowledge of participants' backgrounds and take this into account in planning. Support is provided by adapting approaches used in coaching and mentoring sessions to suit local cultural contexts.

9.   The technology used to deliver the courses is fit for purpose and effective

9.1	The provider uses appropriate and readily accessible technology to optimise the interaction between the provider and the participant and to enhance instructional and educational services.	☒ Yes ☐ No ☐ NA
9.2	The provider has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide appropriate support to trainers and staff working remotely.	☒ Yes ☐ No ☐ NA

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

Comments

The Provider makes use of two learning platforms, which together provide the functions required for all aspects of course delivery. They are both readily accessible and user friendly.

Other technologies used for interaction between the Provider and participants, or between participants themselves, are in everyday use. Participants confirm that the technology is reliable and easy to use.

The learning platforms are widely used in education. Both trainers are proficient in the use of the technologies and are able to resolve issues themselves. They have access to a remote technical support service should it be needed.

10. Trainers are suitable for the courses to which they are allocated and are effective in their delivery

10.1	Trainers have a level of subject knowledge and pedagogic and communication skills that allows them to deliver courses effectively.	☒ Yes ☐ No
10.2	Trainers have a good understanding of, and strong relationships with, the sector related to the MC course they are teaching and a good knowledge of its specific practices.	☒ Yes ☐ No
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of synchronous and asynchronous teaching.	☒ Yes ☐ No
10.4	Delivery of the MC course is flexible, adaptive and highly responsive to the needs of both individual participants and the participant group as a whole.	☒ Yes ☐ No
10.5	Trainers employ effective strategies to check participants' understanding of concepts and course content.	☒ Yes ☐ No

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

Comments

Trainers are well qualified and suitably experienced. They have the pedagogical and communicative skills required to deliver the courses.

Trainers are professionals working in sectors that use coaching and mentoring techniques. This enables them to contextualise theory to application in the workplace effectively.

The quality of teaching is consistently high. Classes include a good variety of tasks and interactions. Learning is checked regularly, and trainers provide familiar examples to help participants to understand concepts. They use knowledge of the individual participant' background to elicit contributions to class discussions.

Trainers are also aware of individual needs, ensuring that all participants are suitably challenged and their contributions are equally valued. A special feature of the courses is the adaptation of Western practices in coaching and mentoring to East Asian cultural contexts.

11. Trainers have an acceptable level of technical knowledge

11.1	Trainers demonstrate an understanding of the special challenges and demands of online and blended learning, if appropriate, and are able to use delivery technologies and pedagogic techniques effectively.	☒ Yes ☐ No ☐ NA

11.2	Trainers are properly trained with respect to the provider's policies relating to MCs, participant needs, instructional approaches and techniques, and the use of appropriate instructional technology.	☒ Yes ☐ No ☐ NA

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

Comments

Trainers are very effective in online teaching and exploit technology well to enhance learning.

Participants state that a key benefit of the course for them is the flexibility of the online format. The synchronous classes take place outside normal working hours, and a recording is uploaded after the class for anyone who is unable to attend.

Participants viewing the class asynchronously contribute to the topics discussed on the digital discussion board. This ensures their active participation in learning and allows trainers to check understanding. These recordings, and the many other videos available on the portal, provide a helpful means of consolidating learning, which participants find helpful.

In all classes, questioning techniques are used effectively to check understanding and enable participants to apply their learning.

Participants state that the online format is as effective as in-person teaching, and inspection findings support this view.

The Trainers are responsible for developing the Provider's policies relating to MCs, participant needs, instructional approaches and techniques, and the use of appropriate instructional technology. As a result, they have good knowledge of the policies.

12. Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored

12.1	Courses have scheduled assessments, the procedures and criteria for which are available in writing and provided in advance to participants and trainers.	☒ Yes ☐ No
12.2	Participants are made aware of how their progress relates to the learning outcomes.	☒ Yes ☐ No
12.3	Feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	☒ Yes ☐ No
12.4	Participants have appropriate access to trainers in both synchronous and asynchronous modes.	☒ Yes ☐ No
12.5	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	☒ Yes ☐ No
12.6	Realistic deadlines are set and communicated well in advance to participants.	☒ Yes ☐ No

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

Comments

Courses include a range of regular formative and summative assessments, which are well designed to promote participant success. Assignments are explained in class, with sufficient time provided for questions.

All necessary information, including the assessment criteria, is available on the learning platform. Participants confirm that they receive sufficient support to understand the assignments and the format they must use.

Feedback on assignments is constructive and clear and supports improvement. Written and oral feedback is provided throughout the course so that participants understand their progress and areas for development.

Assignment submission and grades are meticulously recorded, enabling trainers to monitor the progress of all participants effectively, while individuals can view and track their own progress.

During the practical course module, participants have a bi-weekly one-to-one meeting with the Principal Trainer. This allows for individual feedback and support targeted at the specific context of the participant's practice. Trainers are accessible at all times via e-mail or the messaging application group set up for each cohort of participants. Participants confirm that trainers respond promptly.

An appropriate policy on cheating and plagiarism is included in the learner agreement, and participants receive training in avoiding plagiarism during the writing workshops. Assignments are based on a limited range of primary sources, so plagiarism is easy to identify. If in doubt, the Provider has access to specialist plagiarism-checking software. Where unintentional plagiarism occurs, the participant receives clear feedback and is required to revise and resubmit the work. A case of intentional plagiarism would be addressed using the Provider's disciplinary procedure.

A calendar of assignments is uploaded to the learning platform and is available to participants from the outset of their course. The deadlines are realistic. Nevertheless, the Provider responds sympathetically where participants' individual circumstances make an extension necessary.

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

13.1	There are effective systems in place for examination security and administration, including identity verification and examination conduct monitoring to safeguard authenticity.	☒ Yes	☐ No
13.2	There are clear procedures for participants to appeal against their marks.	☒ Yes	☐ No

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

Comments

There are satisfactory procedures for the administration of assessments. Assignments are uploaded to a learning platform using individual, password-protected log-ins.

Access to the platform is provided after a participant's identity has been checked through the provision of an identity card or passport.

Suitable procedures are in place for participants to appeal their marks. These include recourse to ILM. This ensures that grading is fair.

INSPECTION AREA – PARTICIPANT SUPPORT

14. Participants receive appropriate support

14.1	Participants receive an appropriate induction and relevant information at the start of the MC course.	☒ Yes	☐ No	
14.2	Suitable study aids are provided for participants through investment in technology and educational software.	☒ Yes	☐ No	☐ NA
14.3	Staff are available to assist participants to resolve issues of a general and/or technical nature, and all enquiries from participants are handled promptly and sympathetically.	☒ Yes	☐ No	
14.4	The provider ensures that participants understand any system requirements and have access to appropriate technical advice to assist with technological problems that are the provider's responsibility.	☒ Yes	☐ No	☐ NA
14.5	The provider has policies to avoid discrimination and a procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented.	☒ Yes	☐ No	

14.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	☐ Yes ☐ No ☒ NA
14.7	A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	☒ Yes ☐ No
14.8	There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' use of social media and devices such as mobile phones, tablets and cameras.	☒ Yes ☐ No
14.9	The provider collects contact details for participants and their next of kin, and appropriate staff can access the information quickly and easily, in and out of normal operating hours.	☒ Yes ☐ No

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

Comments

Provision of support meets participants' needs.

Induction is well designed to enable participants to settle quickly onto their course. It provides an overview of study and assessment methods and covers the Provider's key policies, including on attendance, and expectations regarding participant behaviour.

Appropriate training is provided on how to access and work with the range of technologies used to deliver and administer the course. The Provider has recently invested in a second learning platform that gives better access to some of the learning materials to improve the participant experience. Participants are given full details of the IT requirements of the course before registration.

Participants confirm that trainers respond to any questions of a general or technical nature promptly and sympathetically. In the first instance, they would usually ask other members of the cohort using the messaging application. This works well and builds group cohesion.

The Provider has appropriate policies and procedures to avoid discrimination and deal with abusive behaviour, including cyberbullying. These are effectively implemented.

The Provider does not enrol participants under the age of 18 years.

A suitable policy and risk assessment are in place to protect participants from risks associated with radicalisation and extremism. Staff training on identifying radicalisation and extremism has been successfully completed.

A suitable e-policy covering the online conduct of staff and participants is in place. It covers the use of all technology employed by the Provider and participants' use of technological devices.

The application form includes contact details for participants' next of kin. The information can be accessed electronically by both trainers.

15.   The fair treatment of participants is ensured

15.1	Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period.	☒ Yes ☐ No
15.2	Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course.	☒ Yes ☐ No
15.3	Participants are advised of BAC's complaints procedure.	☐ Yes ☐ No ☒ NA

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

Comments

Fair treatment of participants is ensured through the provision of clear and accurate information provided to applicants before registration.

Applicants receive a learner handbook that details fair and transparent contractual terms and conditions and refund conditions. They are required to sign this to confirm that they have read and understood the document when they register. Payment is not taken until after the start of the course and once initial written work has been marked. This ensures that participants are suitable for, and happy with, the course. As a result, retention levels are high.

An appropriate complaints procedure is in place and is included in the learner handbook. The procedure is readily accessible from the Abilita Solutions website.

The Provider was not accredited by BAC at the time of the inspection so does not have access to the BAC complaints procedure at the time of the inspection.

INSPECTION AREA – FACILITIES

16.   The provider has formal arrangements in place demonstrating that it has suitable facilities

16.1	The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises, for the administration or delivery of training.	☒ Yes	☐ No	☐ NA
16.2	In the case of online or blended provision, the provider has possession of and/or access to back-up and storage systems and facilities to ensure business continuity.	☒ Yes	☐ No	☐ NA
16.3	The provider has suitable arrangements for the legal use of any software or technology for its MC delivery, including licensing and copyright.	☒ Yes	☐ No	☐ NA

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

Comments

The trainers have access to suitable private premises from which the training is delivered and the administration of the Provider is conducted. The Provider's offices are quiet and appropriately equipped. Internet provision is sufficiently fast and stable.

Electronic files are stored on the internet and are backed up to a hard drive, ensuring business continuity in the case of IT failure.

The Provider holds appropriate licences for the software it uses. It does not make use of copyrighted materials.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated   ☒ Yes   ☐ No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

Applicants are provided with comprehensive information about the Provider's courses before registration, resulting in high retention rates. Participant feedback is used promptly and efficiently to improve provision.

Actions required	Priority H/M/L
6.7 The Provider must record targets for development in a suitably detailed, centralised action plan that will allow for regular progress reviews.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

Course design is responsive to the needs of target participants, enabling most to complete their course successfully. Trainers have well-developed online teaching skills that promote high levels of participation and progress for all participants. Technology is effectively exploited to facilitate a wide range of engaging learning activities. Courses focus on developing coaching and mentoring skills for the workplace, enhancing participants' employability.

Actions required	Priority H/M/L
8.7 Trainers must ensure that participants are able to easily access the primary sources they have recommended for completing course assignments.	☒ High ☐ Medium ☐ Low

PARTICIPANT SUPPORT

Provider's strengths

Induction is comprehensive, enabling participants to settle quickly into their studies. High levels of well-targeted support are provided to participants to facilitate their progress.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

FACILITIES

Provider's strengths

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

The Provider is recommended to hold planned, regular management meetings and to record all meetings.

The Provider should consider further developing the annual staff performance review procedure to include staff's self-evaluation, personal goals and target-setting.

COMPLIANCE WITH STATUTORY REQUIREMENTS

THE INSPECTION WAS CARRIED OUT BY:

Dawn Hart	Lead Inspector