

# EMD UK CIC

## Interim visit report

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<b>Unique reference number:</b>	1248028
<b>Name of lead inspector:</b>	Jonny Wright HMI
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<b>Type of provider:</b>	Independent learning provider
<b>Address:</b>	64 Daisy Hill Dewsbury WF13 1LJ

## Interim visit

### Context and focus of visit

On 17 March 2020, all routine inspections were suspended due to the COVID-19 (coronavirus) pandemic. As part of our phased return to routine inspections, we are carrying out 'interim visits' to further education and skills providers. Interim visits are to help learners, parents, employers and government understand how providers are meeting the needs of learners and apprentices in this period, including learners with high needs and those with special educational needs and/or disabilities.

We intend to return to routine inspection in January 2021 but will keep the exact timing under review.

The focus of these visits is on the themes set out below and the findings are based on discussions with leaders, managers, staff and learners.

### Information about the provider

EMD UK CIC has training centres in Dewsbury and Bradford. It provides adult learning programmes in beauty therapy at level 3 that are funded through advanced learning loans. Courses are currently offered in make-up artistry, nail technology, massage, beauty treatments and business enterprise. In 2016, the company gained its first direct contract to deliver learning programmes. Previously, it delivered a wide range of programmes as a subcontractor to other providers. At the time of the visit, there were 41 learners in learning. One fifth are learners with learning difficulties and/or special educational needs.

### **What actions are leaders taking to ensure that they provide an appropriate curriculum that responds to the reasonable needs of learners and stakeholders and adapts to changed circumstances?**

Leaders described the uncertainty that they have experienced during the period of COVID-19 restrictions and since reopening. They have needed to follow guidance, both as a provider and as an employer in the beauty sector, during a period when the sector was shut down for a considerable length of time.

Leaders planned for learning to move online during the period of COVID-19 restrictions. Since restrictions eased, they have designed a blended teaching model, with a mix of face-to-face and online learning.

Leaders provided support for staff and learners to help them maintain good mental health over the period of COVID-19 restrictions. Tutors have kept in touch with learners to discuss their home-working situation and to provide advice when appropriate.

Leaders could not work directly with employers during the period of COVID-19 restrictions due to the closure of the beauty sector. Communication remains difficult due to continuing restrictions. Leaders have used national networks to keep up to date with developments in the beauty sector and with awarding bodies. They introduced an infection prevention and control module, developed by their awarding body and contextualised for the beauty industry, that aims to equip learners with the knowledge to keep themselves and their clients safe during the pandemic.

Leaders described how learners receive support to plan their career progression. Learners identify their career objectives at the beginning of the course and tutors provide guidance on careers in the beauty industry. Learners wishing to start their own business are able to undertake a business enterprise course.

Leaders work with employers to find work experience placements to help learners develop their skills, knowledge and confidence in working with clients. Employers are former learners who have set up beauty salons. They spoke positively about the training that they had received and their continuing relationship with the provider. However, due to the pandemic, no learners have been able to access placements to date.

**What steps are leaders, managers and staff taking to ensure that the approaches used for building knowledge and skills are appropriate to meet the reasonable needs of learners?**

Leaders and tutors said that some learners had limited access to computer equipment in the initial period of COVID-19 restrictions. Leaders addressed this by establishing four models of learning to fit with learners' differing circumstances. As a result, learners are now able to access learning to meet their needs, including online learning.

Leaders and tutors plan the curriculum to include teaching, practice and refinement for each topic. They realise that, due to disruption caused by the pandemic, delivery may not always happen in the order that they originally intended. They try to keep as close to the plan as possible as learners need to cover the more basic aspects of the curriculum before moving on to specialist topics.

Tutors had to delay the teaching of practical skills, such as special effects make-up, until the period of COVID-19 restrictions ended because face-to-face lessons were not possible. During this delay, they supported learners in developing skills by sending products to them so that learners could practise basic make-up treatments at home.

Leaders have provided tutors with training in online teaching. This included quizzes, demonstrations and good practice in the use of video with learners. Staff identified specific topics for the training, including how to set up tripods and cameras so that different angles could be seen during the demonstration of beauty treatments.

Leaders monitor how effectively tutors are teaching online. They join online lessons and check the progress of learners through their established tracking system.

Tutors worked with awarding bodies to ensure that they met assessment adaptations that were made in response to the pandemic. Some learners had to suspend their learning as they could not complete the necessary practical treatments. Since reopening, there have been restrictions on members of the public entering the centres, so learners now work in 'bubbles' to practise treatments.

### **How are leaders ensuring that learners are safe and well informed about potential risks, including from online sources?**

Leaders identified specific risks to learners during the period of COVID-19 restrictions, including domestic violence and mental health issues. Tutors made additional telephone calls to vulnerable learners to check their well-being. Leaders provided learners with information regarding current risks, including the rise of right-wing extremism and scams related to the COVID-19 pandemic.

Tutors undertake training in a range of safeguarding-related topics. They have completed formal online training and receive frequent updates from the designated safeguarding lead.

Leaders have established protocols for online learning and communication. This includes ensuring that online lessons are only accessible by staff invitation and that learners know how to keep their own learning environment safe.

Learners complete an induction on how to keep themselves safe, including when online and in response to the pandemic. Tutors reinforce this during discussions with learners in which they use examples specifically related to the beauty industry.

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