

EMD UK CIC

Progress monitoring report

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Name of lead inspector:	Cath Jackson, Her Majesty's Inspector
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Type of provider:	Independent learning provider
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Monitoring visit:

Context and focus of visit

EMD UK CIC was last inspected in March 2019. At that time, inspectors judged the overall effectiveness of the provision to require improvement.

This monitoring visit focused on the extent to which leaders and those responsible for governance are taking effective action to provide education in the current circumstances. It was undertaken as outlined in the [operational note on visits carried out from January 2021](#) and with reference to the further education and skills handbook.

These visits are to help learners, parents, employers and government understand how providers are meeting the needs of learners in this period, including those with high needs and those with special educational needs and/or disabilities (SEND).

Following changes to government guidance and the imposition of COVID-19 (coronavirus) lockdown restrictions, inspectors carried out this monitoring activity remotely. As a result, the range of evidence available to inspectors was narrower than would be the case during an on-site inspection. Therefore, this report provides a more limited level of assurance.

The impact of COVID-19 has been taken into account in the findings and progress judgement below. Inspectors did not evaluate leaders' response to COVID-19 during the spring and summer of 2020, when the provider was not open to all learners and there were no national expectations regarding remote education.

Theme

What progress are leaders and those responsible for governance making to ensure that staff teach a curriculum and provide support to meet learners' needs, including the provision of remote/online learning?

Reasonable progress

Since the previous inspection, leaders have strengthened their industry expertise through the appointment of a governor who is a beauty therapy specialist. The governor has assisted leaders in identifying and implementing improvements to salon equipment and environments. Facilities now replicate those in commercial settings. Leaders have developed good links with local employers with the intent of enriching the programme, but learners have had very limited opportunities for work placement due to restrictions during the pandemic.

Staff have made good progress towards preparing learners for work in commercial settings. During periods when COVID-19 restrictions are not in place, learners wishing to

start their own businesses can use the provider's training facilities to gain essential salon management skills and as a base for treating their own clients. Learners benefit from access to a professional studio where they can photograph their make-up artistry and nail technology models. This enables them to produce professional photographs to promote their self-employed businesses or to put together a portfolio.

Teachers accurately identify learners' starting points and use this information to plan programmes that meet the needs and aspirations of learners, and provide appropriate challenge. For example, in nail technology new learners who are already confident in basic techniques can start by working on a range of more advanced techniques and demonstrate their skills to other learners.

Teachers effectively integrate mathematics and English into the curriculum. For example, they create word banks of technical terms and help learners to say and spell them by using a phonetic approach. Learners benefit from guidance on how to write clearly and professionally, developing skills that they can apply in their careers. To develop their mathematical skills, learners price make-up products and measure out quantities of acrylic. However, a small minority of learners struggle with mathematics and would benefit from more support.

Most learners have kept up with their written assignments during the COVID-19 restrictions. However, they have been unable to complete their practical assessments as these need to be completed and assessed in a training salon. Leaders acknowledge this and have assured learners that they will support them to complete their practical assessments as soon as they are allowed on site.

Learners benefit from good quality online and physical learning resources that enhance their professional knowledge. Staff loan out computer equipment and appropriate physical resources so that learners can practise their skills at home. For example, where nail technology learners do not have family members that they can practise on, they can borrow training hands.

Teachers deliver the curriculum in a well-planned and logical order. Learners master the basics and then build on these as they move on to new concepts. For example, in nail technology and make-up artistry, learners must fully understand health and safety requirements before they can move on to any practical activities or work with clients.

Teachers are well qualified and have extensive industry experience. They use a range of effective teaching strategies to help learners to remember what they have learned and to develop new knowledge, skills and behaviours. Teachers use mnemonics to help nail technology learners remember the names of bones in the hand and foot. Tutors encourage make-up artistry learners to practise and repeat techniques so that they become confident and develop expertise.

Teachers provide clear written or video-recorded feedback to learners on their written and practical work. Learners benefit from the opportunity to revisit feedback which supports them to improve their work.

Learners with SEND benefit from effective remote support. For example, teachers share their screens with learners in order to demonstrate different ways of approaching assignments. They use coloured paper and screens to support learners with dyslexia to be able to read and process information more easily.

Staff continue to monitor the attendance and participation of learners during the COVID-19 restrictions. They make frequent contact with learners to check on their welfare and to provide support. Teachers inform learners about how to stay safe including when online. Learners know who to contact if they have a concern about their safety.

Leaders and those responsible for governance should take further action to:

- maximise work placement opportunities so that learners can practise and consolidate their practical skills, equipping them for employment
- improve the development of learners' mathematics skills so that learners are confident in dealing with calculations that they will need to make in the workplace.

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