

Inspection of EMD UK CIC

Inspection dates:

14 to 16 September 2022

Overall effectiveness**Good**

The quality of education

Good

Behaviour and attitudes

Good

Personal development

Good

Leadership and management

Good

Adult learning programmes

Good

Overall effectiveness at previous inspection

Requires improvement

Information about this provider

EMD UK CIC is a community interest company operating as an independent learning provider. It provides adult learning programmes in beauty therapy at level 3 that are funded through advanced learning loans. At the time of the inspection, there were 20 learners based in training centres in Bradford and Castleford. Nine learners were at the end of their programme in make-up artistry and six in micro pigmentation. The remaining five learners were at the very start of their level 3 programme in beauty therapy.

What is it like to be a learner with this provider?

Teachers provide a welcoming and inclusive learning environment that helps learners to feel comfortable and at ease, and supports them with their learning. Learners speak highly of their teachers and value the individual support that they receive from them.

Learners are engaged and motivated, and they display positive attitudes towards learning. They are keen to participate and learn more about different techniques and contraindications. Learners work diligently and are very focused on their learning tasks.

Learners benefit from learning in high-quality salons which are clean, safe and at industry standard. Teachers ensure that learners behave in a professional and safe manner. For example, learners understand how to stand correctly when massaging so that their posture is not adversely affected.

Teachers ensure that learners benefit from an age-appropriate personal development programme. Learners develop a good understanding of life in modern Britain, including how to treat people with respect, listen to different views and challenge anything that they do not believe is right. Learners frequently write about mutual respect and abiding by legislation and the rules of the beauty industry. They know how to respect clients by actively listening to them.

Learners successfully develop their knowledge, confidence and resilience. Teachers support learners well so that they can improve their communication skills in order to work more professionally and effectively with each other and with clients. For example, teachers advise learners, when communicating with clients, to speak slowly and not to ask too much at once so that the client understands what they are asking and can respond in full. Learners quickly adapt their questioning techniques in response to clients' needs.

What does the provider do well and what does it need to do better?

Since the last inspection, leaders have taken appropriate measures to address the weaker aspects identified. They have improved the learning environment by ensuring that salons are professional and well equipped. They now ensure that learners understand the career opportunities available to them on completion of their course, and learners now have the opportunity to develop their English and mathematical skills. Leaders have a realistic understanding of the strengths and weaknesses in the provision.

Leaders and managers have successfully implemented a clear strategy to recruit adults from disadvantaged backgrounds who are new to the beauty industry as well as professionals wishing to develop their skills further. The curriculum links well to

the Local Enterprise Partnership's priorities and is responsive to skills gaps within the beauty industry.

Managers employ teachers who have expert knowledge of the beauty therapy topics that they teach. Teachers keep up to date with changes in the beauty industry by engaging in relevant courses, seminars and conferences. However, managers do not do enough to support teachers to develop the craft of teaching.

Teachers use their experience and knowledge to teach learners correct massage techniques, such as effleurage and tapotement, and how to consult and treat clients if they have contraindications such as acne, eczema or impetigo. Teachers have the skills to adapt their teaching when learners find aspects difficult. Learners develop substantial new knowledge and skills, and most achieve their qualifications.

Teachers assess learners' progress effectively through a variety of well-planned methods, such as quizzes, independent work, peer work and external examinations. They check learners' recall well and ask effective questions to identify and build on previous learning and the skills that learners already have. This detailed questioning enables learners to acquire underpinning knowledge which is secure so that they are able to carry out practical treatments professionally. Learners swiftly improve their beauty practice as their course progresses.

Teachers provide good support and guidance to learners both in and out of lessons. They know the learners and their circumstances well, and provide good support and guidance to help learners achieve their aspirations and overcome difficulties. Class sizes are small, and learners benefit from substantial individual coaching and support.

Teachers ensure that learners complete initial assessments at the start of their course. These assessments include English and mathematics. Teachers use the results to help learners clearly understand what they need to improve. They focus on enabling learners to gain the English and mathematics skills that they need to be successful in the beauty industry, such as timing treatments correctly and communicating effectively with clients through social media.

Managers and teachers provide learners with a range of additional activities which broaden their understanding of the beauty industry. For example, learners complete additional courses in infection prevention and spotting the signs of domestic abuse with their clients. A high proportion of learners complete these online courses.

Teachers provide learners with useful and impartial advice and guidance on their career goals and next steps. Learners fully appreciate this support and most aim to improve their beauty skills to a higher standard so that they can progress further at work or into further learning. They often secure promotion at work or progress into self-employment.

Leaders work closely with other providers and beauty businesses. These partner organisations provide appropriate guidance about changes affecting both the beauty

industry and the education sector. However, no formal arrangements are in place for external scrutiny of the quality of the provision.

Safeguarding

The arrangements for safeguarding are effective.

Leaders have in place effective safeguarding policies and procedures that they use to keep learners safe, including an effective 'Prevent' duty risk assessment. Staff keep up to date with changes to policies and legislation, and understand the challenges that adult learners in the beauty industry face. Learners understand how to keep themselves safe when visiting clients in their own homes, as well as being able to spot the signs of coercive and controlling behaviour.

The designated safeguarding leader has developed a range of appropriate links with external local agencies that are used effectively. When safeguarding concerns are reported, they are dealt with and recorded promptly.

Leaders ensure that staff are suitable to work with learners. They have carried out appropriate background checks on staff, including the right to work in the United Kingdom, and ensured that all staff have enhanced Disclosure and Barring Service checks. These records are held securely and are kept up to date.

What does the provider need to do to improve?

- Strengthen the arrangements for quality assurance to ensure that leaders are held accountable for the quality of programmes they offer.
- Ensure that teachers are provided with helpful support to develop their skills in the craft of teaching.

Provider details

Unique reference number	1248028
Address	Unit 1A BizSpace Business Centre Knowles Lane Bradford BD4 9SW
Contact number	01274 945595
Website	www.emdbeauty.com
Principal, CEO or equivalent	Katie Powell
Provider type	Independent learning provider
Date of previous inspection	5 to 8 March 2019
Main subcontractors	None

Information about this inspection

The inspection team was assisted by the quality manager, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans, and the previous inspection report. The inspection was carried out using the [further education and skills inspection handbook](#) and took into account all relevant provision at the provider. Inspectors collected a wide range of evidence to inform judgements, including visiting learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

Hayley Lomas, lead inspector

His Majesty's Inspector

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