

EMD UK Limited

Independent learning provider

Inspection dates

5–8 March 2019

Overall effectiveness		Requires improvement	
Effectiveness of leadership and management	Requires improvement	Adult learning programmes	Requires improvement
Quality of teaching, learning and assessment	Requires improvement		
Personal development, behaviour and welfare	Requires improvement		
Outcomes for learners	Requires improvement		
Overall effectiveness at previous inspection		Not previously inspected	

Summary of key findings

This is a provider that requires improvement

- Leaders and managers have not taken swift enough action to improve the quality of the programmes.
- Leaders and managers do not ensure that learners benefit from high-quality impartial careers advice and guidance.
- Tutors do not provide programmes that meet learners' individual needs based on their starting points.
- Staff do not prepare learners sufficiently to work in commercial settings.
- Tutors do not develop learners' English and mathematics skills sufficiently.
- Too many learners make slow progress on nail technology and massage courses.
- Too few learners progress into employment or further training on completion of their programmes.

The provider has the following strengths

- Leaders and managers provide a flexible programme and supportive culture for learners, many of whom are from disadvantaged backgrounds.
- Leaders and managers have an accurate understanding of the strengths and areas for development of the provision.
- A high proportion of learners achieve their intended qualifications.
- Tutors use their good subject knowledge and professional experience very effectively to develop learners' practical skills.
- Tutors promote equality and diversity well in lessons; learners have a good understanding of these topics.
- Learners develop their confidence and social skills as a result of the support and guidance that staff provide.

Full report

Information about the provider

- EMD UK Limited is a privately owned company with 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 and massage. 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.
- EMD UK Limited employs nine staff who work across both centres. Learners attend centres for one day each week and complete assignment and theory work at home between sessions. One fifth of learners have a learning difficulty and/or disability. Many come from disadvantaged backgrounds. Of the 96 learners currently on programmes, 10 are working towards massage qualifications. Equal numbers of the remaining learners are on either make-up artistry or nail technician courses.

What does the provider need to do to improve further?

- Implement the quality improvement plan swiftly to remedy the weaknesses identified through self-assessment.
- Prepare learners more effectively for their next steps by:
 - ensuring that they have access to high-quality impartial careers advice and guidance
 - developing links with employers to enrich the programme
 - increasing the client base at the salons so that learners broaden their practical experience
 - improving resources in the training salons so that they replicate those available in commercial settings.
- Ensure that tutors obtain and use information on learners' starting points to provide sufficient challenge for all and to support rapid progress.
- Improve the development of learners' mathematics and English skills, including spelling, grammar, technical vocabulary and higher-order writing skills, such as referencing.
- Support learners on nail technology and massage courses to make more rapid progress by:
 - setting more specific targets at progress reviews
 - monitoring the completion of targets and attendance more rigorously.

Inspection judgements

Effectiveness of leadership and management

Requires improvement

- Leaders and managers have not taken swift enough action to improve the quality of the programmes. The quality improvement plan for 2017/18 includes a range of appropriate actions but, due to staffing difficulties that resulted in all four tutors leaving the company, managers made insufficient progress in implementing the actions. As a result, many remain outstanding and have been carried forward to the current year.
- Leaders and managers do not have an accurate overview of learners' attendance, punctuality or destinations. They maintain attendance registers but, until very recently, they have not collated data on attendance to provide summary information. Data on learners' punctuality is not available. Managers rely on tutors to identify and address concerns, which they do not do consistently. Data held on learners' destinations on completing their programmes does not indicate what jobs or courses learners progress to, so leaders and managers are unable to measure the full impact of the programmes.
- Leaders and managers do not have sufficient links with employers to enrich the programmes, provide work experience and give learners a deeper understanding of commercial requirements. As a result, although learners achieve their qualifications, they are not prepared well enough for the demands of the workplace. Managers recognise this weakness and have planned actions to address it.
- Leaders and managers do not ensure that learners benefit from high-quality independent careers information, advice and guidance. The proportion of learners who progress into employment or further training on completion of their programmes is low. Tutors provide learners with general information on careers within the beauty industry. Managers have recently provided job vacancy boards at each centre that are updated with current, realistic and local job vacancies in the beauty and related sectors.
- Leaders and managers have an accurate understanding of the strengths and areas for development of the provision, gained through a comprehensive self-assessment. They seek and take account of the views of learners as part of the self-assessment process. The self-assessment report is consistent with the judgements made by the inspection team.
- Leaders and managers have successfully implemented a clear strategy to recruit learners from disadvantaged groups to meet industry needs. The provision links well to Local Enterprise Partnerships priorities and skill gaps within the beauty industry.
- Leaders and managers provide flexible programmes within a supportive culture so that learners who have additional needs or caring responsibilities can access learning. Classes take place during the day and in the evening. When learners are unable to attend their scheduled lessons, they can take part in catch-up sessions at alternative times. Managers provide effective additional support for those who have learning difficulties and/or disabilities to enable them to achieve their qualifications.
- Managers provide relevant and effective training and professional development that helps tutors to maintain their expertise in their field and enhance their skills in developing learners' practical competence. Tutors have recent vocational experience and up-to-date knowledge of the latest practices and products in the beauty industry. They use this

expertise very effectively to develop learners' practical skills and vocational knowledge.

The governance of the provider

- Through self-assessment, leaders recognised the need for independent oversight of the provision. They have recently appointed two non-executive directors to provide external support and challenge. Terms of reference and standard meeting agendas have been developed and the inaugural meeting has taken place. However, it is too early to see the impact of this new arrangement.
- The non-executive directors have extensive experience of training and education; however, neither is a beauty therapy expert. Leaders plan to recruit a further director to provide this essential expertise.

Safeguarding

- The arrangements for safeguarding are effective.
- Managers ensure that staff complete appropriate safeguarding training for their roles. All staff complete annual update training on safeguarding and the 'Prevent' duty.
- The designated safeguarding officer has developed links with a range of external local agencies that are used effectively. Safeguarding concerns are dealt with appropriately and swiftly. Learners feel safe and know what to do if they have a safeguarding concern.
- Managers follow safer recruitment processes and ensure that a suitable range of checks are carried out before new staff take up their roles.
- Staff benefit from particularly detailed updates on safeguarding at frequent staff meetings. Recent topics include information on local risks, right-wing extremism, child sexual exploitation and coercive control. Staff have a high level of awareness of safeguarding issues that affect the local area.

Quality of teaching, learning and assessment

Requires improvement

- Tutors do not ensure that learning programmes meet individual learners' needs, based on their prior knowledge and experience. All learners within each cohort follow the same programme despite their different prior experiences, levels of ability, confidence and support needs. Tutors do not provide a minority of learners on nail technology and massage courses with sufficient challenge and, as a result, these learners make slow progress.
- Tutors do not prepare learners well enough to work in the beauty industry. The number of clients who attend the salons for treatments is low and consists mainly of friends and family members. Learners therefore practise their skills on too narrow a range of clients. Salons do not operate as commercial settings with paying clients, so learners do not develop essential employment skills such as running a client column, managing an appointment booking system, taking payments for treatments and dealing with challenging clients.
- The training salons are not equipped with a full range of resources for learning. For example, illuminated magnifying lamps are not available to learners on the make-up

artistry course, which makes it difficult for learners to identify skin flaws and achieve subsequent skin camouflage at the required standard. Office pin-boards are used to separate workstations for massage treatments and do not provide sufficient privacy or reflect the high professional standards expected in commercial salons.

- Tutors use their good subject knowledge and professional experience well to develop learners' practical vocational skills. They draw on pertinent learning points from their own experience to make sessions interesting and informative. Examples include the maintenance of good posture to prevent back problems, when and how to signpost clients to other professional beauty therapy services, and the importance of managing client data in line with the General Data Protection Regulation.
- Tutors provide good support and guidance in lessons. They know learners and their circumstances well and provide timely support and guidance to help learners overcome difficulties. Class sizes are small and learners benefit from plenty of individual coaching. Staff refer learners to external agencies where appropriate for specialist assessments to diagnose conditions such as dyslexia.
- Tutors' feedback to learners on the content of their work is constructive and helps learners to improve. Tutors' assessment of learners' work is accurate, but for a few learners, assessments do not happen early enough in the course.
- Tutors promote equality and diversity well in sessions and learners have a good understanding of these topics. Tutors are sensitive to the financial challenges that many learners face, particularly in relation to buying make-up and nail products for their own use. Tutors celebrate diversity such as when discussing camouflage make-up for people with skin complaints or injuries. Learners are aware of, and support, these values.

Personal development, behaviour and welfare

Requires improvement

- Tutors do not develop learners' writing skills well enough. They do not routinely point out spelling and grammar errors in learners' written work to enable them to improve. Tutors do not reinforce the importance of spelling key technical words accurately, and learners therefore frequently misspell important terms. Tutors do not ensure that written assignments include references and bibliographies, as expected at level 3.
- Learners have too few opportunities to develop their mathematics skills and, as a result, make little progress in this subject. Tutors do not provide sufficient guidance on topics such as calculating time and costs for treatments so that learners develop the skills that they will need for their next steps.
- Staff provide insufficient advice and guidance to learners about future career opportunities. This means that learners who are planning to access further training or enter self-employment on completion of their programme have to research information on these options independently. Plans are in place for learners to attend sessions in the near future on how to set up their own business.
- Most learners take great pride in their work, which is presented well and demonstrates the progress that they are making over time. On the make-up artistry course, learners have impressive photographs of their achievements and describe the creativity they have developed as a result of their learning.
- Learners develop their personal and social skills well as a result of attending training.

They develop confidence, enjoy their programmes and thrive in the supportive and informal settings. Learners show respect to their tutors and peers and work collaboratively when performing treatments on each other and checking homework.

- Learners feel safe and know how to report any concerns that they may have. They have a reasonable understanding of the risks posed by those who have extreme or radical views. Learners understand British values but do not relate this knowledge to salon practice and their interaction with clients.
- Most learners attend well. Those who miss lessons usually attend additional sessions to catch up. However, attendance is low for a minority of learners on nail technology and massage programmes, which hinders their progress.

Outcomes for learners

Requires improvement

- Too few learners progress into jobs or further training on completion of their programmes. When gathering information on the destinations of learners, staff do not find out what type of job or training course learners progress to.
- A minority of learners on nail technology and massage courses make slow progress. When they are absent from lessons and do not attend catch-up sessions, they fall behind with their studies. They do not achieve their qualifications within the planned timescales.
- In 2017/18, learners on make-up artistry courses achieved very well. The proportion of learners who achieved their qualifications on these courses was well above that of similar providers. The proportion who achieved on nail technology courses was around that of similar providers. Achievement on the diploma in beauty therapy studies, which the provider no longer offers, was low.
- Learners who have learning difficulties and/or disabilities receive good support and achieve at a higher rate than their peers.
- Most learners produce work of an appropriate standard to meet the qualification requirements and develop a range of practical vocational skills. However, they do not develop the commercial skills that they need to work successfully in the beauty industry.
- Leaders and managers ensure that learners understand the implications of taking out loans to pay for their courses and repayment arrangements once they exceed the earnings threshold. Learners also understand the impact of loans on their credit ratings.

Provider details

Unique reference number	1248028
Type of provider	Independent learning provider
Age range of learners	19+
Approximate number of all learners over the previous full contract year	172
Principal/CEO	Katie Scott
Telephone number	01274 945595
Website	www.emduk.com

Provider information at the time of the inspection

Main course or learning programme level	Level 1 or below		Level 2		Level 3		Level 4 or above	
	16–18	19+	16–18	19+	16–18	19+	16–18	19+
Total number of learners (excluding apprenticeships)	–	–	–	–	–	96	–	–
Number of apprentices by apprenticeship level and age	Intermediate		Advanced		Higher			
	16–18	19+	16–18	19+	16–18	19+		
	–	–	–	–	–	–	–	–
Number of traineeships	16–19		19+		Total			
		–		–		–		–
Number of learners aged 14 to 16	–							
Number of learners for which the provider receives high-needs funding	–							
At the time of inspection, the provider contracts with the following main subcontractors:	–							

Information about this inspection

The inspection team was assisted by the company director, as nominee. Inspectors took account of the provider's most recent self-assessment report and development plans. Inspectors used group and individual interviews, telephone calls and online questionnaires to gather the views of learners and employers; these views are reflected within the report. They observed learning sessions and reviewed records of assessments and progress reviews. Inspectors evaluated learners' work. The inspection took into account all relevant provision at the provider.

Inspection team

Pat Hornsby, lead inspector	Ofsted Inspector
Alison Gray	Ofsted Inspector
Debra Forsythe-Conroy	Ofsted Inspector

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