

Inspection of Eden College of Human Resource Development and Management Studies Limited

Inspection dates:

6 to 9 August 2024

Overall effectiveness

Requires improvement

The quality of education	Requires improvement
Behaviour and attitudes	Good
Personal development	Good
Leadership and management	Requires improvement
Adult learning programmes	Requires improvement
Overall effectiveness at previous inspection	Good

Information about this provider

Eden College of Human Resource Development and Management Studies Limited (Eden College) is located in Romford, within the outer London Borough of Havering. It has a relatively long history of providing education and training for children and adults prior to providing training for adults funded by Advanced Learner Loans. Training takes place at the Romford site, Colchester, Liverpool, online and at employers' premises.

At the time of the inspection, there were 13 learners on the level 4 certificate in enhancing eyebrows with microblading and micropigmentation, 9 on the level 3 diploma in beauty, 8 on the level 3 diploma in nail technology, 2 on the level 3 diploma in hairdressing, 17 on the level 3 diploma in early years, 44 on the level 3 diploma in adult care, 5 on the level 5 diploma in leadership and 5 on the level 3 diploma in supporting teaching and learning (STL).

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

Too many learners on beauty courses, particularly those studying in the north of England, have experienced significant disruption to their learning. This is mostly because of mistakes made with their eligibility onto the course, some ineffective teaching and learning and significant staffing issues. As a result, learners have to repeat parts of their course and do not achieve their qualifications in the planned time.

Learners are motivated and keen to do well in their studies. They have good attitudes towards their studies, their learning development advisors (LDA) and each other. They enjoy learning in calm, supportive and friendly environments, online and face to face. They appreciate the small class sizes, which mean they get lots of attention and support from their LDA. Most learners have good attendance to their lessons and access the good range of online resources if they miss sessions. This helps them to catch up on any missed work.

Learners develop the professional behaviours and attitudes they need in the workplace. Learners on the level 5 leadership course adjust their behaviour appropriately when dealing with a range of clients in their care. Employers recognise how learners studying adult care use empathy effectively with their clients.

Learners improve their understanding about citizenship through a range of extra activities. For example, learners on early years courses work with charities to gain awareness about gang culture and how this impacts the children in their care. Learners on the STL course volunteer at food banks and refugee centres as part of their commitment to their communities.

Learners feel safe and know how to report concerns. Most have a reasonable understanding about the dangers associated with radicalisation and the importance of tolerance and respect within their sector.

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

Leaders are clear and passionate about their vision and mission, to help learners become competent practitioners with industry skills and knowledge. They offer a curriculum that is in demand from employers and learners. They have high expectations for their learners. However, they have not ensured that all staff shared their vision in the past. Consequently, this led to the disruption learners experienced in the beauty curriculum. Leaders have put in place clear action plans to support learners to complete their qualifications. However, some learners remain frustrated with the provider and the lack of communication from leaders and staff.

Leaders and staff do not have a good enough understanding and management of their data. Too often the data leaders use about achievements, tracking of certification, and communications to learners is not accurate or easily accessible. This is partly due to not having expertise or capacity in the team to manage the

data and the systems leaders use. Leaders are not fully aware of when learners have outstanding work and if LDAs have communicated this to learners. As a result, a few learners do not know when they will receive their certificates or what they need to do to complete.

Leaders and LDAs do not always sequence the curriculum so that learners gain essential foundation knowledge early in their course. For example, in early years and adult care, LDAs do not always teach learners about safeguarding at an appropriate time. As a result, a few learners, who work in nurseries and in care homes, are not fully aware of how to identify potential safeguarding concerns in their workplace when they first start their placements.

LDAs have good vocational knowledge and experience. They use this well in their teaching to help learners gain and remember new knowledge. In STL courses, LDAs use real life scenarios to teach learners how to analyse situations and agree the best course of action. Early years and adult care LDAs use probing and directive questions effectively to check how learners apply their learning in the workplace. They give learners helpful feedback on their assessed work. Learners respond positively to feedback and resubmit improved work where necessary.

Leaders and staff assess learners' prior knowledge and skills at enrolment. However, LDAs do not use this information consistently well. When they do use the information effectively, they adjust their teaching to meet learners' needs. For example, when learners struggle to use information technology, LDAs use professional discussion more often to assess them. However, too often LDAs do not consider learners' weaknesses, such as in their written English. As a result, LDAs do not personalise the support they give to learners.

Leaders give learners who do not have qualifications in English or mathematics at level 2 or equivalent the opportunity to study these subjects. They make sure learners have access to effective online teaching and resources to support them. A high proportion of learners who take examinations pass. Most learners pass their qualifications in adult care, early years, STL and leadership. However, not all within the expected time.

Leaders have put in place an effective careers, advice and guidance programme. Learners receive helpful information during their course about career pathways, further and higher education. Most complete a career plan with their LDAs, which they discuss frequently in progress reviews. As a result, learners know about the opportunities available to them and are prepared for their next steps. A high proportion of learners go on to further and higher education.

Learners benefit from a good range of extra activities and information to help them widen their skills and knowledge. This includes information about healthy lifestyles, well-being and equality and opportunity. Staff encourage learners on hair and beauty courses to explore their technical and creative skills through visits to hair and salon exhibitions. Leaders use their effective partnerships with employers to give learners

who do not work in early years or adult care the opportunity to complete work experience.

Provider staff are extremely positive about, and proud to work at Eden college. Leaders give them opportunities to complete relevant training and development. Staff study a range of qualifications to help improve their teaching and assessment practice. Many complete information, advice and guidance courses. They enjoy their work and state leaders are considerate of their workload.

Leaders have recently formed a governing board. The external members have a range of useful backgrounds, including in education. Board members are committed and keen to help leaders make the necessary improvements. However, leaders have not supplied them with enough information and data to help focus their support and challenge. As a result, it is too early to see the impact the board has made.

Safeguarding

The arrangements for safeguarding are effective.

What does the provider need to do to improve?

- Give learners on beauty courses the right support to help them complete their qualifications.
- Leaders must ensure the information and data they use is accurate and accessible and report this information clearly to the governing board.
- Sequence the curriculum logically so that LDAs teach learners the key foundation knowledge at an appropriate time.
- Use the information about learners' strengths and weaknesses effectively and consistently to teach learners in a way that meets their individual needs.

Provider details

Unique reference number	58735
Address	Eden College 34 Mawney Road Romford RM7 7HR
Contact number	01708 726660
Website	www.edencollege.co.uk
Principal, CEO or equivalent	Freda Jacobson
Provider type	Independent Learning Provider
Date of previous inspection	30 January to 1 February 2018
Main subcontractors	n/a

Information about this inspection

The inspection team was assisted by the managing director, 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

Jane Hughes, lead inspector	His Majesty's Inspector
Sarah Wilding	Ofsted Inspector
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