

# Master Cutter Limited

Monitoring visit report

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<b>Name of lead inspector:</b>	Sambit Sen, Her Majesty's Inspector
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<b>Address:</b>	The Clergy House Churchyard Ashford TN23 1QG

# Monitoring visit: main findings

## Context and focus of visit

From October 2018, Ofsted undertook to carry out monitoring visits to all newly directly funded providers of apprenticeship training provision which began to be funded from April 2017 or after by the Education and Skills Funding Agency and/or the apprenticeship levy. This monitoring visit was undertaken as part of those arrangements and as outlined in the 'Further education and skills inspection handbook', especially the sections entitled 'Monitoring visits' and 'Monitoring visits to providers that are newly directly publicly funded'. The focus of these visits is on the themes set out below.

Master Cutters Limited is an independent learning provider training apprentices since February 2019. They specialise in providing education and training to hairdressing and barbering apprentices. Master Cutters Limited trains apprentices in the southeast of England. At the time of the monitoring visit, 48 apprentices were studying a level 2 or 3 hair professional apprenticeship. Master Cutters Limited do not work with any subcontractors and no apprentices are in receipt of high-needs funding.

## Themes

### How much progress have leaders made in ensuring that the provider is meeting all the requirements of successful apprenticeship provision?

### Reasonable progress

Leaders and managers work effectively with local hairdressing and barbering employers. They appropriately involve employers in the design of the apprenticeship and the training. Furthermore, leaders and managers provide additional industry-relevant training to apprentices. As a result, apprentices benefit from industry-standard training that makes them valuable team members.

Leaders and managers recruit apprentices with integrity. They recruit apprentices who are new to the hairdressing industry. They ensure that apprentices and employers fully understand the requirements of the apprenticeship. As a result, employers speak highly of the value apprentices add to their businesses.

Leaders and managers have appropriate oversight of the progress that apprentices make. Where necessary, they take swift actions to prevent apprentices from falling behind with their studies. Apprentices receive timely support to make progress through their qualifications.

Leaders and managers recruit knowledgeable and well-qualified tutors. Tutors use their knowledge skilfully to ensure that apprentices enjoy and are enthusiastic about

the subject. For example, tutors train apprentices on the latest hair colouring and styling techniques which are beyond the requirements of the qualification. This helps apprentices to build on their knowledge and learn new and complex technical concepts quickly.

Leaders and managers ensure that tutors undertake appropriate vocational training to keep their knowledge and skills up to date. However, tutors do not receive appropriate training to improve their teaching techniques. Consequently, tutors do not recognise what further skills they need to support their apprentices.

Leaders and managers do not have any governance arrangements in place. Currently, they do not benefit from external support and challenge. Leaders and managers recognise this and have plans to set up an advisory board to provide external scrutiny.

Leaders and managers do not ensure that tutors receive appropriate training to help apprentices who have additional learning needs. Tutors do not have sufficient knowledge about the different learning needs of their apprentices. As a result, tutors do not develop appropriate strategies to identify and support these apprentices with their studies.

**What progress have leaders and managers made in ensuring that apprentices benefit from high-quality training that leads to positive outcomes for apprentices? Reasonable progress**

Apprentices develop appropriate new knowledge and skills from a well-planned apprenticeship. For example, apprentices quickly learn different hair-cutting and styling techniques. Furthermore, apprentices learn complex massage techniques to shampoo and condition hair. As a result, employers are confident to give additional responsibilities to their apprentices.

Apprentices learn to demonstrate good personal and professional behaviours in the workplace. For example, they can confidently explain treatments to ensure they meet the client's expectations. This helps apprentices to become valuable team members at the salons.

Managers and tutors appropriately identify the starting points of the apprentices. Tutors check prior knowledge and industry experience. For example, apprentices with advanced hairdressing knowledge and skills quickly move on to learn more complex techniques. This ensures that apprentices are on the right qualification and are motivated to continue their learning.

Tutors use effective assessment practices in their training sessions. For example, they use strategies such as client consultation observations, online games and quizzes, photographs of clients' hair and professional discussions with apprentices to

assess the progress of apprentices. This helps tutors to establish what apprentices know and what further training they need.

Apprentices and employers have a good understanding of the expectations and requirements of the end-point assessments. Tutors clearly explain the rigour and depth of training needed to succeed. As a result, apprentices are well prepared for their assessments.

Managers and tutors do not provide effective careers education to the apprentices. Apprentices do not recognise how they can use the skills and knowledge they develop in sectors beyond those in which they currently work. Hence, apprentices are unaware of all their career options beyond the hairdressing industry.

Apprentices do not receive appropriate feedback on the assessments they complete. For example, tutors do not correct any spelling mistakes in technical terms that apprentices write. As a result, apprentices repeat these errors and do not develop the written English skills they need for employment.

**How much progress have leaders and managers made in ensuring that effective safeguarding arrangements are in place? Reasonable progress**

Apprentices feel safe. They know how to report any safeguarding concerns such as bullying and harassment should the need arise.

Apprentices have a good understanding of health and safety at work. For example, they use appropriate personal protective equipment such as gloves and aprons to keep themselves safe. Apprentices always check that equipment is safe to use before using it on their clients. They maintain good posture when performing techniques to prevent fatigue or injury.

The safeguarding team takes swift action when tutors and apprentices report any safeguarding concerns. The team involves appropriate external partners where necessary. Consequently, apprentices are confident that they will receive the right support.

Apprentices do not have a secure understanding of the dangers of radicalisation and extremism. They do not understand the local risks that could affect them at work or in their everyday lives.

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