

Inspection of Multiverse Group Limited

Inspection dates: 27–30 July 2021

Overall effectiveness

Outstanding

The quality of education	Outstanding
Behaviour and attitudes	Outstanding
Personal development	Outstanding
Leadership and management	Outstanding
Apprenticeships	Outstanding
Overall effectiveness at previous inspection	Not previously inspected

Information about this provider

Multiverse Group Limited (Multiverse) is an independent training provider based in London. Multiverse has been delivering apprenticeships since May 2017.

At the time of the inspection, there were 3,003 apprentices funded through the apprenticeship levy. The majority of apprentices are over 19 years of age, with a small number who are 16 to 18 years old. Apprentices are on standards-based apprenticeships ranging from level 3 to level 6. Multiverse has very recently started teaching a few apprentices on a level 6 digital and technology solutions professional programme.

Leaders at Multiverse work with approximately 295 employers to offer apprenticeship programmes in level 3 assistant accountant, level 3 business administrator, level 3 data technician, level 3 digital marketer, level 3 team leader/supervisor, level 4 associate project manager, level 4 data analyst, level 4 professional accountant, level 4 software developer and level 6 digital and technology solutions professional.

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

From apprentices' first interaction with staff at Multiverse, they are welcomed into a kind and inclusive environment. Apprentices are inspired to have high aspirations by exceptional coaches who are experts in their field. Coaches use their up-to-date knowledge to enrich and enhance the apprentices' learning experience.

Apprentices are overwhelmingly positive about the support and guidance their coaches give them. Coaches are accessible to apprentices outside scheduled reviews, which apprentices value highly.

Apprentices thrive in an environment where they rapidly learn advanced technical knowledge and skills. Throughout their programme, they develop expert professional behaviours and learn how to apply them in the workplace. Apprentices improve their confidence in public-speaking skills. As a result, many apprentices use these newly developed behaviours to present their own projects and to solve problems in their jobs.

Managers who employ apprentices have a deep understanding of what apprentices go through during their programme and are highly supportive. Through their excellent training, apprentices have many opportunities to excel in their studies and careers. A high proportion of apprentices go on to a positive next step at the end of their programme, with over half gaining a promotion within six months of completion.

Apprentices feel part of a vibrant community of fellow apprentices through the provision of an online networking facility. They use this to communicate with apprentices from different sectors to discuss and celebrate diversity. For example, apprentices set up and lead women's forums, a lesbian, gay, bisexual and transgender network and a range of panel discussions related to diversity in the workplace. Apprentices know that their well-being and safety is of the utmost importance to staff.

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

Leaders have a detailed insight into the training needs of the employers with whom they work. Leaders and coaches work in an exceptionally collaborative way with employers to plan and teach an ambitious curriculum that closely reflects what employers need so that apprentices make rapid progress. For example, on the level 4 data analyst programme, coaches include additional topics that exceed the expectation of the programme through which apprentices achieve higher level programming and coding knowledge and skills.

Leaders ensure that coaches plan a coherent, challenging and diverse curriculum that enables apprentices to rapidly build substantial new knowledge, skills and behaviours. For example, level 3 digital marketing apprentices are taught the basics of digital marketing, such as pay per click and social media campaigns, before

learning about campaign planning, content and the customer lifecycle. Inspirational business leaders give outstanding masterclasses where apprentices are given valuable opportunities to network with industry professionals and other apprentices. However, a few apprentices studying level 3 business administration repeat topics they already know and are not sufficiently challenged by their training.

Coaches are highly qualified, knowledgeable and experienced in their professional fields. They have exceptional teaching skills and subject expertise. Apprentices benefit from coaches who understand their job roles and help them to apply the theory to their working practices. For example, coaches on the level 4 data analyst programme have experience in data science at doctoral level.

Coaches use a range of very effective strategies in training sessions so that apprentices remember in detail what they have learned. They carefully probe and check apprentices' understanding of the content taught. For example, level 3 digital marketing apprentices demonstrate their significant knowledge on the metrics they use to evaluate a campaign through analysing likes, shares and click-through rates.

Coaches ensure that online sessions hold the interest of apprentices. They produce and use high-quality resources that stimulate apprentices and help consolidate their learning. Coaches make sure sessions are interactive through the use of breakout rooms and group tasks. As a result, apprentices' attendance in sessions is consistently high.

Coaches provide high-quality, one-to-one support to apprentices. They know their apprentices exceptionally well and ensure that apprentices are clear about their personal objectives and how they will work towards them. Coaches provide excellent advice and guidance. For example, coaches on the level 3 team leader programme provide expert and skilful guidance that enables apprentices to develop their self-confidence and become more effective leaders.

Coaches provide very helpful and specific feedback that identifies what apprentices need to do further to meet high standards of work. As a result, apprentices produce written work to a very good standard and a high proportion of apprentices achieve distinction and merit grades.

Coaches ensure that apprentices are very well prepared for their final assessments. They schedule assessments logically into the programme. Coaches ensure that apprentices develop the presentation and interview skills they need for these assessments early in the programme. They continue to practise so that apprentices are meticulously prepared and are confident for final assessments.

Nearly all apprentices who need English and mathematics qualifications achieve them. However, leaders have not planned the English and mathematics curriculum early enough for apprentices on the level 3 team leader/supervisor programme. As a result, a small number of apprentices on this programme are more than halfway through their apprenticeship and have not yet completed their qualifications.

Leaders and coaches identify those apprentices with additional learning needs exceptionally well and, when necessary, they quickly put in place extra help for those who fall behind with their studies. Coaches give apprentices additional one-to-one sessions, arrange assessments to identify dyslexia for those who do not have a diagnosis, provide audio recordings of work and text-to-speech software. As a result, support for apprentices is outstanding and apprentices who require additional support remain in training, attend regularly and make excellent progress.

Leaders ensure that there is a comprehensive set of online community opportunities for apprentices to develop their personal and professional attributes and explore their career options. Apprentices consider their next steps and career options through a mentoring system. Mentors provide expert support and guidance to apprentices that helps apprentices decide their next steps and how to pursue their career. Mentors add significant value to the quality of education that apprentices receive. Leaders arrange for high-profile guest speaker events, industry panels and apprenticeship forums to help apprentices with exploring careers. As a result, apprentices have high aspirations for their own careers.

Governors have significant relevant skills, knowledge and expertise. They have clear oversight of the quality of education apprentices receive. Governors provide robust support and challenge to leaders. Leaders have a very keen eye on the strengths and the few weaknesses of the provision. They are highly skilled at putting plans in place to take swift action to address any potential issues. As a result, leaders are able to maintain the clear vision and mission for apprentices to receive outstanding training that leads to sustainable careers.

Safeguarding

The arrangements for safeguarding are effective.

Leaders and coaches work together to create a strong culture of safeguarding. Leaders have effective monitoring systems in place to identify apprentices who may be at risk and to swiftly put in place additional support. Coaches have the appropriate skills to provide mental health first aid to apprentices.

Coaches ensure that apprentices develop excellent knowledge of how to keep themselves safe online, in the workplace and in their personal lives. Leaders put in place a comprehensive selection of high-quality well-being resources that apprentices access when in need of additional support. As a result, apprentices feel safe, extremely supported by staff and know who to contact if they have any concerns.

Provider details

Unique reference number	1276443
Address	91 Baker Street London London W1U 6RL
Contact number	020 3884 1067
Website	www.multiverse.io/en-GB
Principal/CEO	Euan Blair
Provider type	Independent learning provider
Date of previous inspection	Not previously inspected

Information about this inspection

The inspection team was assisted by the director of operations, 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 observing learning sessions, scrutinising learners' work, seeking the views of learners, staff and other stakeholders, and examining the provider's documentation and records.

Inspection team

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