

Mercuri International (UK) Limited

Reinspection monitoring visit report

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Name of lead inspector: Bev Ramsell, His Majesty's Inspector

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Type of provider: Independent learning provider

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Monitoring visit: main findings

Context and focus of the visit.

This is the first reinspection monitoring visit to Mercuri International (UK) Limited following the publication of the inspection report on 30 November 2022, which found the provider to require improvement overall.

Mercuri International (UK) Limited is an independent training provider based in Stratford-upon-Avon. Mercuri started to deliver apprenticeships in September 2019. It offers apprenticeships across England. At the time of the visit, there were 94 apprentices studying six different apprenticeship programmes from level 2 to 5. The largest provision is the level 4 sales executive apprenticeship, with 42 apprentices enrolled. This is followed by the level 3 team leader supervisor apprenticeship, with 27 apprentices enrolled. Most of the teaching is remote, and almost all of the apprentices are aged 19 and over.

Themes

How have leaders improved their use of data to successfully monitor progress and provide governors with the information they need? **Reasonable progress**

Leaders used data effectively. Following the previous inspection, leaders rapidly implemented several new processes. They put in place a new learner management system and created a dynamic data dashboard. They implemented a 'panel board' – composed of senior leaders – which meets weekly to review the data. During this meeting, they take the time to critically examine the information recorded and identify trends or concerns. They recognise that qualification achievement rates are still low and do not yet reflect their understanding of the performance of current apprentices.

Leaders have created a culture of accountability. Managers meet with learning and development coaches (LDCs) monthly and review every apprentice. They carefully analyse the progression of apprentices and identify any risk factors. If an apprentice is not making the progress expected, they put in place appropriate support. Leaders monitor the support provided and elevate concerns to employers when needed. Because of this, the number of learners who withdraw from apprenticeship programmes has reduced.

Governors use their expertise to hold leaders to account. Following the previous inspection, leaders changed the structure and membership of the governing body. They made sure that governors had the apprenticeship experience and knowledge needed to be effective. Governors have access to the new data dashboard, which they review weekly. They use this information effectively to challenge leaders. For

example, governors challenged leaders on the individual performance of LDCs. As a result of this, governors have a good understanding of the provision and the performance of LDCs.

What have leaders done to improve access to professional development for progress coaches to ensure they can provide high-quality education? **Reasonable progress**

Following the previous inspection, leaders restructured the apprenticeship team. They created a new team of managers and LDCs, each of whom has more experience in apprenticeship programmes. The new structure is transparent. It identifies clear lines of management and communication. Leaders halted the recruitment of new apprentices to allow time for the new structure and processes to embed. Because of this, leaders were able to put in place vital changes that enabled them to raise the quality of education apprentices receive.

Leaders plan the development in teaching of LDCs effectively. Leaders use a range of information to recognise the development needs of LDCs. For example, they use the observations of teaching and learning to identify key development themes, such as teaching techniques. They use this information to plan appropriate monthly sessions. Leaders evaluate the impact of the training and identify the next steps. As a result, leaders recognise that LDCs require more development to enable them to consistently provide high-quality education to apprentices.

Managers are keen to support individual development needs. Staff have an opportunity to identify their own career goals. They meet with managers monthly to discuss a variety of objectives, including their next steps. For example, some staff are undertaking a leadership development programme to support them to become managers. Others have undertaken training in subjects such as coaching and providing effective additional learning support. As a result, staff feel valued by their managers.

What have leaders done to ensure apprentices have access to a broad curriculum, which includes education on healthy relationships and unbiased careers advice and guidance? **Reasonable progress**

Leaders have created a curriculum that successfully includes healthy relationships. LDCs have undergone effective training to support these changes. As a result of this, LDCs use current topics successfully to make challenging subjects relatable. For example, they use news stories involving the Spanish women’s football team to discuss consent. However, currently, too few apprentices have benefited from this curriculum. Leaders have put in place new measures to increase participation, but it is too early to see the impact of these actions.

Leaders successfully developed the confidence of LDCs to provide applicable careers education, information, advice and guidance (CEIAG) to apprentices. Leaders have worked with the National Careers Service to provide the LDCs with the appropriate training needed to improve the advice and guidance they offer. All staff have achieved the level 2 initial advice and guidance accreditation. In addition, leaders have developed an online CEIAG learning event, which apprentices can independently attend. As a result of this, apprentices have regular access to the information they need.

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