Multiverse Group Limited

Address: Floors 5/6, 2 Eastbourne Terrace, London, W2 6LG

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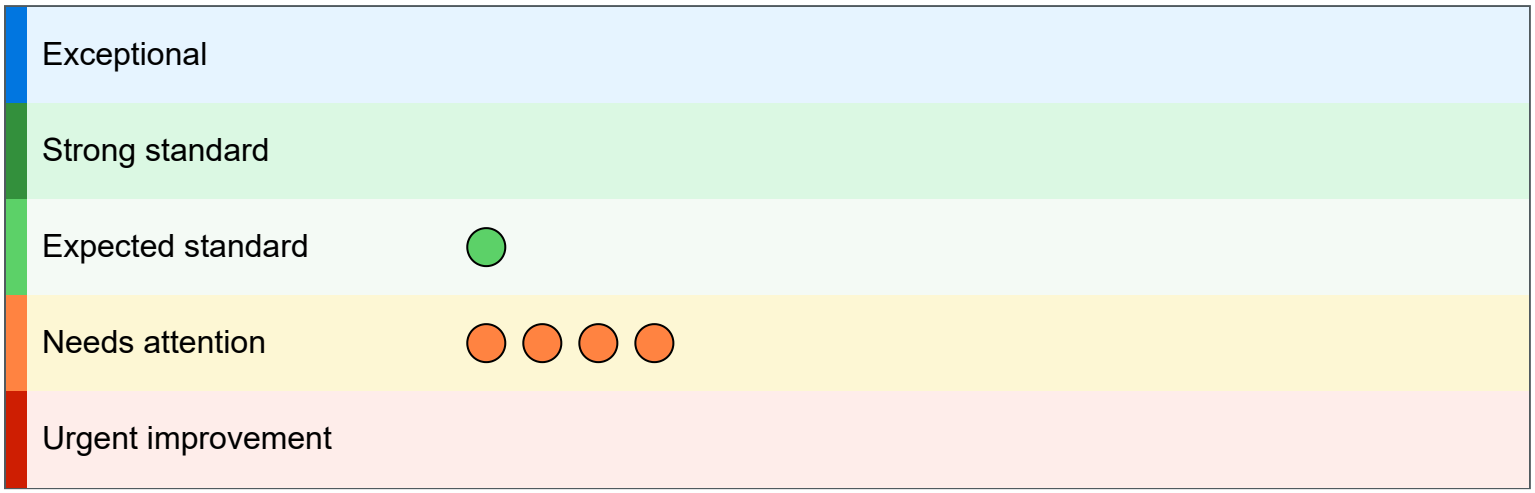

Safeguarding standards met

The safeguarding standards are met. This means that leaders and/or those responsible for governance and oversight fulfil their specific responsibilities and have established an open culture in which safeguarding is everyone's responsibility and concerns are actively identified, acted upon and managed. As a result, learners are made safer and feel safe.

How we evaluate safeguarding

When we inspect providers for safeguarding, they can have the following outcomes:

- Met: The provider has an open and positive culture of safeguarding.
- Not met: The provider has not created an open and positive culture of safeguarding. Not all legal requirements are met.

1. Inclusion, and leadership and governance

Expected standard	●
Needs attention	●

Expected standard ●

Inclusion

Expected standard ●

Leaders foster an inclusive culture in which apprentices, including those who are disadvantaged, feel welcomed and well supported. They are committed to embedding inclusive practices across the organisation. Leaders use effective strategies to provide support for apprentices. These include developing personalised learning plans and frequently reviewing apprentices' progress. Staff provide support that is tailored and adjusted to meet apprentices' individual needs.

Leaders identify apprentices' support needs and barriers to learning quickly at the start of the course. They assess apprentices' English and mathematical skills and check their personal circumstances to make sure that apprentices receive the support that they need. Staff act swiftly to develop apprentices' writing and organisational skills, providing tools to support them, such as assistive technology. Where required, apprentices receive external specialist support and mentoring that helps them to progress successfully with their studies. Staff provide support for apprentices with anxiety and reasonable adjustments for those requiring them before final assessments.

Leaders provide staff with the training that they need to assist apprentices who face barriers to their learning. Coaches complete a comprehensive induction and ongoing training programme that covers identifying additional learning needs, understanding common diagnoses and applying strategies to support apprentices as their needs change.

Needs attention ●

Leadership and governance

Needs attention ●

Leaders have a clear vision and commitment to work mainly with existing employees in large businesses to upskill and equip apprentices to work effectively and efficiently with artificial intelligence (AI) and data.

Leaders know their strengths and priorities for improvement. They are putting in place actions to reduce the proportion of apprentices who leave their apprenticeship before completion, such as improving initial advice and guidance so that more apprentices are on courses that match their roles at work. However, the impact of these actions is yet to be seen. Leaders have an appropriate focus on improving the learning experience for

apprentices through, for example, evaluating teaching sessions to ensure that content is of a high quality.

Too many staff report that their workload is too high, with a large number of apprentices to support. This is largely due to staffing changes which leaders are in the process of resolving through increased recruitment and the use of AI to reduce administrative burden. It is too soon to see the positive impact that these actions may have on reducing the workload of staff.

Governors provide appropriate support for leaders. They understand the quality of the provision and challenge leaders to make improvements where needed, such as increasing the proportion of apprentices who complete their training and engaging more effectively with employers.

Leaders provide staff with helpful professional development opportunities to improve their teaching practice and maintain a high level of technical knowledge of changing technologies.

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2. Apprenticeships

Needs attention

Needs attention

Achievement **Needs attention**

Too many apprentices on data and business analyst apprenticeships leave their apprenticeship before completion and do not achieve their qualifications. In 2024/25, just under half of apprentices who began their courses left early. Of those who successfully completed, the majority gained a distinction grade. Apprentices with barriers to learning achieve in line with their peers. Apprentices who need qualifications in English and mathematics typically achieve them.

Apprentices who remain and achieve gain substantial new knowledge and skills in artificial intelligence (AI), use of data and business analysis and management, having in many instances started their apprenticeship with little or no prior experience. They produce complex, meaningful projects that they successfully apply in the workplace, increasing efficiency and accuracy in their roles. For example, apprentices use AI tools to optimise delivery routes for logistics organisations, reducing fuel consumption and improving productivity.

Most apprentices who complete the apprenticeship remain in employment and gain promotion or increased responsibility.

Curriculum and teaching

Needs attention

Leaders do not work closely enough with employers to coordinate apprentices' on- and off-the-job training. Too often, apprentices complete work independently of their job role which means that these apprentices are not able to apply what they learn during their training fully in the workplace. Although line managers mostly facilitate useful workplace projects for apprentices, too many do not take part in reviews of their progress, which limits the support that they can provide at work.

Leaders design curriculums that mostly meet employers' needs, with a focus on developing apprentices' skills in artificial intelligence (AI), the use of data and business management. They have reduced the duration of some apprenticeships to meet employer demand. However, some apprentices struggle to complete their learning in the time allowed.

Coaches and instructors are skilled, effective teachers and are experienced in the use of AI and data. They teach these topics well, using helpful strategies, such as recap activities, real-life scenarios, interactive activities and group discussions, to help apprentices develop and consolidate their learning. This helps apprentices to apply their learning at work. Coaches and instructors gradually teach more complex content over time, from understanding data to applying analytics and storytelling.

Coaches teach technical vocabulary well. Business analyst apprentices learn to apply technical methodologies such as agile, iteration and gap analysis, and level 6 apprentices explore methodologies such as 'CRISP' and tools such as 'Kanban' boards.

Most apprentices appreciate the assessment opportunities and well-timed final assessment preparation they receive through AI. They value the quick and helpful feedback from coaches and AI. This feedback gives them useful guidance to help them to improve their work.

Participation and development

Needs attention

Too many adult apprentices do not receive structured information, advice and guidance about their next steps. Apprentices are not sufficiently aware of the range of progression routes available to them. Staff do provide informal advice to apprentices who request it or resources on the skills needed for employment.

Leaders provide apprentices with a wide range of useful resources on topics such as mental and physical health. For example, expert guest speakers run sessions to help apprentices reduce their stress and manage their wellbeing in the darker winter months. Many apprentices attend these sessions and others have access to the recordings. Apprentices are aware that if they are concerned about their mental health, they can discuss it with their coaches.

Staff are well aware of the wider developmental needs of their apprentices, such as skills in public speaking, cultural sensitivity, confidence and self-awareness. They include opportunities such as workshops and support for public speaking within the curriculum and through the community hub to enable apprentices to develop these important skills.

Teaching staff have designed learning experiences that promote respect for diversity and encourage collaboration and participation. They skilfully relate key messages about fundamental British values relating to the ethical use of technology.

What it's like to be a learner and/or an apprentice at this provider

Apprentices who remain on their apprenticeships grow in confidence and are respectful of each other and staff. Staff promote a professional, inclusive learning culture that encourages collaboration and participation. Apprentices mostly attend well. They feel safe to express their opinions freely, ask questions and participate in learning online. Apprentices support each other and enjoy group discussions where they collaborate to solve live business problems.

Apprentices do not have a consistently positive experience on their apprenticeship. The content of the apprenticeships for some apprentices is not well matched to their role at work, and too many leave before completion. While apprentices mostly enjoy their coaching and workshop sessions, many feel these are rushed, with limited time to ask questions. Many apprentices report that the amount of work required to complete their apprenticeship on time is too high. Some apprentices would value further support from their employers.

Apprentices value the support that they receive from their coaches and their industry knowledge. Those who remain on programme are motivated to achieve. They appreciate the high-quality online resources and speed of response from the artificial intelligence (AI) support systems that leaders provide. A few apprentices, however, would prefer more personalised support, guidance and reassurance.

Through their training, apprentices typically learn very useful skills in AI, data management and leadership to improve their performance at work. They quickly gain confidence in using AI and data management tools, which helps them to become more productive. Apprentices are proud to show their employers how they add value to their organisations by, for example, showing the amount of time saved by using AI to automate work tasks. They gain skills in problem-solving and learn to think more strategically. A high proportion of apprentices gain promotion during their apprenticeship.

Next steps

- Leaders should take action to reduce the proportion of apprentices who leave their apprenticeship before completion, so that more apprentices achieve their qualifications.
- Leaders should better support coaches and instructors to manage their workload effectively.
- Leaders should make sure that employers support apprentices by providing sufficient time to study for their apprenticeship alongside fulfilling their responsibilities at work.
- Leaders should work more closely with employers to coordinate on- and off-the-job training and make sure that employers participate effectively in reviews of apprentices’

progress.
- Leaders should ensure that careers education and guidance is structured and planned suitably into the curriculum, so apprentices are aware of the range of opportunities available to them and can make well-informed decisions about their next steps.

About this inspection

Following our renewed inspection framework, all inspections are now led by His Majesty's Inspectors (HMIs) or by Ofsted Inspectors (OIs) who have previously served as HMIs.

Inspection activities:
Inspectors spoke with governors, leaders, managers, coaches, instructors and apprentices during the inspection.

The inspection started on 24 February 2026. Inspectors returned on 27 April 2026 to gather additional evidence in line with Ofsted inspections and visits: Deferring, pausing and gathering additional evidence.

Multiverse Group Limited is an independent learning provider based in London which provides data, artificial intelligence and leadership apprenticeships. Apprentices are employed in a range of roles and organisations in sectors including healthcare, finance and sales. They are located across the country and are trained online.

At the time of inspection, there were 14,194 apprentices studying on 11 apprenticeships at levels 3 to 6. The largest number of apprentices study the level 3 data technician, the level 4 data analyst and the level 4 business analyst apprenticeships.

The vast majority of apprentices studying at Multiverse are adults. There were fewer than 5 apprentices aged under 19.

CEO: Euan Blair

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Ruth Stammers, His Majesty's Inspector

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Rebecca Jennings, His Majesty's Inspector
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Sarah Lonsdale, His Majesty's Inspector
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Jane Hughes, His Majesty's Inspector
Eileen O'Gara, Ofsted Inspector
Nirosha Holton, Ofsted Inspector
Ramin Narimani, His Majesty's Inspector
Suzanne Horner, His Majesty's Inspector

Facts and figures used on inspection

The data was used by the inspector(s) during the inspection. More recent data may have been published since the inspection took place.

This data is from 24 February 2026

Number of learners

Apprenticeships

14,194

Percentage of learning aims successfully achieved

Apprenticeships overall achievement rate

Year	This provider	National average	Compared with national average
2023/24	59	61	Close to average
2022/23	52	55	Close to average
2021/22	63	53	Close to average

Apprenticeships pass rate

Year	This provider	National average
2023/24	96	98
2022/23	96	97
2021/22	98	98

Our grades explained

Exceptional

Practice is exceptional: of the highest standard nationally. Other providers can learn from it.

Strong standard

The provider reaches a strong standard. Leaders are working above the standard expected of them.

Expected standard

The provider is fulfilling the expected standard of education and/or care. This means they are following the standard set out in statutory and non-statutory legislation and the professional standards expected of them.

Needs attention

The expected standards are not met but leaders are likely able to make the necessary improvements.

Urgent improvement

The provider needs to make urgent improvements to provide the expected standard of education and/or care.

The Office for Standards in Education, Children's Services and Skills (Ofsted) inspects services providing education and skills for children and learners of all ages, and inspects and regulates services that care for children and young people.

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