

Programme Design, Development and Approval

This policy outlines the process of designing, developing and approving any new or significantly updated levy programmes at Multiverse, including degree level programmes.

Introduction:

Multiverse prides itself on developing and delivering innovative apprenticeship programmes based on the principles of applied learning. We are committed to an agile approach to programme design, development and approval to ensure we remain responsive to the needs of the marketplace and our apprentices, while maintaining robust standards and quality. This policy describes the principles we follow and the processes we use for the (re)design, (re)development and (re)approval of our apprenticeship programmes. This document will refer to roles which may be unique to Multiverse. As such, please refer to the "Roles and Responsibilities" document which outlines the different teams and their responsibilities.

Summary:

The design of new programmes occurs in 3 stages: discovery, scope & validation, build. This process is led by our Learning Technical Curriculum team with designation for approval granted to the Product Review Committee. Any programmes which are designed from existing IFATE apprenticeship standards have already been through a rigorous external quality assurance process.

The modification of existing and approved programmes is led by our Technical Curriculum Leads in collaboration with our Learning Designers. Modification in content may occur if there is an update to the apprenticeship standard, if there is consistent feedback from apprentices or employers about the relevance or quality of learning, or if there are issues identified by our End Point Assessment Organisations which point to an issue with programme design.

This policy is divided into the following subsections which provide more detail on the processes:

- Design and approval of new programmes;
- Response to any changes in Apprenticeship Standard
- Modifications to existing programmes.

Design and (Re)Approval of Programmes

For the development and approval of our levy programmes, a process is undertaken to ensure programmes reflect Multiverse's mission, meet the threshold standards described in the IFATE apprenticeship standard, have standards above the threshold that are reliable over time and reasonably comparable to those set and achieved by other institutions, take appropriate account of external points of reference, and provide a high quality experience to all apprentices

from all backgrounds. Outlined below is a detailed description of the programme design and approval process.

Step	Description	Input	Output	Responsibilities
Domain Discovery	Domain level research (e.g. software engineering, data, cyber) to identify market demand for skills and apprenticeship standards available to meet this	<ul style="list-style-type: none"> Market research on skill demand 	<ul style="list-style-type: none"> Apprenticeship programme prioritised and added to roadmap 	<p>Technical Curriculum Lead (research and proposal)</p> <p>Technical Curriculum Directors (prioritisation and decision)</p>
Decision point: Potential apprenticeship programmes are prioritised and added to the Learning Roadmap				
Programme Discovery	Further programme based research and defining of hypotheses, persona and content	<ul style="list-style-type: none"> Proposal for why we should create a programme based on the standard and list of skills the programme will address, ideal ICP and learner persona for testing Degree programmes only: Academic Quality Council notified and given opportunity to input 	<ul style="list-style-type: none"> Product discovery document (template here) 	<p>Technical Curriculum Lead (research and output)</p> <p>Technical Curriculum Director (review and consult)</p> <p>VP of Technical Curriculum (sign-off and decision)</p>
Stage 1 Approval: VP of Technical Curriculum reviews discovery output and approves to move to scope & validate				
Scope & Validate	Scoping the programme design and delivery model and testing in the market	<ul style="list-style-type: none"> Price & GPM Curriculum overview & delivery model design Validation summary and level of confidence Confirmation of compliance review & sign-off Confirmation of delivery resource plan Degree programmes only: Academic Approval Event 	<ul style="list-style-type: none"> Product Review Document (template here) Degree programmes only: Sign-off from Academic Approval Event 	<p>Technical Curriculum Lead, Project Lead, Product Marketing Manager and Senior Learning Designer (output)</p> <p>Technical Curriculum Directors (review and consult)</p> <p>VP of Technical Curriculum and Director (sign-off and decision)</p>

Stage 2 Approval: VP of Technical Curriculum and Director of Product Marketing reviews scope & validate output and approves to move to build				
Creation of Build guidelines	Finalise curriculum map, curriculum designs and assessment designs	<ul style="list-style-type: none"> Curriculum overview 	<ul style="list-style-type: none"> Competency Frameworks Module designs 	<ul style="list-style-type: none"> Senior Learning Designer Assessment Designer
Content creation	Continuation of programme build and briefing to relevant parts of business.	<ul style="list-style-type: none"> All feedback and additional guidance 	<ul style="list-style-type: none"> Creation of programme pages on VLE 	<ul style="list-style-type: none"> Learning Designer Subject Matter Experts
Ongoing maintenance and iteration: Following first cohort launches, programmes become part of ongoing product maintenance and iteration through the QA process and Programme Monitoring				

Response to any changes in Apprenticeship Standard

Our programmes are built in a holistic manner. Concepts and skills are developed across our programmes, using modules. These are distinct units of learning which focus on specific knowledge, skills and behaviours. Learning from previous modules is built upon and referenced in the following module ensuring a learning journey across the programme. As such, it is important that any changes to apprenticeship standards which affect the delivery of modules is monitored and approved.

Our Technical Curriculum Team monitors updates to apprenticeship standards on a regular basis via notification from the Institute for Apprenticeships and Technical Education.

Modifications to Existing Programmes

As part of ongoing domain discovery, Technical Curriculum Leads can propose to make changes to an existing programme. This may be triggered by revisions to the standard made by IfATE, customer & apprentice feedback on the programme or changes in the market. If the proposed modification is added to the Learning Roadmap, the programme is required to follow the same process as above and obtain stage 1 and 2 approval. Apprentices and customers impacted by any changes are notified at least one month prior to the implementation of the changes.

Discontinuing Programmes

In the event a programme is discontinued at Multiverse, an extensive review and plan will be implemented to ensure apprentices are not negatively impacted by the decision. The decision to discontinue a programme is based on: programme growth, evidence of low quality, lack of revenue, apprentice feedback, and client feedback.

If the Product Manager and Programme Lead identify a programme which is consistently

underperforming against these criteria, they can develop a proposal to discontinue the programme. This proposal must include any effects this may have on current apprentices, staff, clients, and the Multiverse mission and will be submitted to the Vice President of Learning, Innovation and Operations and agreed by the Product Roadmap Subcommittee.

If the Product Roadmap Subcommittee agrees that a programme should be discontinued, a “teach out” plan will be created (as outlined below).

“Teach Out” Policy

Multiverse is committed to providing apprentices with a high-quality experience, and that includes if a programme is discontinued while apprentices are still on programme. This section outlines how Multiverse plans to assure apprentices on programmes in “teach outs” are given support. It sets out requirements for the development and approval of “teach out” plans for higher level accredited programmes that have been or are proposed for discontinuation.

In relation to every discontinued programmes, the aim is create a comprehensive “teach out” plan which ensures:

- The quality of provision and standard of awards is maintained;
- Prospective and current apprentices are provided with fit-for-purpose, accurate and timely information on the discontinuation of the programme and how it affects them;
- Apprentices’ employers are given up-to-date information regarding the discontinuation of the programme and how Multiverse plans to commence a “teach out” strategy;
- Arrangements are in place as far as is reasonably practicable for all apprentices on programme to have the opportunity to complete and achieve their award.

Once a programme has been approved for discontinuation, a plan for teaching out must be developed within one month by the Programme Lead. Initial communications to apprentices, line managers and clients will be implemented immediately. Where applicable, prospective apprentices and marketing materials will be advised or updated.

“Teach Out Plan”

A plan must be developed which covers the following areas:

- Number of apprentices on programme;
- When apprentices’ earliest completion is;
- When apprentices’ latest completion is;
- Any apprentices who are on a “break in learning” or have “deferred”;
- Coach capacity and resourcing implications.

Where an apprentice is on a break-in-learning or has deferred, communication must occur to understand if there is the prospect of the candidate returning before the programme has been discontinued. If there is not, then Multiverse will support the apprentice in finding an alternative provider and complying with them to provide any relevant information for an apprenticeship transfer.

If an apprentice on a programme applies for a break in learning or has extenuating circumstances which will not allow them to complete within the discontinuation timeframe, the same arrangements will be made and an alternative provider will be identified.

Approval

The “Teach Out” plan must be drafted by the Programme Lead and approved by the Director of Delivery. The Director of Delivery must evaluate whether appropriate arrangements have been made and there is adequate resourcing to allow for the full “teach out” of the programme.

Communication with external stakeholders

Once a programme has been discontinued and a plan for the remainder of the apprentices has been developed, Programme Leads alongside a nominated Customer Success team representative must develop a communication plan for apprentices, their line manager and the client. This must include:

- When the programme will be discontinued;
- The plan for current apprentices on programme;
- Assurance of support for remainder of the programme;
- Contact details of relevant staff members for questions and support.

Written (name, role, date):	Doniya Soni, Advanced Programme Lead August 2022
Version number:	V2
Last updated (name, role, date):	Rachel Hanley (Senior Projects Lead, Technical Curriculum) October 2024
Last reviewed (name, role, date):	Policy review - October 2024
Changes	<p>V2:</p> <ul style="list-style-type: none"> - This policy now covers all levy programmes, not just L4, including degree programmes - This policy now includes both programmes that are accredited by external End Point Assessment Organisations (EPAO), and degree programmes for which Multiverse is the approved EPAO - The 6 phases of design (discovery, concept, feasibility, demand, approval and development) have now been consolidated into 4 (domain discovery, programme discovery, scope and validation and build) to reflect our updated process. All activities are still carried out - Role change: Learning Product Managers are now referred to as TCLs