



Designated Quality Body  
in England

# Assessment for New Degree Awarding Powers

## Multiverse Group Limited



Review Report

May 2022

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## Summary of findings

New DAPs test components	Underpinning DAPs criteria						
	A	B1	B2	B3	C	D	E
The provider has demonstrated a full understanding of this criterion (meets the criteria now or in prospect)	Y	Y	Y	Y	Y	Y	Y
The provider has a credible New DAPs Plan for ensuring the criterion is met in full by the end of the probationary period	Y	Y	Y	Y	Y	Y	Y
The standards set for the proposed courses are at an appropriate level	Y						
	Overarching New DAPs criterion						
The provider is an emerging self-critical, cohesive academic community with a clear commitment to the assurance of standards supported by effective (in prospect) quality systems	Y						

## About this report

This is a report of a New Degree Awarding Powers Test (NDAPs) assessment of Multiverse Group Ltd conducted by QAA in May 2022 in accordance with the process outlined in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*.

Assessment of degree awarding powers (DAPs) is the process QAA uses to provide advice to the Office for Students (OfS) about the quality of, and the standards applied to, higher education proposed to be delivered by a provider in England under a New DAPs authorisation and on a provider's readiness to operate with a New DAPs authorisation.

This assessment was undertaken for the purposes of providing advice on the award of a New DAPs authorisation for Bachelor's Degree Awarding Powers (BDAP) up to and including Level 6.

## Provider information

Legal name	Multiverse Group Limited
Trading name	Multiverse
UKPRN	10055902
Type of institution	Alternative Provider
Date founded	2016
Start date of proposed higher education provision	2022
Application route	New DAPs
Level of powers applied for	Bachelor's Degree Awarding Powers (BDAP) up to and including Level 6
Subject(s) applied for	All subjects
Location(s) of teaching	Online delivery, management and administration provided through office in London
Number of current programmes as at 14 March 2020 (submission)	1 degree apprenticeship programme 3 Level 4 apprenticeships
Number of students as at 14 March (submission)	2,225 on Level 4 apprenticeships 20 on degree apprenticeship programme
Number of staff as at 30 June	Total 572 (management 13, academic 210, support/other 349)
Current awarding body arrangements	New College of the Humanities (NCH) validates the degree apprenticeship programme (BSc Digital and Technology Solutions (Data Analytics))

## About Multiverse

Multiverse is an apprenticeship training provider that has been in operation since 2016. Its mission is to 'create a diverse group of future leaders to fill the world's biggest skill gaps'. The provider delivers apprenticeship programmes that combine work, training and broader skills development opportunities.

Multiverse offers training programmes leading to UK qualifications at Levels 3 and 4 as well as one Level 6 degree apprenticeship. The degree apprenticeship - the Advanced Data Fellowship Apprenticeship - leads to an academic qualification: BSc Digital and Technology Solutions (Data Analytics). The degree is awarded by New College of the Humanities (NCH) through a partnership which was established in 2020, with the degree course having been validated by NCH in 2021. The partnership with NCH is a validation arrangement, with the course being developed by the provider and required to operate within the academic regulations of NCH. Multiverse is responsible for delivery, teaching and assessment for the degree course. The assessment boards, which agree assessment outcomes and confer qualifications, are chaired by a member of staff of NCH and the course is subject to monitoring and periodic review processes as required by NCH while Multiverse has responsibility for managing admissions and enrolment. The programme was developed

using the relevant Level 4 apprenticeship as its starting point, with the aim to build on the features of an apprenticeship such as formative assessment and application of skills in the workspace which would support inclusivity for those who may have been less successful in traditional education.

Apprenticeships in England are regulated and funded by the Education and Skills Funding Agency (ESFA) in conjunction with the Institute for Apprenticeships and Technical Education (IfATE). IfATE works with employer groups to produce apprenticeship standards which are delivered by apprenticeship providers for particular occupations. The apprenticeship standards set out expectations of competencies in terms of knowledge, skills and behaviours (KSBs). Apprenticeships involve an independent End Point Assessment (EPA) at the completion of the programme to confirm that apprentices have achieved the required KSBs for their apprenticeship programme. For the Level 4 apprenticeships these assessments are carried out by independent end-point assessment organisations (EPAOs). The provider is, therefore, only responsible for formative assessment (assessment and feedback which is intended to enable students to understand how they are progressing, and which does not contribute to any qualification made) on its Level 4 apprenticeships; and not the summative assessment of the programme (the formal marked assessments which establish whether the student has met the requirements of their apprenticeship), which is the responsibility of the EPAOs.

Multiverse currently delivers three Level 4 apprenticeship qualifications - Associate Project Manager, for which the EPAO is the Chartered Management Institute, and Data Analyst and Software Developer, for which the EPAO is Accelerate People.

The degree programme started in March 2021 and no awards have yet been made. The Level 4 apprenticeships all have several admissions points each year and, at the time of the assessment, there were around 2,225 students participating in these programmes while the degree course had a single cohort of 20 degree-apprenticeship students studying at Level 5. All degree apprenticeship students have been admitted to Level 5 with advanced standing as Multiverse has agreed an arrangement with NCH through which students who complete the Level 4 Data Analyst apprenticeship can be admitted directly to Level 5 of the degree course. A mapping of the learning achieved on the Level 4 apprenticeship against the learning outcomes of Level 4 of the degree was undertaken and NCH agreed that students completing the apprenticeship at the provider could be admitted to Level 5 through a recognition of prior learning (RPL) arrangement. There is also a process through which applicants holding a level 4 qualification gained elsewhere may apply for consideration of RPL. At the time of the assessment visit, there were no degree apprenticeship students studying at Levels 4 or 6.

All of the provision is delivered online. Multiverse has office premises, for administration and management purposes, in central London.

If successful in gaining NDAPs, Multiverse plans to offer three degree programmes during the probationary period. The BSc Digital and Technology Solutions (Data Analytics) has already been developed and approved and is therefore ready to commence from September 2022. This will be very similar to the existing programme of the same title that is currently validated by NCH. There will also be a further BSc Digital and Technology Solutions which Multiverse hopes to launch in September 2022, although consideration is still being given to the specialism (either IT Consultant or Business Analyst) for this version. A further programme, [REDACTED], will be developed for launch in March 2024. The existing NCH validated degree will continue during a transition period until existing students have completed.

Multiverse's plans include investigation of the potential to deliver degree apprenticeships

[REDACTED]. A scoping exercise will be conducted to assess the appropriateness of these potential developments, with a decision being made on whether to proceed to be taken in November 2022. [REDACTED]

[REDACTED] The team was told that there is a single governance, Board and decision-making structure [REDACTED]

[REDACTED] apprentices would be enrolled via programmes which are registered within Multiverse Group Limited.

## How the assessment was conducted

The QAA team completed an assessment of Multiverse Group according to the process set out in [\*Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019.\*](#)

The OfS referred Multiverse Group to QAA for a New DAPs test assessment on 21 February 2022 and the provider's submission and supporting evidence was received on 14 March 2022. The assessment began on 14 March 2022, culminating in a final report to the Advisory Committee on Degree Awarding Powers on 14 July 2022 and final advice to the OfS.

The team appointed to conduct the assessment was as follows:

Name: Claire Blanchard

Institution: University of Wales Trinity Saint David

Role in assessment team: Institutional assessor and Subject Assessor

Name: Mark Cooper

Institution: University of Portsmouth

Role in assessment team: Institutional assessor

Name: Mark Irwin

Institution: British and Irish Modern Music (BIMM) Institute

Role in assessment team: Institutional assessor

The QAA Officer was Julia Baylie.

The size and composition of this team is in line with published guidance and, as such, is comprised of experts with significant experience and expertise across the higher education sector. The team included members with experience of similar providers to the institution, and knowledge of the academic awards offered and included academics with expertise in subject areas relevant to the provider's provision. Collectively the team had experience of the management and delivery of higher education programmes from academic and professional services perspectives, included members with regulatory and investigative experience, and had at least one member able to represent the interests of students. The team included at least one senior academic leader qualified to doctoral level. Details of team members were shared with Multiverse prior to the assessment to identify and resolve any possible conflicts of interest.

The team conducted the assessment by reference to a range of evidence gathered according to the process described in the Guidance for Providers. The criteria used in relation to this assessment are those that apply in England as set out in paragraphs 215-216 and in Annex C in the OfS regulatory framework. To support the clarity of communication between providers and QAA, the DAPs criteria from the OfS regulatory framework have been given unique identifiers and are reproduced in Annex 4 of *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019.*

Multiverse's initial documentary submission was received on 14 March 2022. This consisted of the New DAPs Plan (NDAPs Plan) (185 pages in length), and 220 items of supporting evidence. Following the initial desk-based analysis of the NDAPs Plan and the evidence, the team made requests for further evidence/clarification and an additional 127 pieces of evidence were provided. A small number of additional items of evidence were provided during the visit (47), and the total evidence base by the end of the process consisted of 394 items.

As the provider delivers its programme online, the visit was virtual and took place on 9 and 13 May 2022. The visit included five meetings - with the Chief Executive Officer and Vice President for Learning, senior staff and academic leaders, academic staff, students, and professional support staff - and a final meeting with the senior staff. The visit also included demonstrations of several systems (the details of which are referred to in the relevant criterion).

Further details of the evidence the assessment team considered are provided in the 'Explanation of findings' below.



## Explanation of findings

### Criterion A: Academic governance

#### Criterion A1 - Academic governance

1 This criterion states that:

- A1.1: *An organisation granted degree awarding powers has effective academic governance, with clear and appropriate lines of accountability for its academic responsibilities.*
- A1.2: *Academic governance, including all aspects of the control and oversight of its higher education provision is conducted in partnership with its students.*
- A1.3: *Where an organisation granted degree awarding powers works with other organisations to deliver learning opportunities, it ensures that its governance and management of such opportunities is robust and effective and that decisions to work with other organisations are the result of a strategic approach rather than opportunism.*

#### The evidence considered and why the team considered this evidence

2 The QAA team assessed this criterion by reference to a range of evidence gathered according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and Multiverse's submission. The assessment team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraph 232 of the regulatory framework, namely, to assess Multiverse's understanding of this criterion and to test the credibility of Multiverse's New DAPs Plan in relation to this criterion.

3 Specifically, the assessment team considered or assessed:

a Whether Multiverse's higher education mission and strategic direction is supported by policies that are coherent, published, understood and applied consistently the team reviewed:

- The NDAP Plan [000]
- Multiverse's articles of association [004]
- Multiverse's mission and values. [072]

The team also discussed short, medium and long-term plans in a meeting and presentation with the Multiverse Chief Executive Officer (CEO) and Vice-President for Learning. [M1]

b How the policies have been designed and constructed to support Multiverse's higher education mission, aims and objectives. The team scrutinised:

- Policies: Academic Freedom, [008] Academic Regulations, [018] Apprentice Code of Conduct, [019] Apprentice support, [020] Apprentice Voice, [021] Complaints [022], External Examiner; [023] Programme Design, Development and Approval; [024] Recognition of Prior Achievement; [025] Assessment; [028] Admissions, [029] Programme Monitoring & Review, [030] Teaching and Learning Approach; [032] Bullying and Harassment, [039] Diversity, Equality and Inclusion; [040] and

Tutor Development [043]

- The plan for the tracking and review of policies as evidenced in the policy review and feedback log. [091]

The team also met senior staff, [M2] students, [M3] academic staff [M4] and professional support staff. [M5]

c To test how Multiverse develops its policies and procedures in collaboration with its staff, students and external stakeholders, the team reviewed:

- Minutes of the Academic Quality Council (AQC) [001; 026; 027; 036] to confirm the policy approvals process.

The team heard from senior staff, [M2] academic staff [M4] and professional support staff [M5] about how Multiverse engages with and consults staff in the development and implementation or planned implementation (for new or untested policies) of Multiverse's policies and procedures. The team also met students [M3] to explore if, and in what ways, Multiverse engages with them in the development and communication of policies and procedures.

d In determining whether there is clarity and differentiation of function and responsibility at all levels in the organisation in relation to its academic governance structures and arrangements for managing its higher education provision, the team sought to understand Multiverse's current and proposed committee structure. This was done by exploring:

- Governance Structure Chart [044]
- Terms of Reference of the AQC [031]
- Terms of Reference of AQC subcommittees - Apprentice Representative Committee; [257] Global Equality, Diversity and Inclusion Committee; [258] Employer Review Committee; [259] HE Implementation Committee; [255; Teaching and Learning Committee; [261] Admissions Committee; [256] and Programme Committees. [260]

e To establish and test that the function and responsibility of the senior academic authority is clearly articulated and consistently applied, the team reviewed how, within the governance structure, the work and reporting lines of the AQC work in practice by scrutinising:

- AQC's terms of reference [038]
- AQC agendas and minutes [001; 026; 027; 036; 037]
- Terms of reference of more senior organisational committees, the Quality Subcommittee, [031] the Product Roadmap Subcommittee [191] and associated minutes [263; 264; 265; 266; 267; 268; 269; 270; 271; 272; 273]
- Board of Directors' meeting agendas and associated presentation slides. [254b/c]

The team then further triangulated the operation and relationships between committees, especially that of the AQC, in meetings with the CEO, [M1] senior staff, [M2] students, [M3] academic staff [M4] and professional support staff. [M5]

f To ascertain how Multiverse intends to successfully manage the responsibilities that would be vested in it were it to be granted degree awarding powers and that it has

appropriate depth and strength of academic leadership, the team considered the leadership and management structure by exploring:

- Organisation Chart [007]
- NDAP Plan, [000] Membership of the QSC [031]
- Membership of the Senior Leadership Team (SLT) [253] and a range of associated Staff CVs [232; 234; 235; 236; 237; 238; 239; 240; 241; 242; 243; 244; 245; 246; 247; 302; 303; 304; 305; 306; 307]
- Job descriptions for senior leaders, including the Quality Manager, [233] Head of Programme, [221a/b] Programme Lead, [221c] Senior Learning Designer [229] and that of the overarching Academic Board Members. [224]

The team also reviewed Multiverse's future plans to continue to invest in strategic leadership with additional higher education specific roles leading up to and through the probationary period through the NDAP Plan [000] and in meetings with the CEO [M1] and senior staff. [M2]

g To determine to what extent and how effectively students individually and collectively are engaged in the governance and management of the organisation and its higher education provision, the team explored:

- Multiverse's Apprentice Voice Policy [021]
- Terms of Reference of QSC and AQC [038; 031]
- Programme Approval Panel Terms of Reference [086]
- Minutes of approval panel. [042]

The team also discussed the plans for full student engagement in the QSC and potentially with the Board of Directors (BoD) in a meeting with the CEO [M1] and with senior staff. [M2]

h In exploring how Multiverse works with, or proposes to work with, other organisations to deliver learning opportunities and the related arrangements are strategic in approach and informed by the effective assessment of risk and due diligence, the team scrutinised:

- Validated partnership agreement with the New College of the Humanities (NCH) [002]
- Multiverse's arrangements with End Point Assessment Organisations (EPAOs) [201; 202]
- Criteria and process Multiverse uses to select EPAOs [196,274]
- Report on monitoring and evaluating success of partnership with NCH. [186]

### **How any samples of evidence were constructed**

4 The team did not construct any sampling for this criterion as it was possible to scrutinise all available evidence.

### **What the evidence shows**

5 Multiverse's plans in relation to this criterion are set out below.

6 Multiverse indicates that policies and procedures relating to degree awarding powers will be available on the website by August 2022 and incorporated into relevant

documents for students and their managers in time for the first recruitment to the new programmes. Plans during the probationary period include the development of training for staff in policies and procedures by September 2022. Training will be evaluated on a quarterly basis. Marketing materials will be reviewed [REDACTED], for consideration by the HE Implementation Committee prior to being put to AQC for approval in December 2022/January 2023. Governance will be strengthened by appointing student representatives to the Degree Apprentice Management Board by September 2022 and appointing an additional external member of the Academic Quality Council (AQC). Multiverse plans to appoint a student to membership of AQC by September 2022, who will attend meetings from January 2023. Multiverse intends to carry out an annual internal review of its governance arrangements and an external audit of academic governance is planned for year three of the probationary period.

7 Evidence that the NDAP Plan identified to be submitted during the probationary period - to demonstrate progress in implementing the NDAP Plan - includes committee minutes, committee terms of reference, evidence of programme approvals and periodic review, evidence of publication of policies and of staff training in their implementation, evidence of the appointment of a student to AQC, communications with students regarding policy changes, reports on annual internal self-assessment of the governance arrangements, and [REDACTED] in relation to the alignment of policies and committees and associated training.

8 The assessment team's analysis of the evidence led to the following observations.

9 Multiverse's mission is 'to create a diverse group of future leaders in the world's leading companies'. [072] Multiverse has determined that higher education qualifications and particularly degree apprenticeships are the vehicle which would enable it to support individuals to further advance their career potential. [000, M1] Multiverse has designed and constructed a range of well written, clear, comprehensive policies and procedures in support of its higher education mission, aims and objectives, which it intends to review regularly and update. [000] Policies now in place are: Academic Freedom; [008] Academic Regulations; [018] Apprentice Code of Conduct; [019] Apprentice Support; [020] Apprentice Voice; [021] Complaints; [022] External Examiner; [023] Programme Design, Development and Approval; [024] Recognition of Prior Achievement; [025] Assessment; [028] Admissions; [029] Programme Monitoring and Review; [030] Teaching and Learning Approach; [032] Bullying and Harassment; [039] Diversity, Equality and Inclusion; [040] and Tutor Development. [043] These policies are currently live documents and are amended and updated, as appropriate, with changes logged in a policies feedback and change log. [091] Multiverse publishes its policies and procedures on its website [<https://www.multiverse.io/en-GB/our-policies>] and intends to ensure that they are incorporated into documentation for higher education students by September 2022. [000] The team found that Multiverse's higher education mission and associated policies are coherent and published.

10 Policies are robustly scrutinised and approved by the Academic Quality Council (AQC), as evidenced by its minutes, [001; 026; 027; 036] to ensure that they meet relevant external reference points such as the sector-recognised standards, the UK Quality Code and the apprenticeship standards. As part of its process for policy development, staff held discussions with existing degree apprentices and degree delivery staff to understand where they felt the programme support could be improved [000,M2,M3] and took the opportunity to consider the application of the NCH regulations and any challenges they had experienced in implementing them, with a view to understanding what would work well for them as a degree provider. A log of the challenges they have faced in implementing NCH policies was created to support this activity. [000p65; 339] The team also met and heard directly from the senior team, [M2] academic staff [M4] and professional support staff [M5] to gauge their involvement in the creation and development of policy and procedures. In these meetings

staff were able to articulate their contribution to policy development and application, for example through contribution to the preparations for new degree awarding powers, through involvement in committees and through appropriate application of policies and procedures in their various roles. Multiverse plans to review its policies annually, through the Higher Education Implementation Committee, to assess their implementation and effectiveness. [000] AQC has been the forum for discussion and approval of policies and procedures in preparation for new degree awarding powers. AQC does not currently have student membership and therefore there has been no formal involvement of students in policy development through the governance structure. However, as noted above, students were consulted during the policy development process, and Multiverse is committed to adding a student to AQC which would ensure student input into future policy development and implementation. The NDAP Plan indicates that evidence of appointment of a student to AQC will be available in September 2022. The team was therefore satisfied that Multiverse develops and implements its policies in collaboration with its staff and students, that policies are understood and that there are plans in place to monitor the consistency of their application.

11 AQC is the senior academic authority for higher education programmes. AQC is scheduled to meet quarterly although it meets monthly when required, and is responsible for overseeing academic standards and the quality of programmes above Level 4. [000; M1; M2; M4] AQC's terms of reference [038] are detailed and cover business related to regulation, academic standards, codes of practice, policies, programme approval, oversight of subcommittees, enhancement, collaborations and partnerships including EPAOs and the appointment and removal of external examiners. Meeting minutes [001; 026; 027; 036; 037] confirm that the AQC is already operating as the effective senior academic authority within the governance structure as Multiverse moves towards its application for new degree awarding powers. The governance and committee chart in the New DAP Plan [000p59; 044] presents a logical, well constructed range of subcommittees to support the work of the AQC. Terms of Reference for its subcommittees (Teaching and Learning; Admissions; and Higher Education Implementation Committee) are in the process of being drafted for approval by AQC by no later than September 2022. [000] Draft Terms of Reference outline the core responsibilities of each subcommittee. The team found these to be appropriate, clear and suitable for the business for which they have oversight. The subcommittees are the Apprentice Representative Committee; [257] Global Equality, Diversity and Inclusion Committee; [258] Employer Review Committee; [259] HE Implementation Committee; [255] Teaching and Learning Committee; [261] Admissions Committee; [256] and Programme Committees. [260] Each set of terms of reference provide context for the committee, bulleted responsibilities, reporting lines and membership, quoracy details and frequency of meetings and appear appropriate to the discharging of their role in the management of the provision.

12 The team found some lack of clarity in the reporting lines relating to the AQC and Quality Subcommittee (QSC), such that the team was initially unclear which of these two committees held seniority. In the governance structure AQC is a subcommittee of the QSC (to which the Board of Directors has delegated responsibility for academic and quality issues). The team explored the relationship between QSC and the newly formed AQC as there was some contradiction and ambiguity in the New DAP Plan [000] as to which committee was considered the key committee responsible for the oversight of quality assurance. The team also noted some potential overlap in the roles of the two committees as set out in their terms of reference, for example both indicate some responsibilities in relation to approval of policies and programme approval. The team explored the differences in responsibility of these two committees in discussions with senior [M2] and academic staff [M4] which indicated that AQC is a sub-structure of QSC, with QSC defined as being the Multiverse Group's senior quality committee covering all non-HE provision. QSC had previously also been the senior committee for the degree programmes; however, Multiverse recognised the importance of having a dedicated governance forum for its higher education

programmes and therefore introduced AQC in order to ensure an appropriate focus on the higher education programmes. Senior staff [M2] acknowledged the potential overlap and noted that greater clarity in the associated terms of reference for QSC and ASC may be required. It was also explained that the Quality Manager was working on ensuring that there are clear schedules for which reports go to each committee. [M2]

13 The committee chart [044] indicates that the senior committee to QSC is the Board of Directors, and responsibility for the strategic direction and approval of Multiverse's apprenticeship product roadmap sits with the Product Roadmap Subcommittee (PRSC) which reports directly into Multiverse senior leadership and the Multiverse Board of Directors. The Board is made up of the CEO and President [REDACTED] and three investor directors [REDACTED]. [000; M1] The Board's function and responsibilities are set out in Articles of Association. [251] Multiverse explained [000d] that it makes a clear distinction between the academic and quality governance mechanisms and the strategic and operational governance mechanisms which are dealt with through the Senior Leadership Team (SLT), Product Roadmap Committee and the Board. Board agendas and associated slides [254 b/c] detail the range of business the Board considers at each meeting which link directly to the published Articles of Association. [251] The team found from evidence provided in Board papers and minutes [254,344] that the focus of the Board is on business, finance and the commercial aspects of the organisation.

14 Responsibility for the strategic direction and approval of Multiverse's apprenticeship 'product roadmap' sits with the Product Roadmap Subcommittee (PRSC), [Terms of reference 191] which reviews the commercial performance of programmes and approves whether programmes require significant change or should cease to be part of the portfolio. It is responsible for approving whether proposals for new programmes should be progressed. It reports directly into the Multiverse SLT and the Board. PRSC papers [216; 217] provide useful context to the operation of the committee, and associated minutes detail the breadth and depth of discussion relating to planning (including each roadmap), validation of projects and each set of minutes captures recommendations and actions. [263-273] An associated decision and action log [262] keeps track of progress. The team found that the function of the PRSC is sufficiently differentiated from AQC as its Terms of Reference indicate its focus on programmes from a commercial and strategic rather than academic perspective. [191]

[REDACTED]. Core committees which have been established for degree awarding purposes, such as the Board of Examiners and the Teaching and Learning Committee, would take on a global remit, [REDACTED]. Any changes to membership would be approved via AQC. The team determined that, although amendments to the Terms of Reference for AQC and QSC would improve understanding of their respective roles in relation to higher education, overall there is sufficient clarity and differentiation of function and responsibility at all levels in the organisation in relation to academic governance structures and arrangements for managing the higher education provision.

15 Multiverse is headed by the Chief Executive Officer (CEO), who is supported by a President and seven Vice-Presidents (VPs). Each VP covers a specific portfolio and heads the staffing for the related areas of the organisation. There is also a Chief of Staff and three Directors (Data and Insights, Communications and Public Affairs, and Finance) who report to the CEO. The degree apprenticeships sit under the VP for Learning and the Director of Delivery, both of whom report to the CEO. There are three further Directors: Director of Advanced Programmes, Director of Delivery and Director of Learning. To assess the depth and strength of academic leadership, the team considered job descriptions [221-237] and CVs or LinkedIn profiles [238-247,000d] for senior staff and academic leaders. The team

found that senior staff have appropriate qualifications and experience and that there is appropriate strength and depth of academic leadership.

16 The team also found that there are appropriately qualified and expert members of committees including external members. For example, AQC's Terms of Reference [038] indicate that it is responsible for ensuring the successful development and integration of higher education practices. It is chaired by the Director of Advanced Programmes who oversees the degree apprenticeship programmes. Multiverse has also employed an experienced Senior Learning Designer who is a Senior Fellow of the HE Academy and a former Head of Teaching and Learning at a UK university, [CV 229] and a Quality Manager [Job description 233] who is an Associate Fellow of the HE Academy with 10 years' experience of quality assurance roles in a UK university and a further education college. [profile,000d] The QSC is chaired by the Director of Delivery and Operations and attended by a cross-organisational group of Directors and SLT members and two external advisers: [031; M2] one being the former government Tsar on apprenticeships and Ofsted's ex-Deputy Director for Further Education and Skills. [000] In October 2021, the Quality Subcommittee [QSC minutes 033] also approved the appointment of an external adviser with established higher education academic experience and knowledge to join the AQC, [job description 224, profile 000d] thus bringing expert external scrutiny in the context of degree provision.

17 Multiverse plans to deepen and strengthen academic leadership during the new degree awarding powers probationary period [000,M1] through recruitment to additional roles and expanding membership of committees. From September 2022 Multiverse plans to

[REDACTED] commit to reviewing membership of the AQC as part of the planned annual self-assessment of academic governance. Multiverse will continue to require external academic membership of the AQC and commit to replacing any external member who chooses to step down during that period, ensuring their replacement by individuals holding a similar skill set and academic experience. Multiverse also plans, during the probation period, to introduce additional academic staff (heads of programme and programme or technical leads) who are being supported to gain HE Academy senior fellowship, to membership of AQC. [000,M2] Senior staff told the team that Multiverse will continue to invest in strategic leadership and additional higher education specific roles leading up to, and through, the probationary period. [M1,M2] The AQC will monitor Multiverse's progress in filling the following identified roles: an HE Compliance Lead (June 2022), [REDACTED], Admissions Executives with specific responsibility for Recognition of Prior Achievement and a number of Assessment Executives. [000] The team found that Multiverse employs well qualified and experienced leaders in senior posts and that staff and external committee members bring a range of knowledge and experience to both academic issues and apprenticeships, thus providing strength and depth of academic leadership to support the development and delivery of degree apprenticeships.

18 To further ensure that it will manage successfully the responsibilities vested in it were it to be granted degree awarding powers, Multiverse plans to complete a self-assessment of the academic governance structures against the 'Reviewing Academic Governance in higher education framework' 2017 [REDACTED]. This activity is expected to be completed annually by the Director of Advanced Programmes in collaboration with one of the external committee members with reported findings to be received by the AQC and Quality Subcommittee to allow for more senior scrutiny of governance structures. [000; M2] In addition to this annual internal review, Multiverse plans to commission external consultants to review its governance, with reporting on findings scheduled to be received in February 2025.

19 Students are already individually and collectively engaged in the governance and management of the organisation and its higher education provision and are supported to be able to engage effectively, although student representation is not currently operating at all levels of the governance structure. An Apprentice Voice Policy [021] has been devised and adopted. The policy clearly sets out the mechanisms by which the student voice will be heard and how representatives are elected. [000; 021] Activities to engage with the student voice include representation on various quality assurance and governance groups, through surveys, an open-door culture and the complaints and appeals processes. [000; 021; M2; M3; M4] The policy also details mechanisms for feeding back to students on any outcomes relating to their engagement. [021] There is currently no student representation at Board of Directors level, although the CEO told the team [M1] that the Board has been looking at ways of introducing this. The team noted that according to its Terms of Reference [038] Academic Quality Council (AQC) does not currently include student representation on its membership; however, the NDAP Plan [000] indicates that a student will be added to membership of AQC by September 2022, and will attend meetings from January 2023. This was confirmed in meetings with the CEO and senior staff team, [M1,M2] where the team was told that this will change as Multiverse considers student representation on the AQC to be essential to the effectiveness of their engagement in the management of their higher education provision.

20 The Quality Subcommittee [031] (QSC) does have provision for student membership, and further example of student representation is noted in the Programme Management Board [021] Programme Approval Panel Terms of Reference [086] and the report of an approval panel [042] indicates that this has been implemented in practice and that a student was involved in the most recent programme approval process. Panel members are provided with guidance to enable them to carry out the role effectively, [085] although this is generic rather than tailored for student panel members. In addition, under current arrangements with NCH, there is a Programme Management Board for the NCH degree [003] which has had a degree student representative on its membership. Students who met the team [M3] confirmed that they had received support from Multiverse to undertake the role, particularly with regard to how they can best engage and support their peers in committee meetings. Staff told the team [M5] that student representatives are supported with training through the Elevate Programme, [045] which includes, for example, guidance for student representatives on their role in facilitating feedback and strategies for engaging their peers.

21 In October 2020, Multiverse entered into a validation partnership agreement [002] with the New College of the Humanities (NCH) to design and deliver their first-degree apprenticeship, the BSc (Hons) Digital and Technology Solutions (Data Analytics). The partnership agreement [002] sets out the responsibilities of both parties, with Multiverse being responsible for programme design and development, delivery and assessment. The NCH degree apprenticeship programme, referred to for marketing purposes as the Advanced Data Fellowship (ADF), was launched in March 2021. The Multiverse team meets quarterly with NCH to undertake a formal partnership review which concludes in a high-level summary performance report. [Partnership update 186; M2] Multiverse also complies fully with NCH's requirements for module and programme-level evaluation and monitoring and the use of the external examiner in assessment processes (further discussed under criterion E). Multiverse also has arrangements in place with other organisations who act as EPAOs for its Level 4 apprenticeship provision, and these are defined in written legal agreements. [201,202] For the programmes at Level 4, Multiverse has contractual agreements with Accelerate People [202] for Level 4 Data Fellowship and Software Engineering Programmes, and with the Chartered Management Institute [201] for the Level 4 Project Management Programme. When selecting EPAOs, Multiverse has a clearly defined selection process to ensure that the standard of the EPAO is in line with its quality expectations, [196] which include selection criteria devised to ensure that apprentices receive a high-quality



assessment experience as well as timely feedback and appropriate guidance. Although the arrangements with EPAOs are not within the parameters of the criterion they do illustrate that, when working with or proposing to work with other organisations, Multiverse takes a strategic approach to partnerships and due diligence is undertaken in developing these arrangements.

## **Conclusions**

22 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment* by QAA, October 2019.

23 The team concludes that Multiverse, if granted degree awarding powers, has effective academic governance in place, with clear and appropriate lines of accountability for its academic responsibilities. This is evidenced in the development of a fledgling committee structure with well written and comprehensive supporting policies and procedures that have been developed in partnership with staff and align with the institutional vision and mission. Multiverse recognises some potential for overlap in the roles of some committees (QSC and AQC) and acknowledged that greater clarity in their terms of reference may be required.

24 Oversight of higher education provision is conducted in partnership with students, and a range of mechanisms for student engagement have been developed. While recognising the omission of student representation on the AQC, Multiverse has plans to correct this in the next iteration of AQC's terms of reference, and senior staff expressed a commitment to implementing plans for a student representative on AQC. Multiverse has also developed a policy for student engagement and offers formal training to support students in governance roles at the organisation, including effective advocacy.

25 Multiverse works effectively with NCH, its current degree-awarding body, and meets NCH's contractual obligations. The selection of EPAO partners demonstrates that Multiverse takes a strategic rather than an opportunistic approach to such arrangements, as is clearly evidenced in the way it sources, assesses, monitors and reviews the appointment of EPAOs. This gives the team confidence in Multiverse's approach to ensuring effective governance and management of formal partnership arrangements.

26 The team concludes, therefore, that Multiverse understands this criterion and that its New DAP Plan is credible and should enable Multiverse to demonstrate that it will fully meet the criterion by the end of the probation period.

27 Although the team regards the NDAP Plan as generally credible, some areas where the team considers the Plan would benefit from additional detail are explained in paragraphs 202-207 of this report.

## Criterion B: Academic standards and quality assurance

### Criterion B1 - Regulatory frameworks

28 This criterion states that:

*B1.1: An organisation granted degree awarding powers has in place transparent and comprehensive academic frameworks and regulations to govern how it awards academic credit and qualifications.*

*B1.2: A degree awarding organisation maintains a definitive record of each programme and qualification that it approves (and of subsequent changes to it) which constitutes the reference point for delivery and assessment of the programme, its monitoring and review, and for the provision of records of study to students and alumni.*

#### The evidence considered and why the team considered this evidence

29 The QAA assessment team assessed this criterion by reference to a range of evidence gathered according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and Multiverse's submission. The assessment team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraphs 232 of the regulatory framework, namely, to assess Multiverse's understanding of this criterion and to test the credibility of Multiverse's New DAPs Plan in relation to this criterion.

30 Specifically, the assessment team considered or assessed:

a Whether the academic frameworks and regulations governing Multiverse's higher education provision are appropriate to its current status and are implemented fully and consistently. The team considered:

- The Multiverse governance structure; [044] the NDAP Plan; [000] Academic Regulations; [018] and the Quality Calendar [041]
- AQC terms of reference [038] and AQC Minutes 110322, [027] draft terms of reference of the Employer Review Committee; [259] Programme Committees; [260] Admissions Committee; [029] terms of reference of the Prior Programme Committee; [260] HE Implementation; [255] and Senior Leadership Team [253]
- Policies relating to the recognition of prior achievement; [025] admissions; [029] programme design, development and approval; [024] programme monitoring; [030] assessment; [028] external examiners; [023] complaints; [022] and Apprentice Code of Conduct [019]
- The appeals process. [075]

The team also met the CEO and Vice President for Learning, [M1] senior staff, [M2] students, [M3] academic staff, [M4] and professional support staff. [M5]

b Whether Multiverse has created, in readiness, one or more academic frameworks and regulations which will be appropriate for the granting of its own higher education qualifications. The team reviewed:

- The NDAP Plan, [000] Multiverse governance structure; [044] Quality Calendar [041]

- Terms of reference: Board of Directors and Senior Leadership Team; [253] Programme committee; [260] Academic Quality Council terms of reference [038] and AQC minutes 110322 [027] and 231121 [036]
- Policies relating to recognition of prior achievement; [025] admissions; [029] programme design; [024] programme monitoring [030] and assessment; [028] external examiners [023]
- Programme Management Database [087]
- Advanced Data Fellowship degree Joint programme specification and commitment statement [047]
- AQC minutes, [026] Assessment Board minutes [051-053]
- Job descriptions for the Higher Education Records and Compliance Lead [064] and Quality Manager. [065]

The team also met the CEO and Vice President for Learning, [M1] senior staff, [M2] students, [M3] academic staff, [M4] and professional support staff. [M5]

- c How definitive and up-to-date records of each qualification to be awarded and each programme being offered by the organisation are being maintained, that these records are used as the basis for the delivery and assessment of each programme and that there is evidence that students and alumni are provided with records of study. The team considered:

- Job descriptions for the Higher Education Records and Compliance Lead [064] and Quality Manager [065]
- The NDAP Plan [000]
- Academic Regulations [018]
- AQC terms of reference [038]
- Policies relating to Programme Design, Development and Approval [024] and Programme Monitoring [030]
- Programme Specification and Commitment Statement [047]
- Programme Management Database [087]
- Job descriptions for the Higher Education Records and Compliance Lead [064] and Quality Manager. [233]

The team also met the CEO and Vice President for Learning, [M1] senior staff, [M2] students, [M3] academic staff, [M4] and professional support staff. [M5]

### **How any samples of evidence were constructed**

- 31 No sampling was undertaken for this criterion.

### **What the evidence shows**

- 32 Multiverse's plans in relation to this criterion are set out below.

33 The Academic Regulations will be reviewed each year commencing in July 2023, and any changes will be submitted to AQC for approval. All programmes offered under DAPs will be approved through the Programme Design, Development and Approval Policy which was approved by AQC in February 2022. Any changes proposed to programmes will be managed through change processes which are set out in the Programme Design, Development and Approval Policy. The policy includes templates for programme documentation to ensure a standard approach to information that will be used as the basis for delivery and assessment. The Quality Manager will implement a programme management database for use from September 2022 to track and record programme approvals and changes. The Quality Manager will conduct an audit of programme

management records each year in July, commencing July 2023, to ensure that all programme documentation is correct and up to date.

34 Boards of Examiners will be held on a quarterly basis to approve student results, and the associated data will form the basis of records of study for students. These will be released to students after each Board of Examiners meeting, commencing January 2023. Multiverse has engaged an external consultant to advise on further developing systems for managing records of study, and is recruiting to a post of Higher Education Compliance Lead who it hopes to have in post before September 2022. Multiverse will continue to run the degree programme with NCH until all current cohorts have completed in 2024. These arrangements will be managed via a Transition Plan which Multiverse will develop by November 2023.

35 Documentary evidence to demonstrate how Multiverse is progressing in implementing its NDAP Plan during the probation period will include committee minutes, evidence of policy reviews, evidence of relevant staff appointments, development of the records management system, board of examiners documentation and minutes, staff guidance on board of examiners, evidence of programme approval and change processes, and the NCH Transition Plan.

36 The assessment team's analysis of the evidence led to the following observations.

37 Multiverse's existing degree provision follows NCH's academic framework and regulations. NCH sets the academic regulations and associated policies for the current degree-level programme. [NCH regulations 076] Multiverse also currently delivers three Level 4 apprenticeship programmes which are accredited by two end-point assessors; Accelerate People (for Data Fellowship and Software Engineering) and the Chartered Management Institute (for Project Management). These programmes follow the requirements of the ESFA Apprenticeship Funding Rules, Institute for Apprenticeships and Technical Education (IfATE) apprenticeship standards.

38 In preparation for degree awarding powers Multiverse has developed a set of Academic Regulations [018] to support the running of its degree apprenticeships, ready for the first year of the probationary period. These regulations, and the supporting Assessment Policy, [028] which outlines the requirements for assessment and achievement of credit, were developed by the Advanced Programmes team and reviewed by internal staff members, external consultants and the external academic adviser who is a member of the academic governance body, the AQC. AQC membership includes internal staff members with experience across a range of areas including delivery, operations, teaching and learning, data and assessment strategy, as well as representatives of Multiverse senior leadership. [M2, M4, Academic Regulations 018, AQC minutes 026] AQC also includes an externally appointed academic member. [063] In addition, Multiverse has approved first versions of key policies related to the Academic Regulations. These include the Admissions Policy, [029] Assessment Policy, [028] Recognition of Prior Achievement Policy, [025] Complaints Policy, [022] and Programme Design, Development and Approval Policy. [024] The team found these policies to be robust and comprehensive as they cover all aspects of higher education provision and provide a clear framework for programme design and delivery, assessment and frameworks for all aspects of the student journey. Senior, academic and professional support staff [M2, M4, M5] explained the process by which regulations and policies had been developed and approved, their contribution to the development process and their experience of the application of relevant policies. The team was therefore confident that regulations and policies are understood by staff and are likely to be implemented fully and consistently during the probationary period.

39 Following the initial development and review stage, the Academic Regulations were subject to final consideration by the AQC and were approved at the AQC meeting in March 2022. [027] Multiverse plans to ensure that all regulations and policies will be reviewed annually in July by AQC, commencing in 2023. The team considered that the process for developing and approving academic regulations and policies had been thorough as it had taken account of operating the NCH regulations and had included the views of internal staff and external committee members. Multiverse plans that the Academic Regulations will be reviewed each year, with the process being overseen by the Quality Manager [M2,M4] who will check for consistency of application and make recommendations initially to the Higher Education Implementation Committee. Any proposed changes will then be considered by the Academic Quality Council on a yearly basis in July, commencing in July 2023. This process is set out in the Quality Calendar. [041]

40 The Academic Regulations [018] cover the internal processes and procedures relating to the degree apprenticeships, including the programme structures, arrangements and criteria for progression and awards, and the [credit framework](#) where the provider has chosen to follow QAA guidance on credit, with an honours degree qualification requiring 120 credits at each of Levels 4-6. [018, M2 and M4] The regulations also include reference to assessments, marking, credits and classifications consistent with the [Outcome classification descriptions for the Framework for Higher Education Qualifications \(FHEQ\) Level 6](#) which outline the award of credits and classifications based on the demonstrated level of knowledge and understanding, cognitive skills, practical skills, transferable skills, and professional competencies. [018, M2, M4] The Recognition of Prior Achievement Policy [025] provides a framework to formally acknowledge and assess skills and knowledge gained through experience in the workplace against academic learning outcomes. The Assessment Policy [028] supports the Academic Regulations [018] in terms of how Multiverse governs achievement of credit - in the outlining of the assessment strategy, [028] as well as information on marking and moderation and the role of external examiners and the Board of Examiners. [023] The team considers that the Academic Regulations and associated policies for assessment, external examining and recognition of prior achievement, provide a framework that will be appropriate for the granting of Multiverse's own higher education qualifications.

41 The NDAP Plan states that, prior to the start of the probationary period, the Academic Regulations and all associated policies will be posted on the [Multiverse Policies page](#) which is publicly available and accessible to all prospective applicants as well as current apprentices and employers. As part of their induction, apprentices and their managers are directed to this page and all apprentices and workplace managers must sign a Commitment Statement [047] which also directs them to the policies. As some of the policies will relate to degree provision with Multiverse as the awarding body and some to the arrangements with NCH, the NDAP Plan indicates that Multiverse will host both policies and make the labelling clear until the teach-out period with NCH ends in July 2024. [000, M2]

42 There is a standard design and approval process for higher education programmes which is outlined in the Programme Design, Development and Approval Policy. [024] Following approval any subsequent changes to a programme or qualification are managed through the minor or major change process outlined in the Programme Design, Development and Approval Policy. [024] Under the programme monitoring policy [030] approved programmes will be actively monitored and reviewed on an ongoing basis through Quarterly Programme Reviews (QPRs) and Periodic Reviews. Both the programme design [024] and monitoring [030] policies include a number of templates and guidance documents, including for each stage of design, development and approval, for minor or major changes, and for quarterly and periodic reviews while programmes are operational. These template forms must be completed for record purposes and will serve as reference points for delivery and assessment. A key component of the information regarding programmes is the approved

Programme Specification and Commitment Statement document, [047] which is produced before the final approval stage of the programme design and development and approval process, [024] and updated after every approved amendment as set out in the Joint Programme Specification and Commitment Statement template. The Joint Programme Specification and Commitment statement is the definitive outline of a programme (including key information such as programme and award titles, structure, programme and module learning outcomes, module specifications) and the standard template will be used for each new programme and will form the basis for delivery of programmes. The Quality Manager is responsible for oversight of the programme approval process and definitive programme information, as is clearly set out in the job description for the post. [233] The Quality Manager will also oversee the programme management database. The NDAP Plan [000] states that the Quality Manager will conduct an audit of programme management records each year in July, commencing July 2023, to ensure that all programme documentation is correct and up to date. Academic staff [M2,M4] explained how approved programme and module documentation would be used as the basis for delivery of programmes, the production of learning materials and assessment design. The team found that there are arrangements in place to ensure that definitive and up-to-date records of qualifications are maintained and that these will form the basis for delivery and assessment of each programme.

43 The Academic Regulations [018] state the requirements for students to be provided with award certificates and records of study which will set out details about Multiverse, the student name, programme, the level and amount of credit, the mark(s) gained and the date when credit was awarded. In preparation for degree awarding powers, to support the maintenance of student records and the arrangements for providing records of study for students and alumni, Multiverse has set up a working group which is working with an external consultant to look at data and record-keeping. [000] The group will report in June 2022 and the report will be sent to AQC in September 2022 for consideration of recommendations made. Multiverse is in the process of recruiting a Compliance Lead [000,M5] who will have a specific role in the oversight of student records and records of study. The job description for this post [064] indicates that this is a key role to 'develop policies and procedures for records management and awarding processes, including how this would work as a global provider'. Multiverse aims to have this post in place by June 2022, before the start of the probationary period in September 2022. Although the arrangements for the production of records of study have not yet been confirmed, pending the recommendations of the working group, professional support staff [M4] stated that Multiverse already produces transcripts for Level 4 apprenticeships so it has prior experience and supporting systems in place to do this. The team was also told that the Quality Manager has prior experience in this area and an understanding of what would need to be covered in records of study. Following the appointment of the Higher Education Compliance Lead, the compliance team will be responsible for this functionality, and the findings of the working group will go to this team to be implemented in practice from September 2022. [M5] The team considers that Multiverse has credible plans for providing students and alumni with records of study.

## Conclusions

44 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*.

45 The team concluded that Multiverse has developed an academic regulatory framework and associated policies to govern how it will award academic credit and qualifications which are fit for purpose and understood by relevant members of staff and external stakeholders. The policies and regulations are transparent and comprehensive,

have been approved by Academic Quality Council and collectively govern all aspects of the provision.

46 Multiverse has a clear and credible plan to create and maintain a definitive and up-to-date record of each qualification to be awarded and each programme to be offered. These records will be used as the basis for the delivery and assessment of each programme. There are also credible plans in relation to student data and a commitment to ensure that students and alumni will be provided with records of study.

47 The AQC will formally review the current regulations and provision has been made for this within the draft Academic Quality Calendar. Relevant elements from the programme and module specifications will be made available to students and their employers.

48 In anticipation of receiving degree awarding powers, Multiverse has put in place appropriate policies and regulations and is starting to implement some of these. The governance structure provides clear lines of responsibility for oversight of the policies and there are plans to review policies annually.

49 The team therefore concludes that Multiverse understands this criterion and that the New DAP Plan is credible and should enable Multiverse to demonstrate that it will fully meet the criterion by the end of the probation period.

50 Although the team regards the NDAP plan as generally credible, some areas where the team considers the Plan would benefit from additional detail are explained in paragraphs 202-207 of this report.

## Criterion B2 - Academic standards

51 This criterion states that:

*B2.1: An organisation granted degree awarding powers has clear and consistently applied mechanisms for setting and maintaining the academic standards of its higher education qualifications.*

*B2.2: Organisations with degree awarding powers are expected to demonstrate that they are able to design and deliver courses and qualifications that meet the threshold academic standards described in the Framework for Higher Education Qualifications (FHEQ). Organisations with degree awarding powers are expected to demonstrate that the standards that they set and maintain above the threshold are reliable over time and reasonably comparable to those set and achieved by other UK degree awarding bodies.*

### The evidence considered and why the team considered this evidence

52 The QAA team assessed this criterion by reference to a range of evidence gathered according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and Multiverse's submission. The assessment team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraph 232 of the regulatory framework, namely, to assess Multiverse's understanding of this criterion, to test the credibility of Multiverse's New DAP Plan in relation to this criterion and to test the academic standards of the proposed programmes.

53 Specifically, the assessment team considered or assessed:

a Whether Multiverse's higher education qualifications are offered at levels that correspond to the relevant levels of the Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies. The team reviewed:

- The NDAP Plan, [000] Multiverse governance structure [044]
- terms of reference for the Board of Directors [257] and Senior Leadership Team [253]
- Academic Quality Council minutes, 1 February 2022, [026] 26 October 2021 [037]
- Academic Regulations, [018] Multiverse common assessment rubric [070]
- Policies: Programme Design, Development and Approval, [024] Programme Monitoring, [030] Assessment, [028] External Examiner [023]
- Mapping of standards for ADF 2.0 [068]
- Programme Approval Event Terms of Reference [086]
- Product Roadmap Subcommittee preliminary approval - ADF, [083] ADF Programme Approval Event minutes, 7 December 2021 [042]
- Programme and Course Specifications for L4, [047] Programme Handbooks for L4. [046]

The team also met the CEO and Vice President for Learning, [M1] senior staff, [M2] students, [M3] academic staff, [M4] and professional staff. [M5]

b Whether the setting and maintaining of academic standards takes appropriate account of relevant external points of reference and external and independent points of expertise, including students. The team reviewed:



- NDAPs plan [000]
- Common assessment rubric [070]
- Policies relating to Assessment, [028] Programme monitoring, [030] Apprentice voice, [021] External examiner, [023] Programme Design [024]
- Academic Regulations [018]
- Academic Quality Council minutes [026] and Terms of Reference [038]
- Quality Calendar [041]
- ADF Programme Approval Event minutes [042]
- Annual Course (module) Review example Information Systems and Ethics [048]
- External adviser approval form [060]
- Common assessment rubric [070]
- Product Roadmap Subcommittee preliminary approval [083]
- Quarterly Programme Review (QPR) template [090]
- Multiverse governance structure. [044]

The team also met the CEO and Vice President for Learning, [M1] senior staff, [M2] students, [M3] academic staff, [M4] and professional staff. [M5]

- c Whether programme approval arrangements are robust, applied consistently, and ensure that academic standards are set at a level which meets the UK threshold standard for the qualification and are in accordance with Multiverse's own academic frameworks and regulations. The team reviewed:

- NDAP submission [000]
- ACR Information Systems & Ethics [048]
- Quality Calendar [041]
- Programme Design Policy [024]
- Academic Regulations [018]
- External Examiner Policy [023]
- AQC minutes [026,036,037]
- Programme Monitoring Policy [030]
- ADF Programme Approval Event minutes [042]
- Mapping of Standards for ADF 2.0 [068]
- Product Roadmap Subcommittee preliminary approval [083]
- Programme Approval Event ToR [086]
- Programme Management Database [087]
- Programme Approval Event outcome report [098]
- Example of external examiner feedback on assessment [099]
- Governance structure. [044]

The team also met the CEO and Vice President for Learning, [M1] senior staff, [M2] students, [M3] academic staff, [M4] and professional staff. [M5]

- d Whether credit and qualifications will be awarded only where the achievement of relevant learning outcomes (module learning outcomes in the case of credit and programme outcomes in the case of qualifications) has been demonstrated through assessment, and both the UK threshold standards and the academic standards of the relevant degree-awarding body have been satisfied. The team reviewed:

- NDAP Plan [000]
- Academic Regulations [018]
- Programme Design Policy, [024] Assessment policy [028]

- Programme Monitoring Policy [030]
- External Adviser approval form [060]
- Marking rubric [071]
- ADF Tutor Onboarding [095]
- Multiverse governance structure. [044]

The team also met the CEO and Vice President for Learning, [M1] senior staff, [M2] students, [M3] academic staff, [M4] and professional staff. [M5]

e Whether Multiverse's programme approval, monitoring and review arrangements are robust, applied consistently and explicitly address whether the UK threshold academic standards are achieved and whether the academic standards required by the individual degree-awarding body are being maintained. The team reviewed:

- NDAPs Plan [000]
- Programme Monitoring policy [024]
- Programme Approval Event Outcome report [084]
- Mapping of Standards for ADF2 [068]
- External Examiner Policy [023]
- Apprentice voice policy [021]
- Academic Quality Council minutes [026]
- Assessment policy [028]
- Programme Monitoring Policy [030]
- AQC ToR [038]
- ADF Programme Approval Event minutes [042]
- External Adviser approval form [060]
- Periodic Review Template [081]
- Product Roadmap Subcommittee preliminary approval [083]
- Governance structure [044]
- Level 4 Mapping guidance. [067]

The team also met the CEO and Vice President for Learning, [M1] senior staff, [M2] students, [M3] academic staff, [M4] and professional staff. [M5]

f To assess whether when establishing, and then maintaining, threshold academic standards and comparability of standards with other providers of equivalent level qualifications, appropriate use is made of external and independent expertise the team reviewed:

- NDAP Plan [000]
- Programme Management database [087]
- External Examiner Policy [023]
- Periodic Review Template [081]
- Quarterly Progress Review [090]
- Programme Monitoring Policy [030]
- Apprentice voice policy [021]
- Programme Design Policy [024]
- Assessment policy [028]
- AQX Minutes [037] and ToR [038]
- ADF Programme Approval Event minutes [042]
- Annual Course Review example Information Systems and Ethics [048]
- External Adviser approval form [060]
- Periodic Review Template [081]

- Product Roadmap Subcommittee preliminary approval ADF [083]
- Programme Approval Event ToR [086]
- Multiverse governance structure [044]
- Mapping criteria [069]
- External examiner role descriptor [062]
- External Adviser form. [063]

The team also met with the CEO and Vice President for Learning, [M1] senior staff, [M2] students, [M3] academic staff, [M4] and professional staff. [M5]

## **How any samples of evidence were constructed**

54 The team considered a random sample of Level 5 assessed work from the NCH degree programme showing the marking/moderation process (20 examples from two assessments, taken from different modules, representing a range of marks) to assess whether the assessments are set and marked at the appropriate level and that marking and moderation procedures ensure that credit is only awarded where the learning outcomes have been met.

## **What the evidence shows**

55 Multiverse's plans in relation to this criterion are set out below.

56 During the probationary period Multiverse plans to continue to map standards against the FHEQ for any new programmes it designs. Multiverse is aiming to approve a BSc Hons Digital and Technology Solutions Professional (specialism to be decided) by July 2022 and a [REDACTED] by Dec 2023 for delivery in 2024. Throughout the probationary period, Multiverse will generate evidence of credit being awarded to apprentices who have demonstrated the achievement of the learning outcomes through assessment. This will be evidenced through completed marking rubrics, internal and external moderation reports and annual external examiner reports in April each year from 2023.

57 Finalised internal processes and guidance for key policy areas including marking and moderation, academic integrity, external examiners, feedback, monitoring and review of programmes, and programme modification processes will all be agreed by the HE Implementation Committee in July 2022, ready for internal staff training in advance of launch in September 2022. Records of internal marking and moderation of assessments will be available on a quarterly basis from January 2023 onwards. An academic misconduct tracking database will be set up by September 2022, and evidence of the recording of academic misconduct, as well as any preliminary, stage 1 or stage 2 documentation will be available from January 2023 onwards.

58 Multiverse will develop its own agenda and guidance and provide staff training for internal Boards of Examiners by December 2022. Additional guidance for the first Board of Examiners meeting which will look at progression and awards will be developed by August 2023, ready for October 2023. External examiner moderation reports and minutes of the Board of examiners (which will record verbal feedback for the external examiner) will be available on a quarterly basis from January 2023 onwards. The first external examiner annual report (for NCH) will be available by August 2022 and subsequent external examiner reports for Multiverse's own provision will be available in April 2023, 2024 and 2025.

59 The minutes from the AQC and the Board of Examiners will be available from January and February 2023 respectively, demonstrating the processes of governance of Multiverse's own programmes. The first external examiner annual report for the NCH award

provision will be in August 2022. This will feed into the Quality Improvement Plan which will be signed off by the Programme Quality Subcommittee by November 2022. The first external examiner annual report for Multiverse-awarded provision will be available in April 2023. This annual report will be considered by relevant programme staff through the Board of Examiners written response as well as in Quarterly Programme Reviews. The themes from the first Quarterly Programme Reviews, including progression and completion data, and from the external examiner reports will be evaluated and the Multiverse Quality Manager will consolidate this into an annual report based on those themes to report to the Academic Quality Council, commencing in May 2023.

60 The assessment team's analysis of the evidence led to the following observations.

61 Multiverse has developed internal policies which outline clear processes for setting and maintaining the academic standards of the degree apprenticeship programmes. These include the Programme Design, Development and Approval Policy [024] for higher education programmes and the Programme Monitoring and Review Policy. [030] These policies clearly demonstrate the process for setting academic standards of higher education qualifications. The Programme Design, Development and Approval Policy [024] involves a three-stage process which includes consideration of a proposal by the Product Roadmap Committee, approval by AQC, and consideration by a panel which includes external input. Stage 2 of this process involves mapping of the qualification and learning outcomes to external reference points, such as the FHEQ and IfATE's Knowledge, Skills and Behaviours (KSBs) for the standard to ensure that modules are designed at the correct level and standard. Mapping to the standards is then reviewed as part of the programme approval event which has at least one external adviser from another institution. This process should ensure that qualifications are offered at the relevant level of the FHEQ.

62 The approval of the BSc Digital and Technology Solutions (Data) [097] which Multiverse proposes to launch in September 2022, took place in December 2021 and followed the process outlined in the Programme Design, Development and Approval Policy. [024] This included the consideration of the programme by a panel including internal and external representation (including a student), the scrutiny of documentation that was required to demonstrate alignment to the FHEQ standards and the apprenticeship KSBs as set out in mapping documentation for the programme. [068] The team considered the programme specification for the new programme [047] and found that the documentation demonstrated that the programme learning outcomes align to the FHEQ descriptors for Levels 4-6 as well as to the apprenticeship KSBs. The team also found the programme approval arrangements to be robust as the process was carried out in accordance with the policy, [024] included appropriate documentation and scrutiny by a panel involving external academic oversight and ensured that academic standards were set at a level that meets the UK threshold standard for the relevant qualification.

63 The team found that Multiverse makes appropriate use of external expertise in assuring itself that programmes comply with the relevant national qualifications' framework to ensure that it meets and maintains threshold standards for its programmes, to assess whether Multiverse is meeting the thresholds of the relevant standards on an ongoing basis and to enable benchmarking with other higher education providers. Multiverse uses two types of independent external expertise - external advisers [External Adviser application form 060,063] and external examiners. [External Examiner Job Description 062] An external adviser is a member of the AQC and provides ongoing feedback to Multiverse with an external perspective, for example on policies and procedures to maintain standards. The external member of the AQC also chaired the approval event for the approval of Multiverse's first independent degree programme. [042] Other external advisers are appointed for the specific purpose of contributing to programme approval, and the team confirmed that an external adviser with appropriate academic experience was involved in the Programme

Approval Panel for the ADF to provide feedback and guidance. [063] The report of the programme approval event for the ADF [042] demonstrates that the adviser appointed to the panel commented in detail on the programme proposals and provided advice and commentary on areas that could be improved (which were fed into the conditions and recommendations agreed by the panel that were then addressed by the programme team).

64 The Assessment Policy [028] supports the maintenance of academic standards. The Policy outlines expectations relating to setting and approving assessments, marking and moderation, academic integrity and misconduct, as well as providing information on the Board of Examiners and the role of external examiners. The process for the internal marking and moderation of assessments is outlined, including requirements for anonymous marking and use of plagiarism-detection software. The policy also includes a requirement for staff training in assessment and marking procedures. All degree-level programmes are designed within the framework of the Academic Regulations [018] taking into account the policies on assessment, mark schemes, and weighting of credits and modules. Once a programme is approved, staff develop specific assignments against the approved programme specification and any required external frameworks or benchmarks. Assessments are marked against grading rubrics [071] which are mapped to the outcome classification descriptors for Level 6 degrees in the FHEQ. Assessments are approved by the external examiner to ensure they meet required standards before being implemented. Multiverse has been developing a bespoke awarding classification and grading rubric (the common assessment rubric [070]) within its Academic Regulations. This is aligned to the outcome classification descriptors in the FHEQ and sets out expectations for achievement at each classification level on the basis of learning outcomes, knowledge and skills, insight and responsibility, critique and analytical and problem-solving skills.

65 To support assurance that standards are reliable over time and are comparable to other UK degree-awarding bodies, Multiverse's Academic Regulations [018] outline the approach to granting credits within modules and levels, including for exit awards, through assessment. This is outlined for coaches and instructors within the common assessment rubric [070] and individual module marking rubrics. [071] The Assessment Policy includes procedures for marking and moderation [028] which support a consistent approach to marking and moderation of assessments. Multiverse has opted for a model that awards letter grades to ensure all apprentices, particularly those who are not familiar with the UK grading system, are able to understand their grades in the context of their learning journey. [000,M4] Multiverse has also included conversion values for the European Credit Transfer Scheme and a grade point equivalent for each grade to ensure that calculations of results can be translated across institutions both nationally and internationally. [070] These master rubrics will be used to ensure all assignment mark schemes are aligned to the sector-recognised standards and Multiverse requirements, and outline the expectations of apprentices for each award classification. In the six months running up to launch, Multiverse will continue to test marking schemes with current coaches and use assignments from the existing degree to consolidate the approach. [000]

66 Multiverse is also creating training that will be a mandatory part of the Academic Development Pathway for all new coaches on degree apprenticeships [Coach onboarding 096] and (as set out in the External Examiner Policy [023]) induction for external examiners to ensure they understand their role in overseeing standards. The common assessment rubric [070] and the mark schemes [071] will both be available on the Multiverse website, with all other policies, as an appendix to the Assessment Policy. [028] To support the rigour and integrity of the academic standards of credits and awards, Multiverse has also developed the Academic Integrity and Misconduct Policy (included in the Assessment Policy [028]) which sets out clear definitions of different types of misconduct, thorough processes for handling identified cases of misconduct and indicative penalties attached to different types of misconduct.

67 Assessments are subject to internal moderation [Assessment Policy 028] and external moderation through the external examiner to ensure consistency and to satisfy achievement both at and above threshold standards. The Board of Examiners approves the moderated marks. [External Examiner Policy 023] In the QPR, Heads of Programme collate data and insight from wider staff to reflect on their programmes using multiple evaluation criteria, including the results of the monthly apprentice surveys, apprentice results, comparison to previous data, and they check for any changes to standards. Trends over time are also reported through the annual self-assessment report. For the degree apprenticeships one of the QPR evaluation criteria is also feedback from the external examiner reports, which assess the quality of Multiverse's provision and provide insight as to whether the quality of the provision remains comparable to that of other UK degree-awarding institutions. [Ref Demonstration meeting, M2 and M4]

68 For the current NCH programme, NCH chairs and operates the assessment boards. For its own programmes, Multiverse will take responsibility for these through an in-house Board of Examiners. Multiverse will develop a transition plan from the NCH programme by November 2023 for any apprentices not on track to complete by June 2024. Terms of Reference for Multiverse's own Board of Examiners [207] have been produced and will be supplemented by guidance and training provided by the Quality Manager. [000] The team found that Multiverse has established an appropriate framework of policies and procedures that should ensure that credit and qualifications are only awarded where the achievement of relevant learning outcomes has been demonstrated through assessment and UK threshold and the standards established by Multiverse have been satisfied. Assessed student work seen by the team demonstrated effective marking and moderation processes and confirmed that assessments are marked in line with the criteria. Assessed student work therefore showed that credit is awarded only where the achievement of learning outcomes has been demonstrated.

69 Multiverse has developed monitoring and review arrangements that address whether UK threshold academic standards are achieved and maintained. The Programme Monitoring and Review policy outlines its approach to ensuring that individual programmes remain relevant and meet academic standards. [030] As part of this, each programme must complete a quarterly report (QPR) [090,177,178] and there will be a Periodic Review every three years. [081] These monitoring arrangements are designed to ensure that the standards set continue to be current and relevant. Part of the QPR requires an assessment of the quality and relevance of the programme content and teaching and learning methods, ensuring that the programmes continue to meet the needs of employers and apprentices and the standards expected. Multiverse has not yet gone through a full programme monitoring process for the NCH programme. However, in line with NCH's policy, two annual module reviews have been completed [048,187] and are further discussed under criterion E. Although QPRs are an established part of Multiverse's quality assurance, the NDAP Plan [000] indicates that the report template is being reviewed with the intention of providing a new version by September 2022. This will include some additional areas that are particularly applicable to the degree programmes, including frequency of extenuating circumstances, details of reasonable adjustments and instances of academic misconduct; details of actions taken in response to the previous QPR, external examiner feedback, student feedback and details of any proposed changes to the programme. The aim of the Periodic Review Process [081] is to review the operation of programmes over a longer period, to take account of feedback from students and staff, and provide the opportunity to ensure that programmes incorporate any changes in external reference points for academic standards and quality. The Periodic Review template [081] is comprehensive and requires the consideration of strengths, weaknesses and areas of development in terms of the operation, delivery and content of the programme (including alignment to the FHEQ and apprenticeship standards), quality assurance and programme management, data on student achievement and plans for further development or change to the programme.

70 External examiners will be employed once a programme has been approved, to provide feedback on modules, assessments, and to sit on the Board of Examiners. [023] The role of external examiners in the assurance of standards is clearly articulated in the External Examiner Policy, [023] which includes detail of criteria and process for appointment and termination, induction, expectations and responsibilities, reporting arrangements and processes for raising concerns. The External Examiner Policy [023] indicates that external examiners will be part of the Board of Examiners and will be responsible for approving summative assessment tasks, external moderation of assessment processes, providing oral feedback at the Board of Examiners and an annual written report on performance and academic standards and assessment processes; and identifying any issues requiring attention. External examiners will be asked to approve proposed assessment tasks before they are implemented, and a template has been developed to support this process. [099] This process has already been operated for the existing NCH programme and the team saw evidence of this in operation, with comments from the external examiner being considered and addressed prior to finalising and issuing assessments. [099] The team also found from a sample of assessed work [S1] that assessments are set at the appropriate levels, marked against clearly articulated criteria and effectively moderated to ensure consistency.

71 Multiverse takes account of regular feedback from apprentices through their role as programme representatives and through internal feedback collection mechanisms (such as end-of-module, mid-programme surveys and end of programme surveys), the outcomes of which are considered as part of ongoing monitoring processes such as the QPRs and periodic reviews. [030] Students [M3] confirmed that they consider that they have a number of opportunities to provide feedback on their learning experience. If any areas for improvement are identified through any of the above areas, the minor or major change process as outlined in the Programme Design, Development and Approval Policy [024] would be initiated. The team found that, in establishing and maintaining academic standards and ensuring comparability of standards with other providers, Multiverse makes use of appropriate external and independent expertise including students.

72



## Conclusions

73 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*.

74 Multiverse's plans for meeting this criterion in full by the end of the probation period are clear and the stated approach is credible and realistic because Multiverse has developed

clear and consistent policies and processes for setting and maintaining the academic standards of its higher education qualifications. The programme design, development and approval procedure requires that programmes are designed against the relevant levels of the FHEQ and that sufficient account is taken of relevant external points of reference and independent expert viewpoints. Multiverse's plans for maintaining academic standards are clear and credible with an appropriate range of underpinning policies. They describe and are likely to support a robust approval process and thorough monitoring processes including annual monitoring and three-yearly periodic review.

75 There are appropriate procedures for the consideration and approval of marks by a Board of Examiners which will have the input of external examiners, thus supporting the awarding of credit and qualifications only where achievement of learning outcomes has been demonstrated through assessment. Multiverse's New DAP Plan provides for engagement of external advisers in all procedures relating to the establishment and maintenance of academic standards, and evidence shows that Multiverse has already been using external advice effectively in its academic developments. The team considers that Multiverse has developed credible procedures to identify and engage qualified and experienced external advisers to contribute to establishing and maintaining academic standards. External examiners are to be appointed before the first cohort of students commence each programme and robust procedures for their appointment and reporting are clearly articulated.

76 The team concludes, therefore, that the academic standards of the proposed programme should be appropriate, that Multiverse understands this criterion and that its New DAP Plan is credible and should enable the criterion to be met by the end of the probation period.

77 Although the team regards the NDAP Plan as generally credible, some areas where the team considers the Plan would benefit from additional detail are explained in paragraphs 202-207 of this report.



## Criterion B3 - Quality of the academic experience

78 This criterion states that:

*B3.1: Organisations with degree awarding powers are expected to demonstrate that they are able to design and deliver courses and qualifications that provide a high quality academic experience to all students from all backgrounds, irrespective of their location, mode of study, academic subject, protected characteristics, previous educational background or nationality. Learning opportunities are consistently and rigorously quality assured.*

### The evidence considered and why the team considered this evidence

79 The QAA team assessed this criterion by reference to a range of evidence gathered according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and Multiverse's submission. The assessment team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraph 232 of the regulatory framework, namely, to assess Multiverse's understanding of this criterion and to test the credibility of Multiverse's New DAP Plan in relation to this criterion.

80 Specifically, the assessment team considered or assessed:

### Design and approval of programmes

a Whether Multiverse has in place effective processes for the design, development and approval of programmes. The assessment team considered:

- The Programme Development Policy [024]
- New Programme Approval Template [080] and the outcomes from the approval process and related minutes [097, 340a]
- Periodic Review process [082]
- Policy for Programme Monitoring. [030]

The team also met staff involved in programme design and approval. [M2, M4, M5]

b Whether relevant staff are informed of and provided with guidance and support on the procedures for the design and approval of programmes. The team considered:

- The guidance provided to staff on the design and approval of programmes [277]
- Information on Coach onboarding [096]
- Information on the Academic Development Pathway. [094]

The team also met senior, [M2] academic [M4] and professional support staff [M5] involved in programme design and approval.

c Whether the responsibility for approving new programme proposals is clearly assigned, including the involvement of external expertise where appropriate, and that subsequent action is carefully monitored. The assessment team scrutinised:

- The Programme Development Policy [024]
- Programme Approval Event Panel Guidance [085] and Terms of Reference [086]
- Approval Outcomes Template [084]

- Outcomes from a programme approval. [097]

The team also met senior, [M2] academic [M4] and professional support staff [M5] involved in programme design and approval.

d Whether close links are maintained between learning support services and Multiverse's programme planning and approval arrangements. The assessment team examined:

- Programme Development Policy [024]
- New Programme Approval Template. [080]

The team also met senior, [M2] academic [M4] and professional support staff [M5] involved in programme design and approval.

### Learning and teaching

e That Multiverse articulates and implements a strategic approach to learning and teaching which is consistent with its stated objectives. The assessment team considered:

- The Teaching and Learning Policy [032]

and met staff at all levels of the institution [M1, M2, M4, M5] and students. [M3]

f Whether Multiverse maintains safe, accessible and reliable virtual and social learning environments that promote dignity, courtesy and respect in their use, and to confirm robust arrangements exist for ensuring that the learning opportunities provided to its students who all study at a distance from Multiverse are effective. The assessment team examined:

- The Apprentice Code of Conduct [019]
- Bullying Policy [039]
- Diversity, Equality and Inclusion Policy [040]
- Community Hub Guidance. [057]

In addition, the team was provided with walkthroughs and demonstrations of the online systems, including the VLE, Community Hub and Learner Analytics.

The team also met senior, [M2] academic [M4] and professional support staff [M5] responsible for their operation and end-users, and students. [M3]

g Whether every student is enabled to monitor their progress at Multiverse and further their academic development. The assessment team considered:

Multiverse's Learner Analytics system and VLE

- Templates and records of progress reviews. [089, 282-285]

The team also met students [M3] and senior, [M2] academic [M4] and professional support staff [M5] responsible for monitoring student progress and academic development.

## Assessment

h That Multiverse operates valid and reliable processes of assessment and the recognition of prior learning, which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought. The assessment team considered:

- Multiverse's Assessment Policy [028]
- Recognition of Prior Achievement Policy (RPA) [025]
- RPA Mapping Templates [058] and Mapping Guidance [067]
- RPA Logs. [290-292]

The team also met senior, [M2] academic [M4] and professional support staff [M5] responsible for assessment and its oversight, and students. [M3]

i That staff and students engage in dialogue to promote a shared understanding of the basis on which academic judgements are made and that students are provided with opportunities to develop an understanding of and the necessary skills to demonstrate good academic practice. The assessment team scrutinised:

- Multiverse's Assessment Policy [028]
- Apprentice Code of Conduct [019]
- Programme Handbook [046]
- Information on academic writing skills development programme [104]
- Guidance on developing student assessment literacy provided to staff. [095]

The team also met senior, [M2] academic [M4] and professional support staff [M5] responsible for oversight, student support, academic guidance, and students. [M3]

j That Multiverse operates processes for preventing, identifying, investigating and responding to unacceptable academic practice. The assessment team considered:

- The Assessment Policy [028]
- Apprentice Code of Conduct [019]
- The team also sought clarification on Multiverse's regulations on misconduct [000f Request for additional Information, 340\_AQCActionsLog]
- Guidance on academic integrity provided to staff and students in the programme handbook, [046] WriteWay Lab, [104] and details of staff onboarding. [095]

The team also met senior, [M2] academic [M4] and professional support staff [M5] responsible for oversight, student support and academic guidance, and students. [M3]

k That Multiverse's processes for marking assessments and moderating marks are clearly articulated and consistently operated by those involved in the assessment process. The assessment team considered:

- External examiner module reviews [061, 299, 300, 301]
- Assessment briefs [050, 296, 297, 298]
- Marking Criteria [069, 293, 294, 295] and Multiverse's generic marking rubric. [071, 341]

In addition, the team reviewed a sample of marked and moderated student work and associated feedback. [S1]

The team also met senior, [M2] academic [M4] and professional support staff [M5] responsible for oversight and operation of assessment, and students. [M3]

### **External examining**

l That Multiverses makes scrupulous use of external examiners, including in the moderation of assessment tasks and student assessed work. The assessment team scrutinised:

- External Examiner Policy [023]
- External examiner job description [062]
- Moderation of assessment tasks by external examiners [061, 299, 300, 301]
- External examiner comments on student assessed work as evidenced in assessment board minutes. [051,052]

The team also met senior [M2] and professional support staff [M5] responsible for the oversight of external examiners.

m Whether Multiverse gives full and serious consideration to the comments and recommendations contained in external examiners' reports and provides external examiners with a considered and timely response to their comments and recommendations. The assessment team scrutinised:

- The External Examiner Policy [023]
- Evidence of moderation of assessment tasks by external examiners [061, 299, 300, 301]
- Examiner comments on student assessed work. [051,052]

The team also met senior [M2] and professional support staff [M5] responsible for the oversight of external examiners.

### **Academic appeals and student complaints**

n Whether Multiverse has effective procedures for handling academic appeals and student complaints about the quality of the academic experience, these procedures are fair, accessible and timely, enable enhancement, and identify that appropriate action will be taken following an appeal or complaint. The assessment team considered:

- Current NCH Policies for complaints [077] and appeals [075]
- Multiverse Complaints Policy [022] and Multiverse's policy for academic

appeals enshrined within its Assessment Policy. [028]

The team also met students, [M3] and senior, [M2] academic [M4] and professional support staff, [M5] staff responsible for providing student guidance and those responsible for oversight and operation of these policies.

### **How any samples of evidence were constructed**

81 A random sample of Level 5 assessed work from the degree programme showing marking/moderation process and feedback (10 examples from two assessments, taken from different modules, representing a range of marks) was considered in order to assess whether processes for marking and moderation are consistently operated and whether staff have expertise in assessment and in providing feedback to students which is constructive and developmental.

### **What the evidence shows**

82 Multiverse's plans in relation to this criterion are set out below.

83 During the probationary period, Multiverse intends to continue to apply its programme design, development and approval process to new programmes and, where necessary, to amend programmes through the minor or major change procedures. Changes to programmes will be tracked and recorded on the programme management database, and training for staff in these processes will be provided by September 2022. The policies for programme design, development and approval and programme modifications will be reviewed on an annual basis commencing in July 2023 along with other policies. Prior to September 2022 the staff development policies will be updated to ensure that staff are appropriately developed to support the delivery of degrees. A training plan in the relevant policies, procedures and regulations will be developed for existing staff and incorporated into induction for new staff. [REDACTED]

84 Multiverse plans to continue to provide appropriate learning spaces and resources, and to operate systems for eliciting student views as well as ensuring that students who are dissatisfied will be able to submit a complaint. The AQC will receive annual reports from 2023 on these issues, including student feedback and any complaints. Tools will be developed to enable staff to monitor learning and teaching within their programme and for monitoring apprentice progress. The new Learning and Teaching Committee will report to AQC on a quarterly basis using a template that will be approved by September 2022. Assessment processes will be supported by additional staffing for the recruitment of students through recognition of prior achievement (RPA) by August 2022, and templates and guidance for RPA will be produced. Procedures for assessment marking and moderation will be operated, and procedures relating to extenuating circumstances and academic misconduct will be implemented. External examiners will be recruited and trained by September 2022 and once appointed the procedures established for their input and reporting will be followed. Arrangements for academic appeals and complaints, for example development of templates, will be completed by September 2022.

85 Documentary evidence to demonstrate how Multiverse is progressing in implementing its NDAP Plan during the probation period will include committee minutes, programme approval documentation, marking rubrics, evidence of external examiner training, evidence of engagement with the external examiner on assessments, policy reviews and staff training in policies, annual reports to AQC, internal marking and moderation reports, responses to external examiner reports, Board of Examiner documentation, documentation relating to RPA, complaints and appeals processes, evidence of induction on good academic practice and usage statistics for the WriteWay

Lab (which supports students in development of academic writing skills).

86 The assessment team's analysis of the evidence led to the following observations.

### **Design and approval of programmes**

87 Multiverse has already implemented and successfully operated the policies and procedures required to design and approve its own programmes as detailed in the NDAP Plan. [000] The Programme Development Policy [024] and New Programme Approval Template [080] provide detailed and coherent guidance for course development and modification. Multiverse has also developed a process for the Periodic Review of its programmes. [030,082] In addition, the Programme Approval Event Panel Guidance, [085] Terms of Reference for approval panels [086] and Approval Outcomes Template [084] together provide approval panels with concise and comprehensive guidance on the procedure and their roles and responsibilities in relation to them. The programme approval process [024] requires that approval panels include external academic input and a student member, and evidence of the approval panel [097] demonstrates that the approval event included an external academic/subject adviser and a student. The approval panel [086] makes recommendations to AQC on programme approval. [024] The team found from meetings with senior [M2] and professional support staff [M5] that the programme approval requirements are clearly understood by staff. To date, programme approvals conducted by Multiverse [BSc(Hons) Digital and Technology Solutions (Data) 097] indicate a rigorous and robust approach to course approval by a well qualified programme development team with precise alignment with sector-recognised standards and external reference points. These include the FHEQ and the Computer Science Subject Benchmark Statement, and apprentice standard Level 6 Digital and Technology Solutions Professional (DTSP), as well as a focus on inclusive, flexible and applied learning.

88 The guidance provided to staff on curriculum design and development [277] is specific and detailed, providing effective direction for staff. In addition, Multiverse provides curriculum and content design sessions as part of its continuing professional development programme for academic staff through staff induction [115\_CoachOnboardingPres] and through ongoing training offered through the Academic Development Pathway. [094\_AcaDevelopPathwayTask] The rigour of the process for development and approval and associated guidance and training ensures the academic coherence of Multiverse programmes as there is a requirement for mapping of learning outcomes across programme and module level and taking account of the level descriptors and the apprenticeship KSBs. Close links are maintained between Multiverse's learning support services and programme planning and approval. The team found that professional support services staff are involved in the course design process and as members of programme committees, allowing them to engage fully throughout the development process from the initial planning to final approval, where student support staff are also included as members of approval panels. [024, M1, M2, M5]

89 Multiverse plans to continue to develop its programme portfolio using the policy and process detailed above [000] and, as shown in AQC minutes, [340a] is currently developing a new programme, a BSc in Digital and Technology Solutions. Multiverse also plans to review its existing provision using its Periodic Review Process, as set out in the Programme Monitoring Policy [030] and terms of reference for periodic review. [Periodic Review: Panel membership and ToRs 082] Multiverse has committed to an annual review of these policies from July 2023, led by the Quality Manager for report to AQC. [000 p.114] In addition, Multiverse plans to develop a training plan by March 2023 to ensure that internal and external staff are provided with relevant support and guidance in discharging their roles under these policies and procedures.

90 The assessment team concluded that Multiverse has effective policies and processes for the design, development, approval and periodic review of its programmes, including the involvement of external expertise, with clearly assigned responsibilities and the monitoring of subsequent actions. The team also found that staff are provided with effective support for their roles within the approval process and that learning support services are integral to the design and validation of academic programmes. Moreover, Multiverse has credible and timely plans to implement, review and enhance these policies and processes during the probation period.

### **Learning and teaching**

91 Multiverse has a strategic approach to learning and teaching, as set out in its Teaching and Learning Policy [032] which provides a coherent and articulate case for its educational approach. The Teaching and Learning Policy [032] explains that 'Applied learning is at the core of our approach' and that programmes are personalised to match the context of occupational roles and learner needs, achieved through personalised one-to-one coaching. Student success is judged on work-based performance and learning, and teaching practice is inclusive by design. [032] Teaching activities include social and collaborative sessions, instructor-led sessions, 1:1 and group coaching, applied learning, self-paced learning and support for assessment literacy. [032] Students felt that the teaching and coaching they receive are of a high standard, [M3] and achievement data provided in the NDAP Plan [p.21] indicates that [REDACTED] of Multiverse's higher education students pass their programme with [REDACTED] achieving a pass grade, [REDACTED] a merit grade and [REDACTED] a distinction.

92 The assessment team found that academic staff [M4] and managers [M2] understood the institutional approach to learning and teaching and were able to articulate their views on what constitutes good teaching and learning, for example referring to the need for a 'collaborative, responsive and authentic' approach. Students [M3] also articulated a clear understanding of the practice-based nature of their education at Multiverse. They praised the quality of their academic experience and the support available from academic and professional support staff.

93 There is also a strong commitment within the institution to maintaining safe, accessible and reliable online learning environments. Multiverse has policies in place, such as the Apprentice Code of Conduct, [019] Bullying Policy, [039] Equality, Diversity, and Inclusion Policy [040] and Community Hub Guidance [057] that promote dignity, courtesy and respect in the use of its online learning platforms and systems. The assessment team were provided with walkthroughs of the Multiverse VLE

[REDACTED] and the online Community Hub [REDACTED] along with demonstrations of these platforms during the visit. Professional services staff conveyed an informed understanding and deep regard for the diversity of the Multiverse student community and the importance of taking an equitable and inclusive approach to the services they provide. [M5]

94 Multiverse has also developed a sophisticated approach to learner analytics [REDACTED] and allows both staff and students to monitor apprentice progress effectively by providing them with live data on student engagement with all aspects of the programme. [M4, M5, System Demonstrations] The learner analytics landing page is split between student engagement and student and teacher/coach feedback. The engagement data includes data for logged hours of 'off the job' training, lesson attendance and tutorials, tracking of student logins to the VLE, live student objectives (a minimum of two) and progress reviews - as indicated in the programme review template [089] and examples of progress review paperwork for each of the current programmes [282-285] - by the apprentice's line manager and coach. Coaches use

the learner analytics data to inform the monthly one-to-one coaching sessions and quarterly progress review meetings with apprentices and their line managers. These meetings ensure that students are on track in terms of the goals they have set themselves and those set by their line manager and provide a forum for discussing any issues regarding student progress or the programme. [089] Feedback data includes apprentice feedback on wellbeing, satisfaction with the programme, employer, coach, line manager, Multiverse Community and taught sessions attended. Learner analytics data can also be presented at programme, cohort and individual apprentice levels. [System Demonstrations, M4, M5, [REDACTED]] Learner analytics also flag apprentices at risk of not meeting targets or of withdrawal and academic failure through the deployment of a RAG rating system. Multiverse's NDAP Plan commits the institution to continue to ensure effective learning opportunities for its students, [REDACTED]. [000, M6, 000f] Multiverse has developed processes for reviewing the quality of its programmes on a quarterly basis through the QPRs and carries out frequent surveys of student views on their learning experience. Multiverse has also committed to an annual review of all policies from July 2023, to be led by the Quality Manager and reported to AQC, [000] to ensure its continuing effectiveness. In addition, the NDAP Plan indicates that the newly formed Teaching and Learning Committee will monitor the quality of learning opportunities for students and make recommendations for additional staff training and support, and this is confirmed in its draft Terms of Reference. [261]

95 The assessment team concluded that Multiverse convincingly articulates and implements a strategic and credible approach to teaching and learning consistent with the institution's values and objectives. Moreover, it found that Multiverse provides online distance learning that is fit for purpose, safe, reliable and inclusive. Multiverse's use of learner analytics to monitor student progress and to directly inform monthly coaching sessions and quarterly apprentice progress reviews provides robust arrangements for ensuring that the learning opportunities offered to its students, who all study at a distance from the organisation, are effective and that students are enabled to monitor their progress and further their academic development.

## **Assessment**

96 Multiverse's approach to assessment is set out in detail in its NDAP Plan, and its Assessment Policy [028] covers 'the assessment strategy of Multiverse for its programmes where we award academic credit at Level 4 and above'. The Assessment Policy is comprehensive in its scope and content because it sets out: guiding principles; the systematic use of formative and summative assessment; a variety of assessment tasks with a focus on applied learning; precise requirements for assessment information; timely constructive and developmental feedback; penalties for late/non-submission; reasonable adjustments; extenuating circumstances; academic integrity and misconduct; marking and moderation (internal and external); duties of Boards of Examiners (BOEs); and the Academic Appeals Policy. Multiverse uses both formative (graded and ungraded) and summative (graded) assessment and uses a common assessment rubric against which module-level assessment rubrics are benchmarked. Assessment is specifically designed to demonstrate the achievement of intended learning outcomes, and assessment modes include essays, reports, presentations, group work projects, technical exercises and examinations. Marking is conducted anonymously where this is possible by trained staff who provide feedback against the prescribed criteria. Under the current arrangements with NCH, double marking and moderation are deployed to assure the quality of the process, and records are kept of the moderation process. [028, Sample of Moderated Assignments] In addition, assessment tasks and briefs are robustly scrutinised with external input through documented Module Reviews. [061, 299, 300, 301] Moreover, the team found that assessment briefs, [050, 296, 297, 298] marking criteria [069, 293, 294, 295] and Multiverse's generic marking rubric [071,



341] are fit for purpose, detailed and consistent in format and presentation of content.

97 When developing marking criteria and rubrics, Multiverse trials its effectiveness with marking teams. [M4] An example was given where a 'blueprint' of an assessment rubric was shared with staff for comment. Feedback indicated that staff felt that there was some ambiguity, and a revised version was therefore produced. Teaching and coaching staff are provided with clear guidance on assessment regulations, marking and moderation, feedback, academic writing and referencing, academic misconduct, complaints and appeals as part of their induction. [095] Academic staff [M4] at Multiverse articulated a comprehensive understanding of both policy and process for assessment (including marking and moderation) and the importance of developing students' assessment literacy throughout the programmes. Staff described how the 'Flying Start' induction [140] explores assessment generally and how they introduce each assessment specifically at the beginning of each module. [M4] Staff were also very much aware of the importance of students understanding the particular expectations at the higher education level in terms of assessment. Likewise, students [M3] confirmed that they are supported by discussions with their coaches to understand what is required of them in assessment and the basis on which their work will be assessed. Moreover, Multiverse plans to develop an Academic Practice Induction Module in November 2022 [000 p. 42] which will include content explicitly designed to promote a shared understanding of the basis on which academic judgements are made. Students found the assessment of their work to be fair and the feedback they received on assessment to be timely (received within 20 days), constructive and developmental. Furthermore, the moderated sample of assessed student work supplied by Multiverse [S1] indicates that marking and moderation are consistently and effectively operated, that feedback to students on their work is of an appropriate standard, providing clear guidance on marks awarded against the criteria set and areas for development. Multiverse plans to continue to operate these processes during the probationary period, including the external review of assessment tasks, the internal and associated external moderation of marking, and the continued development of a common assessment rubric (which sets out the expectations for each award classification) and associated programme-level rubrics. Moreover, Multiverse plans to enhance assessment practice by acting on feedback from annual monitoring and periodic review. [000]

98 The current degree apprenticeship goes through a Course Assessment Board (CAB) run quarterly, after completion of modules and a Progression and Award Board (PAB), run after completion of a degree level programme. The first PAB is due to take place in May 2022 and quarterly thereafter. Multiverse will continue to work with NCH as the validating partner until the completion of the NCH programme with the last cohort due to complete in June 2024 and awards being completed by August 2024. Multiverse has produced Terms of Reference for its own Board of Examiners [207] which will operate for the programmes that are offered through its degree awarding powers, its responsibilities including confirming module results and making decisions on progression and awards. An ongoing record of results throughout the programme will be maintained, and these records will be used when awarding credit and qualifications. For the internal running of Multiverse's own Board of Examiners (BOE), Multiverse has outlined the remit of the BOE in the Assessment Policy. [028] By December 2022, the Quality Manager and Assessment Lead will produce an agenda and guidance for the BOE meetings to ensure they are comprehensive and consistent. [000] This will include guidance on the management of apprentice achievement records from provisional results pre-BOE to confirmed results post-BOE that will also be shared with coach and instructional staff during training. Minutes from the first three quarterly BOEs including results records will be available in January, April and July 2023.

99 Multiverse makes its expectations clear regarding student academic integrity in the Assessment Policy [028] and the Apprentice Code of Conduct, [019] which also details the

disciplinary procedures, including those for academic misconduct. The assessment team generally found the policy and code of conduct to be appropriate as they set out definitions of different types of misconduct, detail processes for handling cases and include clear timescales. However, the team found an inconsistency between these policies regarding the penalties for repeated minor misconduct which may have meant that students could be withdrawn from their course for repeated minor offences. However, Multiverse confirmed that the inconsistency had resulted from updating the Misconduct Policy without making the same changes to the Code of Conduct. Furthermore, this issue has already been identified, and necessary changes to the Code of Conduct to align it thoroughly with the Misconduct Policy will be taken to the June 2022 AQC meeting for approval. [000f Request for additional Information, 340\_AQCActionsLog]

100 Multiverse currently provides students with specific support and guidance on referencing in the Programme Handbook [046] and support for academic writing via the WriteWay Lab [104] which is an online programme to improve students' writing skills augmented by one-to-one tutorials and monthly group workshops, and these arrangements will continue for the new programmes. Together these resources provide specific support for students to develop an understanding of, and the necessary skills to demonstrate, good academic practice and for staff to support students to act with academic integrity. In addition, staff confirmed the importance of students knowing what is required in terms of assessment and that key policies and regulations are pointed out to students at induction. [M4, M5] Students [M3] confirmed that they were aware of academic requirements and the importance of academic integrity. Multiverse indicated in its NDAP Plan an intention to continue to develop its approach to supporting academic integrity and plans to finalise guidance on its policy by July 2022 [000 p. 89] and to provide a database to track cases of academic misconduct by September 2022. [000 p.88]

101 Multiverse has developed a Recognition of Prior Achievement Policy (RPA) [025] so that 'candidates for higher level apprenticeships may achieve advanced standing on a higher-level programme based on their prior learning'. The policy covers both certificated learning and experiential learning and allows advanced standing with entry partway through a programme. It is linked to the Admissions Policy, Equality, Diversity and Inclusion Policy [040] and the Teaching and Learning Policy. [032] Candidates are limited to 120 credits RPA in the first year of a programme. However, where not all intended learning outcomes are met by the RPA, Multiverse may offer a 'bridging programme' to allow advanced standing for the first year. RPA claims are processed by the Admissions Team using a comprehensive and detailed mapping template [058] and guidance, [067] drawing on advice from the academic staff who teach on the relevant programme. Evidence of learning is produced through a portfolio. The RPA process is thorough and fit for purpose, and is implemented effectively, as evidenced by the RPL Process Logs, which indicate rigorous mapping has been conducted. [290-292] Multiverse plans to appoint (by August 2022) a member of the Admissions Team who will have specific responsibility for the RPA process work and will work with subject experts to verify RPA claims. Programme-specific RPA templates will also be developed for new programmes approved during the probationary period. [000 p.116]

102 The assessment team concluded that Multiverse has clear, detailed and robust recognition of prior achievement and assessment policies which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought. The team also found that marking and moderation protocols are clearly articulated and consistently operated by those involved in the assessment process. In addition, staff and students are enabled to develop a shared understanding of the basis of academic judgements, students have a practical understanding of academic integrity, and the institution has in place systematic processes for preventing, identifying, investigating, and responding to unacceptable academic practice. Moreover, the team finds that the plan to develop assessment processes and documentation

during the probationary period is credible and timely.

### **External examining**

103 The current external examining arrangements for the NCH-validated degree follow the requirements and regulations of NCH. Multiverse has developed a comprehensive policy for its use of external examiners [023] that will apply to its own programmes and which Multiverse states 'outlines the use of External Examiners at Multiverse and acts as a handbook for potential External Examiners for our higher-level accredited programmes'. The policy lays out duties and responsibilities of external examiners, indicating that they will approve assessments, sample 5% of assessed student work, check the quality of feedback to students, identify potential academic misconduct and produce an annual report. In addition, the Quality Manager will produce a summary report from individual external examiner reports for the AQC. [023] The External Examiner Policy [023] also outlines criteria for appointment as external examiners, including clarity on the requirement to be open to innovative approaches that align with the Multiverse mission and values [072] and policy for avoiding conflicts of interest. External examiners also receive a briefing and induction from Multiverse staff and a course-specific job description. [062] The team considers that the policy for external examiners is detailed and covers all necessary aspects of the role.

104 Multiverse has plans in place that should ensure that it makes scrupulous use of external examiners, including through moderation of assessment tasks [061, 299, 300, 301] and, as shown in assessment board minutes, [051-2] scrutiny of student assessed work - both of which processes have already been operated effectively for the NCH programme. Senior [M2] and professional support staff [M5] responsible for oversight of assessment demonstrated to the team that they have a good understanding of the importance of externality. Although Multiverse has not yet received its first external examiner report for the NCH programme, it has a planned process for reviewing and responding to reports which is articulated in the policy [023] and was confirmed by professional support staff [M5] who indicated that internal members of the Board of Examiners will review the report(s) and make a response to the external examiner(s) which will be considered and approved by AQC before being sent to the external examiner(s) concerned. [Professional support staff M5] Evidence of interaction with the current external examiner relating to their comments on assessment tasks [099] indicates that the staff carefully considered and responded to their comments, demonstrating that Multiverse is effectively implementing NCH's policies in relation to external examining. In its NDAP Plan Multiverse sets out its plans to implement its new external examiner policies from September 2022 and provide training and induction to its new external examiners in August 2022. [000] External examiner moderation reports will be received quarterly from 2023 and responded to from February 2023. External examiner annual reports will be provided from April 2023 with formal responses from the Board of Examiners going to AQC from May 2023. [000]

105 The assessment team concluded that Multiverse has a comprehensive policy for its use of external examiners, including moderation of assessment tasks and student assessed work that should ensure that it gives full and serious consideration to the comments and recommendations made. The team also considers the plans to implement external examining during the probationary period to be timely and credible.

### **Academic appeals and student complaints**

106 Multiverse currently abides by NCH's Complaints [077] and Appeals [075] policies, which are comprehensive and detailed. To date, no complaints or appeals have been lodged by students on Multiverse higher education programmes. Multiverse has developed its own policy for dealing with complaints [022] and a policy for academic appeals is enshrined within its Assessment Policy. [028] Both policies outline the process apprentices must follow

and the steps Multiverse will take to address complaints or appeals. The procedures are benchmarked guidance from the Office of the Independent Adjudicator (OIA) and have clear timescales for each stage and explain potential outcomes, including final recourse to the OIA for adjudication. The complaints policy also includes provisions for both individual and group complaints, and the scope of the policy is clearly set out. The complaints policy has three stages - informal, formal consideration and an internal appeal against the outcome. The formal process involves investigation by the Director of Advanced Programmes and the programme leader, although alternative arrangements will be made where there is any conflict of interest. The internal appeal against the outcome will be looked at by the Vice President for Learning and a member of the AQC. There are clear timescales set out for students to submit complaints at each stage, and timescales for students to be notified of outcomes. The academic appeals policy has two stages, stage 1 being an appeal which will be considered by two members of staff who have no conflict of interest. If the appeal is not withheld, the students can ask for the appeal to be considered at stage 2, which involves consideration of the appeal by a panel consisting of the Vice President for Learning (chair) and two panel members.

107 Staff at all levels and roles articulated a detailed understanding of the current process for dealing with complaints and appeals. In addition, senior staff [M2] confirmed that outcomes from complaints and appeals will be monitored and reported to AQC and QSC and that training will be provided for staff in using the new policies. [M4, M5] Students also understood both informal and formal routes of making a complaint and were aware of the academic appeals policy, despite not having needed to use it. [M3] Multiverse plans to finalise the complaints and appeals policies by September 2022, and they will be made available on Multiverse's website. Staff will receive training and guidance on implementing both policies. [NDAP Plan p.114] As with all other policies, Multiverse plans [000 p.119] that they will be reviewed annually.

108 The assessment team concluded that Multiverse has developed procedures for handling academic appeals and student complaints about the quality of the academic experience that should, if implemented as intended, be effective. Although these procedures are as yet untested, they should support fair, accessible and timely outcomes and enable enhancement, as well as ensuring that appropriate action will be taken following an appeal or complaint. Multiverse articulated an intention to report outcomes to senior committees. The team is also confident that the institution's plans to implement these policies and procedures are timely and credible.

## **Conclusions**

109 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*.

110 The assessment team found that Multiverse has developed academic strategies, regulations and policies and a plan for delivering New DAPs that indicate an understanding of the requirements of Criterion B3. The process for the development and approval of courses is robust, and responsibility for approval is clearly laid out in policy and process documents, and should ensure that Multiverse operates effective processes for the design, development and approval of programmes.

111 Multiverse has a strategic and comprehensive approach to learning and teaching and provides a coherent and articulate case for its approach which is consistent with its stated academic objectives. There is also a solid commitment to maintaining safe, accessible, and reliable online learning environments. In addition, Multiverse has policies to promote dignity, courtesy, and respect in its online learning platforms and systems.

Multiverse has also developed a sophisticated approach to learner analytics that allows both staff and students to monitor progress and, therefore, further student academic development.

112 The team found that Multiverse operates valid and reliable processes for assessment and has a clear, coherent and robust assessment policy. In addition, assessment tasks and briefs are robustly scrutinised with external input and criteria, and rubrics are detailed and consistent in format and content. Multiverse provides students with specific support and guidance to ensure academic integrity is maintained and a policy for dealing with misconduct is in place.

113 The team found that there are plans to make scrupulous use of external examiners, including processes for providing responses to their comments on assessment which Multiverse has already demonstrated. Appropriate policies for dealing with complaints and appeals are in place, although it is not possible to gauge their effectiveness in practice as no complaints or appeals have been received by Multiverse to date. The team also found Multiverse's plans for implementation, review and enhancement of these strategies, regulations, policies and procedures during the probationary period to be both timely and credible.

114 Therefore, the team concludes that Multiverse understands this criterion and that Multiverse's New DAP Plan is credible and should enable Multiverse to demonstrate that it will fully meet the criterion by the end of the probation period.

115 Although the team regards the New DAP Plan as generally credible, some areas where the team considers the Plan would benefit from additional detail are explained in paragraphs 202-207 of this report.

## Criterion C: Scholarship and the pedagogical effectiveness of staff

### Criterion C1 - The role of academic and professional staff

116 This criterion states that:

*C1.1: An organisation granted powers to award degrees assures itself that it has appropriate numbers of staff to teach its students. Everyone involved in teaching or supporting student learning, and in the assessment of student work, is appropriately qualified, supported and developed to the level(s) and subject(s) of the qualifications being awarded.*

#### The evidence considered and why the team considered this evidence

117 The QAA team assessed this criterion by reference to a range of evidence gathered according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and Multiverse's submission. The assessment team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraph 232 of the regulatory framework, namely, to assess Multiverse's understanding of this criterion and to test the credibility of Multiverse's New DAPs Plan in relation to this criterion.

118 Specifically, the assessment team considered or assessed:

a Whether Multiverse assures itself that it has appropriate numbers of staff to teach its students and that everyone involved in teaching or supporting student learning, and in the assessment of student work, is appropriately qualified to the level(s) and subject(s) of the qualifications being awarded; and to identify whether Multiverse has made a rigorous assessment of the skills/expertise required to teach all students and the appropriate staff/student ratios. The assessment team examined:

- Staff CVs and LinkedIn profiles [238-247, 302-307, 000d]
- Multiverse's modelling of current staffing and forward projections based on planned growth and staff pipeline [110-112.116]
- Criteria for the appointment of higher education staff [108]
- Multiverse's staff recruitment Wiki. [127]

The team also discussed the quality of teaching and academic support provided by staff to students. [M3]

In addition, to ascertain whether Multiverse has appropriate staff recruitment and onboarding practices, the team scrutinised Multiverse's Hiring Wiki. [127]

b Whether Multiverse's staff are supported to develop academically and are actively engaged in professional practice, current research and advanced scholarship in their discipline, and to verify if the Multiverse staff are provided with development opportunities aimed at enabling them to enhance their practice and scholarship and ensure active engagement with the pedagogic development of their discipline knowledge. The assessment team scrutinised:

- Employee Professional Development Policy [055]
- Guides that augment this policy - Tutor CPD, [093] the Academic Development Pathway (ADP) [094a]

- Resources provided to support staff new to teaching in higher education [248\_AQCslidedeck\_CoachOnb; 124\_MVAppLearnMod; 095\_ADFTutorOnbordPlaybook; 056\_CoachGuidance; 123\_ModUserManualEx; 324\_Readme1; 325\_Readme2; 326\_Readme3; 115\_CoachOnboardingPres; 248\_AQCslidedeck\_CoachOnb; 105\_AcadReadAdvProgStaff; 102\_CoachAcademy; 114\_CoachOnbDeliv; 136\_TeamLeadAccPres].

The team also discussed the training, resources and support provided with academic [M4] and professional staff [M5] and in the final meeting [M6] with senior staff.

- c Whether Multiverse's staff are afforded opportunities to gain experience in curriculum development and assessment design and to engage with the activities of other higher education providers, for example, through becoming external examiners, validation panel members or external reviewers. The assessment team scrutinised:

- Academic Development Fund [194]
- Guidance on marking and moderation [095] and second marking [133]
- Staff development policy [134]
- Tutor development policy. [043]

The team also met academic [M4] and professional support staff. [ M5]

- d Whether Multiverse provides its staff with opportunities to reflect on and evaluate their learning, teaching and assessment practice informed by professional practice and subject-specific and educational scholarship. The assessment team scrutinised:

- Example of the current peer observation of teaching scheme [130]
- Coach Excellence Framework [147]
- Staff progress development plans [131,327-9]
- Staff appraisals [314-316]
- Coach Reflection Tool [117]
- Tutor Development Policy [043]
- Records of teaching observations. [125, 309-313]

The assessment team also met academic managers and academic and professional staff. [M2, M4, M5]

### **How any samples of evidence were constructed**

- 119 The team did not construct any sampling for this criterion.

### **What the evidence shows**

- 120 Multiverse's plans in relation to this criterion are set out below.

121 Multiverse plans to grow its staff base alongside its academic offer during the NDAP probationary period and beyond. Plans during the probationary period include recruitment of additional academic staff to support newly developed programmes, and to consider internal recruitment pipelines in terms of developing existing staff to teach at Levels 5 and 6. This will include recruiting appropriate staff for programme management and delivery in time for the launch of each new programme. These plans are based on a detailed analysis of projected

growth in student numbers and a calculation of the number of new coaches and tutors required, indicating project growth of the staff base to [REDACTED] during the probationary period. Multiverse plans to recruit the majority of these coaches and tutors [REDACTED] who hold qualifications at Level 7 or above (master's or PhDs) and believes that [REDACTED]

[000] Multiverse has also developed specific criteria for appointing new staff to deliver its higher education programmes and plans to recruit staff five months ahead of them commencing to teach to allow for onboarding and training through the Academic Development Pathway programme.

122 Training will be developed and delivered for new staff, and the existing continuing professional development (CPD) arrangements will continue to operate, for example 360 evaluations, teaching observations and rollout of arrangements for staff to gain Higher Education Academy (HEA) accreditation. Multiverse plans to further develop its CPD programme during the NDAP probationary period and beyond. In addition, new Academic Development Pathway schemes are being developed for existing staff with limited higher education experience, and these will be approved by AQC in June 2022. As part of the NDAP Plan, Multiverse also intends to: increase the number of staff development workshops; expand the schedule of peer-to-peer teaching observations; launch a scheme for student-led review of teaching and learning in December 2023; provide training for Multiverse staff to become external examiners at other institutions (by September 2024); offer further opportunities for staff to be involved in programme development; develop coaches and tutors to become active members of the Teaching and Learning Committee; and launch a coach scholarship fund in 2023. In March 2024 Multiverse plans to form a panel to review and develop its pedagogical approaches, and the Coach Excellence Framework will be further developed based on best practice. The working group will make recommendations by September 2024 regarding CPD arrangements for the degree programmes, and it is anticipated that AQC membership will be reviewed to accommodate additional staff with appropriate expertise.

123 Evidence that will be submitted during the probationary period will include programme approval documentation, minutes of committees, recruitment records, records of training and development, information on HEA accreditation, records of observations, scholarship fund applications, external examiner reports, records of internal marking and moderation and details of the proposed student-led review of teaching and learning.

124 The assessment team's analysis of the evidence led to the following observations.

125 As Multiverse's NDAP Plan indicates, [p.120-125] the institution has already delivered programmes at FHEQ Levels 4 and 5. Multiverse explains in its NDAP Plan that it has an appropriate number of staff in post qualified above FHEQ Level 6 who have developed the NCH-validated degree apprenticeship. Moreover, Multiverse has a staff recruitment policy and has conducted an audit to assess the staffing it requires to implement its NDAP Plan. Multiverse has four senior academic managers across its higher education provision (Heads of Programmes). They lead a team of nine Programme Leads, one Lead Tutor and three Lead Coaches. There is also an HE Coach and Instructor Development Lead. [000d] Multiverse has defined two key roles for those delivering teaching and coaching. The Instructor or Tutor role encompasses teaching and assessing students on up to two specialist modules per quarter. In contrast, the Coach's role is focused on the monthly one-to-one meetings with students, quarterly progress reviews and personalised development. However, the coach role also includes the delivery of up to two modules where the focus is on apprentice personal and professional development. [NDAP Plan p.127] The assessment team audited the CVs and LinkedIn profiles of the academic student-facing staff at Multiverse and found that, in terms of the highest qualifications held among this group of [REDACTED] staff, [REDACTED] have a PhD [REDACTED], [REDACTED] have master's degrees [REDACTED], and [REDACTED] have



undergraduate qualifications [REDACTED]. In addition, [REDACTED] have relevant teaching qualifications [REDACTED] and [REDACTED] are Advance HE Fellows [REDACTED]. Moreover, the team found that academic staff at Multiverse have relevant subject-specific expertise, several have previous teaching experience in higher education, and some also have professional expertise gained working in the industries that Multiverse serves. [000 p. 121-124, staff CVs – 238, 239-,247, 302-307, evidence request response 000d] A number of these staff are also active externally, engaged in activities such as academic journal peer review, journal editorial, external programme approval, Advance HE Fellowship mentoring, National Teaching Fellowship review, external examining, attending/speaking at conferences and publishing academic research. [239, 242, 303, 306, 247, 245, 240] In addition, Multiverse encourages its teaching and coaching staff to engage with subject-based and educational pedagogy and will be providing the Academic Development Fund [194] from December 2022, for staff to access funding to attend conferences and other external events. Students who met the assessment team considered their coaches/tutors to be well qualified, with relevant experience, well prepared and accessible in and out of class. [M3]

126 Multiverse's NDAP Plan includes details of its comprehensive audit and analysis of the number of academic staff required to deliver the programmes it plans to approve during the probationary period. [000] Models for required staff numbers have been produced [110-112] and a 'recruitment pipeline' [116] provides a model for the numbers of new staff that will need to be recruited over and above existing staff. [116] A set of criteria used in recruiting coaches/tutors has been produced, [108] which includes the applicant's teaching experience, technical and professional experience, experience of supporting apprentices to completion, and academic and professional qualifications. The NDAP Plan details the arrangements in place for the external recruitment of staff through a 'Hire for Excellence Strategy', [000 p.124, 126] which includes an interactive website for staff managing the recruitment process. [127] The recruitment process is multi-stage, including screening of applicants, an interview with the recruiting manager, an applicant take-home task, applicant task review/focused interview, evaluation and alignment of values and behaviours, informal meeting with the academic team, feedback debriefs prior to job offer and lastly reference checks. Multiverse plans to continue to recruit internally and externally suitably qualified academic staff as its higher education provision grows. [000 p. 141] Staff recruitment will take place five months ahead of a new programme's start date and will include the appointment of Programme Leaders and Lead Tutors for each new qualification. [000p.142] Multiverse has also identified 50 tutors from its current workforce who hold master's degrees or doctorates and therefore are appropriately qualified to teach on degree-level apprenticeships. [000 p.130] It therefore intends to recruit internally many of the staff required during the probationary period.

127 The assessment team concluded that currently Multiverse has appropriately qualified staff in sufficient numbers and has made a rigorous assessment of the skills/expertise required to teach all students and the appropriate staff/student ratios. The team also found that Multiverse has in place appropriate staff recruitment practices and that the plans to recruit additional staff are credible.

128 Following a policy review in 2021, Multiverse has approved policies on staff induction and development - a CPD policy and a development strategy for coaches. As part of the partnership with NCH, Multiverse mapped its staff development policy against that of NCH. These documents include a commitment to supporting staff to gain Advance HE Fellowship at D2 (Fellow) level. There is an onboarding programme for all staff, and specific onboarding for teaching and coaching staff. Multiverse has an Employee Professional Development Policy [055] covering induction, CPD and appraisal requirements that apply to both academic and professional support staff. This includes, for example, compulsory training for all staff including information and guidance (IAG), safeguarding and prevent, Ofsted and ESFA. It also sets out requirements for all staff to have regular one-to-one

meetings with managers that include discussion of CPD needs and opportunities, as well as formal discussions through the 360 review process which enables staff to identify any specific development needs. A specific guide augments this policy for higher education coaches/tutors. [093]

129 Examples of CPD delivery for coaches and tutors indicate that training includes setting standards and using learning outcomes, preparing students for assessment, marking, moderation and extenuating circumstances, academic integrity and appeals and the provision of effective developmental feedback to students. [114,115] In addition, the examples of moderated assessments provided by Multiverse indicate that staff are marking rigorously and consistently in line with the standards set and provide students with effective developmental feedback. [S1] Multiverse's NDAP Plan also acknowledges that, to upskill existing staff to take on higher education roles, it will need to expand CPD provision. [000] To this end, senior staff have developed the Academic Development Pathway (ADP) [094a] designed to ensure that staff have the pedagogical and subject expertise required for higher education. The ADP is described as 'an onboarding and induction programme that will provide training, progression and promotion for coaches working on Level 3 and Level 4 apprenticeships who wish to teach and coach on degree apprenticeships. It will cover subject knowledge, pedagogical knowledge and academic fundamentals, culminating in staff applying for their Fellowship of the AdvanceHE'. The ADP provides three routes of different lengths, depending on previous experience. [094a] This development programme is further supported by role-specific handbooks - tutor onboarding [095] and guidance for coaches [056] and module-specific tutor guides [123, 324-6] that teaching staff who met the assessment team considered to be very helpful in individual and team development. [M4] In addition, professional support staff are also provided with onboarding and training opportunities appropriate to their roles and, in particular, to support them in understanding the policies and procedures in place for higher education, [M5] and ongoing training for all staff involved in higher education including professional support roles is planned by the Quality Manager, Higher Education Compliance Lead and the Tutor Development Leader. [000 p.114]

130 Multiverse's NDAP Plan details how the ADP will be used to support the development of staff teaching on the new programmes it plans to approve during the probationary period [000 p.143] explaining, for example, that this will include content-specific areas such as pedagogic skills and teaching strategies as well as covering generic academic skills, standards and assessment and related issues such as academic integrity. The ADP will be compulsory for all new tutors, irrespective of prior experience. [000] Multiverse also plans to redevelop its current training for Programme Leaders, with proposals scheduled for consideration at AQC in September 2022 ahead of appointing new Programme Leaders by March 2023. [000] The team considers this to be a positive development to ensure that training is aligned to the specific requirements of degree-level delivery.

131 The onboarding programme [248] covers professional, academic and pedagogical development including the applied learning model, [124] course validation, and quality assurance. It is delivered in-house by the Tutor Development Leader, Learning Design Team and current tutors who teach on the degree programme through workshops, one-to-one meetings and observations. Recently appointed academic and professional support staff spoke very highly of the onboarding processes at Multiverse and how their induction supported them to understand the organisation and their role in it; and in the period running up to their probationary review, staff described feedback received as 'honest, kind, regular and purposeful'. [M5, M4] Multiverse plans to continue to review its onboarding and training arrangements throughout the probationary period culminating in recommendations on accreditation and training for higher education staff submitted to AQC by September 2024 ahead of a review of the policy due in July 2025. [000 p.144]

132 The assessment team concluded that Multiverse supports and develops its academic and professional staff to ensure they have the required expertise. Multiverse promotes and supports active staff engagement with the pedagogic development of their discipline knowledge, the development of staff skills in providing feedback on assessment, which is timely, constructive and developmental, and staff engagement with the activities of providers of higher education in other organisations. The team considers the plans to support and develop staff academic, pedagogical and professional expertise to the level(s) and subject(s) of the qualifications being awarded are credible and timely.

133 Multiverse also provides its staff with continuing professional development (CPD) beyond staff onboarding. The NDAP Plan states, 'all coaches and Instructors will have 30 hours of protected time for professional development each quarter'. [000 p.135] This CPD is outlined in the Academic Development Policy for Degree Apprenticeships. [043] It consists of a set number of structured development hours delivered by Multiverse, and a number of hours that staff will engage in teaching observation and reflection. The Institutional CPD programme, as set out in the induction presentation, [115] includes activities such as: Advance HE application workshops and materials; [248,105] peer critical reads of assessments/modules; [137, 330, 331, 332] coaching training; [102, 114] marking workshops and guidance; [095] second marking process; [133] curriculum and content design; [277,138,119] external examiner training; and leadership training. [136] Academic staff have been involved in programme design and approval as demonstrated in documentation from the programme approval process. Course development is conducted by teams of staff with specific subject and distance learning design expertise led by a Learning Product Manager in line with the Programme Design, Development and Approval Policy. [024]

134 As staff move beyond their first six months of employment, self-directed CPD will increase, including scholarly activity and research. In addition, there is an institutional commitment to provide time in workloads for CPD and funding to attend external training and development events as set out in the NDAP Plan [000p.138] and the Academic Development Fund. [194] More experienced staff are also encouraged to engage in course approval, committee membership and external examination. [000 p. 144] However, following a demonstration of online systems at Multiverse during the team visit, [Systems Demonstration] it became clear that Multiverse's electronic library does not provide access to peer-reviewed academic journals, which potentially limits opportunities for staff to engage with research and scholarly activity. The staff team was of the opinion that because the subject areas covered by Multiverse are highly dynamic, much of the latest research is available in open access repositories. [M4] Notwithstanding this point, senior managers were amenable to looking at this again during the probationary period, given their plans to expand the higher education team. [M6] However, the assessment team considers that, without access to a full range of academic and scholarly literature, it may be difficult for staff to maintain an understanding of current research and advanced scholarship in their discipline and how such knowledge and understanding might directly inform and enhance their teaching.

135 Multiverse has developed a Teaching and Learning Policy [032] and promotes reflective practice for its staff. Multiverse's Current Staff Recruitment and Development Policy [134] states that all lead tutors will complete an application for Advance HE Fellowship at D2 (Fellow) level unless they already have a postgraduate teaching qualification or Advance HE Fellowship. Multiverse also intends to support all Heads of Programme and Programme Leads or Technical Leads to apply for Senior Fellowship (D3) of Advance HE between 2024-25. [000 p.63 and p.145] This commitment was confirmed in meetings with managers [M2] and teaching staff [M4] who value the opportunity to reflect on practice that Fellowship provides. Multiverse plans to continue reviewing its CPD arrangements throughout the probationary period, culminating in recommendations on accreditation and

training for higher education staff submitted to AQC by September 2024 ahead of a policy review due in July 2025. [000 p.144]

136 As detailed in the NDAP Plan, [000 p.20 and p.144] Multiverse has developed a Coach Excellence Framework [147] that sets out key lead indicators for coach/tutor performance driven by results and maps these against skills and behaviours valued by Multiverse. This framework provides the basis for ongoing dialogue around development, informs training and CPD planning and provides a common language for staff to use. Multiverse staff are expected to maintain a Progress Development Plan (PDP), examples of which were provided to the team. [327-329] PDPs are shared with Programme Leads, [131] track staff members' professional development and examples provided demonstrate that they inform formal appraisals. [314,315,316] In addition, coaches are provided with a tool [117] to reflect on their professional practice.

137 All Multiverse staff are subject to a biannual 360-degree appraisal conducted by their line managers and other relevant colleagues. [NDAP Plan 000 p.135,043] This process takes account of student evaluations, key programme metrics, apprentice results, external examiners' reports and Quarterly Programme Reviews. Staff feel well supported by this 360-degree process. [M3] The NDAP Plan [000] states that all academic staff are subject to six management teaching observations a year, and examples of observations were provided. [130,125, 309-313] The evidence from these observations indicates a robust process that uses a well constructed rubric and a 'praise, probe, action' methodology that promotes self-reflective practice from both the teacher being observed and the observer. This process is fit for purpose, developmental and supportive. Academic managers who met the team explained that observers are drawn from experienced staff who have been observed and are provided with guidance on good practice. [M2] A library of observation videos is also being developed and will be tagged to provide examples of good practice that can be shared with all teaching and coaching staff. [M4] Multiverse also intends to continue to develop its Coach Excellence Framework and to produce a major revision of the framework by August 2025. [000 p.56]

138 The assessment team concluded that Multiverse provides its staff with opportunities to develop professionally and engage in reflection and evaluation of their learning, teaching and assessment practice so that relevant learning, teaching and assessment practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship. Although the lack of journal provision in the electronic library is an issue of concern, Multiverse does have plans that would allow staff to engage with their academic subject community affording them funded opportunities to develop an understanding of current research and advanced scholarship in their discipline and to engage in research and advanced scholarship.

## Conclusions

139 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*.

140 Multiverse ensures that it has appropriate staff numbers and that staff are appropriately qualified, supported, and developed. It has credible plans to recruit additional suitably qualified and experienced staff to manage its planned growth. Multiverse also has proper and rigorous recruitment practices. Currently, only a small number of staff hold relevant teaching qualifications. However, Multiverse has an effective plan to accredit key teaching staff in leadership roles who do not hold a current teaching qualification through Advance HE Fellowship at D2 (Fellowship) and D3 (Senior Fellowship).

141 Multiverse has a well developed process for onboarding and training staff that ensures staff new to teaching in higher education are appropriately supported and developed. There is a good range of opportunities for staff to reflect on their practice and engage with scholarship to develop their skills and knowledge. All staff, academic and professional, are encouraged to engage in CPD, and more experienced academic staff are provided with structured opportunities to gain experience in course development and approval.

142 Academic staff draw on scholarship in their discipline at an appropriate level. Some staff are active researchers and engaged outside of Multiverse, for example as external examiners, approval panel members or peer reviewers. Multiverse recognises the need to develop further opportunities for scholarly activity and external academic engagement. The institution's NDAP Plan includes measures to develop academic staff further, encourage external engagement within the sector and ensure that academic staff maintain an active engagement with the pedagogic development of their discipline. Staff and students at Multiverse currently do not have access to discipline-specific or pedagogical peer-reviewed journals, although this position will be reviewed during the probationary period.

143 Therefore, the team concludes that Multiverse understands this criterion and that Multiverse's New DAP Plan is credible and should enable Multiverse to demonstrate that it will fully meet the criterion by the end of the probationary period.

144 Although the team regards the NDAP Plan as generally credible, some areas where the team considers the Plan would benefit from additional detail are explained in paragraphs 202-207 of this report.

## Criterion D: Environment for supporting students

### Criterion D1 - Enabling student development and achievement

145 This criterion states that:

*D1.1: Higher education providers have in place, monitor and evaluate arrangements and resources which enable students to develop their academic, personal and professional potential.*

#### The evidence considered and why the team considered this evidence

146 The QAA team assessed this criterion by reference to a range of evidence gathered according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and Multiverse's submission. The assessment team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraph 232 of the regulatory framework, namely, to assess Multiverse's understanding of this criterion and to test the credibility of Multiverse's New DAPs Plan in relation to this criterion.

147 Specifically, the assessment team considered or assessed:

a Whether Multiverse takes a comprehensive strategic and operational approach to determine and evaluate how it enables student development and achievement for its diverse body of students. The team considered:

- Process for setting objectives and key results (OKRs) [170]
- Programme Quality Subcommittee Terms of Reference, [031] minutes and papers [033,176]
- Quality and Standards Council Terms of Reference [038] and minutes [001; 026; 027; 036; 037]
- Quarterly Programme Reviews (QPRs). [090]

The team also met senior staff [M2] and academic staff. [M4]

b How students are advised about, and inducted into, their study programmes in an effective way. The team reviewed:

- The 'Flying Start' programme [140]
- Maths assessments [198]
- Information on the 'Cognassist' platform [149]
- Information on the Perlego online library. [099]

The assessment team also had a demonstration of the Cognassist platform during the visit along with demonstrations of the VLE and demonstration of the 'Perlego' online library [SYSTEM DEMOS] and met students [M3] to hear and understand from their perspective how the induction period operates.

c How Multiverse tests the effectiveness of student and staff advisory, support and counselling services, the team considered:

- The NDAP Plan [000]
- Student mid and end-point surveys [139,161]
- End-of-module surveys [120]
- Self-Assessment Report (SAR) [169]

- Quarterly Business Reviews [177]
- Quarterly Programmes Revised (QPRs) [090]
- Programme Quality Subcommittee Terms of Reference, [031] minutes and papers [033,176]
- Quality and Standards Council Terms of Reference [038] and minutes [001; 026; 027; 036; 037]
- Wellbeing resource bank. [179]

The team also met academic [M4] and professional support staff [M5] to understand how staff are able to identify and support students with any wellbeing needs and access to wellbeing resources. [179]

d Multiverse's approach and commitment to equity, therefore the team reviewed:

- Documentation on the approach to Diversity, Equity, and Inclusion (DEI) as referred to in a presentation for students [165]
- The role of Equality, Diversity and Inclusion Senior Manager as identified by the associated job description [156]
- The DEI Champions role descriptor. [205]

e How Multiverse's administrative support systems enable it to monitor student progression and performance accurately. The team explored how the operational delivery teams provide timely, secure and accurate information to satisfy academic and non-academic management information needs, through scrutiny of:

- NDAP Plan [000]
- Commitment Statements [336; 337].
- Information on the Coach Academy [102]
- Coaching Effectiveness Framework [147]
- Teaching and Learning Approach Policy [032]
- Course Assessment Board [146] and Progression and Awards Board [171] terms of reference
- Course Assessment Board minutes [051; 053; 054]
- Data outcomes document. [183]

The team also met senior staff,[M2] academic staff [M4] and professional support staff. [M5]

f How Multiverse provides opportunities for all students to develop skills that enable their academic, personal and professional progression. The team scrutinised:

- Teaching and Learning Approach Policy [032]
- Coach Academy [102]
- WriteWay Lab [104]
- Coaching Effectiveness Frameworks [147]
- Community Hub platform [152]
- Build Your Network and Speaker [151] events.

The team also received a demonstration during the visit of what the Community Hub platform offers, including a virtual tour of the VLE [SYSTEM DEMOS] to further understand how Multiverse makes effective use of the learning resources provided, including the safe and effective use of digital and virtual environments.

The team also met academic staff [M4] and students [M3] to discuss how Multiverse offers a range of workshops and programme of guest speakers to enable them to be productive, innovative, healthy, and successful at work. The team looked at documentation relating to these activities, including the Multiverse's mentoring programme documentation, [167] Buddy Scheme [145] and information on the Elevate Community Leadership programme. [045,206]

### **How any samples of evidence were constructed**

148 The team did not construct any sampling for this criterion.

### **What the evidence shows**

149 Multiverse's plans in relation to this criterion are set out below.

150 Multiverse intends to provide training for staff in reasonable adjustments, extenuating circumstances and the recognition of prior learning policy by September 2022. There are plans to review programme approval templates by September 2022 to ensure that sufficient consideration is given to inclusion and diversity. There are plans to include student representation on the AQC by September 2022, to further develop systems to support onboarding and induction for students during early 2023, and to integrate commitment statements into the Multiverse Platform, to support tracking, by February 2024. The Head of Apprentice Support will develop guidance on quantifying the effectiveness of support and advisory services by December 2022 and a monitoring plan will be developed by March 2023 for implementation from April 2023. Multiverse further aims to produce metrics in relation to student support by September 2022 and to develop a system for finalising marks and recording progression between levels by September 2022.

151 By December 2022 Multiverse plans to strengthen careers guidance and develop a careers and life coaching scheme for alumni. By June 2023 Multiverse plans to produce a strategy for continuation of apprentices to a programme at a higher level and by March 2023 to have collected destination data from at least 80% of completers. A Destinations Analyst will monitor attainment and destination data based on intersectional inequalities, by March 2023.

152 Evidence that will be available during the probationary period to demonstrate progress towards meeting the criterion includes records of relevant staff appointments, staff training and guidance on advice, support and counselling services and application of policies [REDACTED], appointment of a student representative on AQC [REDACTED], evidence of monitoring of systems for delivery and support, updated programme approval templates, details of the proposed career and life coaching scheme, updates to systems (for example for attendance tracking), a strategy for supporting internal progression between programmes, attainment and destinations data and Board of Examiners' documentation.

153 The assessment team's analysis of the evidence led to the following observations.

154 Multiverse takes a comprehensive, strategic and operational approach to determine and evaluate how it enables student development and achievement for its diverse body of students. It does this by focusing on apprentice development and uses learner data to set objectives and key results (OKRs). [170] These OKRs are set on a quarterly basis and guided by what are referred to as 'North Star goals' which are set by departments and are overarching goals all teams must feed into. [000] The Learning and Delivery team (which,



with the Community Team, is primarily responsible for student support) 'North Star' goal is

The OKRs form part of the Quarterly Programme Reviews (QPRs) [090] which evaluate programme performance each quarter. QPR trends are then summarised and reported to the Quality Subcommittee (QSC) as evidenced in QSC's Terms of Reference, [031] minutes [033] and papers, [176] to ensure higher level monitoring of progress against target. The QPRs, which focus significantly on programme outcomes and data such as completions and assessment results, are carried out for all apprenticeship programmes including the degree programme, each of which is reported on separately.

155 Multiverse staff advise and induct students onto their programmes of study effectively through an induction process which takes account of different students' choices and needs. Induction starts with the 'Flying Start' programme [140] which provides students with information on what to expect throughout the apprenticeship, dates of key assessments, and the approach to applied learning (the application of programme learning to the student's own workplace). [140] Additional learning needs are identified using the 'Cognassist' platform [149; SYSTEM DEMOS] and through baseline assessments such as the advanced maths assessment used in the degree programme. [198] This combined approach ensures that specific account is taken of different students' choices and needs to support individual learning goals and support needs. Students who met the team [M3] were positive about their induction and confirmed that they felt it had prepared them well for their programme as it had covered, in detail, issues such as the course structure, what students can expect from their course and other advice such as how to build up a portfolio. The team considers that there is a thorough and supportive process for inducting students.

156 The virtual learning environment (VLE) [101; SYSTEM DEMOS] is a key support mechanism which allows students to access materials on module information, access reading lists, submit assignments, and engage in optional asynchronous courses (non credit-bearing) that support their academic achievement. All degree apprenticeship students also have access to 'Perlego', [099; SYSTEM DEMOS] which is an online library with materials that are accessible on demand. As discussed under Criterion C, Perlego primarily provides ebooks rather than access to journals and the team queried how students would be able to access journals to support their studies. Multiverse staff [M2,M3] indicated that they would investigate the possibility of providing online access to peer-reviewed journals, which is currently provided by NCH. Students are inducted to the use of the online resources as part of the Flying Start induction process [140] which provides students with guidance on how to use the VLE and information on how to access support in the event that there are any difficulties accessing and using the VLE. Multiverse has a number of policies that support appropriate and safe use of learning support systems, including a Code of Conduct, [019] Community Hub guidelines [052] and a policy on bullying and harassment. [039]

157 Apprentice development and achievement is spearheaded by two main teams within Multiverse - the Learning and Delivery team and the Community team. Each team is headed by a Vice President who oversees sub-teams with operational responsibility for apprentice development across programmes. [000p148 &149; M1; M2] For example, the Operations team provides students with timely, secure and accurate information prior to programme launch and has responsibility for additional learning needs, safeguarding, on-programme support, and assessment support. [000; M2; M4] The Compliance team ensures students have signed their formal Commitment Statements which set out how each apprentice's programme will operate in terms of the relationship with the workplace [336; 337] and detail expectations and responsibilities of the apprentice, their employers and managers. Delivery teams work with programme teams who are responsible for delivering content to apprentices and supporting them on their learning journey through one-to-one coaching, [102; 147] and teaching and objective setting, as defined in Multiverse's

comprehensive Teaching and Learning Approach Policy. [032]

158 Multiverse provides a range of student support opportunities. This includes support for additional learning needs, careers guidance, the Community Hub (which includes a range of mechanisms for academic support such as help to develop writing skills), access to counselling and mental health support, access to a range of networks and tailored support from the Safeguarding team who provide assistance with any specific difficulties a student is having. There are also opportunities for support through mentoring and buddying schemes. Multiverse monitors the effectiveness of professional support services through monthly surveys and community surveys of apprentices. [000p157; M2] Evaluation of community engagement and monitoring data is collected from apprentices' monthly; beginning, mid and end-point surveys are collated and shared with the Community team to better understand what events and programmes are beneficial to apprentices. [139] Multiverse's Self-Assessment Report (SAR) [169] details average feedback from all apprentices' rating of community events, and support is consistently above 4.5 on a scale up to 5. [000] The efficacy of academic support is also monitored through the evaluation of regular monthly surveys. [161] Degree apprentices complete end-of-module surveys giving their views on modules, [120] covering a range of issues such as satisfaction with teaching and learning, assessment and support and concluding with an overall satisfaction rating. Quarterly Programme Reviews (QPRs) [090] evaluate programme performance each quarter, including apprentice feedback on the support they receive. QPR trends are summarised via the biannual SAR and reported to the QSC and AQC. The NDAP Plan indicates that the Head of Apprentice Support will be developing guidance on quantifying the effectiveness of advisory, support and counselling services that Multiverse provides by December 2022, and that this will be accompanied by an associated monitoring plan. [000]

159 Multiverse's administrative support systems enables it to monitor student progression and performance. Multiverse maintains student records and uses a data visualisation tool [422, 139] to track student data and produce dashboards. These include the scope to report on issues such as student progress, assignment marks and levels of engagement with systems such as the VLE and Community. Multiverse uses data to understand the factors that impact on student success [183] and has found that positive metrics for student engagement with their programme are strong indicators of completion. The metrics produced also include data on attendance, retention and data on student destinations (employment and/or further study) after completion. The data is also used to identify students at risk, and to put in place interventions. The Apprentice Success Framework [143] provides guidance for staff on how to identify students at risk of failure, and on interventions and support that can be provided depending on the circumstances. At present, the primary data for the degree programme (in terms of data required for formal external reporting purposes such as the Higher Education Statistics Agency (HESA)) is transferred from Multiverse's internal systems to NCH which is responsible for externally reporting on the degree data. Multiverse intends [000] to make further enhancements to its data systems to support its own degree provision including, by September 2022, the development of a process for finalising assessment marks and progression status details for the Boards of Examiners.

160 Multiverse provides opportunities for all students to develop skills that enable their academic, personal and professional progression. Every student is assigned a coach, as defined in the Teaching and Learning Approach. [032] Coaches are developed in the necessary skills to support students through the Coach Excellence Team which supports coaches through a range of mechanisms such as the Coach Academy [102] and use of the Coaching Excellence Framework. [147] The Coach Academy provides an introductory programme for new coaches which covers programme content and curriculum and a range of areas relating to student support and teaching and learning such as developmental coaching, supporting at risk students and pedagogical skills. [102] The Coach Excellence

Framework [147] provides detail of the coach role, indicators of effectiveness and how these might be achieved through skills and behaviours. Coaches are supported in their roles by the Apprenticeship Support Team which provides advice on issues such as safeguarding, monitoring apprentice progress and supporting apprentices with wellbeing. Monthly one-to-one coaching sessions, which focus on the application of learning, progress towards end-point assessment or integrated assessments and professional development, support the professional outlook and development of students. The Instructor Development team trains tutors and coaches, which includes training staff members on the procedures and support mechanisms for extenuating circumstances and reasonable adjustments. [000; M2; M4]

161 Student wellbeing needs are identified through monthly apprentice 'pulse check' surveys. [161] Coaches also refer apprentices they believe may have additional wellbeing needs to the Apprentice Support team [144; M4] and have access to a wellbeing resource bank [179] which provides information on, and links to, various sources of guidance and support for wellbeing issues. Staff are also able to refer apprentices to one-to-one therapy through an online mental health resource [000; M4] and apprentices can also self-refer through their coach. [000; M4] In addition, Multiverse uses the Community Hub, [152; SYSTEM DEMOS] a social media-style platform, to support information sharing and professional and personal online resource links as students expand their professional networks. This includes, for example, special interest groups that students can join (such as parents and carers and LGBT).

162 Multiverse also has a range of workshops to support students to succeed in their apprenticeship and equip them with the tools they need to succeed in their lives and careers. For example, the WriteWay Lab [104] provides support, on a one-to-one and group basis, with writing and study skills. Similarly, the 'Discover Inspiration, Build Your Network' and Speaker [151] events expose and broaden students' minds and experiences to help them thrive in their personal and professional life. [000p153; 000d (linked videos)] Multiverse also provides an associated mentoring programme for students which matches apprentices with a mentor from outside their business to support their career development and personal growth. Mentors and mentees are provided with comprehensive support, resources, and guidance, as well as space and opportunities to work with other people within their cohort. [167] To support new apprentices on programmes, Multiverse has a complementary Buddy Scheme [145] which is open [REDACTED] Multiverse apprentices. The Buddy Scheme runs over a four-week period and aims to build global connections. These opportunities are supplemented with 'Elevate', a community leadership programme which apprentices may join through an application and interview process. [045; 206] Elevate gives participants access to a programme of bespoke skills-building workshops, networking opportunities, and the chance to meet senior industry leaders. Students who met the team [M3] spoke positively about the career, personal and professional development opportunities that Multiverse offers, for example, sessions with external speakers that they found very useful. The NDAP Plan indicates that, by December 2022, Multiverse plans to further strengthen careers guidance and develop a careers and life coaching scheme for alumni.

163 Multiverse's approach to student support is guided by a commitment to equity. There is a designated Equality, Diversity and Inclusion Senior Manager [156] who is responsible for the institutional approach to equity within Multiverse. Multiverse has developed a strategy to embed diversity and inclusion into everything it does for its employees and students. [165] The strategy is comprehensive and commits to value each apprentice as an individual and celebrate differences, tailor coaching to meet each individual's needs and empower and amplify a diversity of voices and perspectives across the apprentice community. [165] To support this strategy there is a Diversity, Equity and Inclusion Champion Group [205] which has a representative from each Multiverse team and meets every six weeks.

## Conclusions

164 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*.

165 The team concludes that Multiverse has a comprehensive strategic and operational approach to determine and evaluate how it enables student development and achievement for its diverse body of students as evidenced in the way that it collects, manages and analyses data to set objectives and key results to act as the foundation for enabling student development and achievement.

166 Students engage in a comprehensive induction programme which takes account of different students' choices and needs. Multiverse competently does this in a systematic way, by providing an engaging 'Flying Start' programme to kick off the induction programme, followed by initial skills testing and competence tests. This is supported by a well maintained and easy to navigate VLE with programme and support information available on it.

167 Multiverse ensures that student and staff advisory, support and counselling services are monitored, and any resource needs arising are duly considered through a range of well designed systems and approaches, such as the use of survey data, self-assessment practice and quarterly programme reviews, the outcomes of which are monitored in committee meetings. Wellbeing support is effectively identified using a range of tools, including apprentice pulse surveys and the engagement of Coaches. Multiverse also has a well developed approach to equity which is underpinned by its Diversity, Equity and Inclusion strategy, designated leadership for this aspect of its work, and a Diversity, Equity and Inclusion Champion Group.

168 Administrative support systems at Multiverse are designed to enable it to successfully monitor student progression and performance accurately. Monitoring of the success and performance of programmes is timely, with secure and accurate information being provided to meet academic and non-academic management information needs as evidenced in the way Multiverse works with its current awarding partner. These factors combine to provide the team with confidence that Multiverse will continue to develop its own systems and processes to collect, analyse and use data effectively should it gain new degree awarding powers.

169 Multiverse offers and promotes an extensive range of opportunities for all students to develop skills that enable their academic, personal and professional progression. This includes its approach to coaching, mentoring and a wide range of networking and speaker events. In addition, it makes effective use of digital and virtual environments such as the Community Hub and associated Elevate community leadership programme. Students are supported and policies are in place to ensure effective and safe use of these systems.

170 The team concludes, therefore, that Multiverse understands this criterion and that its New DAP Plan is credible and should enable Multiverse to demonstrate that it will fully meet the criterion by the end of the probation period.

171 Although the team regards the NDAP Plan as generally credible, some areas where the team considers the Plan would benefit from additional detail are explained in paragraphs 202-207 of this report.

## Criterion E: Evaluation of performance

### Criterion E1 - Evaluation of performance

172 This criterion states that:

*E1.1: An organisation granted degree awarding powers takes effective action to assess its own performance, respond to identified weaknesses and develop further its strengths.*

#### The evidence considered and why the team considered this evidence

173 The QAA team assessed this criterion by reference to a range of evidence gathered according to the process described in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*, in particular the suggested evidence outlined in Annex 5 and Multiverse's submission. The assessment team identified and considered this evidence for the purposes of the New DAPs test outlined in paragraph 232 of the regulatory framework, namely to assess Multiverse's understanding of this criterion and to test the credibility of Multiverse's New DAPs Plan in relation to this criterion.

174 Specifically, the assessment team considered or assessed:

a Whether critical self-assessment is integral to Multiverse's operation of its higher education provision and that action is taken in response to matters raised through internal or external monitoring and review. The team considered:

- NDAP Plan [000]
- NCH/MV Annual Partnership Review [186]
- NCH EE handbook [210]
- Annual Course review [187]
- Self-Assessment Review [169]
- OKR Examples [170]
- Quality Subcommittee minutes [011]
- Self-Assessment Report 2021 [034]
- Ofsted Report [010]
- LIO top teams data [193]
- ADF QPR action plan [192]
- Quality Subcommittee minutes [189]
- Annual Course Review [187]
- NCH Periodic Review [185]
- NCH annual monitoring and reporting responsibilities [184]
- QPR Example [178]
- Multiverse SAR Example [169]
- Recruitment of External Examiner [132]
- QPR template [090]
- Quality Calendar [041]
- AQC and Quality Subcommittee Terms of Reference [038 and 031] and Quality Subcommittee minutes. [033]

The team also met the CEO and Vice President for Learning, [M1] senior management and academic leaders, [M2] students, [M3] academic staff [M4] and professional staff. [M5]

b Whether clear mechanisms exist for assigning and discharging action in relation to

the scrutiny and monitoring of Multiverse's academic provision. The team reviewed:

- The NDAP Plan [000]
- Quarterly Programme Review template [090]
- NCH Periodic Review [185]
- NCH/Multiverse annual monitoring and reporting responsibilities [184]
- ADF QPR Action Plan [192]
- ADF Quarterly Programme Review [178]
- QSR minutes [033]
- NCH/MV annual partnership review [186]
- Multiverse Self-Assessment Review Example [169]
- Quality Calendar [041]
- AQC [038] and Quality Subcommittee Terms of Reference [031]
- Programme Monitoring and Review Policy. [030]

The team also met the CEO and Vice President for Learning, [M1] senior management and academic leaders, [M2] students, [M3] academic staff [M4] and professional staff. [M5]

- c How ideas and expertise from within and outside Multiverse are drawn into Multiverse's arrangements for programme design, approval, delivery and review. The team considered:

- The NDAP Plan [000]
- NCH External Examiner Handbook [210]
- Academic Regulations [018]
- External Examiner Policy [023]
- External Examiner feedback on assessments [099]
- Course Assessment Board (CAB) minutes [052]
- External Examiner Recruitment [062]
- Programme Approval Event Terms of Reference [038,086]
- NCH Multiverse Partner Review [186]
- NCH Periodic Review [185]
- NCH/Multiverse monitoring and reporting responsibilities [184]
- ADF QPR Plan [192]
- Quarterly Programme Review example [178]
- Quality Subcommittee minutes [033]
- Recruitment of external examiner [132]
- Programme Management database [087]
- Programme monitoring and review policy. [030]

The team also met the CEO and Vice President for Learning, [M1] senior management and academic leaders, [M2] students, [M3] academic staff [M4] and professional staff. [M5]

### **How any samples of evidence were constructed**

175 No sampling was carried out for this criterion as it was possible to review all available documentation.

### **What the evidence shows**

176 Multiverse's plans in relation to this criterion are set out below.

177 During the probationary period, Multiverse plans to continue to produce biannual self-assessment reports (SARs). It will continue to employ external advisers on all governance committees and key panels. A report on the SAR will be reported to the Quality Subcommittee twice a year. The SAR will also be used to develop Learning and Delivery team objectives on a quarterly basis. By September 2023 another external adviser will be appointed to the AQC to reflect the increasing scale of the degree provision and the number of degree apprentices on programme. From September 2022, Multiverse will appoint external examiners for its own degree programmes. These external examiners will be required to produce yearly reports which will be considered in the programme monitoring processes and periodic reviews for relevant programmes. The first external examiner report for the NCH programme will be available by August 2022 and, from August 2023, external examiner reports will be submitted for Multiverse's own programmes. Quarterly programme reviews (QPRs) will continue to take place. For degree programmes, monitoring and evaluation of performance will also include periodic reviews which will occur on a three-yearly cycle, with the first occurring in May 2025.

178 Multiverse intends to review its governance arrangements internally each year and to commission an external organisation to review and report on the effectiveness of the governing body and academic governance structures by January 2025. The outcomes of this report will be evaluated internally in February 2025 and a plan will be drawn up by the Quality Manager to address the findings and any identified actions by May 2025. Implementation of actions in response to the report will begin in June 2025, with progress checkpoints being presented in the AQC meetings in August and November 2025.

179 Evidence to be submitted during the probationary period for this criterion includes programme approval documentation, external examiner reports, details of recruitment of external examiners and external committee members, QPRs, SAR (and revised template for the SAR), periodic reviews, student feedback on programmes and how these are considered through the academic governance structure.

180 The assessment team's analysis of the evidence led to the following observations.

181 Multiverse currently evaluates its own performance in a number of ways through SARs [169] produced for Ofsted; [010] external advisers sitting on key governance committees and panels; [060,063] the consideration of views of external examiners on the degree apprenticeship programme; [061] quarterly programme reviews (QPRs); [177, 178] and through monitoring by its validating partner (as demonstrated by the NCH partner review, [186] periodic review, [185] and NCH monitoring and reporting processes [184]). The NDAP Plan [000] also states that Multiverse operates a formal self-assessment process on a six-monthly cycle supported by appropriate action planning, with each cycle aligning with the quarterly review and priority-setting process that the whole company undertakes. The NDAP Plan further states that these reviews include evidence from observations of delivery, sampling of apprentice work, learner data (applied learning, attendance and completion), sampling of apprentices' target-setting, meetings, feedback from employers and from apprentices, strategic plans, guidance documents, learning resources and session plans. It has also been informed by an Ofsted visit, [010] which took place in July 2021.

182 As an apprenticeship provider, Multiverse is required to submit a SAR [169] every year as part of Ofsted's approach to inspection. Multiverse regards the SAR as 'a key pillar of the approach to evaluation of performance of all academic provision alongside a framework to address any relevant actions in relation to the scrutiny undertaken'. [000] The SAR is also used by the Learning and Delivery senior management team to develop the team's objectives and key results (OKRs) which are integral to the quarterly work plans of each team. The SAR includes commentary on each of the aspects which Ofsted reports on (leadership and management, behaviour and attitudes and personal development) as well as

commenting more broadly on Multiverse's view of the operation of its provision during the year including, for example, curriculum; learning support; outcomes of student evaluations and surveys; developments during the year; and actions taken in response to previously identified issues. The report includes detailed statistical analysis and related diagrams covering a range of issues such as recruitment and admissions data, progression, outcomes and destination data.

183 The team noted that the SAR has hitherto been primarily intended to meet the requirements of Ofsted, and therefore may not necessarily be fit-for-purpose as a monitoring and evaluation tool for the degree-level programmes. The NDAP Plan [000] indicates that, with the introduction of degree awarding powers, Multiverse intends to further develop the SAR to include the degree provision. The intention [000] is that specific higher education information from the SAR, [169] external examiner reports, [061] and the findings from quarterly programme reviews (QPRs) will be summarised in an annual report for AQC starting in May 2023. [000, M2, M4] The SAR format has not yet been updated to accommodate the specific needs of the degree programmes, and no template for the annual report to AQC was available, therefore it was not possible to assess the likely effectiveness of these processes at this stage. The NDAP Plan indicates that an updated template for the SAR will be available from November 2022. The team considered that, with necessary adjustments to the SAR to ensure that it accommodates critical self-assessment of the degree programmes, and in conjunction with the proposed annual report to AQC, the SAR and the associated annual report should provide an appropriate basis for annual monitoring of the degree programmes.

184 QPRs [178] also form a fundamental part of Multiverse's approach to monitoring and evaluation of performance. The QPRs are assessments of a programme undertaken by programme leads four times a year. These outline performance of the programme, academic performance of apprentices, any key changes made to the programme, and actions from the previous quarterly review. Themes from the QPRs are then combined and reported in summary to the QSC annually. [M2, M4, M5, QPR 178] The QPRs are carried out for all the apprenticeship programmes, including the NCH degree apprenticeship programme. Multiverse indicated that it will continue to use the QPR process for its degree apprenticeships during the NDAP probation period; however, its NDAP Plan [000] indicates an intention to review the format of the QPRs by September 2022 to include additional degree-specific issues such as external examiner reports, programme changes, student feedback, data on academic appeals and misconduct, and a summary of the previous QPR and details of actions that have been implemented. [000] QPR trends are summarised via the biannual SAR and reported to the AQC and QSC (as evidenced in its Terms of Reference [031] minutes [033] and papers, [176]) to ensure higher level monitoring of progress against target. The QPRs, which focus significantly on programme outcomes and data such as completions and assessment results, are carried out for all apprenticeship programmes. QSC minutes [033] show discussion of the QPR summary, although it is not clear from the minutes and documentation provided where the focus is on ensuring that issues identified in reports as requiring attention (for example, those in the QPR report for the degree programme) [178,192] are monitored. The quality calendar [041] indicates that there will be action plans for issues identified in the QPRs which will be considered by AQC. The team considers that the proposed amendments to the QPR format for the degree programmes, and consideration of the degree programme reports and action plans by the AQC, should ensure sufficient focus on degree-specific issues and facilitate programme-level monitoring and tracking of associated actions.

185 As part of the validated partnership agreement with NCH, Multiverse is required to comply with an agreed monitoring schedule with NCH through its annual monitoring and reporting policy [184] as well as being subject to NCH's periodic review policy [185] (although given the stage of development of the NCH degree, there has not been a periodic



review). Multiverse staff meet NCH on a quarterly review to discuss the operation of the degree programme. An example of a report that supports this process [186] was provided, which is a short update that covers revenue generation, academic performance and apprenticeship performance. At this stage, given that the NCH degree programme has not yet operated a full annual cycle, there have been no programme monitoring reports and no periodic review has taken place, therefore no evidence of the operation of these arrangements was available. However, in line with NCH's policy, two module reviews have been completed. [048,187] These reviews demonstrate that Multiverse engaged in a reflective process, with commentary being made on a range of issues including effectiveness of teaching and learning strategies, delivery and performance and learner feedback, and statistics on student achievement. The reports have an action plan which includes identified actions which are attributed to specific members of staff or teams to take forward. [048] The NCH monitoring and reporting process [184] indicates that there is a requirement for an annual programme/partnership review and that this encompasses finalising an overall quality improvement plan in September each year. The NCH monitoring arrangements will continue to operate until the programme has completed.

186 Monitoring and evaluation of performance for the degree programmes will also include periodic reviews. These will occur on a three-yearly cycle, with the first occurring in May 2025. The periodic review will involve an in-depth reflection and evaluation of the programme. A template developed for this process [081] indicates that there will be a requirement for comprehensive commentary on all aspects of the programme, a SWOT analysis, details of future intentions and a resulting action plan for the programme. The Terms of Reference for periodic review panels are set out in detail [082] and indicate that panels will be chaired by a senior member of Multiverse staff; have an external academic/subject expert and employer input; and include an apprentice. The team considers that this demonstrates plans for a thorough periodic review process which will be informed by reflection and evaluation and external engagement. The team found that critical self-assessment is integral to Multiverse's operations, that action is taken in response to matters raised through internal or external monitoring and review and that there are plans that should ensure that actions in relation to the scrutiny and monitoring of provision are appropriately assigned and discharged.

187 Multiverse already has in place processes for using external expertise in its arrangements for governance, quality assurance and oversight of standards. For example, it has been developing its use of external members on governance committees and has used external advisers for programme approval panels. Two external members who are experts in the field of apprenticeships and Ofsted are included in the membership of the QSC. [000] There is currently one external member of AQC who brings higher education experience to the committee (as is evident from the paperwork approving their appointment [063]). These advisers provide critical feedback on academic performance, operations and programme design. Multiverse also includes external input into programme approval processes and an appropriately qualified and experienced external adviser was appointed to provide higher education and subject knowledge and experience to the approval panel for the first degree programme approval. [060] The report of the approval event [042] indicated that the adviser appointed to the panel commented in detail on the programme proposals and that the adviser's views were given full consideration and fed into the conditions and recommendations of the panel. As set out in other areas of this report, Multiverse also has processes for student input into its evaluative processes through surveys, student representation opportunities and student membership of committees, and programme approval and review panels. For example, a student participated in the approval event for the degree programme. [042] As an apprenticeship provider, senior staff [M2] also highlighted the importance of employer feedback in Multiverse's evaluative processes, indicating that feedback from employers is regularly collected and employers are sometimes consulted on specific issues, such as their needs and challenges. An example was given of

a leading professional services company being consulted to inform the development of one of the proposed new programmes. [M2]

188 In preparation for degree awarding powers, Multiverse has developed an External Examiner Policy and process [023] and will start to appoint its own external examiners for its programmes starting in September 2022. Currently, as part of the degree programme through the validated partnership with NCH, Multiverse engages with the external examiner who is appointed by NCH to provide externality on marking and moderation of all credit-bearing assessments. [050] The programme has not yet reached the stage where the external examiner has provided an annual report; however, the examiner will provide a report on Multiverse's performance at the end of the current academic year and that report will be used within QPRs and periodic reviews. As Multiverse has not yet received an annual report, it was not possible for the team to assess the effectiveness of the formal process for considering and responding to external examiner comments. The external examiner has however been involved in commenting on assessment tasks and assessed work, and documentation from this process [099] demonstrated feedback from the examiner being taken on board in the marking for specific assessments. The External Examiner Policy [023] indicates a clear process for considering and responding to external examiner comments and a process for AQC to consider an overview report on external examiner comments each year. The team therefore considers that Multiverse has plans to take account of external examiner expertise and to be responsive to feedback received.

189 As a further example of Multiverse's commitment to assessing its own performance, there are plans to internally review the governance arrangements annually and to commission an external organisation to review the effectiveness of the governing body and academic governance structures at the end of the probationary period. The outcomes of this review will be evaluated internally by the AQC in February 2025. The Quality Manager will then form a plan of action to address the feedback within the report and propose any changes in response to the report to AQC by May 2025. Implementation of adviser feedback received will then begin in June 2025, with progress checkpoints presented at the AQC meetings in August 2025 and November 2025. [000,M2, M4]

190 The team found that through the involvement of external advisers, panel members and committee members, external examiners and the student voice, ideas and expertise from within and outside of the organisation are drawn into Multiverse's arrangements for programme design, approval, delivery and review.

## Conclusions

191 The assessment team formulated its judgement against this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA, October 2019*.

192 The team concludes that Multiverse's planned approach to take effective action to assess its performance and respond in relation to the review and monitoring of academic provision is transparent and credible. The New DAP Plan indicates a clear and appropriate sequence of monitoring and reporting through its governance structures. Multiverse has a clear commitment to the use of externality in its processes, incorporating external examiner provision, external subject specialists as part of approval panels and externality within its governance structures. Multiverse has plans for student involvement across its activities and these should provide for credible mechanisms of student engagement in the evaluation of its performance.

193 The team considers that Multiverse has credible plans and clear mechanisms for assigning and discharging action in relation to the scrutiny and monitoring of its performance

and academic provision through its committee and governance structure.

194 The New DAP Plan identifies when key pieces of evidence should be available, including SARs, external examiner reports, QPR, periodic reviews, and consideration of student feedback on its programmes. The team concluded that, overall, the plan for meeting this criterion in full by the end of the probation period is coherent and realistic.

195 The team concludes, therefore, that Multiverse understands this criterion and that its New DAP Plan is credible and should enable this criterion to be met by the end of the probation period.

196 Although the team regards the NDAP Plan as generally credible, some areas where the team considers the Plan would benefit from additional detail are explained in paragraphs 202-207 of this report.

## New Degree Awarding Powers overarching criterion

197 The New DAPs overarching criterion is that 'the provider is an emerging self-critical, cohesive academic community with a clear commitment to the assurance of standards supported by effective (in prospect) quality systems'.

### Conclusions

198 Multiverse has a self-critical approach with effective quality systems. It has in place plans for regular and cyclical monitoring and review of its provision. These begin with programme design and development that incorporate the views of staff, external advisers and engagement with students and employers who are to be integral to these processes. The Academic Quality Council (AQC) as the ultimate academic authority for Multiverse, will have oversight of the quality and standards of the programmes and their regular monitoring and review. Multiverse intends to review all policies annually to ensure that they are working as originally envisaged and to identify areas where improvements may be required. There are also plans to regularly review the effectiveness of academic governance arrangements, internally on an annual basis and using external input at the end of the probationary period. There are processes for the quarterly review and annual monitoring of programmes. Over the longer term, Multiverse has made provision for periodic reviews of all programmes every three years. This bodes well for its future commitment to these aspects of the overarching criterion.

199 Multiverse has a clear commitment to the assurance of standards. Its Academic and Assessment Regulations place the sector-recognised standards at the heart of its considerations, but as an apprenticeship provider it also makes proper reference to the various regulatory bodies involved so that students and other stakeholders, such as employers, can be assured that the qualifications that apprentices achieve can be recognised by their respective industries and professions. In the design of its courses, Multiverse prioritises the design of assessments that should enable its students to develop skills that allow them to work effectively in their respective areas. Multiverse's detailed plans to engage with external examiners and external advisers support its intention to assure itself that its standards are being maintained, as do other policies and procedures that will be used by academic staff in the design and review of courses and in assessment.

200 The assessment team agreed that Multiverse is doing much to encourage and develop a cohesive academic community. Training events for staff are detailed in the NDAP Plan and other development activity is to be designed in partnership with staff. The plans to provide opportunities for development (including training, staff development and further developing opportunities for participation from a range of staff in internal committees and forums) for all staff connected with the degree programmes should contribute towards building commitment and engagement. Staff who met the team demonstrated shared understanding of institutional strategy and policy and their role within the organisation, and reported that there is a good interaction between staff.

201 The team therefore concludes that Multiverse has an emerging self-critical, cohesive academic community with a clear commitment to the assurance of standards supported by effective quality systems.

## Required changes to the New DAPs Plan

202 Multiverse's plan is generally credible and comprehensive and provides information on planned actions and developments for each criterion.

203 However, the team considers that changes in two areas are required in order to ensure that the plan provides a suitable basis for monitoring and assessment. The team considers the changes are necessary to enhance the coherence of the plan and ensure the plan contains complete information on plans and milestones for the purposes of future monitoring.

204 Firstly, Multiverse should include more detailed information for each of the criterion in the NDAP Plan in relation to the plans to deliver programmes under its degree awarding powers [REDACTED]. The team recognised that these plans are in development at the moment, and that it is likely that further detail will only become apparent during the probationary monitoring period (should NDAPs be awarded by the OfS). [REDACTED]

205 The team considers at this moment in time, due to the developing nature of the plans, that a short summary and reference to [REDACTED] each criterion would be sufficient. Depending on the implementation and development of the provider's plans, during the probationary monitoring and assessment the provider should be prepared to demonstrate how it is ensuring that the DAPs criteria are, or continue to be, met across all of its provision.

206 This will ensure that a team undertaking the probationary monitoring and assessment process will be able to understand the plans and milestones in relation to this specific issue and thus assess the extent to which the provider is implementing its plans and meeting its own targets.

207 Secondly, the plan is not currently sufficiently detailed or specific regarding the timescales in which Multiverse expects to fully meet each of the criteria during the probationary period. The NDAP Plan provides information on the actions Multiverse plans to take for each of the criterion and the anticipated timelines for actions and associated documentary evidence. The Plan should be amended to provide further specific dates and deadlines for specific actions to be completed. The team recognises that Multiverse currently is continuing to develop its plans, but it is important that, particularly in the near term (that is, at least the first year of the proposed probationary period) where actions and expected outcomes are more likely to be known that these are committed to in the Plan. This information would enable a probationary assessment team to assess whether Multiverse is meeting its own targets and ensuring that progress towards meeting each criterion is being evidenced and monitored.

## Annexes

### Evidence

000 Multiverse - NDAP Plan March22.pdf  
000a\_EvidenceTable.xlsx  
000b\_TimingsTable.xlsx  
000c Evidence List with hyperlinks 140322.xlsx  
000c Updated evidence list post DBA submission 0604.xlsx  
000d Request for additional information Multiverse 300322.docx.pdf  
000d Updated evidence list 12 May.xlsx  
000e Request for additional information Multiverse 030522.docx  
000f Request for additional information Multiverse 100522.docx  
001\_AQCminutes\_030821.pdf  
002\_NCH\_MOA.pdf  
003\_DegrAppMangBrd\_ToR.pdf  
004\_MV\_ArticlesAssociation.pdf  
005\_MV\_DelegationAgreement.pdf  
006\_MV\_MarketResearch.pdf  
007\_MV\_OrgChart.pdf  
008\_MVpolicy\_AcFreedom.pdf  
009\_OfSletter.pdf  
010\_OfstedInspection.pdf  
011\_QualSubcommMinsMay2021.pdf  
012\_QAAletter.pdf  
013\_MV\_OfS\_Qs.pdf  
014\_Attainment.pdf  
015\_Progression.pdf  
016\_Retention.pdf  
017\_QSC\_SlideDeck\_Apr.pdf  
018\_MVpolicy\_AcademicRegs.pdf  
019\_MVpolicy\_AppCodeConduct.pdf  
020\_MVpolicy\_AppSupport.pdf  
021\_MVpolicy\_AppVoice.pdf  
022\_MVpolicy\_Complaints.pdf  
023\_MVpolicy\_EE.pdf  
024\_MVpolicy\_ProgDesign.pdf  
025\_MVpolicy\_RPA.pdf  
026\_AQCminutes\_010222.pdf  
027\_AQCminutes\_110322unconf.pdf  
028\_MVpolicy\_Assessment.pdf  
029\_MVpolicy\_Admissions.pdf  
030\_MVpolicy\_ProgMonitoring.pdf  
031\_QSC\_ToR.pdf  
032\_MVpolicy\_Teach\_Learn.pdf  
033\_QSCminutes\_081021.pdf  
034\_SAR\_2021.pdf  
035\_SLT\_NDAPs.pdf  
036\_AQCminutes\_231121.pdf  
037\_AQCminutes\_261021.pdf  
038\_AQC\_ToR.pdf  
039\_MVpolicy\_Bullying.pdf  
040\_MVpolicy\_DEI.pdf

041\_MVQualCalendar.pdf  
042\_ADFProgApprovalEvent\_071221.pdf  
043\_MVpolicy\_TutorDev.pdf  
044\_MVGovStructure.pdf  
045\_ElevateProgInfo.pdf  
046\_ADF1\_ProgHandbook.pdf  
047\_ADF\_ProgSpec\_CommitStatement.pdf  
048\_ACR\_InfoSys\_Ethics(1).pdf  
048\_ACR\_InfoSys\_Ethics.pdf  
049\_AppManagerInduction.pdf  
050\_AsstBriefs.pdf  
051\_CABminutes\_050821.pdf  
052\_CABminutes\_081121.pdf  
053\_CABresults\_050821.pdf  
054\_CABresults\_081121.pdf  
055\_CoachCPD.pdf  
056\_CoachGuidance.pdf  
057\_CommunityHubGuidance.pdf  
058\_DecodedRPLMappingForm.pdf  
059\_DecodedRPLMappingGuidance.pdf  
060\_ExAdAppForm\_PS.pdf  
061\_EEFeedback.pdf  
062\_EEJobDesp.pdf  
063\_ExAdAppForm\_DJ.pdf  
064\_JobDespHERecords.pdf  
065\_JobDespQualManager.pdf  
066\_KBTracker.pdf  
067\_Lvl4MappingGuidance.pdf  
068\_MappingStandardsADF2.pdf  
069\_MarkingCriteria.pdf  
070\_MVCommonAsstRubric.pdf  
071\_MVMarkingRubric.pdf  
072\_MVMissionValues.pdf  
073\_MVWiki.pdf  
074\_NCHAcademicMiscondProcess.pdf  
075\_NCHAppealsPolicy.pdf  
076\_NCHAsstRegsTaughtAwrds.pdf  
077\_NCHComplaintsPol.pdf  
078\_NCHEEAppoint.pdf  
079\_NCHMarkingModeration.pdf  
080\_NewProgApprvTemp.pdf  
081\_PeriodicRevTemp.pdf  
082\_PeriodicRevTermsofRef.pdf  
083\_ProdRoadmapSubcomApproval.pdf  
084\_ProgAppEventOutcome.pdf  
085\_ProgAppEventPanelGuidance.pdf  
086\_ProgAppEventToR.pdf  
087\_ProgMangDatab.pdf  
088\_JobDespExtAdvGovernance.pdf  
089\_ProgRevTemp.pdf  
090\_QuartProgRev.pdf  
091\_FeedbackChangeLog.xlsx  
092\_AlumDataAssosRoleResp.pdf  
093\_TutorCPD.pdf  
094\_AcaDevelopPathwayTask.pdf

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095\_ADFTutorOnbordPlaybook.pdf  
096\_CoachOnboarding.pdf  
097\_NewProgApprvDoc2.0.pdf  
098\_ProgApprvEventOutcome.pdf  
099\_Ex\_EE\_feedback.pdf  
100\_ [REDACTED]  
101\_AppliedScreenshot.pdf  
102\_CoachAcademy.pdf  
103\_JointProgSpecCommStatement.pdf  
104\_WriteWay Lab.pdf  
105\_AcadReadAdvProgStaff.pdf  
106\_ADF1\_ProgSpec.pdf  
107\_ADF1\_Results.pdf  
108\_ADFCoachHiringCrit.pdf  
109\_ADFCoachRoleQuart.pdf  
110\_ADF1CoachNumbModl.pdf  
111\_ADFAdvProgCoachCapModl.pdf  
112\_CoachAppNumbModl.pdf  
113\_CoachAssisGuide.pdf  
114\_CoachOnbDeliv.pdf  
115\_CoachOnboardingPres.pdf  
116\_CoachRecrutPipeline.pdf  
117\_CoachRefITool.pdf  
118\_CoachingRolesL5L6.pdf  
119\_CulturallInformAssess.pdf  
120\_EndOfModSurv.pdf  
121\_ExtCritRevProgDesign.pdf  
122\_IntCritReadEx.pdf  
123\_ModUserManualEx.pdf  
124\_MVAppLearnMod.pdf  
125\_MVCoachObserv.pdf  
126\_MVRecrWikiHireForExcellence.pdf  
127\_MVRecrWikiProcess.pdf  
128\_MvRefGuide.pdf  
129\_NCHMVAcadMisconProcess.pdf  
130\_NCHCoachObvs.pdf  
131\_ProgDevelpPlan.pdf  
132\_EERecruitment.pdf  
133\_SecondMarkModProcess.pdf  
134\_NCHMVStaffDevelpAlign.pdf  
135\_StudentRevTeachingEx.pdf  
136\_TeamLeadAccPres.pdf  
137\_TempCritRead.pdf  
138\_UnivDesignLearning.pdf  
139\_AppEngageTableau.pdf  
140\_AppFlyStrtEx.pdf  
141\_AppFlyStrtFeedback.pdf  
142\_AppOnbrdEm.pdf  
143\_AppSuccMang.pdf  
144\_AppSuppOrganogram.pdf  
145\_BuddScheme.pdf  
146\_CAB\_ToR.pdf  
147\_CoachExcFrame.pdf  
148\_CognasistPgDelvWiki.pdf



149\_CognassistAssesEx.pdf  
150\_CommEngageTableau.pdf  
151\_CommEventEx.PDF  
152\_CommHub.pdf  
153\_ContractSessGuidance.pdf  
154\_CounsellRefGuide.pdf  
155\_EngMetricsEx.pdf  
156\_EqualDivIncSMangJD.pdf  
157\_EvalLinkEngagComple.pdf  
158\_HeadDelivOperationsJD.pdf  
159\_InfoSessGuidance.pdf  
160\_JointSuccessPlanEX.pdf  
161\_MVAppSurvey.pdf  
162\_MVApproach.pdf  
163\_MVAssessDataSharingNCH.pdf  
164\_MVDelvWiki.pdf  
165\_MVDivEqIncStrategy.pdf  
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167\_MVMentProg.pdf  
168\_MVSafeGDelvWiki.pdf  
169\_SAR\_2020.pdf  
170\_OKREx.pdf  
171\_PAB\_ToR.pdf  
172\_PartnershipOutreachBlg.pdf  
173\_ProgDelvPlanE.pdf  
174\_ProgPages.pdf  
175\_ProgRevGuidance.pdf  
176\_QualSubComMeetDeckEx.pdf  
177\_QuartBusRevEx.pdf  
178\_QuartProgRevEx.pdf  
179\_WellbResBank.pdf  
180\_RPLTemplate.pdf  
181\_RPLCompletedEx.pdf  
182\_RPLSummary.pdf  
183\_EngComplLinkEval.pdf  
184\_NCH\_MVmonitoring\_reporting.pdf  
185\_NCH\_PeriodicRev.pdf  
186\_NCH\_MVpartnerRev.pdf  
187\_ACR\_BusOrg.pdf  
188\_ECclaimEx.pdf  
189\_QualSubCommMinsFeb22.pdf  
190\_AlumSuccessMangJD.pdf  
191\_PRSubcommitte\_TOR.pdf  
192\_ADF\_QPR\_Plan.pdf  
193\_LIO\_Top\_Team\_Data.pdf  
194\_AcademicDevelopmentFund.pdf  
195\_Dig\_Core\_Slides.pdf  
196\_EPAO\_Selct.pdf  
197\_Coach\_Exc\_DBoard.pdf  
198\_MathsAssessment.pdf  
199\_DurableSkills.pdf  
200\_ADF1CommitmentStatement.pdf  
201\_CMIcontract.pdf  
202\_APContract.pdf  
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20210397 SysDev Exam.pdf  
20210397 SysDev Written.pdf  
203\_ApprenticeProtectionPlan.pdf  
204\_LMEngagementJD.pdf  
205\_DEIChampGrp.pdf  
206\_ElvteSelCrit.pdf  
207\_BOETOR.pdf  
209\_ADFProgDevelopment.pdf  
210\_EEHandbook.pdf  
21050002 CySec Exam.pdf  
21050003 CySec Exam.pdf  
21050004 CySec Exam.pdf  
21050005 CySec Exam.pdf  
211\_MVPolicy\_ProgApprovalL4.pdf  
212\_MVWhitePaper.pdf  
213\_ExceptionalCase.pdf  
214\_LearningDesignerJD.pdf  
215\_HEInstructionalLeadJD.pdf  
216\_PRSC\_Dec21\_Slides.pdf  
217\_PRSC\_Feb22\_Preread.pdf  
218\_DAMBMinutes\_Dec21.pdf  
219\_ADFInfoSession.pdf  
220\_PRSC\_Sep21\_Slides.pdf  
221a\_JDHeadProg.docx.pdf  
221b\_HeadofProgDegree.pdf  
221c\_JDProgLead.pdf  
222\_JDLeadTutor.docx.pdf  
223\_JDLeadCoach.docx.pdf  
224\_JDExtAdvGovernBoard.docx.pdf  
225\_JDDirAdvProgs.pdf  
226\_JDVPlarning.pdf  
227\_JDDirDeliv.docx.pdf  
228\_JDGlobHeadProgDes.docx.pdf  
229\_JDSenLearnDes.docx.pdf  
230\_JDHeadAsstCred.docx.pdf  
231\_JDDirDataIns.pdf  
232\_JDCoachEnableLead.docx.pdf  
233\_JDQualMan.pdf  
235\_JDAsstLead.docx.pdf  
236\_JDHeadAcadOnb.pdf  
237\_JDHeadApprSupp.pdf  
238\_CV\_JT.pdf  
239\_CV\_HL.pdf  
240\_CV\_HC.pdf  
241\_CV\_GH.doc.pdf  
242\_CV\_NB.docx.pdf  
243\_CV\_LB.pdf  
244\_CV\_KF.pdf

245\_CV\_VW.pdf  
246\_CV\_CH.pdf  
247\_CV\_LS.pdf  
248\_AQCslidedeck\_CoachOnb.pdf  
251\_ArticlesofAssociation.pdf  
252\_GovernanceDelegation.pdf  
253\_ToRSLT.pdf  
254\_SLTActions.pdf  
254a\_SLTDashboard.xlsx  
254b\_BoardSlidesJan22.pdf  
254c\_BoardSlidesOct21.pdf  
254d\_SLTSlides.pdf  
254e\_SLTSlidesUpdate2.pdf  
255\_DraftHEComToR.pdf  
256\_DraftAdmissionsToR.pdf  
257\_ApprenticeRepToR.pdf  
258\_EDIToR.pdf  
259\_EmployerRevToR.pdf  
260\_ProgCommitteToR.pdf  
261\_DraftTLCommitteeToR.pdf  
262\_PRSCDecisionLog.pdf  
263\_PRSCNov20.pdf  
264\_PRSCDec20.pdf  
265\_PRSCJan21.pdf  
266\_PRSCMar21.pdf  
267\_PRSCApr21.pdf  
268\_PRSCJun21.pdf  
269\_PRSCJuly21.pdf  
270\_PRSCSept21.pdf  
271\_PRSCDec21.pdf  
272\_PRSCFeb22.pdf  
273\_PRSCApr22.pdf  
273a\_AccountingDiscontinuation.pdf  
273b\_FAQDBA.pdf  
273c\_BADiscontinuation.pdf  
274\_EPAOSelection.xlsx  
275\_DataPlaybook.pdf  
276\_DRAFTProgmanagementdatabase.xlsx  
277\_CurriculumPlaybook.pdf  
278\_ADFQPRQ2.pdf  
279\_ADFQPRQ3.pdf  
280\_FeedbackScores.pdf  
281\_ResponseRates.pdf  
282\_SWEPR.pdf  
283\_PMPR.pdf  
284\_DFPR.pdf  
285\_ADFPR.pdf  
286\_DFDeliveryPlan.pdf  
287\_PMDeliveryPlan.pdf  
288\_SWEDeliveryPlan.pdf  
289\_CommitmentStatement.pdf  
290\_RPL1.xlsx  
291\_RPL2.xlsx  
292\_RPL3.xlsx  
293\_MarkingCrit1.xlsx

294\_MarkingCrit2.xlsx  
295\_MarkingCrit3.xlsx  
296\_AsstBrief1.pdf  
297\_AsstBrief2.pdf  
298\_AsstBrief3.pdf  
299\_EECommunicationSkills.pdf  
300\_EECybe.pdf  
301\_EEAppliedStats.pdf  
302\_CV\_AG.pdf  
303\_CV\_LL.pdf  
304\_CV\_ES.pdf  
305\_CV\_PW.pdf  
306\_CV\_LS.pdf  
307\_CV\_AS.pdf  
308\_NCHAQF13.pdf  
309\_ADFObserv1.xlsx  
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313\_DFObserv2.xlsx  
314\_PMAppraisal.JPG  
315\_DFAppraisal.pdf  
316\_ADFAppraisal.pdf  
317\_ADF1CoachNumModl.xlsx  
318\_TPMCourseSurvey.pdf  
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330\_CritReadComms.xlsx  
331\_CritReadSyllabus.xlsx  
332\_CritReadAppliedStats.xlsx  
333\_Reflection1.xlsx  
334\_Reflection2.xlsx  
335\_Reflection 3.xlsx  
336\_CommitmentStatement1.pdf  
337\_CommitmentStatement2.pdf  
338\_NewTimings.xlsx  
339\_FeedbackandChangeLog.xlsx  
340\_AQCActionsLog.xlsx  
340a\_AQCMinutes.pdf  
341\_Markscheme.xlsx  
342\_QSCToR.pdf  
343\_AQCDeck.pdf  
344\_RedactedMinutes.pdf  
344a\_RedactedMinutes.pdf

Sample evidence:

S1 Sample of moderated assignments

Meetings:

M1 Meeting with CEO and Vice President for Learning

M2 Meeting with senior staff and academic leaders

M3 Meeting with students

M4 Meeting with academic staff

M5 Meeting with support staff

M6 Final meeting

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