Assessment Policy for Advanced Programmes

Document Control

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Amendment History

Version Number	Effective Date	Summary of Amendments	Author(s)
1.0	N/A	• Creation of Policy	Advanced Programme Lead
2.0	1 Nov 2022	• Updates to internal moderation processes • Updates to Academic Misconduct processes	Senior Quality Lead
3.0	1 Sep 2023	• Updates in line with government policy changes • Addition of assessment word count guidance • Addition of assessment brief guidance • Removal of references to exam-style assessments • Replacement of specific job titles with responsible teams • Addition of guidance around work-based projects • Updates staff eligible to undertake remarking • Updates to case-by-case extensions for oral assessments/presentations • Removal of deferral option for self-certified	Senior Quality Lead

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		extenuating circumstances	
4.0	1 Jul 2024	• Revision of terminology: “apprentice” replaced with “learner”; “apprenticeship” replaced with “programme” • Replacement of specific job titles with responsible teams • Updates to associated policies • Addition of EPA clause • Removal of assessment types appendix • Removal of anonymised marking and moderation • Updates to disability-related wording in line with Equality Act definitions • Update to ALN team response timeframes • Addition of learner-requested reviews for repeated extenuated circumstance claims linked to disabilities • Updates to reasonable adjustments review cycle (annually) • Addition of late submission penalty guidelines	Senior Quality Lead
5.0	1 Sep 2026	• Format alignment with wider Multiverse policy • Addition of ‘Purpose’ and ‘Definitions’ clauses • Addition of friends/family permitted to attend Stage 1 Academic Misconduct Panels in a support capacity • Addition of Customer Success Manager notifications of Stage 2 Academic Misconduct • Addition of Individualised Deadline Plans • Change to Stage 2 Academic Misconduct outcome being communicated relative to date of Board of Examiner approval, not Stage 2 Panel • Move of in-policy clauses around Panel processes to Appendices A to D • Clarifications around the purpose of appeals (i.e., for learners to flag procedural errors) • Clarifications around marking process for learners who claim EC after submitting an assessment • Clarifications that Markers only flag academic misconduct to which Moderators either reject or confirm commencement of	Advanced Assessments Manager

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		formal processes • Changes to reflect CertOps team is now the Advanced Assessments team • Replacement of any reference to 'assignment' with 'assessment' • Removal of duplicate clauses found in the EPA Policy, Learner Support Policy, and External Examiners Policy • Merge of 'Assessment Strategy' and 'Forms of Assessment' sections • Merge of 'Marking' and 'Feedback' sections • Merge of 'Academic Integrity' and 'Academic Misconduct' sections	

1. Purpose

1.1. Assessments are a critical element of academic learning, enabling learners to demonstrate their understanding of the subject matter and for Multiverse staff to understand whether learning outcomes are being met.

1.2. At Multiverse, assessments are developed and designed to assess applied learning as well as academic understanding. As such, assessments are deployed in a manner that enhances a learner's productivity and output in the context of their employment.

1.3. This policy has been prepared using the core practices and guiding principles outlined in the QAA UK Quality Code, Advice and Guidance: Assessment. The guiding principles which are adhered to throughout this policy and wider Multiverse policy are:

1.4. Assessment methods and criteria are aligned to learning outcomes and teaching activities;

1.5. Assessment is reliable, consistent, fair and valid;

1.6. Assessment design is approached holistically;

1.7. Assessment is inclusive and equitable;

1.8. Assessment is explicit and transparent;

1.9. Assessment and feedback is purposeful and supports the learning process;

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1.10. Assessment is timely;

1.11. Assessment is efficient and manageable;

1.12. Learners are supported and prepared for assessment;

1.13. Assessment encourages academic integrity.

2. Scope

2.1. This policy applies to all Multiverse learners registered on UK programmes where Multiverse award academic credit towards the achievement of higher education certificates, diplomas, foundation degrees, or bachelor's degrees (referred to as 'advanced programmes'), and to all relevant stakeholders including Multiverse staff who support and deliver the programme.

3. Definitions

Additional Learning Needs (ALN): A neurodiverse profile, learning difference, or medical condition affecting a learner within their learning environment. For a full definition, see the Learner Support Policy.

Advanced Programme: A Multiverse programme leading to a higher education qualification, specifically a bachelor's degree, or an interim exit award such as a certificate or diploma of higher education, in addition to the awarding of the apprenticeship.

Board of Examiners: The body responsible for ratifying learner grades and confirming progression and awards. Module Boards of Examiners (MBoE) confirm module grades; Progression & Award Boards of Examiners (P&ABoE) confirm progression, degree classifications, and EPA grades.

Classification: The grade of the final degree awarded (e.g., first-class honours, upper second-class honours), calculated from level 5 and level 6 marks.

Condonement: A decision by a Board of Examiners to permit a learner to progress or be awarded despite a marginal failure in a module, without requiring a resit or retake.

Confirmed grade: A grade ratified and approved by the applicable Board of Examiners.

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Credit: The academic value assigned to a module, reflecting the volume of learning required to achieve its learning outcomes. Credit is awarded on successful completion and accumulates towards the final award.

Exit award: A qualification awarded to a learner who leaves the programme having achieved sufficient credit for an interim award, but not the full degree.

External Examiner: An independent expert appointed from another academic institution to assure the academic standards, fairness, and consistency of assessment. For a full definition, see the External Examiner Policy.

Independent Assessor: An assessor appointed to facilitate and grade end-point assessment, independent of the learner, their employer, and the delivery of the programme. For a full definition, see the End-Point Assessment Policy.

Individual Learning Plan (ILP): A live document created with the learner setting out their additional learning needs and the support and adjustments agreed.

Learner: An individual registered on a Multiverse programme.

Level: The academic level at which learning outcomes are set, aligned to the Framework for Higher Education Qualifications (FHEQ). Advanced programmes span levels 4 to 6.

Level mark: The aggregate mark a learner achieves across the modules at a given level, used to determine progression and, at levels 5 and 6, to calculate the classification of the final award.

Marker: A member of Multiverse staff responsible for grading a summative assessment against the published marking rubric and providing feedback.

Material Error: An administrative or procedural error in the setting, delivery, marking, moderation, or recording of an assessment which may have affected the decision reached about a learner's grade.

Moderator: A member of Multiverse staff responsible for reviewing a sample of marked assessments to confirm the rubric has been applied consistently and fairly, prior to grades being released.

Module: A discrete, credit-bearing unit of study with its own learning outcomes and summative assessment(s), as set out in the module specification.

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Provisional grade: A grade issued to a learner following marking and moderation, before it has been ratified by a Board of Examiners. A provisional grade may change.

Reasonable adjustment: A change to assessment arrangements, materials, or access, agreed in advance on the basis of an evidenced need, which gives a learner a fair and equitable opportunity to demonstrate achievement without altering the assessment standards or criteria.

Resit: A further attempt at a failed assessment without a return to learning.

Retake: A further attempt at a failed assessment following a return to learning.

Undisclosed Extenuating Circumstance: An extenuating circumstance which a learner was unable to submit a claim for within the permitted window, and which a Board of Examiners was therefore unaware of when reaching its decision.

Working day: Any day other than a Saturday, Sunday, or public holiday in England and Wales. All timeframes in this policy are expressed in working days unless stated otherwise.

4. Assessment strategy

4.1. The assessment strategy outlines the way Multiverse assesses learners throughout their programme and includes a variety of assessment tasks which are focused on applied learning and relevance to the apprenticeship standard and professional expectations.

4.2. There are two types of assessment (formative and summative) used within credit-bearing modules on advanced programmes. These are agreed as part of the Programme Approval process and outlined in the module specifications made available to all apprentices on the Multiverse platform.

4.3. Each credit-bearing module contributes towards the final award and within each module there are different summative assessment components which test a learner's ability against the learning outcomes to determine the final mark for the module.

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4.4. Each assessment is designed according to the level of learning outcomes set for the module and which align to the Programme Structure and the relevant programme standard.

4.5. Each assessment requires critical thinking elements and applies robust academic principles such as clear citation and referencing.

4.6. Multiverse favours assessments that are most reflective of the realities of the workplace and ensure that learners are adequately prepared for the end-point assessment, the final summative assessment of the apprenticeship.

4.7. Multiverse seeks to follow a mixed method of assessment appropriate to the nature of the programme and so all advanced programmes include both formative and summative assessments, and culminate in an end-point assessment.

4.8. Formative assessment

4.8.1. Formative assessments are used to prepare learners for summative assessments and check for understanding throughout the programme.

4.8.2. Formative assessments allow learners to receive feedback and reflect, enabling improvement on academic performance and applied knowledge, skills and behaviours.

4.8.3. Some formative assessments are marked, and feedback is provided to learners. However, any formative assessment marks do not contribute to level marks or the classification of the final award.

4.8.4. It is made clear to learners whether an assessment is formative or summative when the assessment is issued, as well as if a formative assessment will be formatively marked.

4.8.5. Formative assessments still form an integral part of the programme and learners are encouraged to participate in them.

4.9. Summative assessment

4.9.1. Summative assessments are formal assessments of learner knowledge, skills and behaviours against the learning outcomes of the module and programme.

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4.9.2. Summative assessments enable learners to demonstrate they have fulfilled the learning outcomes of their programme to the standard required for the award. Throughout the programme, summative assessments enable learners to contribute to the level marks and, at levels 5 and 6, to the classification of the final award.

4.9.3. Summative assessment marks are used to determine a learner's progress and their eligibility for progression within the programme, as well as to achieve the final award.

4.10. End-point assessment (EPA)

4.10.1. EPA is the final summative assessment of the knowledge, skills and behaviours a learner has developed across the whole apprenticeship, graded against the EPA plan for the apprenticeship standard and version they are completing, as published by Skills England.

4.10.2. Unlike other summative assessments, EPA is graded by an Independent Assessor who is independent of the learner, their employer, and the delivery of the programme.

4.10.3. EPA is delivered as a final module carrying academic credit, so contributes to the total credit value, level 6 marks and classification of the final award, as well as determining the apprenticeship grade.

4.10.4. For more information regarding EPA, refer to the separate EPA Policy.

5. Assessment information for learners

5.1. At the beginning of each module, learners are provided with clear assessment information, instructions and support materials for the assessment(s) on that module, including (but not limited to):

5.1.1. Assessment brief, including guidance on non-content requirements of the assessment (such as language and structure);

5.1.2. Assessment weighting;

5.1.3. Marking rubrics and grading criteria;

5.1.4. Submission deadlines and information on how and where to submit successfully;

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5.1.5. Indication of when learners can expect to receive provisional grades and feedback on the assessment (typically within 20 working days of the assessment deadline following marking and moderation);

5.1.6. If applicable, any rules or expectations for examinations (e.g., open-book exams).

5.2. All learners own their assessed work, unless it is the intellectual property of their employer.

5.3. Where assessed work requires the use of data or work product from the learner's employer which is deemed sensitive or confidential, clear guidelines are set within the Training Plan under Confidentiality.

6. Reasonable adjustments

6.1. Learners on advanced programmes with Additional Learning Needs (ALN) are additionally supported in their assessments through our reasonable adjustments process.

6.2. For more information on Multiverse's commitment to learners with additional learning needs (ALN), including the routes for disclosing a need, and the process for agreeing an Individual Learning Plan (ILP), please refer to our Learner Support Policy. This section sets out how agreed reasonable adjustments are applied to assessment on advanced programmes.

6.3. For advanced programmes Multiverse is the awarding organisation, and therefore approves any reasonable adjustments to assessment itself rather than applying to an external awarding organisation.

6.4. Once a reasonable adjustment is approved and recorded in a learner's Individual Learning Plan (ILP), the ALN team consults and shares this with the Advanced Assessments team to apply the reasonable adjustments to the applicable learner assessment(s), including EPA where applicable.

6.5. Any reasonable adjustment to assessment must be supported by evidence which is sufficient, auditable, valid and reliable, as determined by the ALN team.

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6.6. Multiverse cannot change the assessment standards or criteria, however, we will take action to give all learners a fair and equitable chance of demonstrating their knowledge, skills and understanding to achieve the assessment standards.

6.7. How reasonable adjustments are agreed will depend on the individual learner circumstances, the impact of the learning need on the learner, cost implications, and the practicality and effectiveness of the adjustment, in addition to alignment with broader Multiverse policy and regulations, as well as any external moderation bodies (see: Table 1, which is not exhaustive).

Table 1: Reasonable adjustments

Examples of reasonable adjustments offered by Multiverse	• Additional time in timed or live assessments; • Rest or movement breaks during live assessments; • Questions broken down, reworded or repeated where needed; • Questions provided in written form alongside verbal delivery; • Communication support (e.g., captions, transcripts, or a BSL interpreter); • A pre-assessment call with the assessor.

6.8. The ALN team and Advanced Assessments team will undertake a quarterly review of reasonable adjustments applied over the last quarter to ensure standardisation and that reasonable adjustments processes are not unduly advantaging nor disadvantaging learners. This is submitted to the Quality, Safeguarding and Inclusion Committee.

7. Late submissions and non-submissions

7.1. For any assessment submitted between 0 to 48 hours after the deadline has surpassed, the assessment will receive a late penalty moving the result down half a letter grade (A+ to A). The late penalty will not bring the grade below a pass mark (D). Where extenuating circumstances have been approved, this rule will apply to the adjusted assessment deadline date.

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7.2. For any assessment submitted between 2 and 5 days after the deadline has surpassed, the assessment will receive a late penalty moving the result down one letter grade (A+ to B+). The late penalty will not bring the grade below a pass mark (D). Where extenuating circumstances have been approved, this rule will apply to the adjusted assessment deadline date.

7.3. If no assessment has been submitted after 5 days from the assessment deadline, the assessment will receive a fail (U) and a resit will be considered. Where extenuating circumstances have been approved, this rule will apply to the adjusted assessment deadline date.

7.3.1. If learners submit assessments more than 5 days after the assessment deadline, the above will still apply and the submitted assessment will not be marked.

7.4. The Advanced Assessments team maintains a record of all late and non-submissions of assessments.

7.5. All late and non-submissions are reported to the Board of Examiners to consider and approve any recommended penalties, as well as to review any broader trends or issues arising.

8. Extenuating circumstances

8.1. Extenuating circumstances in relation to assessments are defined as serious exceptional factors outside of learner control which have impacted or may impact their ability to complete a specific Multiverse assessment by the agreed deadline.

8.1.1. Extenuating circumstances are not applicable for any formative assessments.

8.2. Extenuating circumstances are different to reasonable adjustments. While reasonable adjustments are agreed in advance on the basis of a known, evidenced need, and apply to a learner's assessments for as long as that need persists, extenuating circumstances are, by contrast, claimed in response to a specific unforeseen event affecting a specific assessment. Extenuating circumstances may or may not relate to an additional learning need, and learners can claim for both reasonable adjustments and extenuating circumstances for the same assessment where applicable.

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8.3. It is the responsibility of the impacted learner to disclose any such serious exceptional factors for the Advanced Assessments team to consider the most appropriate action to take to ensure the fair and equitable opportunity for the learner's success in their assessment. This will include wider internal consultation as necessary.

8.4. To request extenuating circumstances, learners must submit the digital form via the applicable assessment submission window on the Multiverse platform and notify their Coach at the earliest possible convenience. Their claim will not be formally recognised unless the form has been completed.

8.5. There is no limit to how early an extenuating circumstances claim can be submitted for an assessment, but once 5 working days have elapsed from the assessment deadline, the default position is that learners are no longer permitted to claim extenuating circumstances. However, if learners can provide demonstrable evidence as to why they were unable to submit their extenuating circumstances request by the claim deadline, these will be considered on a case-by-case basis.

8.5.1. If a learner submits an assessment timely but believes they underperformed due to an extenuating circumstance, they are still able to submit an extenuating circumstance claim as per above.

8.6. There are three types of extenuating circumstances claim which all previous clauses of this policy apply: self-certified; evidence-based; and cultural/religious observance (see: Table 2).

8.7. When submitting an extenuating circumstances claim, learners can request one of two outcomes: an extension of five working days without penalisation; or a deferral to the next available submission opportunity in the next quarter (see: Table 2).

8.7.1. Extensions of five working days for oral assessments, presentations, etc. will be considered on a case-by-case basis, but may not always be possible.

8.7.2. For end-point assessment, extenuating circumstances only apply to deadlines for submissions of work (portfolios, presentation slidedecks, projects, etc.).

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8.7.3. Extenuating circumstances do not need to be claimed should learners wish to reschedule a live EPA element (presentations, professional discussions, etc.), however, learners are expected to notify Multiverse no less than 10 working days before a live EPA element so as to avoid potential administrative charges for late rescheduling, payable by their employer.

8.8. Multiverse commits to providing access to all learning materials digitally to support learners who have missed synchronous learning for any reason. If synchronous attendance is affected due to any form of extenuating circumstance, learners will have access to these materials.

Table 2: Types of claim for extenuating circumstances and possible outcomes

Claim type	Examples of when to claim	Evidence required	Limitations	Possible outcomes
Self-certified extenuating circumstance claims	To highlight a short-term illness or disruption to the programme	A clear, specific and detailed rationale	Only one self-certified claim per programme level (e.g., one for level 5, one for level 6)	Extension of 5 working days for written assessments without penalisation
Evidence-based extenuating circumstance claims	To highlight broader exceptional factors, which may be either short- or long-term	A clear, specific and detailed rationale with evidence from a reputable source in the English language (or officially translated into the English language)	None	Extension of 5 working days for written assessments without penalisation Deferral to the next available submission opportunity in the next quarter
Cultural or religious observance extenuating circumstance claims	To highlight where an observed cultural or religious holiday clashes with an assessment deadline	None	None	Extension of 5 working days for written assessments without penalisation

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				Deferral to the next available submission opportunity in the next quarter

8.9. Extenuating circumstances claim approvals are never guaranteed and so for any assessments, learners should continue on the basis that an extenuating circumstances claim has not been approved until official confirmation of approval has been communicated to them.

8.10. Within 5 working days of receipt of a claim, Advanced Assessments will convene an Extenuating Circumstances Panel to review whether the claim meets the recognised grounds for an extenuating circumstance (see: Table 3), evaluating any evidence provided and any previous extenuating circumstance claims raised by the learner to make a holistic judgement. In exceptional circumstances, the Panel may request additional evidence from the learner.

Table 3: Recognised grounds for extenuating circumstances

Examples which would constitute grounds for extenuating circumstances	• Unexpected personal illness (inc. undiagnosed mental illness, hospitalisation, exacerbation/flare-up of a diagnosed condition, etc.) • Newly diagnosed chronic illness, physical disability, learning disability, neurodiversity, or mental health condition which a learner has not yet had a chance to disclose to Multiverse • Major life commitments made in advance of joining the programme/prior to the programme start date • Unexpected care responsibilities • Family illness or bereavement • Being a victim of crime or violence • Cultural or religious observance • Jury service • Domestic disruption (inc. eviction, fire, natural disaster, etc.) • Breakdown of marriage, civil partnership, or cohabiting relationship (inc. divorce or legal separation) • Premature maternity/paternity leave • Technology failures that are the responsibility of Multiverse • Technology failures outside of learners control that could not reasonably have been mitigated through planning or preparation • Serious disruption in the workplace (inc. mergers, restructures, threats of redundancy, etc.)

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Examples which would not constitute grounds for extenuating circumstances	• Holidays booked during the course/after the programme start date • Busy periods at work (inc. work commitments, conferences, events, retreats, meetings, etc.) (**NB:** Any issues in this respect must be discussed between the learner and their line manager, with support from their Coach as necessary) • Technology failures that are the responsibility of the learner, including delayed access requests to data, tools and/or technologies belonging to the employer • Any other life challenges or situations which all learners could be reasonably expected to account for when managing their personal time
Examples which would not constitute grounds for extenuating circumstances but should be escalated to Multiverse	• Issues affecting an entire cohort of learners • Issues associated with pregnancy, maternity, paternity, or adoption (with the exception of unanticipated paternal leave) • Learners with a diagnosed chronic illness, diagnosed physical disability, diagnosed learning disability, diagnosed neurodiversity, or diagnosed mental health conditions impacting ability to complete assessments on a regular basis (see: Reasonable Adjustments) **NB:** In the event of the above, learners should contact their Coach to direct them to the correct procedure.

8.11. Learners and their Coach will receive the written outcome of their extenuating circumstances claim within 5 working days of the Extenuating Circumstances Panel (i.e, the turnaround from claim to Panel to outcome is within 10 working days). Where the Panel could not reach an outcome, this will instead be a request for additional evidence.

8.12. If it is identified that a learner with reasonable adjustments claims extenuating circumstances on two occasions for the same health condition, Advanced Assessments will inquire with the learner if they require a review of their Individual Learning Plan (ILP) with the Additional Learning Needs (ALN) team to confirm if the reasonable adjustments in place are still the most suitable support for their individual needs.

8.13. There may be instances where learners have submitted their assessment prior to receiving their extenuating circumstance claim outcome.

8.13.1. If the learner's claim is approved with an extension of five working days without penalisation, the previously submitted assessment will not be marked unless the learner fails to resubmit.

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8.13.2. If the learner's claim is approved with a deferral to the next available submission opportunity in the next quarter, the previously submitted assessment will not be marked.

8.13.3. If the learner's claim is rejected, the learner's previously submitted assessment will be marked.

8.14. Where extenuating circumstances claims are rejected, learners will be required to follow original assessment deadlines, where the usual late submission and non-submission clauses of this policy apply.

8.14.1. For rejected claims, learners may submit one further claim in respect of the same assessment, with additional evidence, provided this is submitted no later than 5 working days after the assessment deadline. This is considered as a new claim, but no further resubmissions for the same assessment will be considered.

8.15. The Advanced Assessments team maintains a record of all extenuating circumstances claims and outcomes.

8.16. All extenuating circumstance claims are reported to the Board of Examiners to consider and approve compliance of extenuating circumstances processes, as well as to review any broader trends or issues arising.

8.17. Individualised deadline plans (IDPs)

8.17.1. An IDP provides a proactive, structured framework of support for apprentices who are facing challenges meeting standard and/or deferred assessment deadlines due to ongoing difficult personal circumstances or illnesses or who are readjusting to a programme after returning from a break in learning.

8.17.2. An IDP provides pre-agreed flexibility over a set period, removing the need for the learner to submit an individual extenuating circumstances claim for every assessment affected by an ongoing situation known to Multiverse such as ongoing, difficult personal or professional circumstances; a health condition where reasonable adjustments do not fully support the learner's individual circumstances; or returning from a formal break in learning.

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8.17.3. Learners cannot request an IDP, and this can only be initiated by a referral from the Advanced Assessments where it has been identified that a learner has had multiple extenuating circumstances claims accepted relating to any of the criteria above. When initiated, the Advanced Assessments team will offer this option to a learner, and if agreeable by the learner, an IDP Panel will be convened with their Coach, a representative from the Advanced Assessments team, and if the learner's circumstances are related to a health condition, a representative from the Additional Learning Needs team. Where appropriate, a member of the Compliance team may also be in attendance.

8.17.4. Ahead of the IDP Panel meeting, the Advanced Assessments team will collate evidence of the learner's ongoing circumstances, which will include a breakdown of their programme's deadlines, previously submitted evidence from extenuating circumstance claims (including resulting deadline changes), and where applicable, their return-to-learning documentation and/or ILP.

8.17.5. The IDP Panel will explore what the most reasonable IDP would look like to provide the learner with an equitable opportunity to succeed on their programme without undermining the integrity of the programme itself. This may also include the decision that an IDP is not appropriate.

8.17.6. If the IDP Panel approves for the learner to receive an IDP, the Advanced Assessments team will document the IDP, which will include a start/end date, the specific adjusted module deadlines, and any parameters such as that provisional and/or final module grades may be received at different times to their cohort peers, and that Gateway is still subject to the completion of all pre-Gateway programme modules. The IDP will be reviewed by the IDP Panel before being shared with the learner and their Coach.

8.17.7. The learner must respond within 10 working days to confirm or reject the proposed IDP. If no response is received, the default position is that the learner has rejected the IDP.

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8.17.7.1. The learner has the right to reject the proposed IDP, however, they will then instead be required to follow the standard assessment structure. Learners cannot negotiate an IDP following the outcome of an IDP Panel, which includes instances where an IDP Panel determines that an IDP is not appropriate.

8.17.8. If the learner agrees to the IDP, their assessment deadlines will be adjusted.

8.17.9. While on an IDP, learners can request extenuating circumstances by virtue of an extension of five working days, however, these must always be raised as an evidenced-based claim. Learners cannot request a deferral.

8.17.10. If a learner fails to submit an assessment in line with an agreed IDP, or requests a deferral while on an IDP, Multiverse will initiate a break in learning. As an IDP is seen as a last resort effort to support learner achievement on their Advanced Programme, this invokes paragraph 104 of the OIA's Requests for Additional Consideration guidance:

"There may be cases where [Multiverse] accepts that a [learner]'s circumstances are compelling, but where it decides not to uphold their request for additional consideration because it does not think that they have a realistic prospect of completing their course. The [learner] may have already had several attempts at the assessments but not passed any credits or made any progress academically, with all reasonable support options in place. [...] Ultimately, in such cases, it may be unfair to allow the [learner] to continue with their course when there is no reasonable prospect of completing it. [Multiverse] should consider such cases carefully and sensitively."

8.17.10.1. Any learner who commences a break in learning in light of the above will be subject to a revised IDP following an IDP Panel review should they return to their programme.

8.17.11. Any new IDPs issued are reported to the Board of Examiners to review any decision-making processes, as well as to any broader trends or issues arising.

9. Marking and feedback

9.1. All summative assessments (including EPA) receive grades and feedback.

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9.2. Multiverse takes a fair and robust approach to assessment marking and feedback in line with academic quality standards. All assessment marking and feedback aims to be transparent, equitable, reliable and consistent, with clear records of all learner marks and feedback, as well as the Marker associated with the marking and feedback available on the Multiverse platform.

9.2.1. For any learners with reasonable adjustments, Markers will always be made aware of any approved reasonable adjustments made to the assessment before commencing marking and reflect this in the grading and feedback as applicable.

9.3. Constructive feedback in marking is a critical component of the programme and Multiverse sets the following expectations for assessment feedback, wherein all feedback should:

9.3.1. Help learners evaluate their work and understand how their grades reflect the grading criteria and module learning outcomes;

9.3.2. Enable learners to set goals as their pertain to their programme, their workplace, and their personal development;

9.3.3. Give learners opportunities to apply their feedback to any future assessments;

9.3.4. Be timely so learners are able to take action in time;

9.3.5. Enable ongoing dialogue between learners and Coaches;

9.3.6. Support Multiverse to understand how learners can best be supported to achieve well in future.

9.4. All assessments are created by the Learning Design team which utilises a Common Assessment Rubric in the design process to detail what each grade classification means in practice for marking assessments.

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9.5. Due to the nature of apprenticeship work-based projects being unique to the individual and therefore identifiable by Markers, all assessments are marked without anonymisation. However, to eliminate any potential unconscious biases within marking, various quality mechanisms are put in place to ensure fair and equitable marking, including: detailed marking rubrics; internal marking calibration sessions; training on unconscious bias in marking; and use of External Examiners.

9.6. For all written assessments, Markers use originality testing technology to support the identification of any irregularities or concerns around academic integrity.

9.7. For all written assessments, a word limit will be documented in the assessment brief and Markers are asked to stop marking any written assessment beyond this limit, unless a reasonable adjustment has been approved. The word limit includes everything written in the main body of the assessment, not including bibliographies, references, and/or appendices.

9.8. For all oral assessments (e.g., presentations), assessments must be recorded and submitted in order to be marked, moderated, and, where applicable, submitted to External Examiners.

9.9. For all oral assessments, a time limit will be documented in the assessment brief and Markers are asked to stop marking any oral assessment beyond this limit, unless a reasonable adjustment has been approved.

9.10. When marking any assessment, if Markers suspect any instances of academic misconduct, they flag the assessment during the marking process for Moderators to explore. Markers do not recommend penalties.

10. Moderation

10.1. Multiverse takes a fair and robust approach to moderation in line with academic quality standards.

10.2. The purpose of moderation is to ensure that assessment marking aligns with established criteria and standards and that robust academic quality assurance is maintained within the organisation so all learners are provided with fair and transparent opportunities regarding their assessments.

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10.3. Moderation is a professional development process and all Markers are included in the process.

10.4. Moderation is undertaken by taking a sample of each Marker's marked summative assessments per cohort of assessments, determined by the tenure of the Marker:

10.4.1. Markers who have been in post over 6 months will receive moderation on either 10% of all their assessments marked, or five total assessments marked (whichever is greater in volume);

10.4.2. Markers who have been in post under 6 months will receive moderation on either 20% of all their assessments marked, or ten total assessments marked (whichever is greater in volume).

10.5. Within a moderation sample, where possible, moderators sample from a range of classifications, including any fails and the highest mark. In moderation, any assessments on the border of two grades will also be considered.

10.6. Moderators produce a Moderation Report which indicates where they agree or disagree with the Markers' marking of an assessment.

10.6.1. Where Moderators disagree, they consult with the applicable Marker to understand the rationale for the marks given and review the marks or feedback as necessary.

10.6.2. If an agreement cannot be reached between the Moderator and the Marker, Advanced Assessments will organise for a different Marker with relevant technical knowledge to review the assessment and make a final decision based on the assessment criteria.

10.7. If Markers flagged suspected academic misconduct during marking, at the moderation stage, Moderators will either uphold the flag and escalate to the Advanced Assessments team with recommended escalation stage and penalties, or reject the flag and communicate the rationale to the Marker.

10.8. In order to provide learners with timely provisional grades and feedback, marking and moderation processes are aimed to be finalised within 20 working days of the assessment deadline, unless an assessment has been flagged for academic misconduct.

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10.9. Following marking and moderation, assessment grades are still provisional until a sample has been reviewed by External Examiners and approved by the applicable Board of Examiners.

10.10. All Moderation Reports are shared with the External Examiners, the Board of Examiners and retained for at least five years for record keeping.

11. Academic misconduct

11.1. Multiverse promotes a culture of academic integrity through supportive learning activities (such as writing workshops and plagiarism checking tools) and provides learners with clear guidance at the beginning of their programme with detailed information on correct referencing, definitions of misconduct, and associated penalties.

11.2. Academic misconduct is defined as gaining (or attempting to gain) or helping others to gain (or attempt to gain) an unfair academic advantage in formal summative assessments which contribute towards the overall awarding of academic credit.

11.2.1. Formative assessments do not contribute to the overall awarding of academic credit and therefore are not within scope for academic misconduct.

11.3. Assessments are designed in a way to mitigate and identify instances of academic misconduct.

11.4. Instances of academic misconduct are categorised as either a minor, major, or gross offence and are penalised according to the level of the instance (see: Table 4).

11.4.1. Academic misconduct is additionally differentiated from poor academic practice (PAP), classified as first instance(s) which may be defensible in the early stages of a programme.

11.5. Depending on the severity of the offence, different academic misconduct process stages are initiated which each have different potential penalties (see: Table 4).

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Table 4: Academic Misconduct categorisations, examples and penalties

Categorisation	Examples include, but are not limited to	Resulting stage and penalties
Poor Academic Practice (PAP)	• Lack of understanding of academic expectations and procedures • Incorrect referencing of sources (including AI sources) • Inappropriate use of AI sources • Accidental or minor self-plagiarism • Inappropriate quoting from sources	**Stage 0:** • Assessment marked without any grade cap • Feedback and guidance provided to the learner to mitigate future instances • Instance recorded on learner record for the duration of their programme
Minor offences	• Instances of collusion where the work submitted is independent • First instances of limited plagiarism (including self-plagiarism or uncited AI use) • Second instances of PAP	**Stage 1:** • Assessment marked with a reduction • Feedback and guidance provided to the learner to mitigate future instances • Mandatory learner session with their Coach on academic integrity • Instance recorded on learner record for the duration of their programme
Major offences	• Subsequent instance(s) of minor academic misconduct • Where collusion or plagiarism is deliberate or calculated • First offence of obtaining an unauthorised copy of an examination paper • Serious plagiarism, defined as when a substantial part of an assessment has been plagiarised • Instances of extensive collusion • Instances of extensive AI use without citation • Fabrication, defined as fraudulent reporting of source materials, data, or research	**Stage 2:** • A failed mark of U to be recorded for either the applicable assessment OR all assessments in the applicable module • At the discretion of the Panel, one opportunity to retake the assessment with a capped pass mark (D) • A formal written warning provided to the learner to mitigate future instances, and outlining the severity of the offence • Formal notification issued to the learner's employer (along with the applicable Customer Success Manager) • Mandatory learner session with their Coach on academic integrity

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	• Misconduct relating to an invigilated examination or assessment, such as possession of unauthorised material during an assessment; unauthorised communication during assessment; copying, or attempting to copy the work of another candidate; unauthorised access to any assessment papers; causing a disruption during an invigilated assessment; or distribution of assessment questions to other candidates	• Instance recorded on learner record for the duration of their programme
Gross offences	• Impersonation of another person in relation to assessment • Purchasing or externally sourcing written material for any part of or a whole assessment • Misconduct involving the majority of the assessed work • Subsequent instances of major misconduct	**Stage 2:** • A failed mark of U to be recorded for either all modules in the applicable quarter OR all modules of the applicable level • A formal written warning provided to the learner to mitigate future instances, and outlining the severity of the offence • Formal notification issued to the learner's employer (along with the applicable Customer Success Manager) • Mandatory learner session with their Coach on academic integrity • Instance recorded on learner record for the duration of their programme • At the discretion of the Panel, recommendation to the Board of Examiners to terminate the learner's place on the programme

11.6. Academic misconduct is not limited to the examples provided in this policy. Where the categorisation of academic misconduct does not clearly align with examples provided, the Advanced Assessments team will exercise the academic judgement to assess the most appropriate process stage in consideration with evidence provided by the Moderator.

11.7. Any penalties applied to a learner as a result of academic misconduct are applied in line with the formal academic misconduct processes (see: Appendix B and C).

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11.8. Disclosed or undisclosed extenuating circumstances do not override expectations of academic integrity for all assessments. If suspected academic misconduct is flagged for an assessment which received extenuating circumstances, the Academic Misconduct Panel will be made aware of the extenuating circumstances. In exceptional circumstances, this may impact the Panel outcome.

11.9. Reasonable adjustments do not override expectations of academic integrity for all assessments. If suspected academic misconduct is flagged for an assessment which received reasonable adjustments, the Academic Misconduct Panel will be made aware of the reasonable adjustments and may request attendance from Additional Learning Needs (ALN) at the Panel.

11.10. The Advanced Assessments team maintains a record of all cases of academic misconduct and outcomes.

11.11. All cases of academic misconduct are reported to the Board of Examiners to consider and approve any recommended penalties, as well as to review any broader trends or issues arising.

12. External Examiners

12.1. After moderation, a sample of marked summative assessments (including Marker grades and feedback) is then additionally reviewed by External Examiners.

12.2. External examination is undertaken by taking a sample of marked and moderated summative assessments per cohort of assessments, totalling either 5% of the total assessments from the cohort, or at least 5 assessments from the cohort (whichever is higher).

12.3. As External Examiners are not Multiverse staff, all learner details are anonymised except for in situations where this is not possible, such as for recordings of presentations and EPA. In situations where anonymisation is not possible, learners will be required to authorise appropriate information to be shared with agreed third parties for the purposes of external examination.

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12.3.1. While every effort is made to ensure written assessments are anonymised when sharing with External Examiners, it is additionally the responsibility of the learner to ensure no personal or confidential information is shared in the main body of their assessments which should not be shared with third parties.

12.4. For more information on the roles and responsibilities of External Examiners, refer to the Multiverse External Examiner Policy.

13. Boards of Examiners (BoE)

13.1. No learner assessment grades are confirmed until they have been ratified and approved by the applicable Board of Examiners. As such, the provisional grade and the approved grade may vary.

13.2. The Board of Examiners is dependent upon marking and moderation being finalised within 20 working days and a sample of marked assessments being reviewed by External Examiners.

13.3. Confirmation of module assessment grades are governed by Module Boards of Examiners (MBoE).

13.4. Confirmation of progression from level 5 to level 6, as well as confirmation of degree classifications and EPA grades are governed by Progression & Award Boards of Examiners (P&ABoE).

13.5. Both MBoEs and P&ABoEs convene at least once per quarter and operate within the regulations set out by the Multiverse Academic Regulations.

13.6. BoEs at Multiverse have agreed membership and responsibilities as defined in a set Terms of Reference approved by the Academic Quality Council (AQC) (see: Table 5).

Table 5: Board of Examiners membership and responsibilities

	Module Board of Examiners	**Progression & Award Board of Examiners**
Membership and quoracy requirements	• **Chair:** Advanced Assessments Manager • 1× representative from the Regulatory Affairs team	• **Chair:** Advanced Assessments Manager • 1× representative from the Regulatory Affairs team

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	• 1× representation from the Advanced Assessments team • 1× Delivery Lead for each programmes under consideration • 1× module-level External Examiner for each module under consideration • 1× member of Quality, Safeguarding and Inclusion Committee (QSC) • 1× member of Teaching & Learning Committee	• 1× representation from the Advanced Assessments team • 1× Delivery Lead for each programmes under consideration • 1× award-level External Examiner for each programme under consideration • 1× Independent Assessor for each programme under consideration • 1× member of Quality, Safeguarding and Inclusion Committee (QSC) • 1× member of Teaching & Learning Committee
Responsibilities	• Ratify module marks • Review delegated actions • Consider assessment conduct • Approve condonement • Review exceptional cases • Endorse pre-Board outcomes • Consider External Examiner input • Monitor academic standards • Monitor learner outcomes • Review marking operations	• Ratify progression decisions • Confirm awards (inc. exit awards) • Determine award classifications • Review delegated actions • Consider assessment conduct • Approve condonement • Review exceptional cases • Consider External Examiner input • Monitor academic standards • Monitor learner outcomes
Reporting to	Academic Quality Council	

13.7. To reflect the continuous nature of a Multiverse programme learning, and the structure of our programmes, learners will automatically begin the next stage of their programme in advance of the BoE official outcome.

13.8. Multiverse will ensure learning is not delayed by allowing learners to complete up to 6 weeks of learning at the next level prior to having marks and progression confirmed officially at the BoE.

13.9. If a learner has failed to gain the required credits, they will be informed of this following the BoE, and resits or retakes will be organised accordingly.

13.10. If the learner has failed and has no resits or retakes available to them (i.e., they have exhausted all opportunities), they will be withdrawn following the six-week period and awarded any exit award they are eligible for.

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14. Academic appeals

14.1. Learners have the right to appeal a decision made by a Board of Examiners, including a Board of Examiners' decision to approve a penalty arising from an Academic Misconduct Panel.

14.2. Academic appeals are distinct from complaints. An academic appeal is a request for Multiverse to review whether the correct academic policy or procedure was followed in reaching a decision; it is not a mechanism for expressing dissatisfaction with an outcome, grade, or decision where an academic policy or procedure was followed correctly.

14.2.1. Where a learner's concern relates to the standard of service received, rather than as to whether Multiverse's own policies and procedures were correctly applied, this should be raised as a complaint, not as an academic appeal.

14.2.2. If learners are uncertain as to whether their concern constitutes an academic appeal or a complaint, they can raise an inquiry to the Advanced Assessments team (advancedassessments@multiverse.io). **NB:** This type of initial inquiry will neither constitute a formal academic appeal nor complaint.

14.3. The recognised grounds on which learners may raise an academic appeal are detailed in Table 6.

Table 6: Recognised grounds for academic appeals

Examples which would constitute grounds for academic appeal	• If a learner believes a Board of Examiners has exhibited Material Error in the decision made regarding their module grade, degree classification, or EPA grade (e.g., an administrative error in the delivery of the assessment, an administrative error in the recording of a grade, etc.); • If a learner believes a Board of Examiners was not aware of an Undisclosed Extenuating Circumstance which affected the decision made regarding their module grade, degree classification, or EPA grade; • If a learner believes they have been unduly penalised for academic misconduct and Multiverse has not followed the process outlined in this policy; • If a learner believes they were unduly declined a request for extenuating circumstances without valid explanation in line with this policy;

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	• Or any combination of the above.
Examples which would not constitute grounds for academic appeal	• Disagreement with a grade for an assessment/module, degree classification, or EPA outcome, where the correct academic process has been followed; • Disagreement with the academic judgement exercised by a Marker, Moderator, or the Board of Examiners in grading an assessment against a published marking rubric; • Dissatisfaction with the standards of assessment feedback provided where this does not evidence a breach of policy; • Dissatisfaction with the design of an assessment or marking criteria itself; • Concerns regarding the conduct of an Independent Assessor where this does not evidence a breach of policy.

14.4. Where a learner submits an academic appeal, an Initial Review will be undertaken to confirm the appeal meets the grounds set out in Table 6, prior to the appeal being considered by a Stage 1 Appeal Panel. The Initial Review is limited to the objective criteria in clause 14.5 and does not involve a judgement on the merits of the appeal.

14.5. The Initial Review will confirm that:

14.5.1. The appeal has been submitted within 10 working days of the learner receiving the relevant outcome from the Board of Examiners;

14.5.2. The grounds stated fall within the recognised grounds for academic appeal set out in Table 6;

14.5.3. The appeal, in substance and not merely by the label the learner has applied to it, relies on matters set out in Table 6 as constituting grounds for academic appeal, rather than matters set out in Table 6 as not constituting such grounds;

14.5.4. A separate appeal has been submitted in respect of each assessment being appealed.

14.6. The Initial Review shall be completed within 5 working days of receipt of the appeal by a member of the Advanced Assessments team.

14.6.1. Any appeal that is not clearly outside the grounds in Table 6 shall be progressed to a Stage 1 Appeal Panel (see: Appendix D).

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14.6.2. Where the Initial Review does not confirm the above requirements have been met, the appeal shall not progress to a Stage 1 Appeal Panel. This decision is final. The learner shall be notified in writing within 5 working days, with reasons by reference to Table 6, and advised to raise a complaint where their concern relates to the standard of service received rather than whether policy or process was followed.

14.7. Where a learner requests escalation of a Stage 1 outcome to a Stage 2 Appeal Panel, an Initial Review of the escalation will be undertaken by a member of the Advanced Assessments team who did not participate in the Stage 1 decision, prior to a Stage 2 Appeal Panel being convened.

14.8. A Stage 2 escalation may only proceed on the grounds that:

14.8.1. The Stage 1 Appeal Panel did not follow the process set out in this policy; or

14.8.2. New evidence has become available that could not reasonably have been provided at Stage 1; or

14.8.3. The Stage 1 outcome was not a reasonable decision open to the Panel on the evidence before it.

14.9. A request for escalation that restates the grounds considered at Stage 1, without identifying a matter falling within 14.8, shall not progress. This decision is final. The learner shall be notified in writing within 5 working days, with reasons.

14.10. Where an appeal is upheld, Multiverse will take the corrective action appropriate to the ground on which it was upheld. Examples of upholding an appeal include, but are not limited to:

14.10.1. Correcting the fault directly, or referring the assessment for remarking by a different Marker or Moderator, as appropriate, where the appeal relates to a Material Error in the delivery, marking, or moderation of the assessment (e.g., the wrong assessment brief or rubric version was used; an approved reasonable adjustment was not applied when marking; a technical fault meant part of a submission was not reviewed; etc.);

14.10.2. Correcting an administrative error in the recording or calculation of a grade, where the appeal relates to a Material Error of this nature;

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14.10.3. Applying the outcome of an Extenuating Circumstances claim retrospectively, where the appeal relates to a Board of Examiners decision made without awareness of an Undisclosed Extenuating Circumstance;

14.10.4. Referring an Extenuating Circumstances claim to a newly convened Extenuating Circumstances Panel for reconsideration, where the appeal relates to a claim declined without valid explanation;

14.10.5. Requiring an Academic Misconduct Panel to reconvene and follow the correct process set out in this policy, where the appeal relates to that process not being followed correctly.

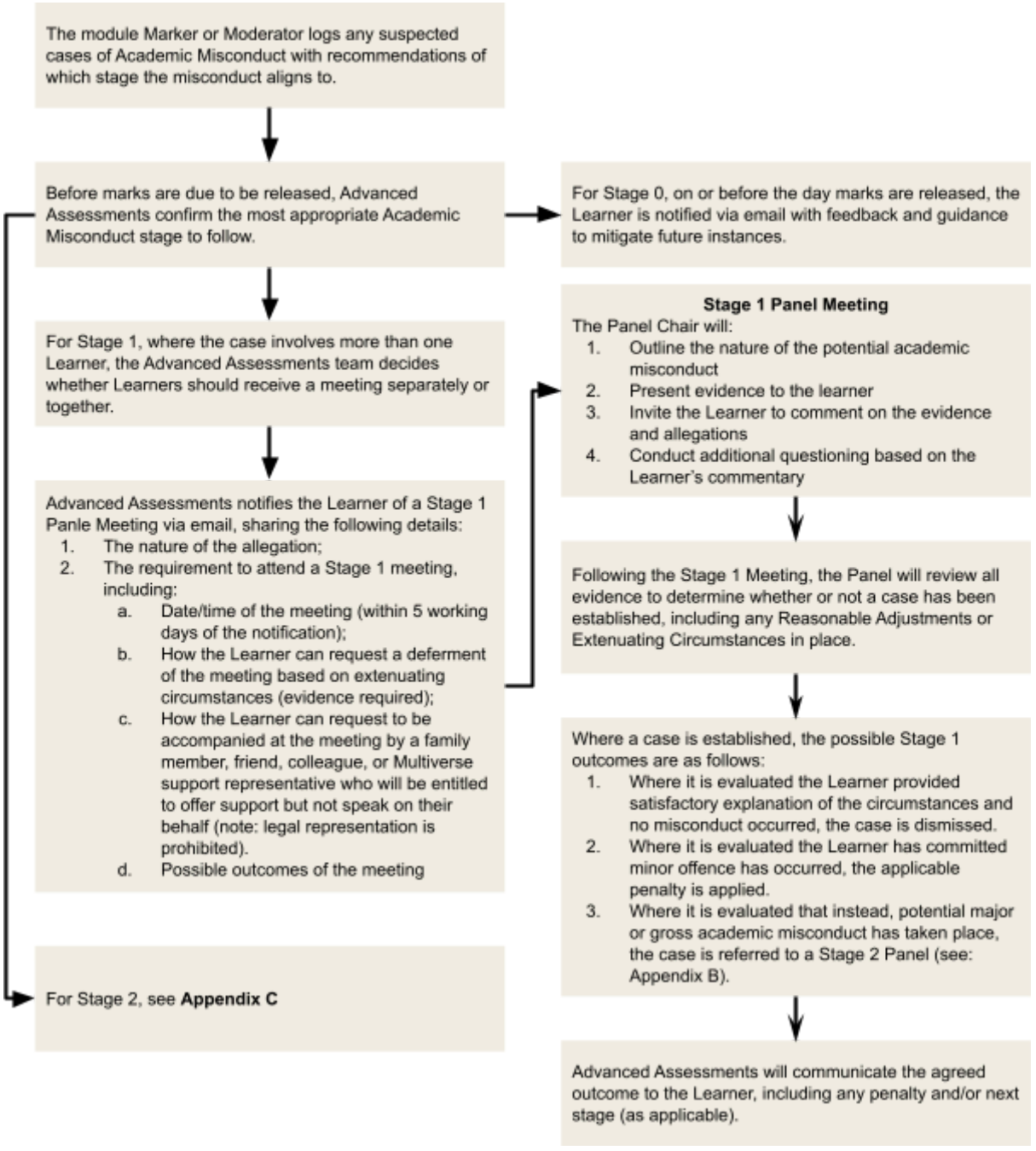
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Appendix A: Extenuating Circumstances Panel process

Claim Submission	• Learners submit an extenuating circumstances claim via the digital form published within the applicable assessment submission window and notify their Coach at the earliest opportunity, no later than 5 working days after the assessment deadline has passed.
Extenuating Circumstances Panel	• Within 5 working days of the claim being received, the Advanced Assessments team convenes an Extenuating Circumstances Panel, consisting of a member of the Advanced Assessments team and two other trained members of staff.. • The Panel evaluates the claim and any evidence provided against the recognised grounds in Table 3, alongside any previous claims raised by the learner, to reach a decision. • In exceptional circumstances, the Panel may request additional evidence from the learner, to be provided within 5 working days. The timeframe for their extenuating circumstance claim will be extended accordingly. • Within 5 working days of the Panel's decision, the outcome is communicated to the learner, with their Coach copied. Learners will therefore receive an outcome no later than 10 working days after submitting their claim, unless additional evidence has been requested.

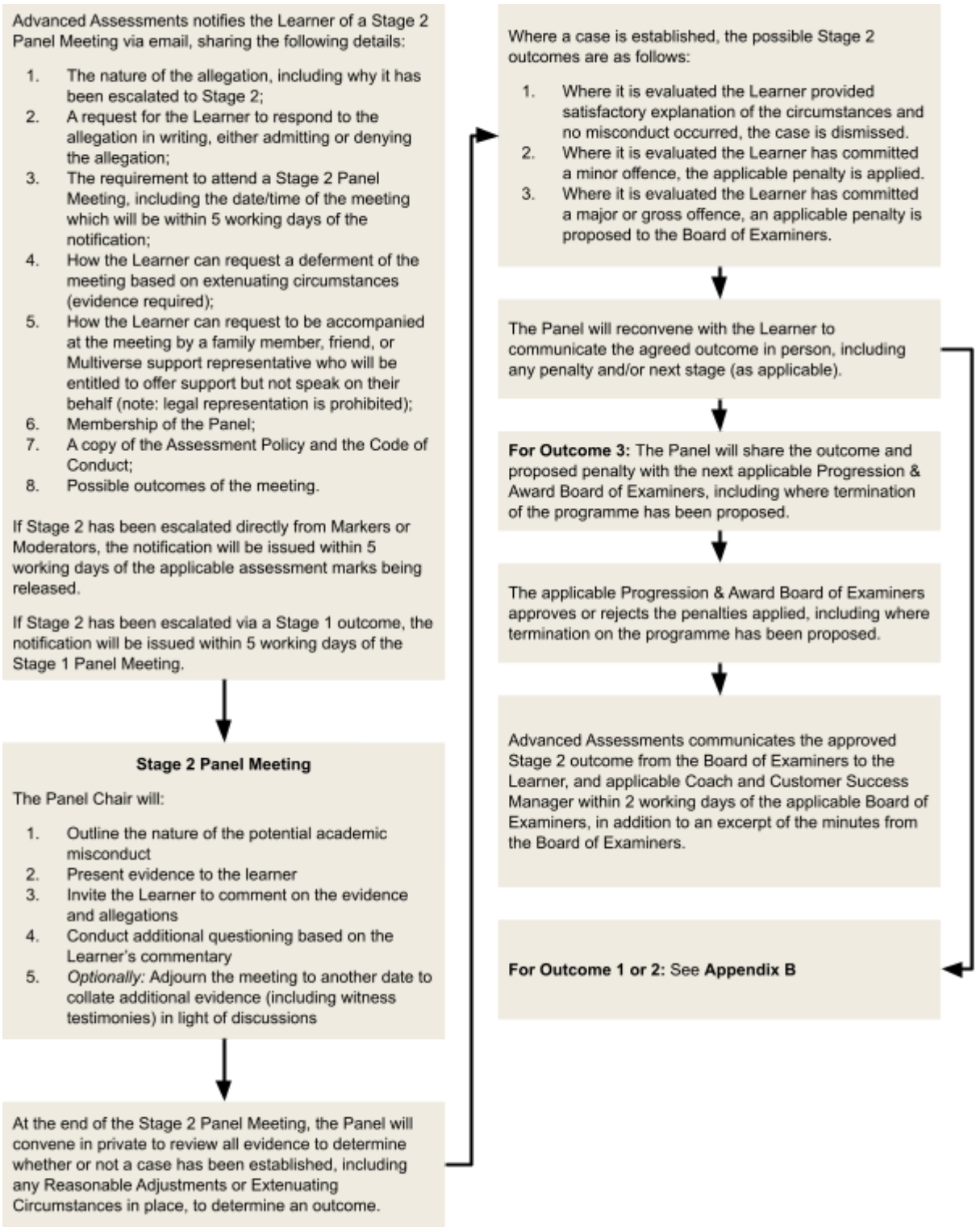
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Appendix B: Academic Misconduct Panel process (Stage 0 & Stage 1)



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Appendix C: Academic Misconduct Panel process (Stage 2)



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Appendix D: Academic Appeal Panel process

Initial Review	• Learners submit an appeal via the digital form published to the Multiverse platform (with any supplementary evidence) within 10 working days of receiving the applicable Board of Examiners outcome. • All academic appeals are received by the Advanced Assessments team, who review the appeal against clause 14.5. • Any appeal which meets the criteria in clause 14.5, or where there is ambiguity, progresses to Stage 1. Appeals which clearly do not meet the criteria are rejected in line with clause 14.6. • Within 5 working days of receipt, learners are notified of whether their appeal has been rejected or progressed to Stage 1.
Stage 1 Appeal	• Within 5 working days of confirming progression to Stage 1, the Advanced Assessments team allocates two appropriate members of staff with no conflict of interest with the learner and trained in the academic appeals process to review the appeal in line with the Assessments Policy. This is the Stage 1 Appeal Panel. • The Stage 1 Appeal Panel determines an outcome to either uphold or reject the appeal, considering any additional evidence submitted by the learner (see clause 14.10 for examples of corrective action where an appeal is upheld). • Within 5 working days of the Stage 1 Panel, the Panel's decision is communicated via the Advanced Assessments inbox to the learner and their Coach.
Escalation Review	• Learners submit a Stage 2 escalation by replying via email to the outcome of their Stage 1 appeal (with any additional supplementary evidence) within 10 working days of receiving the applicable Stage 1 outcome. This applies whether the Stage 1 outcome was to reject the appeal, or to uphold it where the learner believes the corrective action applied did not follow policy. Any escalation received outside this window is rejected. • All academic appeal escalations are received by the Advanced Assessments team, who review the appeal against clause 14.8. • Any escalation which meets the criteria in clause 14.8, or where there is ambiguity, progresses to Stage 2. Escalations which merely restate the grounds considered at Stage 1 are rejected in line with clause 14.9, and the learner is provided a Completion of Procedures letter. • Within 5 working days of receipt, learners are notified of whether their escalation has been rejected or progressed to Stage 2.

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Stage 2 Appeal	• Within 10 working days of an escalation progressing to Stage 2, the Advanced Assessments team allocates three appropriate senior members of staff with no conflict of interest with the learner, not involved in Stage 1, and trained in the academic appeals process to review the appeal in line with the Assessments Policy. This is the Stage 2 Appeal Panel. • The Stage 2 Appeal Panel determines an outcome to either uphold or overturn the Stage 1 outcome, considering any additional evidence submitted by the learner at both Stages 1 and 2 (see clause 14.10 for examples of corrective action where an appeal is upheld). • Within 5 working days of the Stage 2 Panel outcome, their decision is communicated via the Advanced Assessments inbox to the learner, and their Coach. The applicable Customer Success Manager will additionally be sent a copy. **NB:** Stage 1 must be complete, and the Escalation Review passed, before a learner can commence Stage 2.
External Review	**NB:** Stage 2 is the highest level of escalation available internally at Multiverse. • If a learner remains dissatisfied following the Stage 2 outcome, they may refer their appeal to the Office of the Independent Adjudicator for Higher Education (OIA), a body independent of Multiverse, by visiting https://www.oiahe.org.uk/.

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