External Examiners Policy for Advanced Programmes

Document Control

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Effective Date	1 Oct 2026
Version Number	3.0
Date of Next Review	1 Aug 2027

Amendment History

Version Number	Effective Date	Summary of Amendments	Author(s)
V1.0	1 Aug 2022	• Creation of policy	Advanced Programme Lead
V2.0	1 Oct 2024	• Minor amendments	Certification Operations Associate
V3.0	1 Oct 2026	• Removal of references to External Advisors • Addition of the External Examiner job description as an appendix • Addition of the External Examiner nomination form as an appendix • Addition of requirement for appointments to hold academic qualifications at the level of the provision they support • Clarification that External Examiners will be sent all failed assessments • Amendment that Annual Reports are submitted to Board of Examiners • Amendments to retired job titles • Amendments to Annual Report in line with	Advanced Assessments Manager

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		OfS EQA guidance	

1. Purpose

1.1. To ensure academically robust and independent higher level accredited programmes, Multiverse engages with external expertise to ensure our programmes cohere with the relevant national qualifications framework. External, impartial and independent experts ensure we can meet and exceed the thresholds of the relevant standards.

1.2. External Examiners provide independent scrutiny of learner submissions for both module assessment and end-point assessment, confirming that Multiverse applies fair, consistent and high-quality marking and moderation processes.

1.3. This document has been prepared using the core practices and guiding principles outlined in the UK Quality Code Advice & Guidance: External Expertise (Nov 2018).

2. Scope

2.1. This policy is for Multiverse staff who liaise and engage with External Examiners as well as the External Examiners used by Multiverse.

3. Definitions

Academic Quality Council (AQC): The Multiverse body responsible for approving External Examiner nominations, terminations, and the institutional response to External Examiner Annual Reports.

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.

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

Conflict of interest: Any circumstance in which an External Examiner could not exercise impartial judgement, or has a personal stake in learner outcomes or a connection to learners under assessment.

End-point assessment (EPA): The independent, synoptic assessment of an apprentice at the end of their apprenticeship, graded against the assessment plan published by Skills England. For Advanced Programmes, EPA is integrated into the degree.

End-point assessment organisation: An organisation approved to deliver end-point assessment for a given apprenticeship standard. Multiverse acts as the end-point assessment organisation for all Advanced Programmes.

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 engaged to provide impartial scrutiny of learner submissions for module assessment and end-point assessment, confirming that Multiverse applies its own policies consistently and that standards are comparable with other UK providers.

External quality assurance (EQA): The independent assurance of EPA quality required of EPAOs, for which the Office for Students is the responsible body for integrated higher and degree apprenticeships.

Gateway: The point at which an apprentice is confirmed ready to undertake EPA, having met all requirements set out in the applicable assessment plan, including employer sign-off, any mandatory qualifications, and complete records of off-the-job training.

Independent Assessor: An assessor appointed by Multiverse to facilitate and grade the assessment components of an apprentice's EPA, independent of the apprentice, their employer, and the delivery of the programme.

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

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Moderation: The internal review of a sample of marked assessments to confirm that grading criteria have been applied consistently and fairly before results are released. Distinct from the external scrutiny undertaken by External Examiners.

Office for Students (OfS): The regulator for higher education in England, and the external quality assurance body for EPA delivered as part of integrated degree apprenticeships.

Quality Assurance Agency for Higher Education (QAA): The independent body responsible for the UK Quality Code, the sector reference point against which this policy is written.

Quality Improvement Plan (QIP): The Multiverse plan into which actions agreed in response to External Examiner Annual Reports are built.

Stratified sample: A sample deliberately structured to cover a defined range rather than selected at random. For module moderation this covers a range of grade outcomes, both internally moderated and unmoderated assessments, and all fails.

4. External Examiners

4.1. As taken from QAA guidance, Multiverse engages External Examiners to provide impartial and independent advice, as well as informative comment on its standards and on student achievement in relation to those standards. External Examiners confirm that Multiverse consistently and fairly implements its own policies and procedures to ensure the integrity and rigour of assessment practices. External Examiners comment on the quality and standards of the courses in relation to the national standards and frameworks and comment on the reasonable comparability of standards achieved at other UK providers with whom the External Examiner has experience.

4.2. External Examiners comment on good practice, and make recommendations for enhancement. External Examiners have sufficient standing, credibility and breadth of experience within the discipline to be able to command the respect of academic peers, and where appropriate, professional peers, such as the employers of Multiverse's apprentices. External Examiners do not contribute to delivery through teaching or any other direct capacity.

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4.3. External Examiners report to the Advanced Assessments team, where their specific responsibilities are to:

4.3.1. **Moderate module/EPA outcomes:** Review a stratified sample of marked and internally moderated assessments provided by the Advanced Assessments team, confirming that assessment criteria have been applied correctly and consistently and that grades and feedback align, comprising all failed submissions, plus the greater of five submissions or 5% of that module's submissions, rounded up, covering a range of grade outcomes, and including both internally moderated and unmoderated assessments.

4.3.2. **Report academic misconduct:** Report on any identified instances of suspected academic misconduct which have not already been flagged and dealt with through internal marking and moderation;

4.3.3. **Engage with Boards of Examiners (BoE):** Attend BoE meetings for any modules/awards which have been ratified, whereupon final decisions are made regarding module achievement, level progression, and exit awards;

4.3.4. **Produce the External Examiner Annual Report:** Submit an External Examiner Annual Report on overall learner performance and academic standards, as well as on the effectiveness of the selection of assessment methods to demonstrate learning outcomes, including any areas of developments and recommended actions to be taken;

4.3.5. **Provide confidential disclosures:** Report to the Advanced Assessments Manager confidentially on any serious matters of concerns relating to the assessment, marking, or moderation of learners, including any concerns relating to staff conduct.

4.4. No External Examiner is allocated more than 10 modules or 100 assessments in any given quarter. Failed submissions are never excluded from a sample size in order to remain within these limits.

5. Appointments

5.1. All External Examiners are appointed with careful consideration regarding their suitability for the position and with clear expectations regarding their engagement with Multiverse.

5.2. When recruiting for External Examiners, Multiverse require that individuals:

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5.2.1. Hold academic qualifications to the same level of the modules/awards they will moderate;

5.2.2. Have a high degree of professional competence and experience in the fields covered by the programme of study (or parts thereof) and have a good understanding of the UK higher education sector;

5.2.3. Are drawn from a relevant variety of institutional or professional contexts and traditions in order for provision to benefit from wide-ranging external scrutiny;

5.2.4. Are appropriately experienced in learner assessment at the level of the award;

5.2.5. Have had sufficient experience in quality assurance to enable them to discharge their role effectively;

5.2.6. Are experienced in acting as an External Examiner or, if not, committed to engage in any applicable training and mentoring provided by Multiverse;

5.2.7. Comply with all relevant employment legislation, including safeguarding, as appropriate;

5.2.8. Hold no more than one concurrent external examining engagement alongside Multiverse External Examiner responsibilities.

5.3. External Examiners are required to exercise impartial judgment and remain fully independent of Multiverse, its staff, and partners, with no personal stake in learner outcomes or connections to students under assessment. A conflict of independence is defined by any of the following circumstances:

5.3.1. A member of Multiverse governing body or committee (or one of its partners or support providers) or a current employee of Multiverse (or one of its partners or support providers);

5.3.2. Anyone with a close professional, contractual or personal relationship with a member of staff or student involved with a programme of study;

5.3.3. Anyone required to assess colleagues who are recruited as learners to a programme of study;

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5.3.4. Anyone who is, or knows they will be, in a position to influence significantly the future of learners on a programme of study;

5.3.5. Former Multiverse staff or learners, unless a period of five years has elapsed and all learners taught by or with the individual have completed their programme(s);

5.3.6. The succession of an individual by a colleague from their home department/provider;

5.3.7. The appointment of more than one individual from the same department/training provider.

5.4. The Advanced Assessments Manager is responsible for nominating any new External Examiners using a standardised nomination template (see: Appendix C) and submitting this for approval to the Academic Quality Council (AQC). The Advanced Assessments team lead the administration for all External Examiners in collaboration with the People & Culture team, including the organisation of all inductions, ongoing training, and contractual terms of appointment.

5.5. The Advanced Assessments team oversees and maintains a Record of External Examiners for compliance purposes, which confirms:

5.5.1. Recruitment and selection approach complies with all internal and external regulatory requirements with a single central record of each External Examiner's qualifications, professional experience, and current CV;

5.5.2. Provision each External Examiner is appointed to cover, their term of appointment, and the date by which offboarding must commence;

5.5.3. Attendance at Boards of Examiners;

5.5.4. Receipt of Annual Reports;

5.5.5. Any conflicts of interest declared at nomination or at any point during the period of appointment (including actions taken).

5.6. External Examiners may hold their post for a maximum of three years, with an exceptional one-year extension to ensure continuity (i.e., maximum of three years before offboarding must commence; maximum of four years before termination).

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5.7. External Examiners may only be reappointed if 5 years or more have elapsed since the conclusion of their previous appointment.

5.8. If External Examiners change roles throughout their period of appointment, this must be declared to Multiverse to ensure ongoing independence, providing an up-to-date CV reflecting any changes to ensure relevancy for the provision remains.

5.9. If the requirements of the External Examiner role is changed by Multiverse during the period of their appointment, this will be updated in their contract.

6. Onboarding

6.1. When appointing External Examiners, Multiverse will ensure that they are appropriately briefed and introduced to the organisation. Upon appointment, they will receive the following information with their offer letter and contractual arrangements:

6.1.1. Relevant Multiverse policies (including academic regulations);

6.1.2. Contact information for all key points of contact at Multiverse;

6.1.3. Relevant programme and/or module information (e.g., project briefs, assessment rubrics)

6.1.4. External Examiner Handbook

6.1.5. Arrangements relating to the Board of Examinations, including invites to all upcoming Boards of Examiners

6.2. For External Examiners, they will also be required to attend a Multiverse induction session led by the Advanced Assessments team which will provide an overview of the materials provided above, expectations for the role, expectations for communication, any applicable training courses, and next steps for engagement.

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7. External quality assurance of EPA

7.1. Expectations for external quality assurance (EQA) as it pertains to end-point assessment for Advanced Programmes are set by the Office for Students (OfS) in their external quality assurance of apprenticeship end-point assessment for integrated higher and degree apprenticeships: guidance for providers (Oct 2023).

7.2. Ongoing external monitoring of EPA is undertaken by External Examiners who have oversight of the higher education qualification which is integrated in the apprenticeship (e.g., the undergraduate degree) and the apprenticeship EPA.

7.3. Multiverse is required to provide details of any External Examiner arrangements to the OfS and confirm that each External Examiner appointed can undertake the role and produce the information required for the EQA monitoring process, which includes monitoring that:

7.3.1. EPA is delivered in line with the published EPA plan;

7.3.2. Gateway is well-managed, with all mandatory qualification requirements measured, and employers are involved decision-making around apprentice readiness to undertake EPA;

7.3.3. EPA assessment instruments and methods are fit for purpose;

7.3.4. Each Independent Assessor's knowledge is up to date;

7.3.5. Each EPA demonstrates accessibility and manages reasonable adjustments well;

7.3.6. EPA is reliable and comparable across different EPAOs, employers, periods of time, and Independent Assessors.

7.4. To support their conclusions, External Examiners are expected to review:

7.4.1. A sample of assessments, including recordings of live assessments and digital versions of documents, including marked assessment materials from apprentices, for each cohort of apprentices;

7.4.2. Recordings of Independent Assessor standardisation meetings;

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7.4.3. Interviews with Independent Assessors and other applicable Multiverse staff (where requested); and

7.4.4. Feedback from apprentices and employers (surveys, testimonies, complaints, appeals).

7.5. Where applicable, External Examiners are additionally invited to attend Multiverse Awards Boards of Examiners, wherein the final decisions are made regarding apprentices' EPA grades, and for integrated degree apprenticeships, their resulting degree classifications.

7.6. The purpose of External Examiner EQA is to assess Multiverse's performance in delivering the EPA as above, and to present their findings through the production of a report which will inform Multiverse's internal quality monitoring processes and form important supporting evidence for EQA monitoring visits from the OfS.

8. External Examiner Annual Reports

8.1. External Examiners provide a written Annual Report to the Board of Examiners using a template provided by the Advanced Assessments team (see: Appendix B) and submitted to the Academic Quality Council (AQC) for review.

8.2. The External Examiner Annual Report is structured around the OfS' external quality assurance of apprenticeship end-point assessment for integrated higher and degree apprenticeships: guidance for providers (Oct 2023), and asks External Examiners to rate and comment on:

8.2.1. **Coordination:** The clarity of the External Examiner role and the timeliness, adequacy and responsiveness of the support Multiverse provides.

8.2.2. **Relevance:** The range and fitness for purpose of assessment, including the currency of Marker, Moderator and Independent Assessor expertise.

8.2.3. **Reliability:** The accuracy and consistency of marking, moderation and feedback, and the comparability of standards with other providers and across the provision.

8.2.4. **Efficiency:** The sufficiency of assessment resources, the accuracy and security of records, and the effective handling of resits, retakes, appeals, complaints and assessment scheduling.

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8.2.5. **Positivity:** The fairness of access to assessment, including reasonable adjustments, and the clarity of learner-facing information and results.

8.2.6. **Institutional learning:** The effectiveness of internal quality assurance, and whether Multiverse acts on feedback and follows its own policies and regulations.

8.2.7. **Good practice and areas for development:** Areas of innovation to continue, and areas for development with suggested actions.

8.3. Where the report is the final report of an External Examiner's tenure, they are additionally invited to comment on their term in office.

8.4. Upon review by the AQC, a holistic response for all External Examiners will be produced, detailing any applicable actions that will be taken by Multiverse moving forward.

8.5. External Examiner annual reports are available to learners upon request by contacting Advanced Assessments (advancedassessments@multiverse.io).

9. Reporting Concerns

9.1. If an External Examiner is concerned about any practices they have observed, they have the right to speak confidentially with the Advanced Assessments Manager in the first instance. This meeting can be arranged independently and all concerns will be heard and actioned accordingly.

9.2. If an External Examiner has reported a concern with the Advanced Assessments Manager, but is dissatisfied with how this has been handled, they can raise a formal complaint and request to speak to the Senior Quality & Standards Specialist. This will be the highest level of escalation possible within Multiverse.

9.3. If an External Examiner has escalated a formal complaint to the Director of Learner Success, as Multiverse is registered with the Office for Students (OfS), they can raise an external complaint via the OfS Notifications procedure.

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10. Offboarding

10.1. In most cases, offboarding will occur when an External Examiner fulfils their contracted period of engagement, whereupon their remote access to any Multiverse data, software, or information will be revoked.

10.2. Where External Examiners meet the maximum period of engagement, or decide to conclude their engagement with Multiverse before reaching the maximum period of engagement, they will not be permitted to re-engage as an External Examiner for a minimum of five years.

10.3. In cases where an External Examiner does not meet the expectations of Multiverse, there may be a case for termination. Termination of an External Examiner will be agreed upon by the Academic Quality Council (AQC), with rationale provided to the External Examiner in writing.

10.4. Grounds for termination include, but are not limited to:

10.4.1. Failure to attend relevant Board of Examiner meetings without reasonable cause;

10.4.2. Failure to produce the External Examiner Annual Report in a timely manner or to a satisfactory level of detail;

10.4.3. Failure to fulfil obligations as an External Examiner, whether in terms of timeliness, conduct, or quality;

10.4.4. Failure to comply with relevant Multiverse policy or academic regulations;

10.4.5. Emergence of a conflict of interest that cannot be resolved;

10.4.6. Change in job which means expertise may no longer be relevant;

10.4.7. Discontinuation of the provision being supported.

10.5. In cases where an External Examiner’s appointment is forcibly terminated, they will not be permitted to reengage with Multiverse as an External Examiner in the future.

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Appendix A: External Examiner Job Description

Role Overview

We are seeking to appoint an External Examiner to oversee the provision of our higher education accredited programmes, which specialise in data analytics, technology consulting, and AI/software engineering. Apprentices completing our degree programmes are awarded with an undergraduate degree in BSc (Hons) Digital and Technology Solutions as part of the level 6 Digital and Technology Solutions Professional apprenticeship standard.

External Examiners will support Boards of Examiners which run eight times a year: four for module assessment results; four for EPA results and degree classifications.

Your main point of contact will be the Advanced Assessments team within Multiverse's Learner Success division, which is ultimately responsible for the issuing and reissuing of External Examiner contracts.

Key Responsibilities

As an External Examiner for the degree and for the EPA, you will hold a crucial dual role. You are responsible for confirming that the academic standards of the overall award meet sector-recognised standards, while also ensuring the quality and integrity of the EPA. You will provide an informed, independent view on how Multiverse's standards compare with similar awards and assessments at other providers based on your wealth of professional experience.

- Moderate apprentice module assessment results from a sample of completed, marked and internally moderated assessments to confirm that marking criteria has been applied fairly, accurately, and consistently. Each External Examiner is permitted to moderate a maximum of 10 modules or 100 assessments per quarter (whichever threshold is met first).
- Observe recordings of EPA assessments (e.g., presentations, professional discussions) to ensure Independent Assessors are upholding national standards in practice.

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- Review EPA documentation and materials, including recording for EPA Standardisation Meetings, to ensure Independent Assessors are applying EPA grading criteria correctly and upholding national standards.
- Attend and contribute to relevant Boards of Examiners in which final decisions are made on granting learners with academic credit, approving progressions and awards (typically attend eight meetings a year). All Boards of Examiner meetings are hybrid, and there is no expectation for in-person attendance.
- Produce one External Examiner Annual Report, reflecting on apprentice performance and academic standards over the past 12 months, as well as on the effectiveness of our assessments, any areas of improvement identified, and recommended actions to be taken.

Person specification

Required

- Education to a minimum of FHEQ level 6 standard (e.g., bachelor's degree) or equivalent.
- Significant academic experience in higher education, with a high degree of knowledge of the UK higher education sector with appropriate sector reference points.
- No more than one other concurrent external examining engagement, at the point of appointment and for the duration of the term.
- A commitment to engage in Multiverse training and mentoring, where not previously experienced as an External Examiner.
- Programme-specific subject matter expertise, including programme/assessment design within a higher education context.
- A passion and understanding of the principles of applied learning in higher education, and how these are applied to assessment.
- A flexible disposition, comfortable with non-traditional processes.

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Desirable

- Previous experience as an External Examiner, with an understanding of academic standards and quality assurance processes across higher education institutions.
- An understanding of degree apprenticeships in England, and how this differs from other forms of higher education.
- Standing, credibility and breadth of experience within the subject area
- Professional registration with British Computer Society (BCS)
- Accreditation on AdvanceHE's Fellowship of the Higher Education Academy (FHEA) (any level)

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Appendix B: External Examiner Annual Report Template

Annual Reports are a key part of External Examiner responsibilities and must be submitted annually in Q1 by the end of April. The Advanced Assessments team will notify each External Examiner to submit these at the end of Q4 each year (at the end of March), providing a link to the online form, and the required deadline for completion. Only External Examiners who have been in post for three cycles (i.e., from Q2 to Q4, or from July to March) are required to complete an Annual Report.

External Examiners must ensure Annual Reports do not identify any individual learners or members of staff.

Each report will be considered formally by the Advanced Assessments team, with a holistic response submitted to the Academic Quality Council (AQC). Subject to any requested changes by AQC, the approved response is then shared with all External Examiners, including those who did not fall in scope to submit their own.

Any agreed actions are built into the Multiverse Quality Improvement Plan (QIP) as necessary.

1. **Name:**
2. **Date:**
3. **Coordination:**
    a. The role and responsibilities of an External Examiner are made clear.

    Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

    b. Everything required to undertake responsibilities (e.g., samples of assessments) is provided timely.

    Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

    c. Suitable advance notice and reminders are provided for tasks.

    Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

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d. Any questions or feedback was responded to in a timely manner.

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

e. Responses to feedback always explain actions that will be taken, and if no action, reasons as to why.

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

If you have selected 'disagree' or 'strongly disagree' for any of your responses, please provide the reasons for your response, including as much detail as possible (e.g., specific modules, cohorts, or programmes you are referring to):

4. Relevance

a. There is a good range of assessments used

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

b. Individual assessment instruments/methods are fit for purpose

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

c. Multiverse staff possess expertise in quality assurance, assessment and occupational competence

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

d. Marker, Moderator, and Independent Assessor knowledge is up-to-date

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

e. **EPA only:** Assessment is delivered in line with the published EPA plan

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree / N/A

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If you have selected ‘disagree’ or ‘strongly disagree’ for any of your responses, please provide the reasons for your response, including as much detail as possible:

5. Reliability

a. Internal marking and moderation is applied accurately and consistently.

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

b. Assessments are operating effectively and achieving the desired outcomes.

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

c. Assessment is reliable and comparable with different providers, and across different programmes, modules, Markers, Independent Assessors, and points in time.

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

d. Assessment feedback is constructive and aligns with grading rubrics.

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

e. Instances of Academic Misconduct (where applicable) were identified and addressed by the internal marking and moderation procedure.

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

f. **EPA-only:** Assessment is carried out independently in practice in line with the requirements of the apprenticeship.

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree / N/A

If you have selected ‘disagree’ or ‘strongly disagree’ for any of your responses, please provide the reasons for your response, including as much detail as possible (e.g., specific modules, cohorts, or programmes you are referring to):

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6. Efficiency

a. Sufficient Markers, Moderators and Independent Assessors are available.

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

b. The resources Markers, Moderators, and Independent Assessors use are appropriate.

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

c. Accurate records are kept and data is held securely with appropriate protocols in place.

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

d. Retakes, resits, appeals and complaints are handled effectively.

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

e. Assessment windows are timely.

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

f. Confidentiality is maintained.

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

g. **EPA-only:** EPA booking and scheduling is effective.

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree / N/A

h. **EPA-only:** Remote assessment is effective.

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree / N/A

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If you have selected ‘disagree’ or ‘strongly disagree’ for any of your responses, please provide the reasons for your response, including as much detail as possible (e.g., specific modules, cohorts, or programmes you are referring to):

7. Positivity

a. Access to assessment is fair, and decisions on reasonable adjustments are made fairly and consistently.

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

b. The issuing of results and feedback is well-managed.

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

c. Any learner-facing information provided is clear and transparent.

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

d. **EPA-only:** All requirements of the apprenticeship in terms of Gateway achievement (mandatory qualifications, off-the-job requirements, employer sign-off) are recorded.

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree / N/A

8. Institutional learning

a. There are arrangements to collect and action feedback from apprentices, employers (and Independent Assessors for EPA).

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

b. Internal quality assurance processes (such as Boards of Examiners) are effective and rigorous.

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

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c. Decisions made by Multiverse follow the academic regulations and any associated policies

Strongly agree / Agree / Neither agree nor disagree / Disagree/ Strongly disagree

If you have selected 'disagree' or 'strongly disagree' for any of your responses, please provide the reasons for your response, including as much detail as possible:

9. Good practice and development areas

a. Are there any particular areas of innovation you have identified which Multiverse should continue?:

b. Please highlight any areas for development that you have identified including suggested actions:

10. If this is the last report of your tenure, use the space below to comment on your term in office:

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Appendix C: External Examiner Nomination Template

Note: A current CV must accompany every nomination.

Nomination details	
Name of nominee	
Name/role of nominator *Multiverse staff*	
Date of nomination	
Provision to be covered *List programmes, modules, and/or EPA*	
Proposed start year/quarter	FYXX QX
Proposed end year/quarter *Max. three years*	FYXX QX
Reason for nomination	☐ New appointment to support learner growth ☐ New appointment to support portfolio growth ☐ Replacement
If replacement, name of outgoing External Examiner	

Nominee details	
Current role and employer	
Contact email *Note: External Examiners will not be provided with a multiverse.io email.*	
Highest academic qualification held	
Professional registrations/memberships	
Right to work in the UK confirmed	☐ Yes ☐ No
Link to CV	🗋 File

Due diligence
The nominator confirms, with supporting evidence, that the nominee meets each requirement of the External Examiners Policy.

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Holds academic qualifications to at least the level of the modules/awards they will moderate	☐ Yes ☐ No	🗋 File
High degree of professional competence and experience in the fields covered, and a good understanding of the UK higher education sector	☐ Yes ☐ No	🗋 File
Drawn from a relevant institutional/professional context which broadens the range of external scrutiny across the current cohort of External Examiners	☐ Yes ☐ No	🗋 File
Appropriately experienced in learner assessment and academic quality assurance	☐ Yes ☐ No	🗋 File
Experienced in acting as an External Examiner **OR** committed to Multiverse training/mentoring	☐ Yes ☐ No	🗋 File
For no prior External Examiner experience nominees only Details of training/mentoring to be received		
Concurrent external examining engagement alongside this appointment		
Previous engagement with Multiverse in any capacity *If previously an External Examiner at Multiverse, date the previous appointment concluded (min. five years prior to new appointment commencement)*		

Independence **The nominator confirms that none of the following circumstances apply to the nominee.**	
The nominee is not a member of the Multiverse governing body or a Multiverse committee, or a current employee of Multiverse or of one of its partners or support providers.	☐ True ☐ False
The nominee does not have a close professional, contractual or personal relationship with a member of staff or a learner involved with the provision.	☐ True ☐ False
The nominee will not assess colleagues recruited as learners to the provision.	☐ True ☐ False
The nominee will not be in a position to significantly influence the future of learners on the provision, whether now or in the future.	☐ True ☐ False
The nominee is not a former member of Multiverse staff or a former Multiverse learner where fewer than five years have elapsed, or learners they taught/studied alongside have not yet completed	☐ True ☐ False
The nominee is not succeeding a colleague from their own organisation.	☐ True ☐ False

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The nominee will not work alongside another individual from their organisation already holding an External Examiner appointment at Multiverse	☐ True ☐ False

Nominator confirmation	
I confirm that the information provided is accurate, and that Multiverse will be notified immediately of any change to an External Examiner's role or circumstances which may affect their independence during the period of appointment, providing an updated CV.	☐ True ☐ False
Nominator signature	_____ _____
Date	_____

AQC confirmation	
Nomination decision	☐ Approved ☐ Approved with conditions ☐ Not approved ☐ Deferred
Conditions *Where applicable*	
Confirmed term of appointment	FYXX QX to FYXX QX
AQC Chair signature	_____ _____
Date	_____

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