



# END-POINT ASSESSMENT (EPA) POLICY

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## **Contents**

1. INTRODUCTION	3
2. VALIDATION	3
4. DELIVERING END POINT ASSESSMENT	4
5. INDEPENDENT ASSESSORS FOR INTEGRATED APPRENTICESHIPS	7
6. STANDARDISATION	9
7. EXTERNAL QUALITY ASSESSMENT OF EPA	10
8. CONFLICTS OF INTEREST	13
9. COMPLETION	14
10. APPEALS AND COMPLAINTS	15
11. RETENTION	16
12. FEEDBACK IN RELATION TO EPA AND EPA ORGANISATIONS	17

## **1. INTRODUCTION**

Existing Multiverse Higher Education (HE) Policies and Regulations govern any academic award which forms part of an Apprenticeship programme.

This policy specifically sets out Multiverse's approach to assuring and managing the quality of End-Point Assessment (EPA) delivered as part of our Degree Apprenticeship portfolio. All Apprenticeship standards have an accompanying EPA. This determines if the Apprentice has met the requirement of the Apprenticeship standard: that is, they can demonstrate the Knowledge, Skills and Behaviours (KSBs) required for occupational competence.

This policy establishes roles and responsibilities in relation to coordination and delivery of EPA for Integrated Apprenticeships. In doing so, this ensures a robust and rigorous approach, ensuring that employers have confidence in the process and the capability of Apprentices within the workplace.

The details of the EPA are prescribed in the Assessment Plan associated with the Apprenticeship Standard, published by the Institute of Apprenticeships and Technical Education (IfATE).

EPA is an integral component of the Apprenticeship programme. Multiverse will normally provide all the scheduled on-programme learning and deliver the EPA. Multiverse acts as the degree awarding body, the Apprenticeship Training Provider and the End Point Assessment Organisation (EPAO). Multiverse is listed on the Apprenticeship Providers and Assessment Register (APAR) ensuring eligibility to receive government funding to train Apprentices. The APAR is the register which lists organisations that can undertake EPA for the standards they are approved to assess. Multiverse will deliver independent, objective assessment of KSBs, as set out in the relevant Apprenticeship standard for all Apprentices. As a registered EPAO and main provider the policy ensures that Multiverse is compliant with the Education and Skills Funding Agency (ESFA) 'Conditions for Organisations' on the APAR and associated funding rules and the Institute for Apprenticeships and Technical Education (IfATE) External Quality Assurance (EQA) framework for Apprenticeships.

## **2. VALIDATION**

The VP of Technical Curriculum has responsibility for approval of new Apprenticeship provision, ensuring it is robust, coherent and offers a high-quality Apprentice learning experience. The VP of Technical Curriculum operates in accordance with the principles and processes set out in the Programme Design, Development and Approval Policy.

Technical Curriculum Teams and Programme Design Teams should be cognisant of the requirements of the EPA for the specified Apprenticeship Standard at the time of approval, including any additional requirements to how Multiverse would typically deliver its academic awards.

The Programme Design Team's considerations to support the Apprentice's journey to EPA and occupational competence include:

- Demonstration of how the KSBs, as set out in the relevant Apprenticeship standard, are core to the content of the award and how these are applied within the workplace.
- Ensuring appropriate Learning Outcomes aligned to KSBs and completion of mapping documentation for the Training Plan.
- Documentation to evidence how the ESFA requirement of Off The Job Training (OTJ) will be embedded within the delivery timeframe of the Apprenticeship and to complete employer focused Training Plans.
- Ensuring compliance with regulatory frameworks, including Ofsted and the Office for Students (OfS).
- Ensuring appropriate assessment strategies and methods that are designed to create stepping-stones to competence, progression through Gateway and success in the primary aim of passing the Apprenticeship End Point Assessment.
- Consideration of how the Apprenticeship has been designed and developed in partnership with employers to ensure that local and national market needs for occupational competence are being met.
- Articulation as to how the quality assurance processes for Integrated End Point Assessment will be overseen and operationalised.
- Where relevant a translation table, so EPA Assessment methods generate an Apprenticeship outcome and are *translated* to generate a module mark.

The validation documentation will summarise how the learners will be supported to EPA, including:

- Gateway confirmation - which confirms Apprentices have sufficient evidence of KSBs to progress to EPA.
- EPA module, aligned to the Assessment Plan - synoptic and independent assessment of KSBs.

The Technical Curriculum Team are the main point of contact for the approval process of Apprenticeship provision and any modifications that are required to existing provision.

## **4. DELIVERING END POINT ASSESSMENT**

Applications to the APAR form part of the Approval process for new Apprenticeship provision to ensure that applications are submitted as early as possible in the approval cycle.

The Head of Governance will be the main point of contact with the ESFA regarding the delivery and outcomes of Integrated EPA, including the applications to join the APAR.

For Integrated Apprenticeships, the EPA is part of the academic award forming a synoptic assessment of the KSBs that have been learnt and developed throughout the Apprenticeship. The assessments are normally in the form of a final module, incorporating assessment requirements set out in the IfATE Standard, typically, project, professional discussion, case studies as defined. The credit value assigned to the EPA is set out in the Apprenticeship standard assessment plan. Employers will be in attendance at EPA assessment where this is stipulated in the Assessment Plan (NB: in some cases, the Employers are required to contribute to the assessment).

- The Learning and Domain Quality Team will ensure, through the validation process, that the project, portfolio (or equivalent(s)) fulfil the requirements of the EPA for the Apprenticeship Standard and Assessment Plan and Multiverse expectations for quality. The arrangements of the assessment methods required will comply with the specific Assessment Plan published by IfATE for each Apprenticeship Standard. The Certification Operations Team will coordinate and the Learning and Domain Quality Team will deliver each assessment event and standardisation event.
- The EPA Gateway Declaration form confirms the following:
  - Gateway requirements have been met including sign off for any projects by the relevant people stipulated in the Assessment Plan (for example the employer and/or Independent Assessor)
  - The employer (normally engaged by the Coach) has signed off readiness as specified in the Assessment Plan
  - Mandatory qualifications have been met
  - Portfolio of evidence (or other evidence required) has been signed off and submitted for use in the EPA
  - Completion of Functional skills qualifications and/or certificates provided
  - Complete records of OTJ, demonstrating continual engagement in accordance with the Training Plan
- Information setting out how the EPA will be delivered should be developed by the Programme Design Team, including how employers will be involved (where applicable). This should be articulated in the formal application to join the APAR for the relevant Apprenticeship Standard. Where appropriate, the Learning and Domain Quality Team will consult with the Employer and the Independent Assessor (IA), to develop the EPA tools and processes and to sign off where required as set out in the Assessment Plan. All Apprentices and Employers will receive clear, consistent, and timely guidance, via the Delivery Team, ahead of the EPA.
- The Certification Operations will ensure the independent nature of the EPA through the appointment of Independent Assessors (IAs) who are professionally competent in the subject area and have the necessary skills, experience, occupational competence, and qualifications required to facilitate the assessment, as stipulated in the IfATE Standard Assessment Plan. This involves ensuring national comparability of academic standards and that the assessment processes are reliable, fair, and transparent. *If the Apprenticeship includes Professional, Statutory, and Regulatory Bodies (PSRB) recognition, the Assessment Plan may require that the assessment is conducted by an Independent Assessor who holds a specified professional status, and the*

*Multiverse will need to comply with this.* The Certification Operations Team will organise Contractor Agreements which are inclusive of an initial conflict of interest declaration (showing organisational independence) and conduct a second stage conflict of interest process (Employer and Apprentice independence). The conflict of interest process will be repeated in advance of every cohort approaching EPA.

- Training and CPD for appropriately qualified Independent Assessors will be coordinated within Certifications Operations Team, using centrally provided materials as well as those developed by the Team to meet the specific needs of the Apprenticeship Assessment Plan from IfATE. Learning and Domain Quality Team will maintain an up-to-date standard training approach to be adapted by the Certification Operations Team to incorporate specific training in relation to the relevant Assessment Plan. The Certification Operations Team will ensure the requirements of the IA, as set out in the Assessment Plan, are addressed during IA recruitment.
- Any resits and retakes will be undertaken in line with Multiverse regulations, except where the Assessment Plan sets out specific procedures, in which case the Assessment Plan takes precedence.
- Multiverse collaborates with other EPAOs delivering EPA to ensure consistency across assessors and assessments. Where EPAO networks are in place, the Multiverse should actively engage to share and discuss areas of improvement and to report on best practice.
- The Learning and Domain Quality Team should develop compensatory assessment for learners with special requirements (declared disability or Learning Contract) to allow reasonable adjustments to be made to assess the Knowledge, Skills and Behaviours of the Apprentice through alternative assessment techniques aligned to IfATE's and the Multiverse Reasonable Adjustments Policy (which is contained in our Assessment Policy). This will enable Apprentices, irrespective of any permanent or temporary disability, to gain access to the assessment without undermining its consistency. Adjustments must maintain the validity, reliability and integrity of the EPA as outlined in this EPA plan.

**NB:** *Where interviews, presentations and professional discussions are presented, they should be recorded and stored for quality assurance purposes in line with Multiverse data retention policies.*

- Due to variations relating to the grading criteria, as set out in the relevant IfATE Assessment Plan. The outcome of the award and the Apprenticeship itself may differ based on the models of EPA delivery. The grading criteria for EPA and how this aligns to the academic grade is shared as part of the module guidance to ensure all stakeholders are aware of how grades are derived.
- The Certifications Operations Team will request Apprentice certificates from the Apprenticeship Assessment Services and inform the ESFA of EPA outcomes.

## 5. INDEPENDENT ASSESSORS FOR INTEGRATED APPRENTICESHIPS

The Certification Operations Team is responsible for appointing and training Independent Assessors (IAs) to assess Apprentices during their EPA, for all Integrated standards. The Learning and Domain Quality Team will provide guidance and a framework to oversee the process to ensure recruitment and training is compliant with ESFA funding and the requirements of the Assessment Plan in each case. Multiverse appoints IAs who are able to demonstrate appropriate evidence of the requirements as set out in the standard.

For every Integrated EPA the Certification Operations Team will as soon as practicably possible, recruit, train and support **at least two IAs** in order to assist the moderation and calibration of marks. The total number of IAs for any EPA must be enough to cover the number of EPAs expected and aligned with the requirements of the IfATE Assessment Plan.

Recruitment of IAs should be discussed at Academic Quality Council meetings and where there are challenges these should be escalated to the Quality Sub-Committee. IAs should be recruited in good time before EPAs take place so they are sufficiently prepared for the assessments taking place.

The Certification Operations Team will carry out the recruitment activity in advance of EPA, ensuring the IA is in place with sufficient time to meet the full requirements of the IfATE Assessment Plan. Certification Operations Team will ensure that all IAs receive a detailed induction and training to ensure clarity of the role and to set expectations around good assessment practice, operating the assessment tools and grading. Records associated with induction will be recorded by the Certification Operations Team.

IAs will be appointed, aligned to the requirements of the Apprenticeship standard and IA Job Description and reviewed annually.

The Certification Operations Team will ensure contractual arrangements are in place, using Multiverse's standard IA role description.

The Certifications Operations Team, with support from Technical Leads where necessary, will oversee and maintain a record of Independent Assessors to ensure compliance ensuring:

- Recruitment approach is compliant with regulatory requirements and Multiverse regulations, and to optimise consistency with central guidance.
- IA capacity to deliver EPA to current and future cohorts.
- Review of IA qualifications and capability to meet the EPA requirements including records of CPD and ongoing industry experience (where relevant).
- Confirmation that the Certification Operations Team has delivered initial and annual refresher training of IAs.

- Confirmation that the Certification Operations Team has completed a check on initial and ongoing independence (no conflicts of interest).
- Completion of standardisation and moderation activity for EPA, as confirmed by the Board of Examiners.
- The award specific assessment model to determine credit allocation, where different from the IfATE EPA outcome criteria.
- Other matters as might be required to comply with regulatory requirements in place.

## **TRAINING OF INDEPENDENT ASSESSORS**

For Integrated EPAs, Multiverse is required to ensure IAs keep their occupational expertise and assessment competency up to date to meet the specified requirements of each IfATE Assessment Plan. The Certification Operations Team are responsible for ensuring their IAs understand the specific requirements of the EPA.

Initial and ongoing training is led by the Certification Operations Team, supported by materials and other input as may be required from Learning and Domain Quality, to ensure that all requirements are met. In doing so, this ensures that all assessments conducted are valid, fair and reliable and in line with the relevant EPA plan.

Confirmation and evidence of this training will be provided by the Certification Operations Team and they will maintain a central record of compliance with these requirements.

The Certification Operations Team delivering the EPA will ensure that (as soon as practicable after IA appointment and before EPA gateway) IAs have undertaken the relevant qualification(s) and/or are undertaking such training as required in the Assessment Plan. In all cases the Certification Operations Team will deliver initial and annual refresher training, incorporating:

- Multiverse policies, delivery model and expectations as to compliance requirements that apply to all Integrated EPAs ensuring the IA is ready to conduct EPA for the relevant standard.
- Arrangements for the Pre/Post EPA-Standardisation Events or communicate the arrangements to follow in advance of EPA.

The training will make clear:

- The role of the IA and grading criteria and bands to determine the Apprenticeship outcome.
- The separate role of the academic delivery team (from Multiverse) and relevant assessment components and grading criteria to determine the Academic outcome for the module credits (if applicable)

## 6. STANDARDISATION

All IAs are expected to attend annual standardisation events (as a minimum and aligned to the regularity as stipulated in the relevant Assessment Plan) before and after the delivery of EPA. The purpose of these events is to ensure the fair, consistent and reliable grading of all assessments. They also allow the Certification Operations Team, with support from the Learning and Domain Quality Team, to update the IAs on any changes to the Apprenticeship or standard. The Certification Operations Team, with support from the Learning and Domain Quality Team, are expected to communicate with IAs during the year and provide updates as appropriate.

For Integrated Apprenticeships, IAs are responsible for assessing Apprentice competencies (Knowledge, Skills and Behaviours) as detailed in the IfATE Occupational Standard. It is important to ensure that Apprentices are assessed consistently and fairly. For an Integrated Apprenticeships, Multiverse is responsible for the policies, procedures, and systems for controlling the quality of assessments. This involves ensuring that IAs are qualified and trained, that grading is applied consistently and that assessment instruments such as test questions or practical tasks are robust. A function of the Internal Quality Assurance (IQA) process is to ensure standardisation becomes a natural occurrence with all new IAs. Standardisation of assessment practices and outcomes will be observed and monitored through the Academic Quality Council to make sure they are consistent and reviewed to identify where improvements can be made.

As an EPAO, Multiverse ensures parity of standards across assessments, this is achieved by the coordination of **Standardisation Meetings** where IAs appointed assess Integrated Apprenticeships EPA, ensure EPA assessment is undertaken robustly, fairly and consistently in line with the relevant IfATE Apprenticeship assessment plan (these are observed by External Examiners).

The meetings will confirm:

- Standardisation of assessment approach and criteria prior to EPA taking place
- Standardisation of outcomes following EPA

### STANDARDISATION PROCESS PRIOR TO EPA

These meetings will be Chaired by Technical Leads within the Learning and Domain Quality Team, with support from the Certifications Operations Team.

Standardisation meetings, prior to EPA, will be coordinated to consider a small sample of completed portfolios (or equivalent) and discuss points of merit and areas for improvement to establish a common set of principles for assessment. The meetings are recorded and shared with the group prior to EPA and kept as a record for audit purposes. Where no samples or previous work are available the assessment plan, KSBs and scenarios will be discussed to develop a common understanding of standards.

- Technical Leads will Chair the Standardisation Events, coordinated with initial and annual refresher training.
- The satisfactory application of standardisation (including moderation of marks) will be confirmed at the Board of Examiners.
- The Chair of each Board of Examiners will confirm the arrangements and outcomes of EPA to the Certifications Team.
- The Certifications Team will maintain records that Standardisation has taken place both before and after the EPA.

Discussions are informed by the grading criteria which is set out in the relevant Standard Assessment Plan and should include:

- How these principles are used to ensure comparable standards are applied for all assessment methods (including professional discussion, exams or other relevant methods as set out in the Standard Assessment Plan).
- What topics and questions should be raised.
- The development, review and confirmation of any question banks and number of questions to ask as aligned to the Assessment Plan (where required of the EPAO). Where appropriate, and aligned to the standard requirements, question banks can be developed in consultation with impartial experts from the sector. The EPAO should maintain the security and confidentiality of EPA materials when consulting employers.
- The assessment specification and question bank must be reviewed at least once a year to ensure they remain fit-for-purpose.
- The feedback that would be provided to the learners.

## **STANDARDISATION PROCESS POST EPA**

Post EPA Standardisation meetings will be convened by the Certifications Operations Team and include others involved in delivering and/or moderating the assessment methods, including the IA. Standardisation will be in line with the specific requirements of the Assessment Plan, but otherwise using the approach outlined in Multiverse Moderation Policy (which can be found within our Assessment Policy) and confirmation at the Board of Examiners. This should include Technical Leads and other academics as necessary sampling the EPA outcomes alongside the module grading if graded separately.

Standardisation meetings, post EPA, will normally be addressed through moderation, in line with the Multiverse Moderation Policy (found within our Assessment Policy). These will review and confirm that the grading criteria have been applied consistently and fairly prior to the release of results.

Where the EPA methods result in both an EPA outcome and an Academic grade for the module, the moderation activities should recognise these as separate outcomes and be applied to each.

## **7. EXTERNAL QUALITY ASSESSMENT OF EPA**

The Certifications Team with support from the Governance Team ensures Quality Assurance of EPA through existing internal quality assurance systems, processes

and policies which are in place for all provision at Multiverse. This includes an annual monitoring and evaluation process to review outcomes and enhance practice. Internal Quality Assurance processes (aligned to those set out in the Assessment Plan) ensure that Multiverse is able to confirm fair, consistent (reliable) and accurate (valid) assessment decisions for EPA. External Quality Assurance (EQA) is maintained through the appointment of External Examiners (EE). EEs are assigned to all HE provision, they are independent experts appointed from other academic institutions to assure quality. They are suitably qualified to provide academic advice on the academic standards of the degrees or other awards, to which they have been assigned. In doing so, they are responsible for ensuring consistency and comparability of EPA delivery and assessment. They independently assure quality, ensure fair and consistent moderation and confirm that marking standards are comparable with standards across UK Higher Education. Multiverse adheres to the guidance from the Office of Students (OfS) when setting out how External Quality Assurance (EQA) of EPA will be coordinated and managed within the sector. Where necessary, additional external expertise will be recruited to ensure compliance with EQA guidance.

## **EXTERNAL EXAMINERS**

The External Examiner Policy sets out the roles and responsibilities for Course and Module External Examiners. The processes and policies set out in the manual apply to the external scrutiny of the academic curriculum for Apprenticeship provision.

## **EXTERNAL QUALITY ASSURANCE (EQA)**

The function of EQA is to ensure that any EPA offered by an EPAO is planned, delivered and assessed in an appropriate manner so that:

- Apprentices are assessed effectively.
- Each EPA is valid and reliable.
- The completion, achievement and certification of Apprenticeships is credible and reliable.

EQA involves the deployment of individuals with assessment expertise to observe EPA delivery and check that it is being undertaken in a manner that supports the assessment of occupational competence. An EQA External Examiner is therefore identified for this purpose. Specifically, the External Examiner is asked to undertake sampling of assessment and internal quality assurance decisions for the EPA in order to confirm that national standards, as set out in the relevant published Standard, have been achieved and upheld by the EPAO.

The approach to EQA for Integrated degree Apprenticeships recognises that the higher education sector has an established system of independent external oversight, through the appointment of external examiners, which similarly involves the sampling of assessed work and review of internal quality assurance procedures. The EQA approach for higher education therefore seeks to use the external examining system to fulfil aspects of the EPA External Examiner role in order to avoid duplication, minimise disruption for the EPAO and maximise efficiencies available within established arrangements for ensuring externality in delivery and assessment.

## **EXTERNAL EXAMINER (EPA)**

*Extracted from: External Quality Assurance of End-Point Assessment for Integrated Higher and Degree Apprenticeships, EQA External Assessors Guidance, September 2022.*

EQA involves the deployment of individuals with assessment expertise to observe EPA delivery and check that it is being undertaken in a manner that supports the assessment of occupational competence. An External Examiner (EE) is therefore identified for this purpose. Specifically, the EE (alongside existing course and module duties) is asked to undertake sampling of assessment and internal quality assurance decisions specifically for the EPA in order to confirm that national standards, as set out in the relevant published Standard, have been achieved and upheld by Multiverse. The EE has a key role to play in providing regular oversight of the EPA and producing reports.

For the purposes of EQA monitoring, EEs are required to comment on assessment practice and procedures for the EPA against the requirements of the specific Apprenticeship Standard, through the review of documentation and visits to Multiverse.

### **EXTERNAL EXAMINER EPA SPECIFIC RESPONSIBILITIES**

The following activities should be considered and/or observed by the EE:

- Ensure the EPA is delivered in line with the published EPA plan
- the management of gateway and mandatory qualification requirements and involvement of the employer in deciding the apprentice is ready for the EPA
- Ensure individual assessment instruments/methods are fit for purpose
- Review documentation relating to the EPA, including the EPA assessment instruments/materials and internal quality assurance documentation.
- Review the accessibility of EPA and the management of reasonable adjustments
- Review a sample of EPA a sample of assessments, including live assessments
- Review physical and digital versions of documents, including marked assessment materials from apprentices
- Observe assessor standardisation or moderation meetings
- Meet with Independent Assessors and other Multiverse staff.
- Gain and review feedback from apprentices and employers
- Observe the meeting at which the final decision on the EPA is confirmed – Board of Examiners ensuring that assessment is reliable and comparable across different EPAOs, employers, places, times and assessors.

The EE is expected to conduct at least one visit to Multiverse for each cohort (a group of Apprentices undertaking an EPA within an academic year) of Apprentices

completing an EPA. The purpose of the visit will usually be to assess the performance of Multiverse in delivering the EPA, but visits can also be used to monitor progress against actions previously identified to improve delivery. Visits do not always require the EE to attend on site and can be conducted online, where it is appropriate and practical to do so without compromising the ability of the EEs to undertake their role.

## **EXTERNAL EXAMINER ANNUAL REPORTING**

The EE should produce a written report on their activities and findings for submission to Multiverse. This document should:

- Detail the work conducted by the EE including observations, meetings and the sampling undertaken.
- Provide commentary and feedback on EPA delivery that covers the areas listed above.
- Identify areas of good practice and provide developmental advice.
- Identify any issues or activities within the context of the delivery of EPA that do not meet with the requirements of the Standard or pose a risk to effective EPA delivery and/or the achievement of occupational competence.
- Comment on progress with any items for improvement previously raised with Multiverse by the EE.

A report template will be provided by Multiverse and should be completed for each year that EPA delivery occurs.

The Certifications Team team is the main point of contact for the External Examiner processes at Multiverse.

## **BOARD OF EXAMINERS**

The Board of Examiners have oversight of all Apprentices and are responsible for monitoring progress against the relevant Apprenticeship standard in accordance with Education and Skills Funding Agency (ESFA) funding and monitoring rules and Multiverses' Assessment Regulations. This includes confirming decisions about progression of individual Apprentice learners through a level of study, confirmation that moderation has taken place in line with Multiverse policies and confirmation of academic award classification and EPA outcome (Apprenticeship outcome).

## **8. CONFLICTS OF INTEREST**

EPAs must be conducted impartially with a clear separation between the teaching on the Apprenticeship and those carrying out the EPA, as defined in each Standard Assessment Plan. All IAs are required to declare any known or potential conflicts of interest at the time of their appointment as per their Contractor Agreement. In addition, prior to the EPA the Certifications Operations Team will supply to the IA a list of the names of Apprentices (and their employers) that they are due to assess, and the IA must declare any real or potential conflict of interest. If real or potential conflicts of interest are declared and they cannot be resolved, the Certifications Operations Team, with advice from the Governance Team, will decide how they

should be dealt with. In some situations, it may be appropriate to appoint a different IA.

Oversight for Conflicts of Interest pertaining to the role of IA will be managed by the Certifications Operations Team using a central record.

In order to ensure IAs are impartial in judgement and “do not personally benefit from any student outcomes, nor have any connection to any student being assessed” (UK Quality Code for HE, Advice and Guidance: External Expertise) Multiverse does not appoint as IAs any individuals in the following categories or circumstances associated with the Apprenticeship standard in question:

- Anyone with a close professional, contractual or personal relationship with an Apprentice
- Anyone with a close professional or contractual with the Apprentice’s employer
- Anyone with a close personal relationship with a member of Multiverse staff
- Anyone required to assess colleagues who are recruited as Apprentices
- Anyone who is, or knows they will be, in a position to influence significantly the future of Apprentice
- Anyone significantly involved in recent or current substantive collaborative research activities with a member of staff closely involved in the delivery, management or assessment
- Anyone involved in a reciprocal arrangement involving cognate programmes at another higher education provider.

The assessment location should align to that set out in the relevant Apprenticeship Standard and selected by Multiverse (unless otherwise stated). Multiverse must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

## 9. COMPLETION

### Conducting EPAs and applying for Completion Certificates

Multiverse carries out EPAs ensuring adherence to internal and external quality assurance requirements. The apprentice will have a supportive action plan to prepare for a re-sit or a re-take. Multiverse must ensure that the apprentice has a different set of questions in the case of re-sits or re-takes. Re-sits and re-takes are not offered to an apprentice wishing to move from pass to a higher grade.

EPA resits and retakes are defined by the IfATE as:

- *A retake requires a period of **further learning** before the learner can attempt the EPA again*

- A resit **does not require further learning** before attempting reassessment of the EPA or the failed component of the EPA

The Standard Assessment Plan details the requirements and rules for resits and retakes in each case, including any grade caps. EPA reassessments and re-takes are undertaken in line with the Multiverse Academic Regulations and the Assessment Policy except where the Standard Assessment plan sets out specific procedures, in which case the assessment plan takes precedence.

Where EPA is Integrated, Apprentices who fail to successfully complete the EPA may be entitled to an exit award if applicable. Apprentices will also not receive the Apprenticeship completion certificate from the ESFA following failure of the EPA.

Each Integrated Apprenticeship End-Point Assessment Plan stipulates the procedure to be followed where an Apprentice fails the End-Point Assessment and subsequently is permitted to re-take the EPA.

## **CERTIFICATES**

Following ratification at the Board of Examiners, End Point Assessment outcomes will be communicated to the Certifications Operations Team enabling application for Apprenticeship Completion Certificates.

Apprentices will be issued with a formal award certificate in line with standard Multiverse procedures. Transcripts for Apprentices completing the EPA make it clear that the degree transcript document is not an Apprenticeship Certificate.

## **10. APPEALS AND COMPLAINTS**

**Complaints:** Multiverse is responsible for receiving and dealing with issues of concern raised by Apprentices in regards to any aspect of the EPA, in line with Multiverse's Complaints Policy. The Complaints policy is supplemented by the following policy:

This policy supplements Multiverse's existing Complaints Policy and outlines the specific procedure for handling complaints related to End-Point Assessments (EPAs) for higher education apprenticeships. It applies only to the EPA stage and should be read in conjunction with the overarching Complaints Policy.

**Scope:** This policy covers complaints from apprentices, employers, training providers, and other relevant parties directly involved in the EPA process. Complaints must relate to the delivery, administration, or outcome of the EPA itself, including but not limited to:

- Assessment materials or processes
- Conduct of assessors
- EPA results (including requests for reviews or appeals)
- Maladministration

## **Making a Complaint or Appeal**

Multiverse aims to handle all complaints in a manner that ensures fairness, confidentiality, and timely resolution.

### **Complaint Submission Timeline**

All complaints must be submitted within 20 calendar days of the event or action that gave rise to the complaint. Complaints submitted after this period may not be considered unless exceptional circumstances are demonstrated.

#### **Procedure:**

1. **Informal Resolution:** In the first instance, complainants are encouraged to discuss their concerns informally with the Head of Certification. This provides separation in the first instance from anyone who may be involved in the event in question and aims to resolve the issue quickly and efficiently.
2. **Formal Complaint or Appeal:** If the informal approach is unsuccessful, a formal complaint must be submitted in writing via the Multiverse support hub. The complaint must clearly state the nature of the complaint, the desired outcome, and provide supporting evidence.
3. **Investigation:** Multiverse will acknowledge receipt of the formal complaint within 24 hours (working days only) and will conduct a thorough investigation in line with Multiverse's Complaints Policy and Procedure. This will involve gathering evidence and statements from relevant parties.
4. **Response:** Multiverse will provide a written response to the complainant within 20 working days of receiving the formal complaint, outlining the findings of the investigation and the proposed resolution.
5. **Appeal:** If the complainant is not satisfied with the outcome of the investigation, they may appeal the decision in writing within 5 working days of receiving the response. The appeal will be reviewed by a senior manager not previously involved in the complaint.
6. **Final Decision:** The outcome of the appeal will be communicated to the complainant in writing within 5 working days and represents the final decision of Multiverse.

## **11. RETENTION**

The Certifications Operations Team maintains and retains information relating to all aspects of Apprenticeship delivery, including that of EPA aligned to the ESFA Funding and Performance Management Rules. They also ensure that all EPA information is stored appropriately (in line with Multiverse guidance), and in line with GDPR guidance.

## **12. FEEDBACK IN RELATION TO EPA AND EPA ORGANISATIONS**

In order to develop Multiverse's understanding of the experience of EPAs from a range of perspectives and use this information to improve provision of services, the Certifications Team coordinates a post-EPA survey to ensure that all Apprentices and Employers are given the opportunity to give feedback on the EPA process. A version of the survey is tailored to each of the following roles:

- Apprentice
- Employer
- Independent Assessor

The results of the survey are redacted and shared with the relevant teams.