

Assessment Policy Advanced Programmes Policy

This policy outlines the assessment strategy of Multiverse for its programmes where we award academic credit at Level 4 and above. The assessment strategy ensures robust adherence to academic quality and standards while maintaining the overarching MAGE principles of measured, applied, guided and equitable.

1. Introduction

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. 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. This policy outlines our approach to assessment and will cover the following areas:

- Section 2 - Guiding Principles
- Section 3 - Associated Policies and Procedures
- Section 4 - Scope of the Assessment Policy
- Section 5 - Forms of assessment
- Section 6 - Assessment Strategy
- Section 7 - Assessment Information for Learners
- Section 8 - Assessment Feedback
- Section 9 - Late Submissions / Non-submissions
- Section 10 - Reasonable Adjustments
- Section 11 - Extenuating Circumstances
- Section 12 - Academic Integrity and Misconduct
- Section 13 - Marking and Moderation
- Section 14 - Board of Examiners
- Section 15 - Academic Appeals

2. Guiding Principles

2.1 This document has been prepared using the core practices and guiding principles outlined in the [Assessment](#) guidance by the QAA. The guiding principles which will be adhered to within Multiverse policy and processes and throughout this document are:

- Assessment methods and criteria are aligned to learning outcomes and teaching activities
- Assessment is reliable, consistent, fair and valid
- Assessment design is approached holistically
- Assessment is inclusive and equitable
- Assessment is explicit and transparent
- Assessment and feedback is purposeful and supports the learning process
- Assessment is timely
- Assessment is efficient and manageable
- Learners are supported and prepared for assessment
- Assessment encourages academic integrity

3. Associated Policies and Procedures

- Academic Regulations
- Learner Support Policy
- Equality, Diversity and Inclusion Policy
- External Examiners Policy

4. Scope

4.1 This policy applies to all Multiverse learners on UK accredited programmes where we will award academic credit towards the achievement of a HE Certificate, Diploma, Foundation Degree or Bachelor's Degree and staff delivering such training.

5. Forms of Assessment

5.1 The type of assessment used within a programme is agreed as part of the Programme Approval process and will be outlined in the module specifications which are published on our platform. In addition, learners will be given information at the beginning of each module about the set assessments, their weighting and the criteria we are using to mark them. It is the learner's responsibility to ensure they review this information and submit according to the requirements.

5.2 Multiverse seeks to follow a mixed method of assessment appropriate to the nature of the programme. Programmes include both formative and summative assessments.

5.3 Formative assessments are used to prepare learners for summative assessments and check for understanding throughout the programme. Formative assessments allow learners to receive feedback and reflect, enabling improvement on academic performance and applied knowledge, skills and behaviours. Some formative assessments are marked and feedback will be provided to learners, however any formative assessment marks do not contribute to level marks or the classification of the final award (this will be made clear to learners). Formative assessments still form an integral part of the programme and learners will be encouraged to participate in them.

5.4 Summative assessments are formal assessments of learners against the learning outcomes of the module and programme. They enable learners to demonstrate they have fulfilled the learning outcomes of their programme to the standard required for the award and contribute to the level marks and, at levels 5 and 6, to the classification of the final award. All learners will receive feedback on their summative assessments. The marks of the assessment will be used to determine a learner's progress and their eligibility for progression within the programme or for the final award.

5.5 End-point assessment (EPA) is an independent assessment of a learner against the grading criteria of the apprenticeship standard they are completing. The assessment methods within the EPA is set by the Trailblazer group for that standard and reflected in the relevant module descriptor. . When awarding a Higher Education credit or award the EPA must contribute to the total credit value. EPA can only take place when the learner has completed and passed all required elements of the apprenticeship. Learners will be assessed by an independent external assessor who will grade using the grading table set in the assessment plan, this will confirm the grade of the apprenticeship the apprentice has completed. Note, the apprenticeship award and the HE qualification award may be different.

6. Assessment Strategy

6.1 Each programme consists of credit-bearing modules that contribute to the final award. Within each module there will be different summative assessment components which test a learner's ability against the learning outcomes and determine the final mark for the module. Each module assessment will be clearly outlined in the Module Specifications allowing learners to appropriately prepare.

6.2 The assessment strategy outlines the way in which Multiverse will assess learners throughout their programme. This will include a variety of assessment tasks which will be focused on applied learning and assessments relevant to the apprenticeship standard and expectations. Multiverse will favour assessments that are most reflective of the realities of the workplace and will ensure that learners are adequately prepared for the End Point Assessment. Each assessment will be shaped according to the level of learning outcomes set for the module, which align to the Programme Structure and the relevant programme standard.

6.3 Each assessment will require critical thinking elements and will apply robust academic principles such as clear citation and referencing.

6.4 Common Assessment Rubric

6.4.1 The Common Assessment Rubric provides a framework for Multiverse learning designers when creating the assessments for a new programme. It provides detailed insight into what each classification category means in practice for marking assessments.

7. Assessment Information for learners

7.1 Learners will be provided with a clear assessment schedule at the beginning of their programme stage. Each assessment will also include clear information and instructions for the learners, including but not limited to:

- Description of the assessment task;
- Marking rubrics and criteria for assessment;
- If applicable, any rules for examination and expectations (such as open book exams);
- Submission deadlines and information on how to submit successfully;
- Indication of when learners can expect to hear feedback on the assessment.

7.2 All summative assessments are externally verified by an External Examiner before they are given to learners. Learners will get provisional marks up to 20 working days after submission. Final marks will be given after the Board of Examiners meets.

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

7.4 Where assessed work requires the use of data or work product from a client that is deemed sensitive or confidential, there are clear guidelines within the Training Plan under Confidentiality.

8. Assessment Feedback

8.1 Feedback from formative and summative assessments is integral to the success of the learner. As such, Multiverse commits to providing robust and actionable feedback on assessments.

8.2 Feedback guidance - where possible, feedback will

- Help learners evaluate their work;
- Enable learners to set learning and work goals;
- Give learners opportunities to apply their feedback to future assignments;
- Be timely so learners are able to take action in time for their next assignment;
- Enable dialogue between learners and coaches.

8.3 Feedback timelines and expectations are outlined when setting assessment tasks. For summative assessments, while feedback and marking will be provided within 20 working days of submission, the final mark must be moderated and approved by the Board of Examiners. Individual assessment and module marks are provisional until they are confirmed at the Board of Examiners. As such, marks may therefore change between initial marking and final approval.

9. Late Submissions / Non-submissions

9.1 If an assessment is submitted late, a late penalty will be incurred:

- If it is submitted within 48 hours of the deadline with no appropriate extenuating circumstances, then the assignment will receive a late penalty moving the result down one letter grade (C+ to C) (the penalty will not bring a pass mark below D).
- If it is submitted between 48 hours and 5 working days after the deadline with no appropriate extenuating circumstances, then the assignment will receive a late penalty moving the result down two letter grades (C+ to D+) (the penalty will not bring a pass mark below D)fail
- If it is submitted after 5 working days without an appropriate extenuating circumstance, the assignment will fail and a resit will be considered (if eligible).

10. Reasonable Adjustments

10.1 Multiverse is committed to providing an inclusive learning environment for all learners that is not only free from discrimination and unfair treatment but that actively values and celebrates difference. This includes providing the support necessary to ensure learners with additional needs are not disadvantaged and are able to fully participate in their programmes.

10.2 Multiverse learners with diagnosed impairment or conditions that meet the UK's Equality Act definition of disability are supported through Reasonable Adjustments. The UK's Equality Act (2010) defines disability as a "physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities." This may include, but is not limited to chronic illnesses, specific learning needs and neurodiversity, mental health conditions, autism spectrum condition and other social communication difficulties, mobility impairments, sensory impairments including visually impaired, D/deaf or hard of hearing learners.

10.3 Multiverse recognises that learners who have a permanent or temporary disability, specific learning needs or medical conditions might need extra support to help them complete the programme. Learners who have any diagnosed disabilities, as outlined in 10.2 above, can follow this policy to understand how reasonable adjustments can be made.

10.4 Disclosing information Reasonable Adjustments

10.4.1 There are three routes for disclosing information to the Learner Support team:

- All learners have the ability to disclose any impairment or condition, including a suspected specific learning need or neurodiversity at the beginning of their programme,
- A disclosure and request for reasonable adjustments can also be made at any point during the programme - this must be made via the learner's coach.
- Learners who disclosed at enrolment or via their coach that they may have an undiagnosed specific learning need or neurodiversity has the option to complete an assessment for neurodiversity at the beginning of their learning journey or after they have been referred by their coach to the Learner Support team, to indicate whether they may benefit from learning support on their programme.

10.4.2 When learners disclose a disability at the start of their programme, the Learner Support team will contact the learner within the first 42 days of their start date to discuss needs and possible Reasonable Adjustments. The Learner Support team then approves any claims for reasonable adjustments, and triages these needs within the Learner Support team, the coach, and the Assessment Team for the purpose of arranging reasonable adjustments for assessments. For learners who are referred by their coach, the Learner Support team aims to reach out to the learner within 5 working days,

10.5 Process

10.5.1 In cases of a learner who has a disability which may impact the learner's access to learning materials or ability to complete their assessments on a regular basis, evidence can be submitted up front and then can be used throughout the programme.

10.5.2 In cases of temporary disability, evidence submitted may only be used throughout the duration in which the temporary disability is expected to impact the learner's access to learning materials or complete an assessment.

10.5.3 Any adjustment to assessment must be supported by evidence which is sufficient, auditable, valid and reliable and supports the decision to put reasonable adjustments in place. This evidence will be securely stored by Multiverse in accordance with the Multiverse Privacy Policy. The decision on whether or not evidence is acceptable to support a reasonable adjustment will be made by the Learner Support team.

10.5.4 The Learner Support team may also seek advice from the Assessment Lead, relating to the content and methods of assessment being adjusted to ensure that any approved reasonable adjustments are fair and meet the requirements outlined in section 10.6.

10.5.5 If a request is approved, a member of the Multiverse support team will confirm in writing to the learner, and the learner's coach what adjustments will be made. This confirmation will then be shared with the Assessment team, the team within Multiverse which runs the administration of all assessments, to employ the adjustments required by the learner.

10.5.6 If a learner's request is rejected, then the Learner Support team will confirm this in writing to the learner and the learner's coach.

10.5.7 From the point they have received all required evidence, the Learner Support team has 10 working days to assess the claim made for reasonable adjustments and respond accordingly. Adjustments granted will be implemented from this point onwards. Claims can be implemented retrospectively to assessments which have already occurred only on an exceptional basis as a special consideration.

10.6 What constitutes a reasonable adjustment

10.6.1 Multiverse cannot and will not attempt to change the assessment standards or criteria, however they will take action to give learners a fair and equal chance of demonstrating their knowledge, skills and understanding to achieve the assessment standards.

10.6.2 What is 'reasonable' will depend on the individual circumstances, the impact of the disability on the individual, cost implications and the practicality and effectiveness of the adjustment as well as Multiverse's internal rules and regulations, and any set by external awarding organisations (where Multiverse is not the awarding body).

10.6.3 Reasonable adjustments to assessment must:

- Not make the assessment easier
- Not give the learner an unfair advantage
- Not alter or simplify the requirements of the qualification, e.g. as outlined in an apprenticeship standard or equivalent
- Be based on the individual need of the learner
- Be auditable and capable of being internally and externally quality assured
- Preferably reflect the learner's normal way of working

10.6.4 Reasonable adjustments may involve:

- Changing standard assessment arrangements, e.g. allowing learners extra time to complete the assessment where centres give a deadline
- Adapting assessment materials e.g. providing materials in a different format
- Access arrangements or use of a separate room if assessment will take physically
- Providing extra support or aids e.g. - readers or scribes
- Use of word processing or other assistive technology.
- Changing the visual appearance of the assessment software to better suit the learner's needs

10.6.5 See Appendix A of this policy for the mapping matrix of adjustments.

10.7 Reasonable Adjustments and Extenuating circumstances

10.7.1 Reasonable Adjustments allows learners with a diagnosed condition or impairment which may impact their ability to complete their assessments on a regular basis, to submit evidence up front. Once on record, and adjustments are agreed, these can then be used throughout the programme without having to submit further claims.

10.7.2 Students with agreed Reasonable Adjustments may still need to submit an Extenuating Circumstances claim in the following circumstances:

- If they are newly diagnosed and have not yet had a chance to disclose the information to Multiverse.
- A flare up or exacerbation of their condition beyond the 'norm' which was not covered by the agreed adjustments.
- If they have any other Extenuating Circumstances unrelated to their disclosed condition.

10.7.3 A review may take place by the Learner Support Team if frequent requests for extenuating circumstances arise that may be better supported by Reasonable Adjustments. If they consider the learner may be eligible, this would lead to a meeting between the learner and the Learner Support team to assess if new or updated reasonable adjustments are required to best support the learner and prevent future EC claims..

10.8 Monitoring and Review

10.8.1 An annual review will be carried out to ensure standardisation and that implementation of Reasonable Adjustments doesn't unduly advantage or disadvantage learners. This review will include:

- a random sample of 'normal' cases
- all 'exceptional' cases.

10.11.2 An annual report of reasonable adjustment claims will also be provided by the Learner Support team for monitoring purposes. The data will feed into the Quality Subcommittee who will evaluate outcomes of learners. The data will also feed into the Audit and Risk Committee to understand whether there are any patterns emerging, and if so, what the institutional response should be.

11. Extenuating Circumstances

11.1 The aim of this section is to make clear the types of adverse factors that Multiverse will consider as extenuating circumstances and the process to be followed for submission and to ensure the fair and equal treatment of learners when considering extenuating circumstances.

11.2 Extenuating circumstances in relation to assessments are defined as serious exceptional factors outside of the learner's control that impact their ability to or prevent them from completing any Multiverse assessment.

11.3 Situations that would constitute extenuating circumstances include but are not limited to:

- Personal illness, including undiagnosed mental illness, hospitalisation, or an exacerbation/flare up of a diagnosed condition
- Major commitments made in advance of joining the programme, disclosed prior to starting
- Unexpected care responsibilities
- A family illness or bereavement
- Being a victim of crime
- Cultural or religious observance
- Jury Service
- Domestic Disruption (including premature maternity/paternity leave)

- Tech failures that are the responsibility of Multiverse
- Tech failures outside of learners control that could not reasonably have been mitigated through planning or preparation
- Serious disruption in the workplace such as a merger, restructure, or threat of redundancy.

11.4 Extenuating circumstances do not cover normal life challenges which learners would be expected to account for when planning their personal assessment strategy. Situations that would not constitute extenuating circumstances include but are not limited to:

- Holidays booked during the course
- Work commitments or meetings*
- Tech failures that are the responsibility of the learner

* learners' workplaces commit to the programme schedule. Any issues here should be discussed between the learner and their manager. Coaches can also support with time/workload management.

11.5 In some circumstances, other Multiverse policies or Procedures may apply instead. Extenuating circumstances are not designed to deal with:

- Circumstances affecting whole groups of learners;
- Issues associated with pregnancy, maternity, paternity or adoption (with the exception of unanticipated parental leave);
- Formative assessments which do not contribute to a module or unit mark.

11.6 In these circumstances, different processes or policies will apply. An learner should approach their coach to direct them to the correct procedure.

11.7 Extenuating Circumstances in Practice

11.7.1 If a learner has an extenuating circumstance preventing them from completing an assessment, or completing an assessment on time, they must notify their coach as soon as possible and then submit an extenuating circumstances claim form.

11.7.2 Discussing an extenuating circumstance with a member of staff does not constitute a submission of a claim.

11.7.3 Extenuating Circumstances claim deadline:

- The claim should be submitted as soon as possible during or after the circumstance (illness) has occurred, and
- The claim should be submitted no later than **5 working days** after the affected assessment deadline.

This deadline applies to all three claim types, which are outlined in further detail below

11.7.4 There are three types of extenuating circumstances (EC) claims which can be submitted via the same claim form:

A self-certification EC claim

- This reflects the equivalent of a self-certified short-term (up to 7 calendar days) illness absence from work .
- It requires no evidence, but a clear, specific and detailed reason related to a short-term illness must be provided.
- Only **one** self-certification can be made per programme stage/level.

- Learners can find which modules are at which level in the Joint Programme Specification and Training Plan.

An evidence based EC claim

- There are no limits to the number of evidence-based claims that can be submitted, however if staff have any concerns about a learner due to their submitted claims, they may refer them on to other relevant support teams.
- Evidence provided must fit within the guidelines of acceptable evidence. Acceptable evidence means that it is:
 - From a reputable source and not self-certified;
 - In the English language or officially translated into the English language;
 - Provided within the allocated timeframes for submission.
- *Any evidence that is collected to prove extenuating circumstances will be stored securely within Multiverse.*

Cultural and Religious Observance

- Multiverse is committed to providing an inclusive learning environment for all learners that is not only free from discrimination and unfair treatment but that actively values and celebrates difference. This includes providing the support necessary for learners observing cultural or religious holidays.
- Where possible, Multiverse will avoid assessments coinciding with cultural or religious holidays.
- In the case where we have missed a key holiday and there is an assessment clash, learners are asked to inform us of any assessment dates affected as early as possible by submitting an extenuating circumstances form. We will then review the assessment date and communicate the extended deadline date for written assignments and/or a new date for written examinations. This will be up to a maximum of 5 working days, depending on the number of days affected by the religious observation.
- There are no limits to the number of cultural or religious observance claims that can be submitted,

11.7.5 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.

11.7.6 When submitting a claim, learners can request:

- An **extension** of 5 working days (for all three types of claim listed in 11.7.4)
 - *For written assignments,*
 - *Will be considered for oral assignments/presentations on a case by case basis*
 - *Not an option for examinations*
- A **deferral** to the next available opportunity (not applicable for self-certification claims)
 - *In the following quarter*

11.7.7 If accepted, an EC claim will have two possible outcomes:

- An extension of 5 working days from the original assessment deadline for written assignments, without a late marking penalty,
 - **For written assignments, learners should continue working on the assignment and submit by the 5 day deadline, without waiting for the claim outcome.**

- A deferral of the assessment to the next available opportunity, in the following quarter.

11.7.8 If the EC claim is rejected:

- Learners can choose to use the late policy:
 - Written assignments submitted within 2 calendar days will receive a 1 grade penalty (i.e. B+ becomes a B).
 - Written assignments submitted within 5 working days will receive a 2 grade penalty (i.e. a B+ would become a C+)
 - A late penalty alone will never bring a grade below a pass mark (D).
- Submissions after 5 days, will have a capped resit/resubmission granted, where the learner has not already exhausted their resit/resubmission attempt.

11.8 For work completed on time, but affected by ECs:

11.8.1 If an learner has submitted an assessment, either in the form of an assignment or an examination, and believes they performed poorly during the assessment due to an extenuating circumstance, they are able to submit an extenuating circumstance claim up to 5 days after the assessment, inline with the information above.

11.8.2 If the claim is accepted, the learner will be able to resit or re-submit an assessment. If it is not, then the learner's original assessment will be considered for marking.

11.9 Extenuating Circumstances and Reasonable Adjustments

11.9.1 In cases of diagnosed chronic illnesses, diagnosed physical disability, diagnosed learning disability, diagnosed neurodiversity, or diagnosed mental health conditions which may impact the learner's ability to complete their assessments on a regular basis, learners will be referred to the Reasonable Adjustments process outlined in section 10 of this policy. This allows them to submit evidence up front, which can be used throughout the programme.

11.9.3 Students with agreed Reasonable Adjustments may still need to submit an Extenuating Circumstances claim in the following circumstances:

- If they are newly diagnosed and have not yet had a chance to disclose the information to Multiverse.
- A flare up or exacerbation of their condition beyond the 'norm' which was not covered by the agreed adjustments.
- If they have any other Extenuating Circumstances unrelated to their disclosed condition.

11.9.4 If a learner with Reasonable adjustments in place makes multiple extenuating circumstances claims, a meeting will be organised between the learner, their coach and the Learner Support team to review their support package to ensure we are best supporting the individual and their specific needs.

11.10 Extenuating Circumstances and Academic Misconduct

11.10.1 Having an accepted EC claim does not impact on the expectations of good academic practice that we have for all learner assignments. If a learner believes the circumstances affecting them will impact on their ability to uphold good academic practice, they should defer their submission to the next opportunity.

11.10.2 If you have an accepted EC on assignment which is then flagged for Academic Misconduct, the staff investigating the allegation will be made aware of the EC claim. This will not mitigate an upheld Academic Misconduct offence, but may direct the support offered.

11.11 Assessing Extenuating Circumstances Claim

11.11.1 Each extenuating circumstance claim will be assessed by the Extenuating Circumstances Panel (ECP). The ECP membership consists of a clerk and two of :

- Certification Operations team member
- Learner Support team member
- Governance team member (if above not available)

11.11.2 The ECP will meet as required. The ECP has 5 working days to assemble and reach a decision after an initial claim is made. The panel will evaluate all extenuating circumstance claims and make a judgement based on the information / evidence submitted. In exceptional circumstances, the panel may request additional evidence.

11.11.3 The panel's decision will be communicated to the learner with the learner's coach cc'd. The outcome decision will be communicated within 5 working days of the panel, therefore learners will receive the outcome a maximum of 10 working days after they submit their claim, unless further evidence has been requested.

11.11.4 All extenuating circumstance claims will be reported to the Board of Examiners who will review anonymised EC claims submitted by learners which could identify a trend or a common problem arising from assessment that needs to be reviewed. This review will also be submitted to the Academic Quality Council for monitoring purposes.

11.12 'Undisclosed' Extenuating Circumstances (missed EC deadline)

11.12.1 If an learner has extenuating circumstances affecting an assignment and are unable to submit a claim by the deadline outlined above for any reason, they can submit an appeal based on 'undisclosed Extenuating Circumstances' after results are released following the next Board of Examiners, which takes place quarterly. Please refer to the appeals section for more information.

11.13 Appealing Extenuating Circumstances outcomes

11.13.1 Learners are entitled to appeal outcomes. Please refer to the appeals section for more information on how to appeal.

11.14 Monitoring

11.14.1 Multiverse will record instances and reasons for Extenuating Circumstances. If a learner has multiple claims and/or Extenuating Circumstances which cause concern, this may trigger intervention to ensure we are best supporting the learner. This could involve referral to a support service or in exceptional circumstances a break in learning (BiL). Please refer to section 22 of the Academic Regulations for more information on BiLs.

12. Academic Integrity and Misconduct

12.1 Academic Integrity

12.1.1 Learners at Multiverse are expected to conduct themselves appropriately and in line with the Multiverse values. A key value is “Integrity is Paramount” and this is critical in all aspects of the programme.

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

12.2 Academic Misconduct

12.2 Academic misconduct is gaining or attempting to gain, or helping others to gain or attempt to gain, an unfair academic advantage in formal summative assessments which contribute to a unit or module mark.

12.2.2 Assessments are developed in a way to limit and identify instances of academic misconduct. Formative assessments do not contribute to overall awarding of credit, therefore are not within scope for academic misconduct, although instructors should be picking up on any behaviours within formative assessments which may contribute to a wider issue.

12.2.3 Cases of academic misconduct are taken seriously and penalised according to the level of the instance, as outlined below in section 12.3.

12.2.4 Academic misconduct is different to poor academic practice, first instances of which may be defensible in early stages of the programme. In cases not resulting in a penalty, instances of poor academic practice should still be seen as a development opportunity for learners.

12.2.5 Poor academic practice includes, but is not limited to:

- Lack of understanding of academic expectations and procedures;
- Incorrect referencing of sources, including AI sources;
- Inappropriate use of AI sources;
- Accidental and minor self-plagiarism;
- Inappropriate quoting from sources.

12.2.6 Academic misconduct can be categorised as minor, major or gross offences. Academic misconduct includes but is not limited to:

12.2.7 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 poor academic practice, as listed above.

12.2.8 Major offences:

- Subsequent instance of minor academic misconduct;
- Where collusion / plagiarism is deliberate, calculated
- First offence of obtaining an unauthorised copy of an examination paper;
- Serious plagiarism, when a substantial part of an assignment has been plagiarised;
- Instances of extensive collusion;

	programme <ul style="list-style-type: none"> • Employer informed 	
Gross	<ul style="list-style-type: none"> • A mark of "U" to be recorded for either: <ul style="list-style-type: none"> ○ All modules in that quarter ○ All modules of that level • Mandatory session with coach on academic integrity • Instance recorded on learner's record for the duration of their programme • Employer informed • Panel to consider if it is appropriate to recommend the termination of the programme to the Board of Examiners 	Stage 2

12.4 Procedure for the Investigation and Determination of Allegations of Misconduct

12.4.1 Stage One/ Preliminary hearing

The module instructor or marker(s) will log any suspected case of misconduct and make a recommendation of which stage the misconduct aligns.



On or before the day that the marks are due to be released, the learner is notified of the suspected poor academic practice or academic misconduct.

In cases involving more than one learner, the Academic Integrity team will decide whether they should be interviewed separately or together.

This notification will include:

- The nature of the allegation; and
- Whether there is a requirement to attend a stage 1 meeting, which will take place within 5 working days of the notification (for first instances of PAP, this may be resolved via feedback and a meeting, rather than a stage 1 meeting)
- The exact time and date of the meeting will be provided with at least 2 days notice.
- That the learner may ask for a deferment of the meeting based on extenuating circumstances (with adequate evidence provided);
- That the learner may ask for someone from the Multiverse community to attend with them, such as a learner representative, or a member of the Learner Support team. This person is not entitled to speak on behalf of the learner, but can be there for support and to listen
 - The learner may not be legally represented at the hearing and if the individual accompanying the student is legally qualified, they may attend, but only in a support role and not to provide legal representation.
 - The learner must notify advancedassessments@multiverse.io in advance of the meeting if someone will be attending with them and who that person is.
- Possible outcomes of the meeting



At the stage 1 meeting:

The stage 1 chair will outline the nature of the potential misconduct, present evidence to the learner and invite them to comment.

At the conclusion of the meeting, the panel will review the evidence to determine whether or not a case has been established. This will include reviewing information such as whether the learner has Reasonable Adjustments or an Extenuating Circumstances claim in place. In exceptional circumstances this may be taken into consideration (see sections 10 and 11)

The agreed outcome will be communicated to the learner, and if applicable, the penalty and/or next stage will be outlined.



Possible stage 1 outcomes:	Actions following meeting:
<p>i) The Chair finds that the learner has provided a satisfactory explanation of the circumstances and no misconduct has occurred. The case is dismissed.</p>	<p>i) The Chair will inform the learner in writing of the outcome within 2 working days.*</p>
<p>ii) The Chair finds that poor academic practice or minor academic misconduct has taken place and, if applicable, implements a penalty in line with penalty guidance, above.</p>	<p>ii) The Chair will inform the learner in writing of the outcome within 2 working days, including the agreed penalty (if applicable) and the consequence of future poor academic practice or academic misconduct.*</p>
<p>iii) The Chair suspects that major or gross academic misconduct has taken place, and informs the learner that the case will be referred to a stage 2 panel within 10 working days.</p>	<p>iii) The Chair will inform the learner in writing of the outcome within 2 working days, indicating that the matter will now be subject to a stage 2 investigation. In this communication it will be clear that the allegations have not yet been confirmed. The Chair will inform the Academic Integrity team enclosing copies of any evidence related to the case, including notes from the stage 1 meeting. The Academic Integrity team will then take the case forward into stage 2, see below.*</p>

12.4.2 Stage Two / Panel meeting

The Academic Integrity team will be informed of a suspected case of major or gross misconduct either directly from the referral or following a Stage 1 meeting.



The learner will be notified of the Stage 2 referral in writing within 5 working days of either the marks release or the Stage 1 meeting.

The notification will include:

- The nature of the potential misconduct;
- A request for the learner to respond to the allegation in writing, admitting or denying the allegation;
- The date and time of the hearing with at least 5 working days notice;
This period may be shorter if the Board of Examiners is due to meet within that time period.
- Information for the learner of their right to be heard in person and that they can be accompanied at the meeting by a friend, a fellow learner, or a member of the learner community;
- That the learner may ask for a deferment of the meeting based on extenuating circumstances (with adequate evidence provided);
- That the learner may ask for someone from the Multiverse community to attend with them, such as a learner representative, or a member of the Learner Support team. This person is not entitled to speak on behalf of the learner, but can be there for support and to listen.
 - The learner may not be legally represented at the hearing and if the individual accompanying the student is legally qualified, they may attend, but only in a support role and not to provide legal representation.
 - The learner must notify advancedassessments@multiverse.io in advance of the meeting if someone will be attending with them and who that person is.
- Access to relevant information which will be available to the Panel, including:
 - Academic Misconduct Policy;
 - Membership of the Panel;
 - Evidence of potential misconduct supplied by the tutor, together with the reason this is being seen at a stage 2 panel;
 - Whether the learner had Reasonable Adjustments and/or an accepted Extenuating Circumstances claim for the assignment being investigated;
 - learner response to allegation;
 - Possible outcomes of the panel.



At the stage 2 Panel meeting:

The Panel will be made up of three staff members unconnected with the learner's programme:

- One member should be a Member of Senior Programme staff who will act as Chair.
 - This can be taken forward by another senior staff member with relevant knowledge of level 6 programmes, in the absence of a suitable Programme Chair.
- The other two panel members will be from the Delivery team and/or Certification Operations team. These panel members will not teach on the same programme as the learner being investigated.
- A representative from the programme concerned will be invited to present the case, if required.

Procedures for the Panel are as follows:

- The panel will consider the evidence provided and the case presented;
- The panel may call witnesses, interview further individuals associated with the case, and ask for more evidence;
- The case in support of potential misconduct will be put first. The Chair will address the panel. After evidence in support of the allegation has been presented, the learner may submit that there is no case to answer. If the panel agrees that there is no case, it will dismiss the allegation.
- If the case proceeds, the learner may give evidence, and at the end of the statement, may be questioned by the Chair. Following the conclusion of the evidence on behalf of the learner.
- The panel has the power to adjourn the hearing to another date and to summon additional witnesses/request additional evidence if it thinks it would be appropriate.
- The panel will make a judgement when it's satisfied that it has examined sufficient evidence.
- The panel will make its judgement in private.
- The agreed outcome and if applicable, the applied penalty, will be communicated to the learner at the Panel.



Possible Stage 2 outcomes:

- i) The Panel finds that the learner has provided a satisfactory explanation of the circumstances and no misconduct has occurred. The case is dismissed.
- ii) The Panel finds that poor academic practice or minor academic misconduct has taken place and, if applicable, applies a penalty in line with the penalty guidance, above.
- iii) The Panel finds that major or gross academic misconduct has taken place, and applies a penalty in line with the penalty guidance, above.

The Panel can also refer the learner to the Disciplinary process (more information can be found in the learner Code of Conduct policy)

Any penalties that have a consequence on the learner's progression or award will be referred to the Board of Examiners for approval of the relevant sanctions. If termination is considered to be appropriate, the panel will be required to recommend the decision to the Board of Examiners.

In all instances, the Academic Integrity Team will communicate the outcome decision in writing to the learner, their coach, and the Customer Success Manager within 2 working days of the stage 2 panel meeting. The team will then forward the approved minutes to the learner within 10 working days of the stage 2 panel meeting.

All outcome decisions will also be noted in the Academic Misconduct tracking database.

12.5 Academic Misconduct and Extenuating Circumstances

12.5.1 Having an accepted EC claim does not impact on the expectations of good academic practice that we have for all learner assignments. (see section 11)

12.5.2 If you have an accepted EC on assignment which is then flagged for Academic Misconduct, the staff investigating the allegation will be made aware of the EC claim. In exceptional circumstances this may affect the penalty decision.

12.6 Academic Misconduct and Reasonable Adjustments

12.6.1 Having Reasonable Adjustments in place does not impact on the expectations of good academic practice that we have for all learner assignments. (see section 11)

12.6.2 If you have Reasonable Adjustments and an assignment is then flagged for Academic Misconduct, the staff investigating the allegation will be made aware of your adjustments, and you may request a member of the learner Support Team attend the meeting with you. In exceptional circumstances this may affect the penalty decision.

12.7 Reporting

12.7.1 All cases of academic misconduct will be reported to the Board of Examiners (BOE) on a quarterly basis. The BOE will consider and approve recommended penalties that may have an impact on a learner's progression or award. The BOE will also consider the misconduct reports from the quarter and determine whether there are any themes emerging from the cases that can lead to an improvement in provision. This data is also reported to the Academic Quality Council which will also determine whether there are any themes emerging from the cases that require actions and/or escalation to the Quality Subcommittee.

13. Marking and Moderation

13.1 Multiverse takes a fair and robust approach to marking and moderation, following a process in line with academic quality standards. All marking of learner assessments at Multiverse should be transparent, equitable, reliable and consistent. Clear records must be kept of marks given to learners as well as the staff who conducted the marking of assessments.

13.2 Due to the nature of work-based projects meaning all work is unique to the individual, and therefore identifiable by Multiverse markers, assessments are marked without anonymisation. External moderation is anonymised, except in situations where this is not possible such as presentations and EPA.

13.3 To eliminate potential unconscious biases within the marking process Multiverse has various quality mechanisms in place which together ensure marking is applied fairly and equally. These include; detailed marking rubrics, internal marking calibration sessions, training on unconscious bias in marking, and external moderation. New members of staff will be provided with training on the academic marking principles at Multiverse.

13.4 In cases where written work is being assessed, Multiverse staff will use originality testing technology to support markers to identify any irregularities or concerns around academic integrity.

13.5 Constructive feedback in marking is a critical component of the programme as it will assist learners in passing future assessments and improve their skills and communication within the

workplace. All learners will have access to assessment feedback to support their development and learning.

13.6 Learners will receive internally moderated marks and feedback within 20 working days of the assessment deadline, unless the work has been flagged for alleged Academic Misconduct investigation. This mark is provisional, the final mark will be given after external moderation and confirmation at the quarterly Board of Examiners.

13.7 Marking Summative Assessments

13.7.1 When marking assessments, the marker must take notes and provide rationale for the grade given to the learner. Markers must make reference to the assessment criteria and the module descriptors to inform the marks that they provide and ensure their rationale tallies up. The feedback and rationale will be provided to the learner when delivering the score. This feedback is pivotal for future improvements in assignments and to enable the coach to support the learner to embed this learning throughout their job.

13.7.2 Oral assessments should be recorded for marking purposes. This will also assist in the sample being internally and/or externally moderated.

13.7.3 For learners with learning difficulties, our Reasonable Adjustments policy will be implemented and the markers will be made aware of any adjustments made to the assessment. This will be taken into account when marking the assessment.

13.7.4 All assignment briefs will include a word count limit. Markers will stop marking beyond this limit. The word count includes everything written in the assignment except the bibliography, references, and/or appendices. learners will still be expected to showcase clear language and good writing structure within this word limit, for example by using headings, if appropriate.

13.7.5 All assignment briefs include guidance information on the expectation on learners of non-content requirements of the assignment, such as language and structure.

13.8 Moderation

13.8.1 The purpose of moderation is to ensure that assessments align with established criteria and standards. This process ensures that robust academic quality is maintained within the organisation and that learners are provided with fair and transparent opportunities regarding their assessments.

13.8.2 Moderation reports delivered by External Examiners are shared with the Board of Examiners.

13.9 Internal Moderation

13.9.1 Internal moderation is undertaken for a sample of marked summative assessments. Moderation is a professional development process and all markers will be included in the process. The number of assignments moderated per group of assessments should be:

- For markers who have been in post over 6 months: a minimum of 10% of all assessments submitted or a minimum of 5, whichever is higher
- For markers who have been in post under 6 months: a minimum of 20% of all assessments submitted or a minimum of 10, whichever is higher

13.9.2 The moderation sample should be varied and include marks from a range of classifications, including all fails and a top mark, if applicable. Any borderline marks should also be considered for moderation.

13.9.3 The internal moderator must produce a written report which indicates that they either agree or disagree with the marking of the assessment. If they disagree, then the moderator must consult with the marker of the assessment to understand the rationale for the marks given.

13.9.4 If the moderator does not agree on the grades, then assessment grades must be revisited by the marker and the moderator. If an agreement cannot be reached, a third marker with relevant technical knowledge, at senior executive level or above, should be brought in to assess the marks and situation and make a final decision based on the assessment criteria.

13.9.5 All the comments and feedback from the internal moderator will be provided to the External Examiner in the form of a moderation report. Moderation reports must be retained for at least five years for record keeping.

13.10 External Moderation

13.10.1 External Examiners are responsible for confirming that the academic standards set are appropriate and for quality assuring assessment processes. External Examiners are brought in to moderate the marking of internal assessors and ensure there is equity, consistency and accuracy across all marking. External Examiners are only responsible for moderating and cannot act as arbiters of any internal moderation or marking disagreements. External moderation does not occur for every assessment, it happens for a sampling of up to 5% or minimum of 5 assessments in a range of marks, whichever is higher.

13.10.2 In order for the External Examiner to effectively moderate, they require:

- A representative sample of marked learner work for summative assessments;
- Course descriptor, relevant assessment brief, copy of assessment, assessment criteria and marking rubric;
- Copy of internal moderation record for the assessment;
- Completed mark sheets.

13.10.3 If the External Examiner believes there are significant discrepancies in the marking, they will submit a report which will be evaluated by the Board of Examiners.

13.10.4 The full responsibilities of External Examiners, and procedures for their appointment are in the External Examiner Policy.

14. Board of Examiners

14.1 Confirmation of assessment grades and final awards are governed by the Multiverse Board of Examiners. Each programme will have a single-tier Board of Examiners (BOE) to review and validate module results and confirm decisions for progression between levels and awards. The BOE will normally meet quarterly in a year and will operate within the regulations set out by the Multiverse Academic Regulations Framework.

14.2 The BOE membership will comprise of:

- Chair; appropriate senior executive or above staff member
- Representative from the Certification Operations team
- Representative from the Governance team
- Representative from the Teaching and Learning Committee and/or Coach Enablement Team
- At least one senior representative from each programme under consideration
- External Examiner(s) for the programmes under consideration

14.3 The BOE will be responsible for:

- Providing confirmation of module results following moderation, ensuring that standards are comparable to those of other Higher Education institutions;
- Confirming decisions on progression and awards;
- Confirming decisions on termination of registration, alongside any exit awards if appropriate;
- Approving the release of final assessment marks for learners;
- Receiving the outcomes of the Academic Misconduct Panel, Extenuating Circumstance Panel, and Reasonable Adjustments Panel and evaluating trends and data to see if provision can be improved in any way;
- Providing input and feedback at the BOE and into the External Examiner Annual Report or any other reports which are provided to the Academic Quality Council

14.4 In order to make decisions the BOE will need to be quorate. Quoracy for BOE is two thirds of members are in attendance, this should include external examiner(s).

14.5 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.

14.6 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.

14.6.1 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.

14.6.2 If the learner has failed and has no resits or retakes available to them (they have exhausted all opportunities) they will be withdrawn following the 6 week period and awarded an applicable exit awards, this can then be appealed following the appeals procedure.

15. Academic Appeals

15.1 learners have the right to appeal decisions made by Multiverse panels or the Board of Examiners.

15.2 Appeals can be made in the following cases:

- If an learner believes they have been unduly penalised for academic misconduct, i.e. the panel was not conducted in accordance with agreed upon parameters set out by Multiverse Assessment Policy;
- If the learner believes there has been an error in the decision made by the Board of Examiners on the following grounds:
 - If an learner provides written evidence explaining any extenuating circumstances which the learner was unable to divulge prior to the BOE reaching its decision; or
 - There is valid evidence from the learner that:
 - There has been an administrative error in the delivery of the assessment;
 - There has been an administrative error in the recording of the correct mark;
 - Another type of material error has occurred
 - Appeals cannot be made due to a disagreement on the grade, as marking is moderated internally and externally to ensure it is fair and consistent.
- If an learner identifies that a decision made by the Extenuating Circumstances (EC) panel does not follow the Extenuating Circumstances procedure outlined in this policy;
- A decline of a request for reasonable adjustment or special consideration, without valid explanation.

15.3 Appeals Level 1

15.3.1 The learner must submit an appeal form with any additional evidence that they may have within 10 working days of receiving the Board of Examiners outcome.

15.3.2 The appeal is then reviewed by two appropriate members of staff, who have been trained in the appeals process, and approved by the Quality Team.

15.3.3 The two reviewers must have no conflict of interest i.e. they must not previously have been involved in the element being appealed, or be involved directly in the delivery of the programme.

15.3.4 The decision must consider if the appeal meets the criteria outlined above, and the outcome must specify the reason for the decision.

15.3.5 There are three potential stage 1 outcomes:

- Appeal fully upheld
- Appeal partially upheld
- Appeal rejected

15.3.6 The reviewers have 10 working days from receiving the submitted appeal to come to a decision and communicate the outcome to the learner, their coach, the appropriate Customer Services Manager and the Quality Team.

15.4 Appeals Level 2

15.4.1 If the learner is unhappy with the decision made by the Appeals Panel, they can re-appeal. Learners must submit this re-appeal within 10 working days of receiving the outcome of their initial appeal. This will then be escalated to an Appeals Panel.

15.4.2 The Multiverse Appeals Panel will be arranged within the next 10 working days and panel membership will consist of:

- Panel Chair: trained senior staff member, at senior executive level or above,
- Two panel members, at senior executive level or above.

15.4.3 The panel members must have no conflict of interest i.e. they must not previously have been involved in the original level 1 appeal decision, the element being appealed, or be involved directly in the delivery of the programme.

15.4.4 Panel will consider the evidence of the previous appeal decision as well as any further evidence of information submitted by the learner.

15.4.5 There are two potential stage 2 outcomes:

- Initial appeal decision overturned - the stage 2 appeal is upheld
- Initial appeal decision upheld - the stage 2 appeal is rejected and the outcome of the initial level 1 ruling remains in place.

15.4.6 The appeals panel must report its decision to the Quality Manager who will then communicate the outcome to the learner, their coach and the appropriate Customer Success Manager.

15.5 Appeals Level 3

15.5.1 If the learner remains unsatisfied with the decision and has exhausted all internal Multiverse processes, they may refer to the Office of the Independent Adjudicator for Higher Education (OIA).

15.6 Monitoring and Reporting

15.6.1 All appeal requests and appeal decisions must be recorded by the Multiverse Quality Manager. These appeals will then be approved by the BOE quarterly and evaluated by the Academic Quality Council on an annual basis to understand any emerging trends. This data will be used to improve provision.

16. Monitoring and Review

16.1 This policy will be monitored and evaluated on an annual basis. If there are any updates to this policy, the changes will be recorded by the Multiverse Quality Manager.

Written (name, role, date):	Doniya Soni, Advanced Programme Lead
Version number:	V4
Last updated (name, role, date):	Karine Frame, Senior Quality Lead

	July 2024
Last reviewed (name, role, date):	HE implementation committee membership - annual policy review July 2024
Updates:	<p>V2 - November 2022</p> <ul style="list-style-type: none"> - includes an update on the internal moderation process, approved by the AQC in November 2022 - Job titles of panel members in stage 2 Academic Misconduct process were updated. <p>V3 - September 2023</p> <ul style="list-style-type: none"> - 'Commitment Statement' updated to 'Training Plan' throughout in line with ESFA change in wording. - 13.7.4 added to provide explicit information on word count. - 13.7.5 added to provide information on requirements of the assignment brief. - 11.7.7 mention of exams removed, as no more exams. - 15.3.2 & 15.4.2 specific job roles removed to avoid regular need to update policy when roles change or are added. - 14.2 BOE membership updated, with specific job roles removed but clear indication of areas which must be represented. - 17 added work-based project in line with new programme versions - 13.9.4 changed remark member of staff from PL to anyone with relevant knowledge at senior exec level or above. - 11.7.6 added that extensions can be considered for oral assignments / presentations on a case by case basis, and update that deferrals cannot be requested as a 'self-certification' claim. <p>V4</p> <ul style="list-style-type: none"> - Switched references to 'apprentices' with 'learners' throughout - Replaced apprenticeship with programme, except where specifically related to an apprenticeship requirement. This means the regulations are programme type agnostic with, where needed, sections relating to specific programme requirements e.g. apprenticeships. This enables easy addition of sections relating to other programme types, if these are added to the Multiverse portfolio. - Removed specific job titles throughout. - 3. Updated associated policies list - Added 5.5 explicitly outlining EPA assessment. - Removed assessments types table in Appendix - 13.2 updated - we no longer apply anonymous marking. - 10.2 / 10.4.1 / 10.5.1 / 10.7.1 updated disability related wording to reflect Equality Act definitions. - 10.4.2 - changed the timeframe for when the ALN team will reach out by. - 10.5.7 - updated job titles - 10.7.3 updated to make it clearer that a review meeting may be requested in cases where a disabled learner has repeated EC claims due to their condition. - 10.8.1. Updated to annual review

	<ul style="list-style-type: none">- 11.7.8 updated to include the late policy rules- 11.15 removed as was duplicating existing information- 12.4.1 reworded to make it clearer and more concise. Content did not change.- 13.9.1 reference to double blind marking was removed - final projects are marked and moderated in the same way as other assessments
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