

Academic Regulations Advanced Programmes Policy

This policy outlines the basis of the academic relationship between learners and Multiverse. It is a set of regulations for Multiverse learners on UK higher education programmes (Level 4+) where Multiverse is the awarding body. The academic regulations govern admissions, outline definitions of credit and qualification, and describe rules for progression and award, and assessment.

1. Introduction

1.1 The Multiverse Academic Regulations define the basis of the academic relationship between learners on UK accredited higher education programmes (L4+) and Multiverse.

1.2 This document applies to any Multiverse learner on a higher level accredited programme, where Multiverse is their awarding body. It should be read in conjunction with the policies listed below. If you are on a programme that leads to an award from another body, please refer to your Training Plan and associated policies by the EPAO (End Point Assessment Organisation).

1.3 Learners are subject to additional regulations in line with apprenticeship regulations set out by the Education and Skills Funding Agency (ESFA), and the academic regulations should be read with these in mind. These will not supersede the academic regulations and they will work in conjunction with them. The specifics of the regulations will be outlined in the relevant section below.

1.4 The Academic Regulations are subject to annual monitoring and review. Responsibility for reviewing these Regulations lies with the Multiverse Governance Team.

1.5 On all matters where the Academic Regulations require interpretation, or are silent, the Academic Quality Council, or AQC Chair, will recommend a decision. In the event that the decision of the Academic Quality Council is challenged, the decision will be escalated to the Quality Subcommittee, or QSC Chair, whose decision will be final.

1.6 Multiverse reserves the right to amend or withdraw regulations and underlying instruments and to introduce new regulations and instruments. Any such changes should not come into effect until the subsequent quarter. Any updates will be communicated to affected parties and relevant stakeholders.

1.7 In exceptional circumstances, such as in response to changes in an external regulator's requirements, changes to Academic Regulations may be made in-year following consultation with staff and learners. Multiverse will inform learners in writing at least 10 days before any such changes come into effect.

2. Scope

2.1 The sections within these Academic Regulations are listed below:

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3. Associated Policies and Procedures

3.1 The Academic Regulations are supported by a range of policies, procedures and other instruments as described throughout this document. These include:

- Admissions Policy
- Assessment Policy
- Recognition of Prior Achievement Policy
- Learner Code of Conduct Policy
- Programme Design, Development and Approval Policy

4. ESFA Apprenticeship Regulations

4.1 At the start of their programme, learners will be required to sign a Training Plan alongside their line manager which will outline the requirements and responsibilities of a learner. The Training Plan also sets out how Multiverse will support learners throughout their programme. It is a formal document which is programme specific and is approved as part of the programme development approach outlined in the Programme Design, Development and Approval policy.

4.2 During the course of the programme, learners will be required to log all instances of Off-the-Job training (OTJ) on the Virtual Learning Environment. If learners fail to log or keep up their required amount of OTJ, they may be removed from the programme as per the guidance outlined in the Learner Code of Conduct and Training Plan.

4.3 Learners and their line managers are required to participate in quarterly “progress reviews” with their coach which is an opportunity to discuss the learner’s progress against objectives they have set for themselves.

4.4 Learners will be expected and supported to maintain their live objectives and ensure they are updating progress against their objectives as per the requirements of their specific programme. These objectives will be discussed with the learner’s coach in their regular sessions.

5. Multiverse’s credit framework

5.1 Multiverse’s credit framework is aligned to the Higher Education Qualification Credit Framework for England and awards are defined in terms of the qualification level and volume of credit required.

6. Credit

6.1 Credit is a means of quantifying and recording the achievement of assessed learning. The basic unit of credit relates to 10 hours of notional learning time.

6.2 The volume of credit is determined by notional learning time, which is the number of hours which a learner at a particular level is expected, on average, to spend to achieve the specified learning outcomes. Learning time may include both contact time with Multiverse staff (for example, in timetabled teaching sessions), self-directed learning (such as background reading, and writing assignment) and applied learning (where learners are using what they have learned in their job role). Thus, a module allocated 30 credits should require learners to spend approximately 300 hours of learning time to achieve the learning outcomes for the module.

6.3 Credit achieved for a module can be awarded only once and cannot be double counted.

7. Modules

7.1 A module is a self-contained, credit-bearing unit of applied learning. A module is classified by level of study and by amount of credit. Credit bearing modules will be a minimum of 10 credits and a maximum of 60 credits. Each module will have clearly defined learning outcomes and assessment requirements which a learner must satisfy to pass it and achieve the credit.

7.2 Each module must have a Module Specification which outlines the learning outcomes, the assessment types and weightings, and the teaching and learning methods that will be used for the module. This must be provided to learners no later than the start of the module delivery period.

7.3 Modules are assessed through one or more assessments, the details of which will be shared with learners when they commence the module through an assessment brief. The assessment requirements of a module will be proportionate to its credit value and level.

8. Programmes

8.1 A programme is defined as a selection or combination of modules, which together produce or deliver a set of specified learning outcomes leading to an award.

8.2 A programme must be formally approved according to Multiverse's Programme Design, Development and Approval Policy before learners can enrol on it.

8.3 Information about programmes is shared in the learner's Training Plan and Programme Specification which specifies the key characteristics of the award, including its level, learning outcomes, assessment methods, qualification level and how modules contribute to the final award.

8.4 Programmes can only be changed through appropriate change management processes, as outlined in the Programme Design, Development and Approval Policy.

9. Learning outcomes

9.1 Module learning outcomes are the skills, knowledge and competencies that a learner will be able to demonstrate upon completion of the learning process for that module.

9.2 Programme learning outcomes are the skills, knowledge and competencies that a learner will be able to demonstrate upon completion of the learning process for a whole programme.

9.3 Although there is a relationship between programme learning outcomes and the learning outcomes of its constituent modules, programme learning outcomes are statements of holistic outcomes and not simply the sum of the parts (the learning outcomes of individual modules).

9.4 The scrutiny of programme and module learning outcomes, and in particular a comparison of those outcomes with external benchmarks including the Framework for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ), is a prominent part of Multiverse's programme approval process and secures the academic standards of our awards.

10. Assessment

10.1 Assessment refers to any means Multiverse uses to assess an learner's knowledge, skills or competencies against the specified learning outcomes for a given module.

10.2 The language of all assessments is English. Small modifications to language can be made within assessments to support understanding in different geographical areas (eg UK or US). These must be approved as part of the minor change management process outlined in the Programme Design, Development and Approval policy.

10.3 To be eligible for credit from the assessment of a module, an learner must have:

- enrolled on the module; and,
- satisfied any requirements for assessment as stated in the Programme Specification, Module Specification and/or assessment brief.

10.4 Assessment information will be published and it is a learner's responsibility to ensure that they obtain the information they need to engage with assessment effectively. The form of assessment of a module is included within the Module Specification.

10.5 Learners are expected to submit assessments to published deadlines. The consequences for submitting an assessment late or not at all are set out within the Assessment Policy.

10.6 Information about assessments, including weighting, timing and expectations are set out in the module and joint Training Plan & Programme Specification documents for different programmes.

10.7 Processes and procedures related to assessment, including academic misconduct, extenuating circumstances, reasonable adjustments, marking, moderation, board of examiners, and appeals can be found in the Assessment Policy.

11. Marking scale

11.1 The marking scales for each assessment are shown in table 1, on the next page.

11.2 See section 18 for how the marking scales relate to award classifications.

Table 1 - Multiverse marking scale	
Multiverse Assignment Grade	Assignment Classification
U	Fail
F	
E	Condoned Fail
D	Pass
D+	
C	
C+	
B	
B+	
A	
A+	

12. Weighting of credit for a degree award

12.1 The weighting of credits towards per year is outlined below

- Year 1 (Level 4) - 0%
- Year 2 (Level 5) - 40%
- Year 3 (Level 6) - 60%

12.2 Please note that Year 1 will still need to be passed to progress to the next level, however the marks received in Year 1 will not contribute to the classification of the final award.

12.3 For weighting of credit of Exit Awards, please refer to section 19, alongside the relevant Programme Specification.

13. Progression and awards

13.1 Each module in Higher Education awarded programmes accredited by Multiverse is credit-bearing and will be assessed individually. The learners' marks for each assessment will be accumulated towards the final programme award based upon the weighting of the assessment, the credit size of the module and the weighting of the credits at each level which can be found within the Programme Specification. In order for a learner to pass their programme and gain an award, each module must be passed. This does not mean that learners cannot progress if they have failed a module at first attempt - they will have to resit as outlined below in section 17.

13.2 Learners at levels 4 and 5 must pass all the modules at that level to progress to the next level, notwithstanding the application of condonement or trailing credits as described in sections 14 and 15, below.

13.3 Learners at level 6 must pass all the modules at that level to become eligible for an award at that level (again notwithstanding the application of condonement or trailing credit, see section 14 and 15, below). A pass is defined as a "D" / "Pass" grade or better. If a learner does not satisfy these progression and award criteria, they will be considered by the Board of Examiners for an exit award, defined as the highest award for which they are eligible.

13.4 The Board of Examiners has delegated authority from the Academic Quality Council to award credit and make decisions about progression of, and awards to, learners, as outlined in the Assessment Policy.

14. Condonement

14.1 Condonement allows learners to be awarded credit for a module and progress to the next level or become eligible for an award, despite failing to achieve a pass mark at a first attempt of a module. Learners are eligible for condonement as long as their overall performance is of a sufficient standard and the academic standards of Multiverse are upheld. The rationale for condonement at Multiverse is that many learners will be balancing pressures from the workplace alongside their programme. While Multiverse will encourage and support learners to succeed, there may be instances where learners have performed unexpectedly poorly in one assessment but have been successful in the majority of others. To be eligible for condonement, the module must be condonable (as indicated in the approved Module specification) and the learner must achieve a "Condonable Fail".

14.2 There are limits on the number of credits that can be condoned in a programme. The limit is 30 credits per level, meaning that:

- For a Level 6 programme resulting in the awarding of a bachelor's degree, 90 credits in total can be condoned for the duration of the programme.
- For a Level 5 programme resulting in the awarding of a higher education diploma, 60 credits in total can be condoned for the duration of the programme.
- For a Level 4 programme resulting in the awarding of a higher education certificate, 30 credits in total can be condoned for the duration of the programme.

14.3 If a learner meets the conditions for condonement determined and approved by the Board of Examiners, then the condonement will be automatically applied. Condonement will mean the mark for that assessment will be a "Pass". If a learner does not meet the criteria for condonement, they may be eligible for a resit of the assessment. Information about resits is available in the following section, 17.

14.4 Decisions will be made on the following criteria:

- The total credit failed in a stage does not exceed a quarter of the total required for the stage.
- The learner has achieved an average of at least a “pass” at that level.
- None of the condoned credits are stipulated as non-condonable in the Programme Specification and Training Plan.

15. Resits

15.1 If a learner fails an assessment and is ineligible for condonement, they will be offered the opportunity to resit each assessment once at the time the assessment is next offered. This will be up to a maximum of 30 credits and will normally be offered alongside the next module of study as a ‘trailed’ assessment.

15.2 A resit will consist of either resubmission of the same assessment or presentation brief, or resitting of an examination, in the case of exams, this will differ from the original. Resits are capped at “pass” (D grade) unless the learner has been granted an uncapped resit via an accepted Extenuating Circumstances claim. If a resit results in a pass, the learner will be able to complete the module and progress onto the next module or stage.

15.3 Except in cases where there has been an agreed learning plan put in place, there can only be one trailing resit alongside another module. If the resit results in another failure, the learner may need to move on to a retake of the module - see below.

15.4 All resits and retakes will be granted by the Board of Examiners, in line with all other relevant Multiverse regulations and policies.

15.5 The number of resit attempts is restricted by the maximum period of registration. The Board of Examiners make the judgement on whether additional resits can be granted,

16. Module Retake

16.1 If a learner fails to pass an assessment after a resit attempt and cannot trail the assessment, learners will move on to retake the module at the next available opportunity.

16.2 The number of credits available for **retakes** are non-cumulative:

- For a Level 6 programme resulting in the awarding of a bachelor's degree, 90 credits are eligible for retake;
- For a Level 5 programme resulting in the awarding of a higher education diploma, 60 credits are eligible for a retake;
- For a Level 4 programme resulting in the awarding of a higher education certificate, 30 credits are eligible for a retake.

16.3 A module retake will be instead of progressing to the next module, unless specifically relating to the progression between programme levels. In this case, the Board of Examiners can approve a 'trailed' retake of up to a maximum of 30 credits in exceptional circumstances.

16.4 Once the assessment is successfully passed, either after a resit or a retake, the learner will continue with the programme.

16.5 All resits and retakes will be granted by the Board of Examiners, in line with all other relevant Multiverse regulations and policies.

16.6 The number of retake attempts is restricted by the maximum period of registration. The Board of Examiners make the judgement on whether additional retakes can be granted,

17. Awards

17.1 An award is a qualification granted to a learner for successfully completing the requirements as set out in the approved Training Plan and Programme Specification.

17.2 Learners become eligible for awards through the accumulation of credit. As degree awards are made up of Level 4, 5 and 6 content, learners need to be formally approved for progression at the end of each stage before they can enter the next. This process will be managed by the Board of Examiners as outlined in the Assessment Policy.

17.3 Each award will have clearly defined credit requirements at each level which a learner must satisfy in order to progress to the next level. This is set out in Table 2 on the next page. Whether a programme will be approved with or without honours will be defined in the Programme Design, Development, and Approval process.

17.4 Only modules which are approved for a named award may contribute towards its credit requirements. Learners may not substitute credit achieved in other modules for failure to achieve credit in modules valid for the named award, unless approved under the Recognition of Prior Achievement policy process.

17.5 If a learner ends their studies earlier than planned, is withdrawn from their studies by Multiverse, or fails to progress to the next level they will be considered for the highest award for which they are eligible as at the date of withdrawal. For more information refer to section 19, Exit Awards, and the relevant Programme Specification.

17.6 Multiverse's awards are defined with reference to the Framework for Higher Education qualifications (FHEQ) and, where appropriate, other requirement such as the Institute for Apprenticeships and Technical Education (IfATE) apprenticeship standards and/or Professional, Statutory and Regulatory Body (PRSB) requirements and/or Quality Assurance Agency (QAA) subject benchmarks.

FHEQ Level of Qualification	Minimum credits required	Levels of credit required
Level 4	120	120 Credits at Level 4
Level 5	240	120 Credits at Level 4 120 Credits at Level 5
Level 6 (Without Honours)	300	120 Credits at Level 4 120 Credits at Level 5 60 Credits at Level 6
Level 6 (With Honours)	360	120 Credits at Level 4 120 Credits at Level 5 120 Credits at Level 6

*Check the Programme Specification for which specific exit awards are available. **Not all programmes offer every level of exit award.**

18. Classifications

18.1 Classification of awards will be based on module marks and will be weighted based on the number of credits in each module. Awards will be classified in the following manner:

Multiverse Assignment Grade	Multiverse Grade Points	Multiverse Degree Classification	Assignment Classification
U	0.0	Fail	Fail
F	0.0		
E	0.5		Condoned Fail
D	1.0	Pass	Pass
D+	1.5		
C	2.0		
C+	2.5	Pass with Commendation	
B	3.0	Merit	
B+	3.5		
A	3.7	Distinction	
A+	4.0	Distinction (with Multiverse award)	

18.2 Awards are calculated by giving each module a mark in grade points. These are then averaged over the course of a degree to provide a grade point average. See table 4.

Table 4 - Worked example of a learner's progress over 3 modules with 2 assignments each at level 5							
Level	Level 5 (40% of Award)						
Module Number	Module 7		Module 8		Module 9		
Credits	15		30		30		
Module Weighting	12.5%		25%		25%		
ECTS (European Credit Transfer System) points (1 ECTS = 2 credits)	7.5		15		15		
Credit hours (1 Credit Hour = 2 ECTS)	3.75		7.5		7.5		Total
Weighted Credit Hours (Credit hours x Year weighting (40% for level 5))	1.5		3		3		7.5
Assessment	Asst 1	Asst 2	Asst 1	Asst 2	Asst 1	Asst 2	
Assignment weighting	50%	50%	50%	50%	50%	50%	
Result (MV Grade Point)	2	3	4	3.5	4	2	
Result x Assignment Weight	1	1.5	2	1.75	2	1	
Total Grade Point per module	2.5		3.75		3		Total
Weighted Grade Points (Total Grade Points x Weighted Credit Hours)	3.75		11.25		9		24
Grade Point Average (Total weighted grade points/total weighted credit hours)	3.2						

18.3 Final degree classifications will all round up based on 0.15 margin to ensure accuracy in the translation from letter grade to GPA to award classification.

18.4 In addition classifications that are considered borderline between Merit and Distinction or between Distinction and Distinction with Multiverse award will be eligible for review (borderline being defined as when the GPA is within 0.01 marks of the next classification Grade Point).

- A degree classification that is reviewed under this process will be rounded to the next classification up if more than half of the learner's level 5 and 6 assignment marks are also at or above the next classification level, and no serious 'gross' Academic Misconduct judgements have been upheld on their record.
- For Distinction with Multiverse award, it will also require that no Academic Misconduct at minor level or above have been upheld, and no modules were condoned.

18.5 All decisions are provisional subject to approval and ratification by the Board of Examiners.

19. Exit Awards

19.1 Learners who withdraw from their studies, or are withdrawn by Multiverse, will be entitled to a transcript indicating credit earned. The Board of Examiners will also consider them for an exit award - the highest award for which they are eligible as at the date of withdrawal. It is at the point of Programme Design, Development and Approval that a decision will be made regarding whether an exit award will be named or unnamed. This decision is approved by a Programme Approval Panel and will be in line with the Programme Design, Development and Approval Policy.

19.2 Named exit awards will be judged against the learning outcomes as defined by the programme approval process, and outlined in the Programme Specification. Unnamed exit awards will be conferred based on the following criteria:

Table 5 - Exit awards		
Credits	Level	Title
120	4	Certificate in Higher Education
240	5	Diploma in Higher Education
300	6	Bachelors without Honours

19.3 Exit awards (Certificates and Diplomas of Higher Education) will not be classified.

19.4 If a learner has left with an exit award, they are eligible to re-apply for the higher award at a later date if the programme is still offered and recognition of prior achievement can be effectively mapped.

19.5 Any Exit award can only be granted in line with the limit to Recognition of Prior Achievement credits as outlined in section 28 of these regulations.

20. Registration

20.1 Learners must formally enrol with Multiverse at the start of their programme. This is completed through the induction form as per the onboarding communication sent to learners.

20.2 The study period starts from the day of enrolment and ends when the learner achieves their award. Learners will remain registered for the maximum period of the award or until they have achieved the award or the registration has been terminated, whichever comes first.

20.3 Duration of Registration

20.3.1 The maximum period of enrolment for learners completing a Bachelor's degree is five years, or two years in addition to the normal length of a programme. Periods of suspension count towards maximum periods of enrolment as do Breaks in Learning.

21. 42 Day Probation Period

21.1 The first 42 days of a learner's programme is similar to a probationary period. This is a time where clear expectations for what success looks like are set, and learners are given the tools and opportunities to begin engagement on their programme. While this is regulatory, it is separate from other assessment, progression and award arrangements outlined in this document.

21.2 Any concerns that arise will be aired prior to the 42 day deadline with the learner, line manager and client programme contact if appropriate. The Multiverse Customer Success Manager will also be informed and consulted on next steps.

21.3 If a learner is struggling to engage or be successful on a programme, or there are indicators that a learner will not successfully complete the programme, all relevant stakeholders (learner, coach, and learner's line manager) will discuss and agree a final decision on the best outcome.

21.4 An learner may be put on an improvement action plan or be withdrawn. If a learner has been withdrawn from a programme, where appropriate, there may be an opportunity to join a future cohort. For a learner that has been hired on the basis of their place on the programme, it is at the discretion of the employer whether employment will continue. If the outcome is to remove the learner from the programme, then a withdrawal form will be filled out by the learner's coach and approved by the Programme Lead or Senior Manager.

22. Changes Whilst Studying

22.1 Whilst on programme, Multiverse realises that circumstances can change which mean that learners need to take a break or even leave the programme.

22.2 Break in Learning (BIL) - please refer to the Break in Learning Policy for more information

22.2.1 A break in learning is where an individual needs to pause their programme for a period of time (minimum of 30 days) but intends to resume in the future. There are specific guidelines set out by regulators such as the Education and Skills Funding Agency (ESFA) around the reasons that qualify a learner to take a break in learning for apprenticeship programmes. In cases without external guidelines, the decision is at the discretion of Multiverse, in line with any other relevant policy areas (such as the maximum period of registration).

22.2.2 At Multiverse, breaks in learning will occur if:

- All other interventions have been exhausted;

- There is an understanding that the learner will be returning to the programme within the maximum period of enrolment as set out in section 10.1;
- The reason for going on the break in learning can be resolved within the break time;
- A proposed return date has been agreed.

22.2.3 Qualifying reasons for a break in learning include but are not limited to:

- Health issues;
- Parental leave;
- Personal mental health reasons;
- Organisational restructuring that is leading to job uncertainty;
- COVID affecting ability to engage in the programme;
- A learner cannot progress from one level to the next as they had assignment resits, and are waiting to join the next cohort.

22.2.4 Non-qualifying reasons for a break in learning include but are not limited to:

- Not being able to commit to the Off-the-Job, where required, due to other commitments;
- A break is under 30 days;
- An learner is unsure if they are willing to continue on the programme;
- Employers have requested a break in learning without appropriate evidence.

22.2.5 During a break in learning, learners are not able to attend programme sessions, complete off-the-job training, or engage with any programme activity. However, learners can expect regular check-ins with their Multiverse coach.

22.2.6 Upon returning from a break in learning, it is likely that learners will be joining a new cohort and their coach may change. When back on the programme, the Multiverse coach will book a triage meeting with the learner and their line manager to re-establish the relationship and goals moving forward.

22.3 Multiverse encouraged breaks-in-learning

22.3.1 In exceptional circumstances, Multiverse may encourage a break in learning.

22.3.2 Reasons for this could include (but is not limited to):

- Whilst an investigation of misconduct is occurring
- Concern for the physical or mental welfare of the learner
- Concerns for other learners

22.3.3 A break encouraged by Multiverse will require the learner's consent. If encouraging a break in learning, the learner will be invited to a meeting first and an explanation provided, both in that meeting and afterwards in writing. In the meeting the following will be covered:

- The reason the break is being encouraged

- Any other reasonable support that could be put in place instead of a break in learning
- Possible timescale of the break
- Any agreed requirements/conditions (if applicable) to be met for the learner to return to the programme.

22.3.4 If the learner is unwilling to attend the meeting or refuses consent, and the concerns which caused the instigation have not been satisfactorily addressed, Multiverse has the right to suspend or terminate the programme (see section 23 'termination and withdrawal'). The learner will then have the right and option to continue their programme with another training provider.

22.3.5 In all other ways a Multiverse break in learning is the same as a learner instigated break in learning, as outlined above.

22.4 Deferral

22.4.1 If a learner has started the programme but cannot continue at that given time for a valid reason (i.e organisation restructure, change of role) then a learner has the option to defer. This means dropping out of the programme and restarting in the future.

22.4.2 For ESFA funded apprenticeships, learners must have at least 12 months of the programme left to complete in order to be eligible for a deferral. This is a rule set out by the Education and Skills Funding Agency. If a learner defers their maximum registration time period restarts.

22.4.3 To be eligible for a deferral, learners normally must have completed 6 weeks or less of the programme. In exceptional circumstances, a deferral may be considered further into the programme, if a funding agreement can be reached with the learner employer.

22.5 Changing Organisations

22.5.1 There may be a time where a learner is changing organisations during their programme but would like to continue. This is possible under a certain set of conditions:

- Firstly, the "transfer" must take place within one month of leaving their former employer.
- Secondly, learners must have explicit approval from their new employer that they are willing to let the learner continue on their programme and understand the requirements of the programme.
- Thirdly, candidates must provide a new job description for evaluation to ensure application of learning can still take place.
- Lastly, a new triage meeting between the learner, their coach and their new line manager must occur to align expectations and responsibilities.
- Multiverse's Admissions Team will approve all transfer requests to ensure there is alignment and adequate role fit in the new role.

23. Termination and Withdrawal

23.1 Termination

23.1.1 Multiverse has the right to terminate an learner's registration if they have:

- Committed a serious disciplinary offence as laid out in the learner Code of Conduct;
- Exhausted all opportunities to remedy failure or has made insufficient progress through their course at the required stage, as determined by the Board of Examiners;
- Continually fails to engage satisfactorily, expectations of which are outlined in the learner Training Plan;
- Received a penalty of expulsion from an Academic Misconduct Panel
- Any learner found to have submitted false or incorrect information to claim credit against a course of study, or found to have misrepresented their achievements to an external body.

23.1.2 If the offence or incident is found after graduation the Board of Examiners can withdraw the learner's qualification. An learner whose qualification is withdrawn under these circumstances will be eligible to receive a transcript indicating credit legitimately earned.

23.2 Withdrawal

23.2.1 After the 42 day probation period, if a learner has decided they would like to withdraw from the programme, they must first discuss this decision with their coach. It is important that a discussion is held to ensure that the withdrawal is the right decision instead of a Break in Learning if appropriate or a deferral. A withdrawal request is submitted to the coach, who then files the withdrawal with their Programme Lead.

23.2.2 Learners who withdraw but subsequently wish to return to the programme following withdrawal must re-apply. There is no guarantee of re-admission.

24. Revocation

24.1 The Board of Directors may revoke an award made by Multiverse if the holder of that award is subsequently found to have been admitted to the programme or granted the award under false pretences or on material non-disclosure.

24.2 Before revoking an award, Multiverse will conduct a detailed investigation, led by an appropriate senior member of staff. The outcome of the investigation will be communicated to the holder of the award within 21 working days of the completion of the investigation.

25. Aegrotat Awards

25.1 An Aegrotat award is an award without classification that may be conferred upon a learner on the presumption that the learner, who is unable to continue their studies, would have satisfied the standard required for the award had they been able to continue.

25.2 A specially convened Board of Examiners shall consider the award of Aegrotat degrees, diplomas or certificates. This shall be referred to as an Aegrotat Board.

25.3 The Aegrotat award will normally correspond to the level of study which is interrupted. Such an award is contingent on there being sufficient evidence that had the study not been interrupted, the learner would have completed the level in question. In the absence of such evidence, the Aegrotat award will be the relevant exit award for the credit already accumulated.

25.4 An Aegrotat degree, diploma or certificate shall be unclassified and, in all other respects, ungraded.

26. Award Certificate

26.1 The award certificate confirms that an award of Multiverse has been granted.

26.2 The award certificate records:

- Multiverse's name;
- The learner's name as held on Multiverse's learner record system;
- The award, including any differential level as appropriate.

26.3 The certificate of credit is the formal record of all modules taken and credit achieved. It is given to a learner at the point at which their registration or enrolment with Multiverse ends..

26.4 The certificate of credit records:

- The full name of the learner as held on Multiverse's student record system;
- The start date of the learner's registration for an award or enrolment on a module;
- The module(s) successfully completed with details of the level and amount of credit, the mark(s) gained and the date when credit was awarded.'

27. Admissions

27.1 Multiverse's regulations and policy on admissions have been considered against the UK Quality Code and any other regulatory compliance requirements, such as the ESFA Apprenticeship Funding Rules. Multiverse is committed to ensuring that all admissions decisions are fair, transparent and conducted in accordance with documented policies and procedures. The admissions process is more thoroughly outlined in Multiverse's Admissions Policy.

27.2 To be eligible for admission for a Multiverse programme, applicants must satisfy minimum entry requirements and any specific entry requirements published for the programme on the specified programme pages on the Multiverse website.

27.3 Legislative requirements for higher education and apprenticeships as outlined in the ESFA funding rules will also apply in the decision making process.

27.4 The table on the next page outlines the criteria for learners in England. These criteria are checked in the admissions process by the Multiverse Admissions and Compliance teams.

Table 6 - Apprenticeship Eligibility Criteria	
Residency eligibility	<p>A UK national is eligible if they:</p> <ol style="list-style-type: none"> 1. Are a citizen of the UK; and 2. have been ordinarily resident in the UK or EEA for at least the previous three years on the first day of the apprenticeship.
	<p>An EEA citizen is eligible for funding if they:</p> <ol style="list-style-type: none"> 1. are a citizen of a country within the European Economic Area (EEA) 2. have been ordinarily resident in the EEA for at least the previous three years on the first day of the apprenticeship. <p>(TN: Switzerland is included in this)</p>
	<p>A non-EEA citizen is eligible for funding if they:</p> <ol style="list-style-type: none"> 1. have permission from the UK government to live in the UK 2. have been ordinarily resident in the UK for at least the previous three years before the start of the apprenticeship.
	<p>There are some exceptions to this rule and some individuals with specific immigration statuses such as but not limited to Refugees, Asylum seekers, etc.</p>
Minimum working hours	The minimum duration of each apprenticeship is based on the learner working at least 30 hours a week, including any off-the-job training they undertake.
Working in England	A learner must spend at least 50% of their working hours in England over the duration of the apprenticeship.
Age	A learner must start their apprenticeship after the last Friday in June of the academic year in which they have their 16th birthday.
<i>Table continued on next page</i>	

Table 6 continued	
Prior learning	We must conduct an initial assessment of the learner's abilities in line with the proposed apprenticeship. Our initial assessment must show that the individual requires significant new knowledge, skills and behaviours to be occupationally competent in the job role. An learner must not benefit from funding for any part of their programme that duplicates training or assessment they have received from any other source.
Role fit	We must be satisfied that the apprenticeship is the most appropriate training programme for the individual; that the training programme aligns to an approved lapprenticeship at the most appropriate level. We use a matrix which is specific to each programme to determine whether an applicant has the scope in their role to demonstrate the skills and behaviours required for an apprenticeship.
Intent	We must be satisfied that the learner is going to be committed to the programme. A training provider is measured on the number of withdrawals/non-starters they have.
	This is assessed by gaining an understanding of: <ul style="list-style-type: none"> - What the candidate would like to achieve by completing this apprenticeship - How the candidate will apply what they have learnt from the programme to professional and career development - What the candidate anticipates as their biggest challenge if accepted to the apprenticeship - How the candidate will manage the apprenticeship with their day to day job
Employer support	We must be satisfied that the employer is providing the learner with appropriate support and supervision to carry out their job role and their apprenticeship.
	For existing employee applications, we ask them if their line manager is aware of their application and if they will be supporting them to complete the apprenticeship. Line manager buy-in is a key success factor!
Ability to do OTJ	Off-the-job training is a statutory requirement for an English apprenticeship. It is training which is received by the learner, during the learner's normal working hours, for the purpose of achieving the knowledge, skills and behaviours of the approved apprenticeship referenced in the apprenticeship agreement. By normal working hours we mean paid hours excluding overtime.
<i>Table continued on next page</i>	

Table 6 continued	
Maths and English - Level 2 qualification	For those undertaking a level 3 or higher apprenticeship, it is a requirement that they hold or achieve an approved level 2 in both subjects before they can successfully complete the apprenticeship.
Maths and English - Initial Assessment	The training provider must conduct an initial assessment of the learner's abilities in line with the proposed apprenticeship, prior to or at the start of their apprenticeship, this must include an assessment of English and maths. All initial assessments for English and maths must be retained in the learners evidence pack.
Minimum duration	An apprenticeship must provide for a practical period of training that lasts for a minimum duration of 12 months.
Not partaking in another apprenticeship or degree qualification	The learner must not be partaking in any other training which is funded by the government during their apprenticeship programme; this includes any other DfE funded FE/HE programme including apprenticeships or degrees funded by student loan. Also someone cannot undertake any apprenticeship whilst on a sandwich placement as part of a degree programme.
* For candidates who are outside England or their apprenticeship is being paid for commercially, the following criteria do not apply: Residency Eligibility, Working in England, Maths and English Level 2 Qualification. All other criteria remain relevant.	

27.5 A learner is only eligible for the award for which they have been accepted at entry, unless an application to change award has been formally approved, or the intended award changed as the result of a decision by the Board of Examiners.

27.6 Multiverse must be satisfied that the qualification is the most appropriate programme for the individual and that the programme aligns to an approved learnership standard with suitable academic rigour and opportunities for application of learning. For a learner to be able to successfully apply their learning, they must meet certain role fit criteria per programme. We use a matrix which is specific to each programme to determine whether an applicant has the scope in their role to demonstrate the skills, behaviour, and critical analysis required for an learnership.

27.7 Information on role fit and requirements is published on the [Multiverse Programmes Page](#).

28. Recognition of Prior Achievement

28.1 Learners may be awarded credit for a programme on the basis of prior certificated learning and/or prior experiential learning. Details on the Recognition of Prior Achievement RPA process can be found in the Recognition of Prior Achievement Policy.

28.2 Entry to a programme at Level 6 may be considered for learners who have completed 120 credits at Level 5 on a programme with the same learning outcomes. These learners must meet the entry requirements as stated in the Admissions Policy and programme page.

28.3 Learners may be awarded credit for prior learning and/or experience, towards the requirements of a named award up to the maximum as shown in table 7 on the following page.

Table 7 - Maximum RPA credit for award		
<i>Award Level</i>	<i>Total Credit for the Award</i>	<i>Maximum RPA credit for award</i>
Level 4	120	60
Level 5	240	120
Level 6	360	180

28.3 Entry to a programme at Level 6 may be considered for learners who have completed 120 credits at Level 5 on a programme with the same learning outcomes. These learners must meet the entry requirements as stated in the Admissions Policy and programme page.

28.4 All RPA credits granted will be reported to the Board of Examiners.

Written (name, role, date):	Doniya Soni - Advanced Programmes Lead 28/07/20231
Version number:	V4
Updates from last version:	<p>V3:</p> <p>Update to 15.2 - all resits are another attempt at the same assessment, and will be capped at the pass grade.</p> <p>Addition to section 22.2 - referral to the BiL policy.</p> <p>Addition to 22.2.3 - eligible reason for BiL added: An learner cannot progress from one level to the next as they had assignment resits, and are waiting to join the next cohort.</p> <p>Edit: specific Multiverse roles edited to areas of remit to avoid constant updates as roles change or are added.</p> <p>Update: 'Commitment Statement' updated to 'Training Plan' throughout in line with ESFA change in wording.</p> <p>V4:</p> <p>Replaced reference of apprentice with learner throughout.</p>

	<p>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.</p> <p>15.3 added the exception of learning plans to this rule</p> <p>17.4 added expectation where approved via RPA</p> <p>18.3 / 18.4 updated for clarity and to better align with the actual BOE process and calculation.</p> <p>22.2.1 added in when a programme is not regulated by the ESFA.</p>
Last updated (name, role, date):	Karine Frame, Senior Quality Lead October 2024
Last reviewed (name, role, date):	Annual policy review October 2024