

THE ENGINEERING & DESIGN INSTITUTE LONDON

ACADEMIC AWARD AND PROGRESSION REGULATIONS

Summary	Document outlining the regulations for TEDI-London's awards and progression.		
Policy Owner	Registrar		
Policy Sponsor	Academic Board		
Policy applies to	Students and staff of TEDI-London		
Related legislation/policy	External Examining Policy Assessment Regulations Mitigating Circumstances Policy Academic Integrity Policy		
Equality impact assessment completed	August 2021		
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Date of implementation	September 2022	Date of next formal review	September 2025

DOCUMENT CONTROL

Date	Version	Action	Amendments
09/2019	1	Document created	
05/2020	1	Approved by Academic Board	
09/2020	2	Document updated	Document reworked from the previous Academic Regulations, Assessment Handbook, and Terms of Reference. Addition of aegrotat awards regulations. Addition of conflict of interest process. Clarification of classification practices, including borderlines and rounding up.
11/2020	3	Document updated	Amendments made to section 9 (previously section 7) and creation of

			sections 7 and 8. Title changed to reflect content. Updates made to reflect the role of Module and Programme Boards.
08/2021	4	Document Updated	Updates made to reflect replacement of Module and Programme Boards with Assessment Boards.
04/2022	5	Document Updated	Minor updates made to ensure accurate naming conventions are used and information contained is accurate for existing and future cohorts
05/2022	6	Document updated	Chair of Assessment Board changed to Academic Director following restructure

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1. OVERVIEW

- 1.1. This document explains the processes used to award The Engineering & Design Institute London (TEDI-London) degrees. It outlines the role of the Assessment Board and its key officers and provides information on how you will receive your award.
- 1.2. This document is written with reference to the [QAA UK Quality Code for Higher Education Advice and Guidance on Assessment](#).
- 1.3. The Academic Award Regulations should be read alongside the following TEDI-London documents:
 - External Examining Policy
 - Assessment Regulations
 - Mitigating Circumstances Policy
 - Academic Integrity Policy

2. ROLE OF THE ASSESSMENT BOARD

- 2.1. The Assessment Board has delegated authority from the Academic Board to confirm your module grades and to award your degree. All grades must be confirmed by the Assessment Board before they are considered binding.
- 2.2. The Assessment Board ensures that the examination and assessment procedures of TEDI-London are fair and impartial. The Assessment Board considers results anonymously.
- 2.3. The Assessment Board awards degrees with reference to these regulations, the Programme Specification and professional body requirements.
- 2.4. The Assessment Board is responsible for:
 - a. Considering recommendations made by Mitigating Circumstances Panels, Academic Dishonesty Panels, and any other panels reporting to it
 - b. Agreeing marks achieved for each assessment component and any compensation available
 - c. Applying relevant PSRB requirements
 - d. Considering classifications for final awards
 - e. Considering progression decisions
 - f. Considering and responding to External Examiners' comments and feedback

- g. Reporting any matters of risk to the Academic Board
- h. Noting transfers between TEDI-London programmes

3. ASSESSMENT BOARD SCHEDULE

- 3.1. The Assessment Board is held twice a year:
 - Usually in June to consider BEng and MEng progression and awards.
 - Usually in August to consider awards and progression for students who have had resits.
- 3.2. The Assessment Board agrees whether you can continue (progress) to the next stage of your programme and for awarding you a degree or an exit award at the end of your programme.
- 3.3. The External Examiner attends the Assessment Boards in June and August, providing their annual report verbally before following up with their formal report. There are further details of the External Examiners involvement in the [External Examining Policy](#).

4. CONFLICT OF INTEREST

- 4.1. Internal or External Examiners who have a personal or professional conflict of interest should not be appointed to the Assessment Board.
- 4.2. Potential conflicts for External Examiners are taken into consideration before they can be appointed, as outlined in the [External Examining Policy](#).
- 4.3. Declarations of interest must be made at the earliest opportunity, in line with the [Conflict of Interest and Personal Relationships Policy](#).
- 4.4. The Chair of the Assessment Board will ask for any conflicts not yet known to be declared at the start of each meeting. These and other known conflicts will be logged in the minutes. The declaration can be made privately to the Chair and Servicing Officer if required.
- 4.5. The Chair of the Assessment Board will decide on the appropriate action when the declaration is made:
 - a. If the declaration is made prior to the start of the assessment process, the

examiner must not take part in any assessment of the student to whom the declaration refers.

- b. If a declaration is made after the assessment process has begun, they must not take part in any further assessment of that student.
- c. In all cases, they should not be present during any specific discussion of the student in question at an Assessment Board meeting.

4.6. If the declaration is made at the Assessment Board, there should be a process to check whether the examiner was involved in the assessment process for the student in question. A preliminary decision can be made on the student's results, but the final decision should be deferred to be taken by Chair's Action until it can be confirmed that:

- a. Either the examiner was not involved in the assessment of the student, or
- b. That the examiner was involved in the assessment but that the work was part of the sample moderated and/ or sent to the External Examiner.
- c. If the work was not part of the sample, then it should be remarked and moderated by independent internal examiners. The Assessment Board can decide whether this work should be seen by the External Examiner. This process should be undertaken quickly so as not to cause undue delay to the student.

5. KEY RESPONSIBILITIES OF THE CHAIR AND SERVICING OFFICER

5.1. The Chair and Servicing Officer must work together to ensure a successful outcome of the assessment process. The Chair is considered the guardian of the regulations, ensuring an equality of experience for each student, while the Servicing Officer is considered the guardian of the official record of the assessment process. The Servicing Officer should also have a good knowledge of the regulations and policies to act as an adviser to the Chair if required.

5.2. The Chair and Servicing Officer have an opportunity to minimise the occurrences of Academic Appeals by ensuring appropriate application of Policy and Regulation through the Assessment Board structures.

5.3. The key responsibilities of the Chair are to:

- a. ensure all members of the Board are properly briefed.
- b. liaise closely with the Servicing Officer to ensure that the marks presented are full and correct.

- c. ensure that the External Examiner has seen an appropriate sample of the assessed work of the students.
- d. ensure full and frank discussion about the performance of students takes place, considering the views of the External Examiner, mitigating circumstances and to guide the Board towards clear recommendations/decisions.
- e. consider and initiate such actions as they believe necessary on advice given by the External Examiners.
- f. in close collaboration with the Servicing Officer, ensure that marks and award recommendations as confirmed by the Board are prepared, checked, and entered on to the student records system.
- g. check and approve the minutes as a true record of the proceedings.
- h. exercise Chair's Action on behalf of an Assessment Board – see more information about Chair's Action below.

5.4. The key responsibilities of the Servicing Officer are to:

- a. establish the dates of meetings in advance at the start of each academic year, arrange the meetings and inform the members.
- b. make all administrative arrangements for the Boards they are responsible for; this includes liaison with the External Examiner.
- c. draft agendas for approval by the Chair, to be disseminated to all members prior to the Board.
- d. prepare and disseminate the Board documentation.
- e. provide advice on examination and assessment Regulations during the meeting.
- f. produce full and accurate minutes.
- g. ensure the marks presented to the Board are correct and any amendments are actioned and entered on to the student's record system.
- h. record the conditions of any reassessment.
- i. prepare pass lists and arrange for them to be checked by the Chair of the Assessment Board.
- j. ensure results are communicated to students.

6. CHAIR'S ACTION

6.1. Exercising Chair's Action on behalf of a Board:

- a. It is the responsibility of the Assessment Board to determine the results for each student in relation to their progression or award.
- b. When issues arise after a meeting of an Assessment Board that, in the view of the Chair, are too urgent and important for consideration to be deferred until the next scheduled meeting, the Chair may decide to:
 - i. call a special meeting of the Board.
 - ii. consult with members of the Board by correspondence.
 - iii. take Chair's Action.

6.2. Chair's action between Assessment Board meetings should only be used where there are:

- a. Matters relating to the implementation of decisions which have already been approved at previous meetings (e.g. where a student's profile of marks is incomplete, and the Board has agreed that further clarification be sought subsequent to the meeting before a result is confirmed).
- b. Urgent circumstances which mean that waiting for the next scheduled Assessment Board would unnecessarily delay a student's normal progression or conferment of award providing:
 - i. the issue involved is not contentious and does not merit discussion at the Assessment Board meeting, and
 - ii. the issue does not relate to a cohort of students.
- c. Circumstances when Chair's action can be implemented include:
 - i. Administrative action, for example where it is necessary to correct an error and the resulting re-calculation of marks.
 - ii. Delegated action, for example where the Board has given the Chair authority to act on its behalf following consideration of a case at its previous meeting.
 - iii. Academic Appeals, where an appeal is upheld and is referred to the Chair of the Assessment Board for consideration or immediate action to be taken on behalf of the Assessment Board.

6.3. Procedure related to decisions taken by Chair's Action:

- a. The minutes of the Assessment Board must record where the Board has agreed that a decision be deferred for Chair's Action to be taken after the Assessment Board meeting.
- b. Where a decision has been taken by Chair's Action, the Chair of Assessment Board must complete the appropriate record.
- c. Details of all decisions taken by Chair's Action must be reported to the next meeting of the Assessment Board for noting and the outcome must be minuted.
- d. A log must be maintained of all decisions taken by Chair's Action for auditing purposes.

7. PROGRESSION

- 7.1. You will usually be expected to have achieved a pass mark or compensated mark in all modules (attaining 120 credits in total) for your current level of study before progressing to the next level.
- 7.2. If you have not achieved a pass mark or compensated mark in all modules (attaining 120 credits in total) you may be permitted to repeat one module in line with the Assessment regulations (subject to approval of the Assessment Board) or be withdrawn from your programme.

8. TRANSFER BETWEEN PROGRAMMES

- 8.1. If you wish to transfer from a BEng to an MEng programme or from an MEng to a BEng you can do so at the end of your second year (Level 5) of study.
- 8.2. To transfer from a BEng to an MEng programme you must achieve the following:
 - a. an average mark of 60% for your second year (Level 5) of study
 - b. at least 60% in the integrated exam taken in the final module of your second year of study (Level 5)
 - c. not been awarded compensation for any modules taken in your first or second year of study (Levels 4 and 5).

- 8.3. To transfer from an MEng to a BEng programme you must achieve an average mark of 40% for your second year (Level 5) of study.
- 8.4. To transfer between programmes you must discuss the transfer with the Programme Leader of the course you wish to transfer to and complete the Programme Transfer Form (including obtaining signatures from the relevant Programme Leader).
- 8.5. The completed Programme Transfer Form should be submitted to the Registry: educationteam@tedi-london.ac.uk no later than the end of week 1, teaching block 1, of the next academic year.
- 8.6. Once approved, you will transfer onto the new programme at the start of the next academic year. At this point, TEDI-London will confirm this change with you and notify all relevant external bodies as required (including the Student Loans Company and UKVI).

9. AWARD CALCULATION

- 9.1. The number of credits you must achieve to be awarded an Honours degree is as follows:

BEng	MEng
360	480

- 9.2. Your final grade will be calculated as a percentage mark, using the following weightings for the average marks attained in each year of study:

Year of study	BEng	MEng
Year 1	0%	0%
Year 2	30%	20%
Year 3	70%	30%
Year 4	n/a	50%

- 9.3. Your classification will be determined from your percentage mark as follows:

9.4. **BENG AWARD CLASSIFICATION**

Degree classification	Level of achievement required for the classification
First class Honours (1st)	<ul style="list-style-type: none"> - Achieve a final average mark of 70.00 - 100.00% or - Achieve a final average mark on the first-class borderline (68.00 - 69.99%) and achieve first class module marks in at least 60 credits at level 6
Upper second-class Honours (2:1)	<ul style="list-style-type: none"> - Achieve a final average mark of 60.00 - 69.99%, or - Achieve a final average mark on the class 2:1 borderline (58.00 - 59.99%) and achieve 2:1 class or higher module marks in at least 60 credits at level 6
Lower second class Honours (2:2)	<ul style="list-style-type: none"> - Achieve a final average mark of 50.00 - 59.99%, or - Achieve a final average mark on the class 2:2 borderline (48.00 - 49.99%) and achieve 2:2 class or higher module marks in at least 60 credits at level 6
Third class Honours (3rd)	<ul style="list-style-type: none"> - Achieve a final average mark of 40.00 - 49.99%.

9.5. MENG AWARD CLASSIFICATION

Degree classification	Level of achievement required for the classification
First class Honours (1st)	<ul style="list-style-type: none"> – achieve a final average mark of 70.00 - 100.00%, or – achieve a final average mark on the first-class borderline (68.00 - 69.99%) and achieve first class module marks in at least 60 credits at level 7
Upper second-class Honours (2:1)	<ul style="list-style-type: none"> – achieve a final average mark of 60.00 - 69.99%, or – achieve a final average mark on the class 2:1 borderline (58.00 - 59.99%) and achieve 2:1 class or higher module marks in at least 60 credits at level 7
Lower second class Honours (2:2)	<ul style="list-style-type: none"> – achieve a final average mark of 50.00 - 59.99%, or – achieve a final average mark on the class 2:2 borderline (48.00 - 49.99%) and achieve 2:2 class or higher module marks in at least 60 credits at level 7
Third class Honours (3rd)	<ul style="list-style-type: none"> – achieve a final average mark of 40.00 - 49.99%.

9.6. The Assessment Board will consider marks to two decimal places.

9.7. The rounding-up of marks for assessment components, modules, or at progression points is prohibited to prevent any undue inflation of marks.

9.8. If your percentage mark is within 2.00% of the next classification (that is, 68.00%, 58.00%, 48.00%), this is considered a borderline mark. In this situation, the Assessment Board will review all the marks achieved in your final year and apply the **exit velocity** method, which means that if more than 50% of the credits in your final year are awarded in the higher classification, you will be awarded the higher classification.

9.9. The mark will not be altered, instead the classification will be amended by the Assessment Board Servicing Officer.

9.10. Borderline marks will be treated consistently, in accordance with the above rule, to ensure fairness and transparency. Performance in components, modules or in previous years will not be considered, the decision is made solely on the final percentage mark and the exit velocity model.

10. EXIT AWARDS

10.1. If you fail to achieve the award that you have registered for, or if you decide to leave your programme early, the Assessment Board can recommend an exit award if you have achieved the minimum requirements for the exit award.

10.2. Exit Awards available are detailed in the Academic Awards Framework.

10.3. Your Average Percentage Mark (APM) for Exit Awards is calculated as follows:

- a. the credit requirement used in the calculation of the APM is as specified for the exit award concerned
- b. fail grades do not contribute to the APM calculation
- c. modules are included in the chronological order in which they were completed. Surplus modules are disregarded from the calculation.

11. CONFERMENT OF AWARDS

11.1. All of our awards are defined by a series of benchmarks relating to the general level of knowledge and skills required to register for the award, the highest level of study required to achieve the award and the standard time taken to complete the award as expressed in terms of full-time study.

11.2. Our awards and official transcripts follow a prescribed style. Only awards conferred by the Assessment Board on behalf of the Academic Board may use the TEDI-London logo.

11.3. If you fail to pay your tuition fees or any other amounts due to TEDI-London, your award will be withheld until the debt is cleared.

12. AEGROTAT AWARDS

- 12.1. The Assessment Board can make an Aegrotat award if you are prevented by illness or other exceptional circumstances from completing the programme.
- 12.2. The Assessment Board will consider whether:
 - a. Your prior performance demonstrates that you would have been able to successfully complete the programme had the circumstances not taken place.
 - b. You are unlikely to be able to return to complete your studies later.
- 12.3. You can apply to have an Aegrotat award or TEDI-London can contact you to suggest this. It will be a mutual agreement between the you and the Assessment Board. The Assessment Board Servicing Officer will coordinate this process.
- 12.4. You will be required to confirm in writing to the Assessment Board that you are willing to accept an Aegrotat award.
- 12.5. An Aegrotat award will be given a classification based on your performance, but please be aware that this may not entitle you to professional body registration, this decision would be at the discretion of the professional body.

13. POSTHUMOUS AWARDS

- 13.1. We can confer awards posthumously even when the full award has not been completed, where the Assessment Board is satisfied that you would have been able to complete the award.
- 13.2. A Posthumous award will be classified based on your previous performance.
- 13.3. The award can be accepted in person on your behalf.

14. GRADUATION

- 14.1. When you successfully complete your programme, you will be invited to a graduation ceremony. Graduation ceremonies are held at least once a year.
- 14.2. Your award can be conferred in your absence if you have given prior notice, or if you have been unavoidably prevented from attending the ceremony.

15. TERMS OF REFERENCE: ASSESSMENT BOARD

Composition		Membership
Academic Director (Chair)		Ex-officio
Chair of Assessment Review Panel (Deputy Chair)		Appointed
External Examiner		Appointed
BEng Global Design Engineering	Internal Examiner	Ex-officio
	Internal Examiner	Ex-officio
	External Examiner	Ex-officio
MEng Global Design Engineering	Internal Examiner	Ex-officio
	Internal Examiner	Ex-officio
	External Examiner	Ex-officio
Assistant Registrar - Education		Ex-officio
Education Officer (Servicing Officer)		In attendance

REPORTS TO	Academic Board
SUB-COMMITTEES	n/a
MEETING SCHEDULE	Twice a year: <ul style="list-style-type: none"> • June • August for Resit Period modules
QUORUM	Chair or Deputy Chair, External Examiner and 50% of the membership entitled to vote.

PURPOSE

The Assessment Board is responsible for ensuring that the examination and assessment procedures for The Engineering & Design Institute London's (TEDI-London) awards are carried out in accordance with the regulations governing the programmes in a fair and impartial manner.

TERMS OF REFERENCE

The Assessment Board will consider results anonymously.

1. Consider and agree marks achieved by each student for assessment components, the overall module mark and credit to be awarded
2. Consider recommendations from Mitigating Circumstances Panels, Academic Dishonesty Panels, and other advisory panels as applicable

3. Receive any declarations of interests not dealt with prior to the Board and ensure that any examiners declaring conflicts are not present for discussions about those students in which they have an interest.
4. Make and approve decisions relating to students who:
 - a. meet all requirements to pass and may progress from one stage of a programme to another
 - b. meet all requirements to pass and be awarded, and the classification where appropriate
 - c. fail to meet requirements and are eligible for resit assessments or partial repeats
 - d. have approved Mitigating Circumstances and may be permitted an additional attempt at the assessment(s) and/or, where appropriate, an opportunity to repeat
 - e. fail to meet requirements and are to be withdrawn from the programme
 - f. are permitted to transfer to another programme of study
 - g. will receive a lower award than the one for which they are registered and assessed (exit award).
5. Apply any relevant PSRB requirements in accordance with approved regulations.
6. Agree the application of compensation where applicable.
7. Consider the final classification for eligible students.
8. Consider initial comments from External Examiners in advance of their written report.
9. Report any matters about the content, operation and assessment of a programme to the Academic Board and/or any matters of significant risk as appropriate.