

THE ENGINEERING & DESIGN INSTITUTE-LONDON

ASSESSMENT REGULATIONS

Summary	Regulations governing TEDI-London's assessments. Includes information on types of assessment, grading bands, feedback, penalties, compensation and resit arrangements.		
Policy Owner	Registrar		
Policy Sponsor	Academic Board		
Policy applies to	Students and staff of TEDI-London		
Related legislation and policy	Learning, Teaching and Assessment Strategy External Examining Policy Mitigating Circumstances Policy Academic Integrity Policy		
Equality impact assessment completed	August 2021		
Version	7		
Date of implementation	September 2022	Date of next formal review	July 2025

DOCUMENT CONTROL

Date	Version	Action	Amendments
09/2019	1	Document created	
05/2020	1	Approved by Academic Board (as part of the Academic Regulations and Assessment Handbook)	
09/2020	2	Document updated	Reworked from previous versions of Academic Regulations and Assessment Handbook. Revision of aggregate rules.

12/2020	3	Document updated in response to action noted at November 2020 Academic Board and additional enhancements identified as part of a review of the document	Updates made to sections 5 to reflect changes to Learning Tree assessments, 17 on failed assessments, 18 on compensation, and 19 on repeated modules. Additional updates also made to clarify information on submitting coursework provided in Module Handbooks and reflecting the role of Module and Programme Boards.
08/2021	4	Document updated to reflect changes to assessment processes	Updates made to replace Module and Programme Boards with Assessment Boards and to reflect changes to feedback times.
05/2022	5	Document updated	Minor updates made to ensure accurate naming conventions are used and information contained is accurate for existing and future cohorts. Minor amendments have been made to clarify resit entitlements. Updates to process relating to anonymous marking, assessment feedback and submission have also been made.
05/22	6	Document Updated	Updates made to Policy Sponsor following restructure.
06/22	7	Document updated	Updates made to accurately reflect module results after resit and to introduce regulations relating to pass/fail elements

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PART A – INTRODUCTION

1. OVERVIEW

1.1. This document outlines:

- how you will be assessed and how your work will be marked
- how we assure the quality of our assessments
- what happens if you submit a piece of work late or do not adhere to word count limits
- how you can apply for additional time or support to complete your assessments, and
- what happens if you fail an assessment.

1.2. This document forms part of The Engineering & Design Institute London's (TEDI-London) Academic Regulations and should be read alongside the other parts of the regulations.

1.3. Other key documents, which are referred to throughout, include:

- Learning, Teaching and Assessment Strategy
- External Examining Policy
- Mitigating Circumstances Policy
- Academic Integrity Policy

2. CONTEXT

2.1. This document is mapped against the [QAA Quality Code Advice and Guidance on Assessment](#).

2.2. Our programmes and modules all have **learning outcomes**, which are defined as the knowledge and skills that you will acquire and be able to demonstrate by the end of the programme or module.

2.3. Our learning outcomes map directly to those set out by the [Engineering Council](#). The Engineering Council's learning outcomes also form the basis for the [Engineering Subject Benchmark Statement](#).

- 2.4. **Subject Benchmark Statements** describe the nature of study and the academic standards expected of graduates in specific subject areas across the UK.
- 2.5. You will be provided with a **module handbook** detailing information about assessment requirements for each of your modules, at the start of each module. The module handbook will contain the following information:
- Module outline
 - Learning outcomes and how these will be assessed
 - Assessment details, including word limits
 - Information on how the assessment should be submitted, including the submission of originality reports from Turnitin.
 - Timescales and deadlines for submission and feedback
 - Marking criteria
 - Whether the module is eligible for compensation
 - Information about the markers and moderators.

PART B – APPROACH TO ASSESSMENT

3. ASSESSMENT FRAMEWORK

- 3.1. The purpose of assessment is to provide an opportunity for you to demonstrate that you have fulfilled the learning outcomes of the module or programme, and achieved the standard required for the award for which you are registered.
- 3.2. We operate a set of assessment principles:
 - Assessment **FOR** learning rather than assessment **OF** learning
 - An appropriate balance between summative and formative assessment
 - Engagement in deep, not just shallow learning activity
 - Students as partners in the education process
 - Timely, meaningful feedback that enables student to reflect and self-assess.
- 3.3. Assessment will reflect your individual achievement and is related to a standard for each award which is recognised and maintained across universities and other higher education institutions in the UK as outlined in the [QAA Quality Code](#).
- 3.4. Each programme will have a defined set of deadlines for submissions and resubmissions. You will be made aware of these at the start of the academic year.
- 3.5. There are minimum pass marks for assessments, which are:
 - 40% for Levels 4, 5 and 6.
 - 50% for Level 7.

4. LEARNING TREE

- 4.1. The Learning Tree is the online matrix of topics that you will use to gain the subject knowledge necessary to complete your practical projects and your degree.
- 4.2. The Learning Tree is comprised of nodes that build up to modules and is delivered through the Learning Tree App.

- 4.3. The Learning Tree contains branches related to all the traditional engineering disciplines without covering the detail of a specialised degree.
- 4.4. Additional branches relate to design thinking, leadership, financial management and economics, as well as social sciences and philosophy. Ethics and its study is interwoven in the courses and in the projects.

5. SUMMATIVE ASSESSMENT

- 5.1. Each module will be assessed using **summative assessments**, which are formal assessments that test whether you have met the necessary learning outcomes. Marks awarded for summative assessment are used towards your final module grade.
- 5.2. All modules will be assessed, via separate assessments, known as **components**.
- 5.3. Unless otherwise stated, to pass a module at levels 4 to 6 you must achieve a weighted average of 40% or above across all pieces of summative assessment components **and** a mark of 30% or above in each assessment component.
- 5.4. Unless otherwise stated, to pass a module at level 7 you must achieve a weighted average of 50% or above across all pieces of summative assessment components **and** a mark of 40% or above in each assessment component.
- 5.5. Where it is indicated that a component is pass/fail, you will only be awarded a pass or fail mark, with no percentage given.
- 5.6. You should attempt all required assessments for each module, at the times scheduled, unless you have an approved mitigating circumstances claim. Further information on submitting a claim for mitigating circumstances can be found in the [Mitigating Circumstances Policy](#).

6. FORMATIVE ASSESSMENT

- 6.1. Formative assessments are used for a purely developmental purpose; they enable us to assess your progress and identify whether you need any additional help to succeed.
- 6.2. Formative assessments are graded pass/fail and do not count towards the final mark of the module. Their goal is to enable you to learn more effectively as you will receive feedback on your performance and how it can be improved and/or maintained.
- 6.3. Each module will contain formative assessment.
- 6.4. Formative assessments will be scheduled at a point in the academic year which will enable you to apply the feedback towards your end of module summative assessments.
- 6.5. All individual nodes (parts of modules) on the learning tree will also contain formative assessment. These will be marked pass/fail. The assessments can be attempted as many times as required.

7. EXAMINATIONS

- 7.1. You will be required to undertake an examination at the end of each academic year. The examination will assess your learning from all modules you have undertaken in that year.
- 7.2. The examination will be open book, and you will have a defined timeframe in which to complete this.
- 7.3. The parameters and rules for the examination will be communicated to you in advance in the module Teams space.

PART C – PRINCIPLES OF ASSESSMENT

8. ANONYMITY IN ASSESSMENTS

- 8.1. Where possible, your assessments will be submitted and marked anonymously; your name will not be stated on submissions at the point of marking and will only be revealed when your marks are released.
- 8.2. There will be some assessments where anonymity will not be feasible. You will be informed in the module handbook if this is the case.
- 8.3. Major projects will be submitted anonymously, and blind double marked.

9. WORD LIMITS

- 9.1. A word limit may be specified as part of the assessment criteria for a component or module. Where a word limit is specified, you must note this at the end of your assessment. Your work will only be marked up to the word limit and any subsequent content will not be taken into consideration when awarding the mark.
- 9.2. Footnotes are included in the word limit. Bibliographies, appendices, tables, figures etc. are not included in the word limit.

10. SUBMITTING YOUR WORK

- 10.1. Your work should be submitted via the module Teams site and include a completed coursework coversheet (which is available on the Student Zone Teams site).
- 10.2. Your work should be submitted electronically through Turnitin.
- 10.3. We give you access to the plagiarism checking function on Turnitin. You will be allowed to check drafts via this system before making your final submission.

Turnitin will generate an Originality Report.

- 10.4. Turnitin will also be used to assist with academic dishonesty detection and collusion, where there is suspicion about a piece of work. The [Academic Integrity Policy](#) outlines what happens in cases where academic dishonesty is suspected.

11. LATE SUBMISSIONS

- 11.1. You must adhere to submission deadlines for all assessments. You will receive a penalty if you submit your work late.
- 11.2. If there are circumstances impacting on your ability to partake in an assessment, you should follow the Mitigating Circumstances process as outlined in the [Mitigating Circumstances Policy](#).
- 11.3. Where you do not have an approved Mitigating Circumstances claim, the following penalties will be applied to late submission:

Work submitted late by	Mark deducted
Up to three working days	Mark deducted to the minimum pass mark
More than three working days	0%

12. GRADING BANDS

- 12.1. Formative assessments completed as part of learning tree nodes (parts of modules) are graded pass/ fail and, we have a grade band marking scale for other assessments.
- 12.2. The grading bands used by TEDI-London are mapped to [Annex D of the Framework for Higher Education Qualifications](#). The grading bands, skills and attributes, and associated indicative language is set out below:

BEng Degree Classification

Numerical Mark	Level 4-6 Classification Band	Skills and Attributes	Indicative language
>70	First Class 1 st	The student achieved all their required course learning outcomes and consistently demonstrated: <ul style="list-style-type: none">– advanced knowledge and understanding, cognitive, practical, and transferable skills– exceptional initiative and personal responsibility– ability to reflect critically and independently on their work– exceptional problem-solving skills	Exceptional, creative, insightful, illuminating, inspiring, exciting, authoritative, challenging Persuasive, sophisticated, original, reflective, ambitious, meticulous, critical, convincing, unexpected
60-69.99	Upper Second Class 2.1	The student achieved all their required course learning outcomes and demonstrated: <ul style="list-style-type: none">– thorough knowledge and understanding, cognitive, practical, and transferable skills– good initiative and personal responsibility– an ability to reflect critically on their work– thorough problem-solving skills	Fluent, thorough, analytical, precise, rigorous, confident, consistent, thoughtful
50-59.99	Lower Second Class 2.2	The student achieved all their required course learning outcomes and demonstrated: <ul style="list-style-type: none">– strong knowledge and understanding, cognitive, practical, and transferable skills– initiative and personal responsibility– an ability to reflect on their work	Satisfactory, clear, accurate, careful, congruent, coherent

BEng Degree Classification			
Numerical Mark	Level 4-6 Classification Band	Skills and Attributes	Indicative language
		<ul style="list-style-type: none"> - strong problem-solving skills 	
40-49.99	Third Class 3 rd	<p>The student achieved all their required course learning outcomes and demonstrated:</p> <ul style="list-style-type: none"> - knowledge and understanding, cognitive, practical and transferable skills - initiative and exercised personal responsibility - some ability to reflect on their work - problem-solving skills 	Sufficient, adequate, descriptive, limited
<39.99	Fail	<p>The student did not achieve the required course learning outcomes and did not consistently demonstrate:</p> <ul style="list-style-type: none"> - sufficient knowledge and understanding, cognitive, practical and transferable skills - adequate initiative and personal responsibility - ability to reflect on their work - problem-solving skills 	<p>Incomplete, inadequate, inconsistent, derivative, contradictory, superficial, irrelevant</p> <p>Erroneous/wrong, missing, limited, insufficient, unstructured</p>
0	Non-submission/ Penalty		Absent/ No academic merit

MEng Degree Classification

Numerical Mark	Level 4 – 7 Classification Band	Skills and Attributes	Indicative language
>70	First Class 1 st	<p>The student achieved all their required course learning outcomes and consistently demonstrated:</p> <ul style="list-style-type: none"> – advanced and systematic knowledge and conceptual understanding, at the forefront of their discipline cognitive, practical and transferable skills – exceptional initiative and personal responsibility, originality in application of knowledge – ability to reflect critically evaluate current research and evaluate methodologies and develop critiques of them and propose new hypotheses – exceptional complex problem-solving skills 	<p>Exceptional, creative, insightful, illuminating, inspiring, authoritative, challenging</p> <p>persuasive, sophisticated, original, reflective, ambitious, meticulous, critical, convincing, unexpected</p>
60-69.99	Upper Second Class 2.1	<p>The student achieved all their required course learning outcomes and demonstrated:</p> <ul style="list-style-type: none"> – thorough advanced knowledge and understanding, cognitive, practical and transferable skills – good initiative and personal responsibility – an ability to reflect critically on their work – thorough complex problem-solving skills 	<p>Fluent, thorough, analytical, critical, precise, rigorous, confident, consistent, thoughtful</p>
50-59.99	Lower Second Class 2.2	<p>The student achieved all their required course learning outcomes and demonstrated:</p>	<p>Satisfactory, clear, critical, accurate, careful, congruent, coherent</p>

MEng Degree Classification			
Numerical Mark	Level 4 – 7 Classification Band	Skills and Attributes	Indicative language
		<ul style="list-style-type: none"> – strong knowledge and understanding, cognitive, practical and transferable skills – initiative and personal responsibility – an ability to reflect critically on their work – strong complex problem-solving skills 	
40-49.99	Third Class 3 rd	<p>The student achieved all their required course learning outcomes and demonstrated:</p> <ul style="list-style-type: none"> – knowledge and understanding, cognitive, practical and transferable skills – initiative and exercised personal responsibility – some ability to reflect on their work – problem-solving skills 	Sufficient, adequate, descriptive, limited
<39.99	Fail	<p>The student did not achieve the required course learning outcomes and did not consistently demonstrate:</p> <ul style="list-style-type: none"> – sufficient knowledge and understanding, cognitive, practical and transferable skills – adequate initiative and personal responsibility – ability to reflect on their work – problem-solving skills 	Incomplete, inadequate, inconsistent, derivative, contradictory, superficial, irrelevant Erroneous/wrong, missing, limited, insufficient, unstructured
0	Non-submission/ Penalty		Absent/ No academic merit

PART D – ASSESSMENT PROCESSES

13. VERIFICATION OF ASSESSMENTS

13.1. VERIFICATION

Verification means the process of checking of all assessment briefs including examination papers and coursework/project assignments that form part of summative assessment.

13.2. INTERNAL VERIFICATION

The purpose of internal verification is to ensure that the briefs are appropriate in relation to the intended learning outcomes. The Academic Director oversees this process.

Internal verification is undertaken by a minimum of two members of academic staff (author and one other).

The internal verification of assessment briefs will be undertaken before you receive the briefs in the module Teams space.

13.3. EXTERNAL VERIFICATION

External verification involves the checking by the External Examiner of assessment briefs. The External Examiner reviews all assessment briefs and associated marking criteria to ensure that all assessments are appropriate for the subject, the level and in relation to the anticipated intended learning outcomes and that you will be assessed fairly in relation to the intended learning outcomes.

14. MARKING AND MODERATION

- 14.1. All assessments are moderated to ensure that a mark or grade is fair, valid and reliable, that assessment criteria have been applied consistently, and that any differences in academic judgement between individual markers is acknowledged and addressed. Moderation involves more than one academic member of staff marking either a sample of work, or all work submitted, and then comparing the marks.

- 14.2. Each module has an identified internal moderator, who is someone other than the module leader, who will be responsible for checking the representative sample of work and confirming that the assessment criteria for every element of assessment have been correctly and accurately applied and for recording the appropriate evidence of moderation.
- 14.3. Changes will not be made exclusively to marks within a representative sample. Should the Academic Director identify any concerns during the moderation process about the accuracy or consistency of marking based upon the sample, the relevant parts of the assessment for the entire cohort will be re-graded. This might be through scaling up or down, should the sample be found to be consistently over- or under-marked, or a full re-mark if the pattern of error is inconsistent.
- 14.4. The Academic Director will decide prior to the start of the academic year which moderation method will be used for each assessment.

14.5. **SAMPLE SECOND MARKING**

Sample second marking is the requirement for most assessments. It involves the module moderator checking a minimum of 10% of all work submitted for an assessment. The sample should be representative of the profile of classifications used. For small modules, the sample should include at least 3 pieces of work representing the highest marks, marks in the middle range and the lowest marks.

14.6. **DOUBLE MARKING**

Double marking is required where anonymous marking is not possible. This is where all assessments in the set are independently marked by two markers with a view to agreeing on a mark.

14.7. **BLIND DOUBLE MARKING**

'Blind Double' Marking, where neither marker is aware of the other's assessment decision in formulating their own mark. This is required for dissertations and major project reports.

14.8. **AGREEING MARKS**

Markers should use the assessment criteria and learning outcomes to establish a grade which is mutually agreed. It is appreciated that sometimes, there will not be an agreement and we have a process for this.

If the marker and moderator disagree on the mark that should be awarded for work that they have reviewed, the action to take would depend on the level of discrepancy.

If there is a difference of no more than 5% between the marker's and moderator's marks, then the average mark will be awarded.

If the marker and moderator are not able to agree final marks, the Academic Director will identify a second moderator to independently review the relevant assessments and the marker's and moderator's marks and comments, and to seek to resolve the discrepancy (and, if necessary, to determine appropriate outcomes for the assessments).

Where it is necessary for a second moderator, the assessments and information regarding the moderation process and resolution will be included in the sample for the External Examiner but the External Examiner should not be asked to intervene in resolving individual cases in the event of markers and moderators disagreeing.

15. EXTERNAL EXAMINERS

- 15.1. There will be an External Examiner for each programme, appointed in line with the External Examining Policy and undertaking the duties described in that Policy.
- 15.2. Further information on the External Examiners' role in the assessment process is available in the [External Examining Policy](#).

16. FEEDBACK ON ASSESSED WORK

- 16.1. You will be provided with individual feedback for all assessments. Feedback may be provided in written, audio, oral or digital format as appropriate.

- 16.2. For some modules, generic feedback may be given to a group if appropriate. Where the assessments are of a factual nature, this may include an outline of the expected answers. For descriptive assessments it may include statements of what an expected answer might include but not necessarily a model answer. A description may also be included of any typical problems encountered in answering the questions or general misunderstandings.
- 16.3. Generic feedback may incorporate statistical information including grade distributions, and average marks allowing individual students to understand their position in a group.
- 16.4. You will receive individual and/or generic feedback on all elements of assessment which **are** classified as a major project and contribute to a module within twenty five working days during term time (excluding vacation dates) of the scheduled submission date.
- 16.5. You will receive individual and/or generic feedback on all elements of assessment which **are not** classified as a major project and contribute to a module within twenty working days during term time (excluding vacation dates) of the scheduled submission date.
- 16.6. Provisional marks will be made available to you alongside any feedback you receive (see 16.4 and 16.5 for deadlines) as soon as possible after the teaching block ends. Confirmed marks are approved by the Assessment Board at the end of the academic year and will be made available to you as soon as possible after the Assessment Board has met.

17. FAILED ASSESSMENTS

- 17.1. If you have failed a module, you will usually be allowed one further attempt at all failed assessment components, subject to the approval of the Assessment Board. The Assessment Board will not withhold such approval unless, in its academic judgement, you lack any reasonable prospect of success in subsequent attempts. In the latter case, you will be withdrawn from the programme.

- 17.2. Where possible, e.g. for coursework, you will be required to improve and resubmit your original assessment. Where this is not possible, e.g. on a group project, you will be assigned an individual project.
- 17.3. Where you are required to resit an assessment component the assessment component mark will not be capped at the minimum pass mark but the overall module result will be capped. This means that the full range of marks will be available for the component resit. However, the maximum mark available for the overall module mark will be the minimum pass mark (40% for levels 4, 5 and 6, or 50% for level 7), unless you have had a claim for Mitigating Circumstances approved, in which case, the resit will be treated as a first attempt and the full range of marks will be available.
- 17.4. Following the resit, the highest mark achieved for the assessment component will be used in any subsequent averaging calculation however, the overall module mark will be capped at the minimum pass mark (40% for levels 4, 5 and 6, or 50% for level 7), unless you have had a claim for Mitigating Circumstances approved, in which case, the resit will be treated as a first attempt and the full range of marks will be available.
- 17.5. If following the resit, the original module mark and the resit module mark are both under the minimum pass mark, the higher of the two marks will be used in any subsequent averaging calculation.
- 17.6. Resit marks will be made available to you via the Teams environment as soon as possible. Confirmed marks are approved by the Resit Assessment Board and will be made available to you as soon as possible after the Resit Assessment Board has met.

18. COMPENSATION

- 18.1. We operate regulations for compensation, which are directly mapped to those of the [Engineering Council](#).
- 18.2. Compensation is defined by the Engineering Council as “the practice of allowing marginal failure (i.e. not more than 10% below the nominal pass mark) of modules and awarding credit for them, often on the basis of good overall academic performance.”

- 18.3. For compensation to be applied, you will need to show that you have met the learning outcome(s) being tested in other assessments. The Assessment Board will make this decision based on your performance across the rest of the programme.
- 18.4. Compensation will not be applied where the module mark falls below 30% for undergraduate modules (Levels 4, 5 and 6) or 40% for modules at Level 7.
- 18.5. Compensation will not be applied for modules that include an integrated exam as one of the assessments tasks.
- 18.6. Your module Teams site will outline whether the module is eligible for compensation.
- 18.7. The Engineering Council allows for a maximum of 30 credits to be compensated across the Bachelors or integrated Masters degree.
- 18.8. Major individual and group-based projects cannot be compensated.
- 18.9. Where a module is compensated, the original mark or grade will not be altered; the original mark will be used in any award classification.

19. REPEATING A MODULE

- 19.1. Subject to the approval of the Assessment Board, you may be allowed to repeat a module once under exceptional circumstances. The Assessment Board decision will provide details of how the module should be repeated, which could include, but is not limited to, one of the following options:
 - Repeated module studied and completed in full (with attendance) in addition to the 120 credits taken during the next academic year. Any passed elements from the previous attempt cannot be carried over.
 - Assessments for the repeated module completed (without attendance for module sessions) and submitted in line with the assessment deadlines for the module. This will be completed in addition to the 120 credits taken during the next

academic year. Any passed elements from the previous attempt cannot be carried over.

- Assessments for the repeated module completed (without attendance for module sessions) and submitted at the next available opportunity. This will be in addition to the 120 credits taken during the next academic year. Any passed elements from the previous attempt cannot be carried over.
- An alternative assessment is completed and submitted at the next available opportunity. This will be in addition to the 120 credits taken during the next academic year. Any passed elements from the previous attempt cannot be carried over.
- The repeated module will be capped at the minimum pass mark.

19.2. You will not be permitted to repeat a module that you have passed, except:

- a. where you, because of mitigating circumstances, are permitted to repeat a year in full, in which case all module grades in that year will be invalidated and passed modules may be newly attempted.
- b. where you, because of mitigating circumstances, are permitted to retake an assessment as a result of an appeal, in which case you will be able to rely on the higher of the original and the reattempted mark.

19.3. There may be some cases, usually due to mitigating circumstances, where you are required to repeat a year. In these cases, all module results from the original year will be invalidated and such modules will not count towards the total number of attempts.