Engineering College of Technology.

Academic Regulations

Academic Year 2025-26

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SECTION 1: INTRODUCTION

1.1 The Engineering College of Technology (ECT) is a private limited company that is registered in the United Kingdom, with company registration number 13664803. (https://find-and-update.company-information.service.gov.uk/company/13664803). It is registered to offer:

- Undergraduate level higher education (SIC 85421)
- Postgraduate level higher education (SIC 85422)

1.2 These Regulations are framed in accordance with the UK Quality Code for Higher Education and the Framework for Higher Education Qualifications (FHEQ) for England, Wales and Northern Ireland. ECT's awards meet or exceed the credit requirements and level descriptors defined by the FHEQ. ECT is registered with the Office for Students (OfS) and complies with the ongoing conditions of registration, including those relating to the quality of the academic experience, student outcomes, and consumer protection law. Where a programme is subject to additional requirements of a Professional, Statutory or Regulatory Body (PSRB), for example, the Engineering Council, these requirements are embedded in programme specifications and, in the case of a conflict, will take precedence provided they are consistent with the Quality Code and OfS expectations.

1.3 ECT has implemented robust governance and academic frameworks to effectively lead, supervise, and support academic, administrative, and support staff in delivering systems and processes that meet established quality standards. These structures ensure clear accountability for the quality of learning and teaching. The key organisational bodies include the Governance Board, Academic Board, Teaching, Learning and Quality Committee, and Programme Committees.

1.4 The Governance Board has the ultimate responsibility for the organisation and will exercise competent governance oversight and leadership of the organisation to ensure the sustainability of ECT as a strong independent higher education provider. It will be responsible for ensuring that ECT meets the registration requirements of the OfS, subscribes to the QAA, and recognises the importance of the Quality Code for Higher Education. The Governance Board is responsible for ensuring that the provider demonstrates that it meets the OfS criteria for Degree Awarding Powers.

1.5 The Academic Board is convened by the Governance Board and is the lead body responsible for academic oversight of higher education programmes, ensuring academic integrity and establishing and maintaining the highest standards of learning and teaching, as well as providing authoritative advice to the Governance Board on all academic matters. It provides a forum for academic staff to engage with the development of the providers' collegiate objectives.

1.6 The Academic Regulations are supported by policies and procedures approved by the Academic Board and the Governance Board. The Regulations and policies can be found on ECT's website.

1.7 The Academic Board will review and approve these Regulations annually. The Academic Board is responsible and accountable to the Governance Board for implementation and adherence. Amendments take effect from the start of the next academic year unless stated otherwise. Students will be informed of changes via the student portal. Revised Regulations apply to all students. Where changes could have a material adverse effect on existing students, transitional arrangements will be implemented to ensure no student is disadvantaged without fair opportunity to adapt.

1.8 ECT processes personal data in accordance with the UK GDPR and the Data Protection Act 2018.

1.9 Data will be processed lawfully, fairly, and transparently, for legitimate academic, administrative, and support purposes. Personal data may be shared with assessment partners, PSRBs, and other third parties where necessary to deliver education and comply with legal obligations.

1.10 Student records will be retained for defined periods as set out in the ***Records Management Policy***, after which they will be securely destroyed.

1.11 The information provided in the Academic Regulations, and the prescripts in ECT's policies and procedures, do not remove the right of students and potential students to act under the UK's consumer protection laws, nor does it prevent them from pursuing engagement with the Office of the Independent Adjudicator (OIA) or other legal remedies. These documents also do not remove the obligation of ECT to adhere to any requirements applicable to providers in relation to the UK's consumer protection laws and/or other laws relevant to the areas covered in this document. No prescript in this document or in any ECT policy or procedure will supersede consumer protection laws and/or any other UK law or regulation recognised by the government.

1.12 The Academic Regulations may be temporarily altered or changed by Academic Board in exceptional circumstances, such as widespread illness, or security reasons. Where possible, key stakeholders will be consulted before any changes are agreed. Any changes proposed will be approved by the Governance Board.

1.13 All queries relating to the Academic Regulations should be directed to the Learning Support Officer in the first instance.

SECTION 2: AWARDS AND PROGRAMMES

2.1 ECT establishes academic awards under its degree awarding powers. Programmes and modules are subject to a thorough and robust approval mechanism, with external peer engagement. Final approval to offer and deliver the programmes is agreed by the Governance Board on the recommendation of Academic Board. These processes ensure that the standards of the awards delivered by ECT are confirmed to have met the UK regulatory expectations, notably the Framework for Higher Education Qualifications (FHEQ), the relevant Subject Benchmarks and any relevant PSRB requirements.

2.2 The named award for each programme reflects the nature, level, and subject focus of the programme. It is determined at the programme validation event and will be included on the award certificate.

2.3 Definitive information about programmes is published in the programme and module specification documents.

2.4 Credits are used in educational programmes to indicate the amount of learning expected from students to achieve the learning outcomes of a programme. The number of credits is based on the estimated learning hours, with one credit representing 10 notional hours of guided learning. This may include teaching, seminars, tutorials and guided independent study and may vary between programmes and the prior experience, skills and aptitude of individual students. Students must gain 360 credits to be awarded a bachelor honours degrees and 180 credits to be awarded a master's taught degree. Therefore, students should spend approximately 3600 hours to complete the bachelor honours degrees and 1800 hours for the master's degrees. The number of credits and the level of the unit of learning indicate the complexity of learning outcomes to be achieved and the time students will typically need to demonstrate achievement of the outcomes.

2.5 Each programme comprises several modules, which consist of discrete units of learning that each cover a component of the programme. Each programme therefore consists of specific modules relevant to that course. The number of modules varies in the courses: students must complete all compulsory modules; they must select modules from a list of elective modules(where available); and the pre-requisite modules must be completed and successfully passed before students can attempt the modules for which pre-requisite modules are indicated. All modules at a particular level must be passed and approved by the Assessment Board before progression to the next level is permitted.

2.6 The programmes are predominantly delivered through distance learning strategies (an interactive online learning platform, live videoconferencing software, and remote/virtual labs). The programmes are delivered online, supplemented by hands-on workshops and industrial experience in an actual engineering setting. State-of-the-art educational

technologies combine real-time online learning with asynchronous learning sessions (i.e. that students can do in their own time), together with the practical application of learning using simulation software in remote and virtual labs. Students can interact with one another and with lecturers during live group and individual online tutoring sessions through Moodle and BigBlueButton. All online teaching and tutoring sessions are recorded for students to view at convenient times. All learning and teaching sessions and learning resources are delivered in English. All industrial experience and practical workshops are subject to risk assessment and health and safety checks to ensure compliance with engineering sector standards.

2.7 Where students enrolled for ECT's bachelor's degrees are required to complete components of the programme in a work context, they are informed of this requirement before enrolment. The following requirements will apply:

2.7.1 Students will be required to complete the industrial experience module. This may be at their workplace, subject to approval, if they are employed, or alternatively at an ECT approved company. This will take place during non-term time. Further information is available in the programme specifications and handbooks.

2.7.2 Students will complete discipline-specific workshops during semester breaks or holidays on equipment relevant to the engineering sub-discipline

2.7.3 Most students will be able to do the practical workshops at their places of work, but for those who do not have access to the required equipment, ECT will arrange appropriate facilities through an industry partner, or attendance at a residential workshop or lab session organised by ECT. These partners could have representatives on ECT's governance or academic structures or be companies with which ECT and/or its academics have or had work relationships.

2.8 Students who are working, or who have previous experiential and certificated prior learning in a relevant role in industry, may obtain recognition of prior learning based on evidence provided, in accordance with ECT's ***Admissions and Recognition of Prior Learning Policy*****.** This process determines whether a student can be exempt from undertaking specific modules.

2.9 Awards such as Certificate of Higher Education, Diploma of Higher Education, Postgraduate Certificate, Postgraduate Diploma, may be considered as intermediate awards by the Progression and Award Board where students are unable to complete the full award they are enrolled on.

2.10 The table below shows the credit rating of programmes leading to awards from ECT:

		Minimum credit levels				
Awards	**Abbreviation**	4	5	6	7	Total
Certificate of Higher Education (Unclassified)	CertHE	120				120

Diploma of Higher Education (Unclassified)	DipHE	120	120			240
Bachelor's degree (Unclassified)	BEng	120	120	60		300
Bachelor's degree with Honours	BEng (Hons)	120	120	120		360
Postgraduate Certificate (Unclassified)	PgCert				60	60
Postgraduate Diploma (Unclassified)	PgDip				120	120
Master's Degree	MSc				180	180

2.11 Degrees are only awarded if a course of study leads to the award of that qualification, and if all the requirements of the course of study have been fulfilled. The following standards apply in documentation and certification:

2.11.1 Documents are traceable and authenticable
2.11.2 Documents are designed to prevent unauthorised reproduction, and are protected against fraudulent issue
2.11.3 Documents are replaceable by ECT through an authorised and verifiable process

2.12 A student will be eligible for their intended award where they achieve the necessary credits as set out in the award classification framework and fulfil any other requirements for the programme as set out in the Programme Specifications. If a student does not obtain the necessary credits for progression or award following application of the academic regulations, or chooses to withdraw from the institution, the student will receive an academic transcript recording the results of all the credits they have obtained.

SECTION 3: ADMISSIONS

3.1 Admissions to ECT programmes will be conducted in accordance with the principles and prescripts in the ***Admissions and Recognition of Prior Learning Policy and Procedures*****,** which complies with the UK Quality Code for Higher Education and relevant UK legislation on equality and non-discrimination:

3.1.1 The admissions process effectively assesses the potential of candidates to succeed on their chosen programme of study and to achieve high-quality outcomes;
3.1.2 Applicants are treated fairly and consistently and supported through the admissions process to make informed choices.
3.1.3 Admissions decisions draw on rigorous checks of candidate eligibility and are equitable, transparent, based on merit, and made in a timely manner;
3.1.4 Transparent and accessible procedures are in place on making an admissions appeal or complaint;
3.1.5 Admissions protocols reflect ECT's strategic commitments to equality and social justice and adhere to good sector practice and regulator expectations.

3.2 If students apply for a course that is accredited by a professional, statutory, or regulatory body, ECT will also consider their admission requirements.

3.3 The admissions process provides entry opportunities to students by ensuring that:

3.3.1 Entry requirements are documented and that selection criteria are readily available to prospective students
3.3.2 Students who do not initially meet entry requirements into a particular course of study are informed of alternative pathways
3.3.3 Appropriate learning support is available to facilitate students' success
3.3.4 Student progress is monitored and utilised to review admissions requirements

3.4 Students applying for admission to higher education programmes must do so on the approved online form, which requires them to demonstrate achievement of the entry requirements. They must provide certified copies of academic records of previously completed courses of study, as well as other documentary evidence required for the specific programme. Applicants could be required to do an interview with an ECT representative. The assessment of applications will be conducted by admissions officers, and they may request additional information to ensure that admission decisions are based on current and relevant evidence.

3.5 ECT reserve the right to withdraw an offer of a place to study if false or misleading information has been provided.

3.6 Admissions Officers, on behalf of the Head of Engineering, will process applications and select applicants for admission, in consultation with the Admissions Panel, to ensure that decisions are applied fairly and consistently and are equitable, transparent, based on merit, and made in a timely manner. Their responsibilities will be exercised in accordance with the ***Admissions and Recognition of Prior Learning Policy and***

***Procedures*.**

3.7 Applicants with disabilities, health or other special needs will be requested to indicate the nature of their specific needs in the relevant section of the initial application form. Learning Support Officers (LSOs) will contact these students to ascertain the extent of their disability and whether they require extra support with the application process, and with their studies thereafter. They will then guide students on specific support that could be provided to accommodate the disability or special need.

3.8 During the selection process, due consideration will be given to ECT's ***Equality, Diversity and Inclusion Strategy*** in support of its commitment to broaden equitable participation of students from Black and Minority Ethnic (BME) groups, under-represented groups such as women and people with disabilities, and students from disadvantaged backgrounds.

Entry Requirements

3.9 The entry criteria will be specified for each programme, within the programme specification documents, as approved by Academic Board. The minimum age requirement for all programmes is 18 years.

3.10 The required level of English language proficiency will be detailed in the entry requirements for each programme. All applicants for whom English is not their first language are required to provide results from a recognised language test such as ESOL, IELTS, TOEFL iBT or equivalent. The evidence of English language proficiency should have been obtained within two years of commencement of the programmes. Admissions Officers will verify English language test results with the issuing body and check their recency.

3.11 International students who require a visa for completing practical work at the ECT campus will be responsible for arranging their own 'Standard Visitor Visa'. ECT will provide the student with a Letter of Support which will state that the student is enrolled in a distance learning programme at a UK institution, that the workshop is a mandatory part of their course, and specify the dates and location of the workshop.

3.12 Applicants are expected to disclose to ECT any spent, unspent or new criminal charges, convictions or pending investigations during the admissions process to enable ECT to discharge its duty in relation to safeguarding of their staff and students. Having a criminal record does not necessarily preclude an individual from applying for one of ECT's programmes. Enrolled students should equally inform ECT of any new convictions, cautions, reprimands, warnings, pending investigations or charges since their last declaration. Failure to disclose relevant information, could result in the withdrawal of the offer of enrolment or withdrawal from the programme.

Outcomes of the admissions process

3.13 Applicants who have met the requirements and been accepted onto a programme will receive a *Letter of Offer* and other contractual documents that are entered into between ECT and students. This Letter will include conditions of enrolment and participation for undertaking a course of study. Students will also be provided with information on the programme as outlined in the ***Admissions and RPL Policy.*** Students who wish to enrol for a selected programme will sign the 'Acceptance of Offer' form that is included in the *Letter of Offer*. They should review all the conditions and requirements before signing the acceptance of offer, including the conditions relating to fees and the refund of tuition fees as described in the ***Higher Education Fees and Refund Policy.***

3.14 ECT reserves the right to withdraw an offer of admission if it finds that the applicant provided incomplete or inaccurate information, or if circumstances change significantly such that the applicant no longer meets the entry requirements, or the offer has expired (four weeks from the date of the Letter). Applicants who have met the entry requirements but have been excluded or suspended from any other educational institution, will need to provide the reasons for their exclusion/suspension to confirm that these do not constitute valid reasons for refusing admission to the ECT programme.

3.15 Applicants who have not been accepted will be informed accordingly in writing, with the reason for refusal. ECT may refuse admission even if the applicant has met the entry requirements if it is discovered that the applicant has:

3.15.1	An unsatisfactory academic history that has not been resolved, such as failing to make academic progress on another programme
3.15.2	Inadvertent or intentional fraud, dishonesty or serious irregularity
3.15.3	Undisclosed criminal conviction that has come to light
3.15.4	Been expelled from a programme offered by ECT or another provider due to a serious incident or repeated academic misconduct

3.16 A student whose enrolment for a programme has been terminated on the grounds of academic misconduct may not be re-admitted to an ECT programme. Readmission will only be permitted in exceptional circumstances and typically only after a period of two academic years. The Programme Leader would need to recommend readmission to the Head of Engineering for approval. A student who is re-admitted to an ECT programme will be required to pay the stipulated tuition fee for the year of re-admission.

3.17 Applicants may appeal admission decisions by writing to the Admissions Team within ten days of receiving the decision notice, if they believe that the decision has not considered all the facts or was unfairly made. Applicants who are unhappy with aspects of the admissions service received from ECT can lodge a complaint. Appeals against academic judgement will not be considered. Details of how applicants can lodge an admissions appeal, or complaint can be found in the ***Admissions and Recognition of Prior Learning Policy.***

Recognition of prior learning (RPL)

3.18 ECT's ***Admissions and Recognition of Prior Learning Policy*** allows students to receive academic credit for prior learning experiences, which may be applied towards module requirements within a programme.

Recognition of certificated and experiential prior learning (RPCL and RPEL)

3.19 Credit may be granted for learning acquired through a formal certificated learning process, such as the successful completion of a course (or part of a course) undertaken at ECT or at another recognised higher education institution in the UK or other countries. Similarly, students could receive recognition for the experiential prior learning that is acquired through an uncertified learning process, such as employer/workplace-based training, and/or through relevant work and/or life experience. Further information can be found in the ***Admissions and Recognition of Prior Learning Policy***.

3.20 Credits can only be awarded to the maximum of 120 credits towards ECT's bachelor's degrees and 90 credits towards the master's degrees.

3.21 The assessment of applications for recognition will include determining the validity of the documentary evidence submitted by the applicant. Cases in which inadvertent or intentional fraud, dishonesty or serious irregularity are identified in the applications will be forwarded to the Student Experience Manager. Depending on the severity of the case, the action could include requesting the applicant to resubmit the application with valid evidence, or more severe actions in cases of intentional dishonesty.

SECTION 4: ENROLMENT

4.1 New students to the ECT must complete the enrolment process before they are confirmed as a student with ECT. They must agree and sign ECT's terms and conditions as part of this process and re-enrol annually for the duration of the programme.

4.2 The closing dates for applications will be published on the website, and students will normally not be permitted to enrol more than 15 days after the official start date of the programme. Enrolment after 15 days will be conditional upon ECT being satisfied that late enrolment will not have a detrimental impact upon students' learning and ability to meet the learning outcomes of their programme of study. No student will be permitted to enrol concurrently for more than one degree or to be enrolled at ECT whilst enrolled at another higher education provider.

4.3 Existing students will receive a notification on the re-enrolment process for the upcoming academic year and the deadline, with information on changes to the programme and tuition fees where relevant. They will receive a form to complete via e-mail where they will need to update their personal information and confirm the programme for which they want to re-enrol. They will receive confirmation of their re-enrolment from an Admissions Officer.

4.4 New students who do not register by the deadline will have their status returned to the application stage. They will be asked if they wish to be considered for the next available entry point for the programme they have applied for.

4.5 New students who wish to change their course before they have enrolled for the first time can make a request to change which will be considered by the Admissions team using the entry criteria for the course they wish to transfer to.

4.6 The minimum and maximum periods of enrolment are outlined in the table below:

	Full Time		**Part Time**	
	Min	Max	Min	Max
Undergraduate	3 years	6 years	6 years	12 years
Postgraduate	1 year	2 years	2 years	4 years

The durations include the years of academic study on the programme and any additional time taken such as approved extenuating circumstances, approved break in study, temporary suspension. The minimum period of enrolment may be reduced for students with recognition of prior learning.

4.7 If a student has reached the maximum duration for the programme, they will be withdrawn and be considered for an intermediate award, if eligible.

Attendance

4.8 ECT's programmes require online attendance and participation at the live tutorials. Students are expected to engage with synchronous and asynchronous learning. The interaction in these interactive tutorials with the lecturers and other students is an important part of the learning process.

4.9 In fully online delivery, *attendance* means timely participation in scheduled live activities or completion of equivalent asynchronous tasks. *Engagement* includes accessing weekly learning programme; participating in forums; submitting formative tasks; viewing recordings to agreed thresholds; and responding to tutor communications. Where live attendance is not feasible (e.g., time-zones, caring responsibilities) an agreement adjusting synchronous learning with equivalent asynchronous route must be in place. In terms of attendance, synchronous and scheduled asynchronous learning is treated as equivalent. Please refer to the ***Attendance and Engagement Policy*** for further information.

4.10 Students will need to ensure that they allocate sufficient time to participate in the learning activities, which include preparatory self-study of the learning material, viewing the pre-recorded lectures, attending and participating in live tutorials, as well as preparing and completing assessments. They will need to make sure that they cover the learning material adequately and gain sufficient knowledge of the topics covered in each module to develop sound, enduring and immediately useful knowledge and skills. The LSOs will monitor the attendance and participation of students in learning sessions and online learning activities.

Hardware and software specifications

4.11 Students enrolled in ECT's online programmes need to access learning resources in digital format, view recordings of learning sessions, complete online assessments, participate in virtual classroom discussions, collaborate with other students on the same programme, and engage with lecturers and ECT support staff through emails and other electronic communication. They also need to do practical work using remote/virtual and simulation software. Therefore, students need their own laptops or similar device with speakers and a microphone. The full list of the minimum technical requirements is provided in the Letter of Offer.

Induction of enrolled students

4.12 All enrolled students will participate in the compulsory one-week induction in the week prior to commencement of teaching sessions of their programme. The induction will be conducted in a series of online sessions that will be recorded for all students for revision.

4.13 During the induction period, all students will be assessed on their level of mathematics proficiency and may be required to complete the ECT mathematics support plan in addition to their first semester modules.

Deferral, Interruption, Termination and Withdrawal from a programme

4.14 The ***Deferral, Interruption, and Withdrawal Policy*** makes provision for students to apply for deferment, interruption of studies, and withdrawal from a programme.

4.15 Students should also refer to the ***Higher Education Fees and Refund Policy*** and note that tuition fees may change during their period of deferral or interruption.

4.16 Students meeting the requirements for an intermediate award at the time of withdrawal will be considered for such an award by the Assessment Board.

4.17 A student's enrolment may be terminated by ECT prior to completion of their academic programme due to academic failure, breach of conduct, health and welfare concerns, or non-compliance. ECT will notify the student in writing of its intention to terminate studies, stating the grounds and providing supporting evidence. The student will be given an opportunity to respond, and where appropriate, to appeal the decision. They will be directed to the correct appeals route based on the specific reason for the termination.

SECTION 5: ASSESSMENT REGULATIONS

5.1 Students will be assessed continuously during the programme to track their progress, record learning achievements, and identify areas for improvement to take corrective action. The induction sessions for newly enrolled students will provide details on the assessment of learning during the programme; the different types of assessment; the standards students must achieve (in the form of learning outcomes and associated assessment criteria); the format, dates and other submission requirements; the marking of assessments; how final marks and grades are calculated; and the weighting of final marks and grades in determining the overall marks. The comprehensive Module Descriptors provide students with these and other details on each module of the programme.

5.2 It is the students' responsibility to ensure that they take note of the days on which examinations are scheduled and the due dates of all assessments, including assessment resits, extensions and deferred assessments. Where scheduled assessments or activities fall on days of religious or cultural significance, students may request reasonable adjustments in advance, subject to academic standards and operational constraints.

5.3 Students will be required to complete formative and summative assessments in each module. Continuous formative assessment of students' progress in achieving learning outcomes provides information during the learning process, and assists lecturers, assessors and students to monitor progress. Constructive feedback enables students to identify areas in which they need to improve. Summative assessments are used to assess whether students have successfully achieved the module learning outcomes for the award of credits for modules and/or the award of the qualification.

5.4 All students' work is marked using the approved ECT marking bands below:

Notation	Range	Bachelor's degree with honours	Master's degree
A	70 to 100%	First Class Honours	Distinction
B	60 to 69%	Upper Second Class Honours (2:1)	Merit
C	50 to 59%	Lower Second Class Honours (2:2)	Pass
D	45 – 49%	N/A	Marginal Fail
D	40 to 49%	Third Class Honours	Fail
E	35-39%	Marginal Fail	Fail
F	0 to 34%	Fail	Fail

5.5 The Practical Hands-On Workshops and Industrial Experience compulsory module (for the bachelor's degrees) and Professional Experience (for the master's degrees) will be formally assessed. These modules are competency-based requirements. Students must successfully demonstrate achievement of specified learning outcomes to progress or

graduate. While they carry no formal credit weighting, they are mandatory pass/fail components of the award.

5.6 Once a module has been passed, students are not permitted to resit any assessments or retake the module for the purpose of improving their grade.

5.7 Permission could be granted for an alternative assessment to provide equitable assessment practices for students with a disability or other circumstances that require a modification to the assessment. The modifications may be in the use of special equipment, support from a scribe, provision for supervised breaks, or an oral in place of a written assessment. Modifications can also be made on recommendation by a relevant authority, e.g. Disability Officer, medical or health practitioner. Modifications are made with the knowledge and approval of the External Examiner.

5.8 Use of generative AI and other digital assistance tools is prohibited unless explicitly authorised in the assessment brief. Where use is permitted, students must: (a) clearly declare all tools used, (b) explain how they were used, and (c) ensure that the submitted work remains their own. Students are fully responsible for the originality, accuracy, and integrity of their work. Unauthorised use of generative AI or digital assistance tools will be treated as academic misconduct in accordance with the ***Academic Honesty and Misconduct Policy.***

Assessment Submission

5.9 Student's must submit their assessment using the prescribed process and by the published deadline.

5.10 If a student submits their assessment beyond the published deadline, the following penalties will apply:

- 5.10.1 Late submission of assessments (excluding exams) shall be penalised at the rate of 5% of the full marks of the assignment for each working day that the submission is late
- 5.10.2 Submissions received more than seven working days (168 hours) after the due date/time will be given a 0% mark (fail) unless an approved extension has been given
- 5.10.3 Any submissions after the approved extension date will be given a 0% mark
- 5.10.4 Non-attendance at a scheduled exam without an approved deferral request will result in a 0% mark (fail) being awarded to the student
- 5.10.5 Failure to attend or submit an approved deferred exam/assessment will be given a 0% mark
- 5.10.6 Failure to attend or submit a resit/retake exam/assessment will be given a 0% mark

5.11 If a student is unable to submit their assessment by the published deadline, they should refer to the ***Mitigating Circumstances Policy.***

Extensions and Deferred Assessments

5.12 Students may apply for extensions to submission dates and deferred assessments in mitigating circumstances, such as medical or personal reasons, in accordance with the ***Mitigating Circumstances Policy*****.** The maximum extension time that can be granted is seven days from the original due date, unless otherwise approved by the Head of Academics and Operations. Students may apply to defer when medical conditions or other mitigating circumstances prevent the student from writing the examination or completing the assessment at the scheduled date and time. All applications for deferred assessments must be accompanied by supporting documentation corroborating the reason for the request. Assessments that have been deferred with approved special consideration are not capped. Assessment adjustments are granted in accordance with the Equality Act 2010, ensuring no student with a disability or learning need is disadvantaged

5.13 Absence from a scheduled examination can only be for circumstances beyond the student's control. Deferred assessments are approved only where the granting of a deferred examination rectifies a disadvantage. Deferred assessments are not approved where the granting of a deferred assessment would create an unfair advantage for the student. The deferred assessments are usually in the same format as the original assessments, but in some circumstances may take a different form. Students with longer-term illnesses that impact significantly on their coursework are strongly advised to seek advice from their Learning Support Officer well in advance of the scheduled assessment due date or examination period and prior to submitting deferred assessments applications.

5.14 Should a student fail to submit a deferred assessment or sit a deferred examination, they will be awarded a 0% mark (fail) for the assessment/examination.

Passing modules

5.15 The minimum overall final pass grade for all pieces of assessment in the bachelor's degrees is 40%, with 50% for the master's degrees.

5.16 Where marks of 38% and 39% for undergraduate programmes, and 48% and 49% for postgraduate programmes were allocated, this will be internally moderated by another assessor of all manually graded module assessment tasks for that student to assist with determining the final result and grade.

Resits, Retakes, and Repeats

5.17 If a student fails a module, they will be granted one opportunity for a second attempt at the failed assessment elements by the Assessment Board without any additional tuition or fees, known as a 'resit'. This will only be granted for summative assessments and/or an examination in which the student failed to achieve the pass mark. The student will not receive additional lectures or learning sessions but will have access to all the learning resources for the module. These students will be reassessed under the curriculum in

place at the first attempt and using the same assessment method, but a different paper. The module mark will be capped at 40% for undergraduate and 50% for postgraduate for assessment resits.

5.18 Students who fail a resit will be required to retake the module. The student will be approved by the Assessment Board to re-enrol in the modules they have failed and will retake the entire module.

5.19 Students may progress to the next stage of study if they have failed a single 15-credit module. This module will be carried forward (trailed) into the next stage, with no requirement to attend lectures or scheduled learning activities. However, students must complete all assessments for the module. If more than one module requires a retake, the student will be required to repeat the academic year. In such cases, attendance at all lectures, and learning sessions for the failed modules is mandatory.

5.20 If a student is required to retake a module, the assessment mark will not be capped. The marks achieved will replace those achieved on the first attempt at the module.

5.21 Students who are required to retake a module will be required to pay the applicable retake fee as set out in the ***Higher Education Fees and Refund Policy.***

5.22 If a student fails a module they have retaken, or repeated, they will be allowed a final opportunity to resit the failed assessment. The resit will be capped at the minimum pass mark of 40% for undergraduate provision and 50% for postgraduate.

5.23 If a student fails their resit on a module they have retaken, or repeated, this constitutes four assessment attempts (two full module attempts), which is the maximum permitted and will therefore be required to leave the programme. If required to leave, they may be eligible for an intermediate award and a transcript.

Term	**Definition**	**What the student repeats**	**Re-enrolment?**	**Attendance Required**	**Marks Capped?**
Resit	A second attempt at the failed assessment(s) only. The student does **not** repeat the module.	Assessment(s) only	No	No	Yes (40% UG and 50% PG)
Retake (Trailed module)	A full repeat of **one** failed 15-credit module while progressing to the next stage. All assessments in the module must be completed again.	Entire module	Yes (module only)	No	No
Repeat Year	A repeat of the full academic stage where more than one 15-credit module has been failed.	All failed modules; full year of study	Yes (full stage)	Yes	No

Pre-assessment Moderation

5.24 Fairness of assessment will be monitored through internal and external moderation to ensure that academic standards are upheld and that assessments are fair across the board to ensure consistency, parity and fairness of assessment outcomes.

5.25 All summative assessment briefs, including those from level 4 (coursework and examinations), must be subject to moderation in line with the ***Assessment and Feedback Policy.***

5.26 Any expectations from Professional, Statutory and Regulatory Bodies, where accreditation has been secured, will be adhered to.

Post-assessment moderation

5.27 Moderation will involve the internal and external review of completed assessment tasks, checking a sample of work to ensure the appropriateness and consistency of the marks awarded. Moderation will be carried out in accordance with the processes provided in the ***Assessment and Feedback Policy.***

5.28 External Examiners will be provided with a representative sample of student work for each assessment task on the modules they are allocated to, in line with the requirements set out in the ***Assessment and Feeback Policy***, and the ***External Examining policy.***

Continuation

5.29 Students are required to make satisfactory academic progress before continuing to the next level of the programme by meeting the minimum requirements for each module as set out in the Programme Specifications and Module Descriptors. Learning Support Officers and academic staff monitor students' progress through the collection of data and report statistical progress to the Academic Board. They identify students who are not making satisfactory academic progress and those who are at risk of failing and provide support and advice as soon as possible to give students the opportunity to successfully complete the module and the programme. Special interventions are implemented to deal with at-risk students, in accordance with the ***Students at Risk Policy***.

5.30 Feedback is provided to students on all assessments via written, verbal or video communication from lecturers, model answers to questions, in-text comments on the actual assessment script, or via Moodle, ECT's Learning Management System. Feedback is provided in a format that allows students to review their learning progress and develop strategies for improving their achievement of learning outcomes. Feedback will also enable students to understand the grade allocation and marking criteria applied during assessment. Feedback will be provided as per the table below. Where feedback cannot be provided within these timescales due to exceptional circumstances, students will be informed of the revised timescale and the reason.

Formative Assessments	Immediate feedback on assessments completed through the electronic learning platform and feedback within 10 working days for other assessments
Summative Assessments	Within 21 working days

Exams	Within 21 working days
UG Capstone Project	Within 30 working days
Final thesis (Master's Degree)	Within 30 working days

5.31 External examiners must endorse the results reviewed at the end of each completed academic period and the final award at the end of the course. This endorsement is presented at the meeting of the Assessment Board, which will review and ratify the end-of-period and end-of-programme results.

5.32 If the results and/or awards are not endorsed by the external examiner, the Dean will engage with the examiner to agree on the corrective actions required to address the concerns. If this has not resolved the concerns, the Dean will engage with the Academic Board. Affected students will be informed if there will be any delay in finalising and communicating their results.

Scaling

5.33 In general, ECT policy is not to scale marks, except in exceptional circumstances and only where the marks after scaling will more accurately reflect student learning and achievement against the assessment element or module learning outcomes. Any module that has a mark distribution outside of the normal expectations must be discussed as part of the moderation process. Where scaling occurs, it will follow the process provided in the ***Assessment and Feedback Policy.***

Assessment Boards

5.34 The role of the assessment boards of ECT is to oversee assessments and examinations to ensure the fair and consistent evaluation of students' academic achievements, that academic standards and the requirements of regulatory entities are met, and facilitating the awarding of qualifications in accordance with ECT's Academic Regulations. Further information relating to Assessment Boards and their functions can be found in the ***Assessment Boards policy.***

5.35 The Assessment Boards comprise of Module Assessment Boards (MABs), and Progression and Award Boards (PABs). The Boards will review assessment results and external examiner reports for each cohort of every programme.

5.36 The Progression and Award Board verifies the list of students who meet all the following eligibility criteria for graduation:

5.36.1 All academic requirements for the course have been met
5.36.2 There are no missing results or credit transfers
5.36.3 The student has no financial debt owing to ECT

5.37 If students owe a debt, they will not be able to graduate and receive their degree awards until all monies have been paid, in accordance with the prescripts in the ***Higher***

Education Fee and Refund Policy.

5.38 All marks issued prior to the Assessment Board's deliberations are deemed provisional and shall not be considered final until formally ratified by the Board.

Compensation and Condonement

5.39 Compensation allows credit to be awarded for a module where a passing grade was not achieved, if specific conditions are met.

5.40 All modules must be passed or receive a compensated pass in order for a student to graduate with the named degree award.

5.41 Condonement is where a student fails a module but is allowed to progress or graduate without retaking it because they have met conditions set by the institution. This practice is not permitted at ECT.

5.42 The following limits will apply for compensation of marginal failure (35-39% UG, 45-49% PG):

- 5.42.1 A maximum of 30 credits in a Bachelors programme can be compensated, and a maximum of 15 credits in a Master's degree
- 5.42.2 Major individual and group-based project modules must not be compensated

5.43 The Assessment Board may apply compensation as follows:

- 5.43.1 A maximum of 15 credits across Levels 4 and 5
- 5.43.2 At Level 4, compensation may be applied following a resit
- 5.43.3 At level 5, compensation may be applied after failure at the first attempt or a resit
- 5.43.4 At Level 6, compensation may be applied up to a maximum of 15 credits, either after failure at the first attempt or a resit
- 5.43.5 No compensation may be granted for Engineering Capstone Project in the bachelor's degree, or for Project Thesis in the master's degree.
- 5.43.6 A student who has not met the full requirements to pass a module, but who has sufficient credits to remain eligible for the award of the degree, may be allowed to continue their studies, progress, or receive an award.

5.44 The Assessment Board will consider a student's performance after all attempts at assessment of a module for a given study period. The Assessment Board will use the following criteria for decisions on granting compensation:

- 5.44.1 The student must have attempted all components of assessment in that module; demonstrated adequate engagement with their learning activities and resources throughout the module and not have been involved in academic misconduct for that module
- 5.44.2 The student must have achieved an average mark across all modules at this stage of at least 40% for undergraduate programmes, and 50% for postgraduate programmes.

5.45 Where compensation is permitted, the critical point is that compensation must benefit students. The application of compensation should only be made if doing so completes a student's profile and allows a progression or award decision to be made by the Board that is applying compensated credits.

Examinations

5.46 The IRIS invigilation/proctoring software is used for monitoring students during examinations, and students will be required to confirm their identity. Where an examination is classified as 'restricted open book', students are permitted to take into an examination limited material as specified by the Learning Support Officer. Where an examination is classified as 'open book' there are no limitations on the written materials which may be taken into the examination. Where access to calculators or electronic devices is required in an examination, specific details of permitted models and security measures will be detailed in the Module Descriptors and explained by the Learning Support Officer prior to the examination date.

5.47 The programme fee includes two attempts at the examination for each module. Students repeating modules (having failed assessments after two attempts) may be required to pay an additional examination fee per module.

Award classifications (see also table in 5.4)

Undergraduate:

5.48 Credits achieved at Level 4 do not contribute towards the degree classification. Where a student has been awarded a total of 360 credits with a total of 240 credits at level 5 and 6 combined, and at least 120 at Level 6, the Assessment Board will approve the award of the degree to the students based on the algorithm below:

- The average percentage mark at level 5 multiplied by a weighting of 20%, plus
- The average percentage mark at level 6 multiplied by a weighting of 80%.

5.49 In calculating the weighted average, module credits will be weighted appropriately. Mathematical rounding will then be applied to the final weighted average to produce a whole number, i.e. 69.4 will be rounded down to 69, and 69.5 will be rounded to 70. Where modules have been successfully passed following a resit, the capped mark of 40% will be used in the calculation of a student's entitlement to receive an honours classification. Marks will not be capped if the assessment is passed on the first attempt at a retake module or a repeat year.

5.50 Unnamed exit or intermediate awards are conferred on an unclassified basis and do not carry a first, second, or third class honours designation.

Postgraduate:

5.51 An award with Distinction, Merit, and Pass is permitted for postgraduate taught master's programmes. However, an award with Merit or Distinction is not permitted for exit or intermediate awards.

5.52 Once students have attained sufficient credits they will be considered for awards. Where the overall average, calculated to one decimal place, falls within one of the following ranges, the Progression and Award Board will recommend the award as follows:

- An average percentage mark of 50-59% across all of the credit required for the qualification, will lead to a pass mark for the MSc
- An average percentage mark of 60-69% across all of the credit required for the qualification, will lead to the award of the MSc with Merit
- An average percentage mark of 70% or above across all of the credit required for the qualification, will lead to the award of the MSc with Distinction.

Borderline Zones for Undergraduate Degree Classifications

5.53 An undergraduate student will be considered to be in a borderline zone when their final overall weighted average falls within 2 percentage points below a classification boundary. Borderlines are not permitted at postgraduate level. The borderline zones at undergraduate level are defined as follows:

First Class (1st) Borderline	68% – 69.9%
Upper Second Class (2:1) Borderline	58% – 59.9%
Lower Second Class (2:2) Borderline	48% – 49.9%
Third Class Borderline	38% – 39.9%

5.54 Where a student's final average falls within a borderline zone, the Assessment Board may consider awarding the higher classification. To be considered for uplift, the student must have strong performance in higher level modules, including at least 50% of their final year credits achieved at the higher classification level. The Board will also review the student's overall pattern of attainment. Borderline outcomes are not automatic and are awarded only at the discretion of the Assessment Board.

Students' right to appeal

5.55 Students have the right to appeal against Assessment Board decisions where it relates to procedural irregularity, evidence or bias, in accordance with the ***Academic Appeals Policy* and *Procedures*.** However, appeals cannot be used to challenge the academic judgement. Students may decide to follow the informal route by engaging directly with the lecturer concerned and/or the Learning Support Officer. If this route is not possible, satisfactory or preferred by the complainant, the student can follow the formal route described in the above-mentioned policy and procedures.

5.56 Issues relating to the quality of learning experiences may be considered under the ***Student Complaints Policy.***

5.57 The overarching principle is for the issue to be directed to the person or persons directly

involved, and then to proceed through the hierarchical structure if the issue is not resolved at each level.

5.58 Non-academic complaints may relate to services, facilities, or staff conduct and follow a staged resolution process. The ***Student Complaints Policy*** should be followed. Once internal processes are complete, eligible students may refer the matter to the Office of the Independent Adjudicator (OIA) or may complain to the Office for Students (OfS).

Legal rights and obligations

5.59 The ***Academic Appeals Policy*** **and** ***Procedures*** do not remove the right of students and potential students to take further action under the UK's consumer protection laws, nor does it prevent them from pursuing other legal remedies. These ECT documents also do not remove ECT's obligation to adhere to any requirements applicable to providers in relation to the UK's consumer protection laws or other laws relevant to the issue. Once internal processes are complete, eligible students may refer the matter to the OIA or may complain to the OfS.

Research components for taught degrees

5.60 Every student undertaking a dissertation or research project will be assigned a suitably qualified supervisor. Ethical approval is required for all research involving human participants, animals, or sensitive data. Submission deadlines and formats are set out in programme documentation and align with general assessment policy. Viva voce examinations, where required, will be conducted according to published procedures, with adequate notice provided to the student.

SECTION 6: CONFERMENT

6.1 Students are considered to have completed their course and registration with ECT once they have been conferred with an award by the Assessment Board.

6.2 Conferment of an award is evidenced by ECT through a formal certificate. Students who have met all the requirements for the award of the degree are issued with authorised certification documentation, including a Degree Award and an academic transcript, which include and state correctly:

6.1.1 The name of the Engineering College of Technology as the registered higher education provider issuing the documentation

6.1.2 ECT's registered higher education provider number: UKPRN 10089771

6.1.3 ECT's company seal and logo

6.1.4 Student's full name and identification number

6.1.5 Date of issue/award/conferral

6.1.6 Name and office of the person(s) authorised by ECT to issue the documentation and their signatures, i.e. the Dean and the Governance Board Chair.

6.3 Students can request an official record of results at any time during the course of study. The Academic Transcript is a record of all learning completed by the student that leads to a registered qualification or accredited module(s) in which a student is enrolled and/or has completed. This is not a Degree Award for the full degree, but records of all the modules undertaken when students meet all the eligibility requirements to be conferred an award. An academic transcript issued as part of graduation documents after the completion of an award will be signed by the Dean and Governance Board Chair. A fee will be incurred for transcripts that are requested before completion of the programme.

6.4 The academic transcript includes: the full name of all courses and units of study (i.e. modules) undertaken; when they were undertaken and completed (or failed); credits granted; and the grades/marks awarded. Students can also request a list of all the modules in which they are enrolled and/or have completed at any time during their period of study, although they will not be able to use this as a Degree Award or Academic Transcript. These will be signed by a Learning Support Officer or Head of Academic and Operations but will not be accepted as official certification documentation.

6.5 Certification documentation is provided to graduates through the following means:

6.5.1 Posting to the graduate by registered mail/traceable courier service; or

6.5.2 Collection by the student from the ECT office, with a photographic identification of the student

6.6 The Dean may approve the re-issue or replacement of a Degree Award and/or

Academic Transcript if the original has been lost, stolen, mislaid, destroyed or damaged. The document will indicate that it is a re-issue or replacement. A fee is payable for this document and will be indicated on ECT's website. Students have the right to submit a complaint to the Dean against a decision not to re-issue or replace a Degree Award, in line with the ***Student Complaints Policy.***

6.6.1 Lost, stolen, mislaid or destroyed: In this case the affected student must submit a completed 'Replacement Degree Award Application' form to ECT, which must be accompanied by a statutory declaration indicating the reason for needing a replacement Degree Award.

6.6.2 Damaged: In this case the affected student must submit a completed 'Replacement Degree Award Application' form to ECT, which must be accompanied by the original damaged certification documentation. This must be received by ECT prior to the issuing of the replacement. A statutory declaration is not required.

6.7 Details of all original and replacement Degree Awards are recorded on ECT's 'Graduate Register'. If the original Degree Award has been returned for any reason, it will be retained in ECT's archive system for a period of seven years.

6.8 Student records will also be recorded on the electronic Higher Education Achievement Record (HEAR) that provides a comprehensive account of a student's academic and extra-curricular achievements during their time at ECT. Students can share this official record with potential employers and other educational institutions to enhance their employability and further learning.