Programme Information		
Programme Title	Programme Code	HECoS Code
Design Engineering	28G3	For Registry Use Only

Award	Length of Study	Mode of Study	Entry Point(s)	Total Credits	
				ECTS	CATS
MEng	4 Calendar years	Full time	Annually in October	270	540
BEng (Hons)	N/A	N/A	* N/A	180	360
DipHE	N/A	N/A	* N/A	120	240
CertHE	N/A	N/A	* N/A	60	120

*The CertHE, DipHE and BEng are exit awards only and not accredited by any professional body. These exit awards may be offered to students, in exceptional circumstances, at the discretion of the Board of Examiners.

Ownership			
Awarding Institution	Imperial College London	Faculty	Faculty of Engineering
Teaching Institution	Imperial College London	Department	Dyson School of Design Engineering
Associateship	City and Guilds of London Institute (ACGI)	Main Location(s) of Study	South Kensington Campus
External Reference			
Relevant QAA Benchmark Statement(s) and/or other external reference points		Engineering	
FHEQ Level		7	
EHEA Level		2nd Cycle	
External Accreditor(s) (if applicable)			
External Accreditor:	Institution of Engineering Designers		
Accreditation received:	2017	Accreditation renewal:	2025
External Accreditor:	Institution of Engineering and Technology		
Accreditation received:	2020	Accreditation renewal:	2025
External Accreditor:	Institution of Mechanical Engineers		
Accreditation received:	2022	Accreditation renewal:	2026

Collaborative Provision			
Collaborative partner	Collaboration type	Agreement effective date	Agreement expiry date
N/A	N/A	N/A	N/A

Specification Details	
Programme Lead	Freddie Page, Director of Undergraduate Studies Shayan Sharifi, Director of Undergraduate Studies
Student cohorts covered by specification	2023-24
Date of introduction of programme	2019
Date of programme specification/revision	July 2023

Programme Overview

The Dyson School of Design Engineering aims to deliver a programme that prepares new generations of entrepreneurial design engineers for career outcomes across many sectors and scales of organisation. We intentionally redefine the scope of conventional perceptions of engineering, design and design engineering. The programme will provide students with a solid foundation in a wide range of engineering, design and enterprise engineering disciplines. By combining modules in these disciplines with enterprise and a series of multi-criteria project-based modules, including a 6 month on-site placement within industry with companies such as Apple, 3M, Microsoft, Dyson, Rolls-Royce and Cambridge Consultants as well as start-ups and SMEs, the programme will produce graduates who are able to solve diverse problems with creativity and the ability take products from the first stages of design and innovation right through to the market. To this end, the programme has a particularly strong focus on systemic solutions and the communication and translation of design engineering into impact.

The degree programme balances theory with a strong emphasis on applying knowledge and understanding in progressively more challenging project-based activities. Team working attributes are developed from the first year. Consideration of broad employment contexts builds from the 2nd year. Initial choices of electives towards the end of the 2nd year, together with targeted applications for placement roles, supports the students with starting to develop a distinct professional identity, for example, as a creative engineering leader in a global corporation, or a dynamic technology entrepreneur in a London start-up. The industry placement takes place from the end of term 2 in the third year. The final year provides a basis for students to develop a highly individual profile through the selection of 4 electives, a project to further develop enterprise expertise and a final year Master's project. As a complete 4 year experience the programme aims to create specialists with a breadth of attributes associated with design engineering, combined with deep expertise in one or more areas of individual focus and specialism.

The School staff, consisting of a balance of research academics, practitioners and teaching fellows, cover the very broad range of curriculum content, for example from psychology to materials science. Through the placement scheme and research activity the School maintains strong links with all scales of industry and across many sectors. The distinctive Dyson Building of Design Engineering provides a consolidated home for a very wide range of external engagement activities including an annual showcase of work to industry and the public. The School is proud of nurturing a strong student-staff culture.

Objectives and outcomes for the three years of the programme are summarised below:

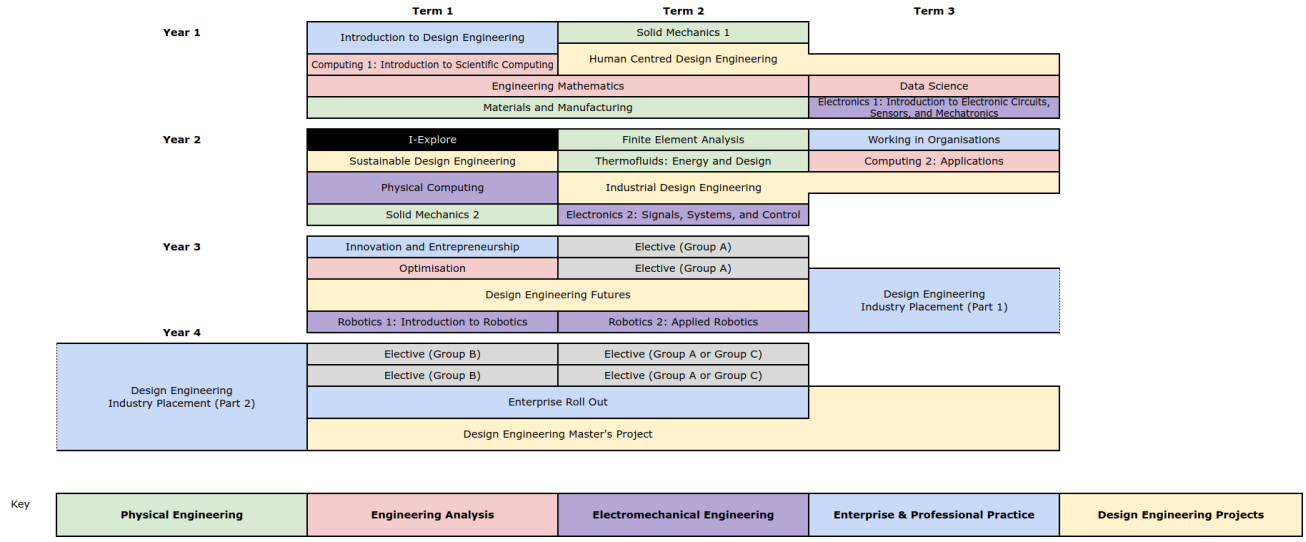
Year 1
Introducing Design Engineering & Key Knowledge: Introducing the core project-based design engineering learning approach with a series of practical projects supported with introduction to all the key foundational Design Engineering & analysis, knowledge, skills & attitudes.

Year 2
Embedding & Developing: Embedding & developing a wider set of key Design Engineering analysis, understanding, skills and attitudes through significant practical outcomes from integrated projects.

Year 3
Consolidation: Consolidation and further enhancement of design engineering and enterprise attributes through challenging projects and professionally relevant outcomes to complete preparation for, and securing, an industry placement in a chosen direction.

Year 4
Specialisation: Undertaking a major individual Design Engineering challenge supported with developing enterprise expertise, a complimentary body of electives to align with a chosen direction and resulting in a final exhibition of projects to an external audience.

Programme structure
The diagram below indicates the organisation of modules over the 4 years, the five interrelated Design Engineering themes and the core project-based approach. Full module titles and weighting details are provided in the Programme Structure section later in this document.



Learning Outcomes

Students should be able to meet the outcomes at an *introductory* level by the end of the first year and at a *development* level at the end of the second year. Students will be able to demonstrate a combination of either *development* or *mastery* of outcomes for all programme learning outcomes at the end of their third year (this also applies in the exceptional case of any student leaving with an early exit award following completion of their first, second or third year). At the end of fourth year of the programme students should be able to fully meet the complete set of learning outcomes.

On completion of this programme, students will be able to:

Code	Primary theme	Programme level Learning outcomes
K1	Core engineering	Develop solutions to challenges in the engineering sciences of mechanics, materials, thermodynamics, computing, and electrical & electronic systems.
K2	Creativity & design	Integrate principles and methodologies of creativity, human factors, morphology, embodiment, user interaction, experience, and sustainability into their projects.
K3	Enterprise	Apply methodologies and methods in innovation, business systems, enterprise configuration and stakeholder experience in relation to design engineering.
K4	Integrated design engineering	Employ an integrated design engineering approach to systems design and engineering, design for manufacture and design engineering processes

S1	Skills in Design Engineering methods	Select appropriate concepts, methods, techniques, tools and technologies associated with design engineering and apply with high levels of skill and imagination.
S2	Contextual Evaluation & Impact analysis	Evaluate context and systems that are complex or ambiguous with appropriate design engineering methods and approaches, assessing their potential social, environmental, technological and economic impact.
S3	Prototyping	Build prototypes of innovative products, services, and systems that enable effective evaluation, iteration, and communication at a range of scales and levels of technical complexity.
S4	Design engineering mindsets	Synthesise new knowledge understanding and skills in effective ways in the contexts of design engineering practice, research and personal development

A1	Reflection	Reflect critically on own work and peer review, to identify strengths and areas that need improvement
A2	Communications	Communicate effectively through oral presentations, graphical representations, and written reports
A3	Team working	Demonstrate individual responsibilities of managing and contributing in effective and diverse teams.
A4	Professional Identity	Analyse global professional contexts to define an evolving individual professional identity and environment in which they seek to operate.

Please refer to the Teaching Toolkit for advice on the role and purpose of Intended Learning Outcomes (ILO): www.imperial.ac.uk/staff/educational-development/teaching-toolkit/intended-learning-outcomes

The Imperial Graduate Attributes are a set of core competencies which we expect students to achieve through completion of any Imperial College degree programme. The Graduate Attributes are available at: www.imperial.ac.uk/students/academic-support/graduate-attributes

Entry Requirements	
Academic Requirement	A*AA overall, to include A* in Mathematics
Non-academic Requirements	None
English Language Requirement	Standard requirement Please check for other Accepted English Qualifications
Admissions Test/Interview	Candidates meeting threshold selection criteria are invited to attend a 25-minute interview during an interview day. If the candidate is unable to attend in person, for example if they are based abroad, a remote interview is used. Candidates may present an example of their work in interview but not a full portfolio. The interview consists of a standard set of questions. Answers are graded and the results inform selection decisions.

The programme's competency standards documents can be found at: www.imperial.ac.uk/design-engineering/study/meng/

Learning & Teaching Approach

Learning and Teaching Delivery Methods

The Dyson School of Design Engineering places a strong emphasis on professionally relevant, project-based learning. Students also attend lectures and access online learning resources to support knowledge acquisition. Knowledge, intellectual and practical skills relating to our diverse curriculum are developed within a planned sequence of modules and are always developed through a variety of learning formats. Primarily through project-based learning, but supported with intensive skills development sessions in workshops, studios and labs, group and individual tutorials, group working, and a variety of presentation and peer review formats.

The core *Design Engineering project* theme provides a basis for progressive development of project-based learning experience from short, managed, focused projects in year 1, through to the significant, self-initiated *Master's project* in year 4. The *physical engineering*, *engineering analysis*, *electromechanical engineering and enterprise and professional practice themes* are groupings of modules which span all 4 years of the programme. Collectively the five themes provide a basis for detailed consideration of the vertical progression of knowledge, understanding, skills and attitudes from 1st year to 4th year. They are also a basis for understanding the (horizontal) integration across modules within a year into project-based learning (NB: also refer to the Programme Structure diagram above).

Students' ability to reflect on their own learning is developed onwards from a foundational *Introduction to Design Engineering* module in the first year. A *Working in Organisations* module in the summer term of the second year requires students to further reflect on their work to-date and how this relates to the world of work and the process of securing a placement in a desired field of Design Engineering. The 6 month Placement module provides a basis for deeper reflection on professional development in actual work-based contexts. This in turn, further informs refinement of students' orientation of project and elective choices in the final year. Likewise design engineering research attributes develop progressively through to the final *Master's Project* module which, based on the student's specialisation, may have a distinct research focus.

Learning and teaching methods are summarised as follows:

Learning and teaching method	Application within Design Engineering
Authentic project-based learning (APBL)	Progressively challenging projects based on core, industrially relevant, Design Engineering process methodologies, increasing in length from 1st to 4th year. Projects may be individual or team based.
Sprint projects	Complementing development of APBL, short 30-40 hrs intensive projects to support learning of key themes, including commercial understanding.
Team based working	Typically in conjunction with APBL, team working attributes are developed progressively from 1st to 3rd year supported with knowledge acquisition and peer review. Teams typically consist of 4-6 students.
Peer review	Integrated into all significant group work progressing from single factors in 1st year to multiple factors in 3rd year.
Presentations	Multiple formats integrating verbal, visual, video and physical artefact content, supported with skills acquisition in the 1st year. Presentations can be individual or team based.
Workshop & lab practicals	Skills acquisition and development in structured sessions supported with induction and safety training in the 1st year.
Open access workshops & labs	Tutor and self-directed work in support of APBL across a wide range of facilities.
Technology Enhanced Learning	All core module and programme materials are available via Blackboard. Students have direct access to an extensive range of specialist software (Matlab, Solidworks, Adobe CC etc) and online learning via Ask-lynda.
Tutorials	Group and individual formats to support APBL, understanding and skills development. Tutorials are grouped by personal tutorial groups (4-5), team groups (4-6) or other groupings up to around 10.

Studio workshops	Structured Design Engineering studio-based activities to support APBL, understanding and skills development. Studio workshops may involve a whole cohort (up to about 90) or groups of about 30 according to the activity and facilities used.
Lectures	Including input from a wide variety of external speakers and experts from the College, providing overviews of key concepts and facilitating learning. Typically lectures are given to the whole cohort.
DRAW week	Design, Review, Applications and Workshops (DRAW) weeks in the middle of autumn and spring terms in all 4 years of the programme are a planned series of short activities which may relate to individual modules of integrative work.
Independent study	All module activities include a proportion of independent study time. The proportion in relation to contact time increases from the 1st year to the 4th year as students develop skills in managing their time and input to APBL activities. Independent study time is often spent working in teams.

Overall Workload

Student workload consists of timetabled sessions supported with lecturers, graduate teaching assistants and independent learning. In all cases students may be working independently or in teams. While actual tutor or staff contact hours may vary according to the optional modules student choose to study, the following gives an indication of how much time will need to be allocated to different activities at each level of the programme. At Imperial, each ECTS credit taken equates to an expected total study time of 25 hours. Therefore, in the first three years the expected total study time is approximately 1,500 hours per year. Due to the Industry Placement taking place in the summer period before the final year, the Year 4 expected total study time is approximately 2250 hours.

Typically, in the first two years (levels 4 and 5) students will spend in the order of 30% of their total study time in a variety of timetabled sessions (around 450 hours) and in the order of 70% of their time on independent study.

In the on-campus components of the third and fourth year (levels 6 and 7), students will spend in the order of 15% of their time in timetabled sessions (around 225 hours) and in the order of 85% of their time on independent study.

Students will spend 6 months on industrial placement commencing after the second term of year 3 through to the beginning of year 4.

Assessment Strategy & Methods

The programme uses a wide range of assessment methods with an emphasis on professionally relevant practice and the project-based mode of study. Assessment methods are carefully mapped to the intended learning outcomes of any given module with the goal of always using the most efficient and authentic approach to assessing how learning outcomes are met.

Examinations are used selectively, particularly where they effectively enable demonstration of meeting learning outcomes for knowledge and understanding. For example, with a heavier proportion (50%) in the first year to reflect initial vital development of design engineering knowledge and understanding. Assessment of project-based learning can include a number of elements including: prototypes, demonstrations, exhibitions and presentations. Learning outcomes related to group working will always include an element of peer assessment. Lab-books, online project records and other project or research related record keeping are also used in assessment as a practical means to demonstrate understanding and management outcomes. Various formats for primarily written assignment components are used as effective ways of evaluating synthesis of a wide variety of intended learning outcomes.

Within all the formats for summative assessment (assessment with grades counting towards a final degree classification) students will have opportunities to receive some form of initial, indicative, (formative) assessment and feedback on their work. Most of the project-based formative and summative assessment formats are a

basis for students to progressively develop important understanding, skills and attitudes as an integral part of their learning.

Assessment methods adopted by the programme are summarised as follows:

Method	Note on achieving Intended Learning Outcomes
Project presentations	Oral and visual presentations (e.g. with slides and videos) as a means of demonstrating meeting a wide range of outcomes.
Project artefacts	For example, physical and digital prototype deliverables from projects are used to directly evaluate physical and intellectual skill-based outcomes.
Demonstrations & exhibitions	To validate and showcase project outputs to wider audiences to demonstrate synthesis of a wide range of intended outcomes.
Peer assessment of group working	Used wherever there is a substantial team or group aspect of work to evaluate how well team working outcomes are met.
Visual reports, technical reports and essays	Various formats for reporting based on authenticity in relation to the assignment and to synthesis assessment of a wide range of learning outcomes.
Lab books, online project records, lo-fi prototyping and sketchbooks	Used as evidence for assessment within APBL to evaluate meeting learning outcomes related to understanding & management.
Online progress tests	Used selectively as a basis for formative and summative evaluation and feedback on learning progress in relation to knowledge and understanding outcomes.
Written examinations	Used selectively to demonstrate achieving learning outcomes in relation to knowledge and understanding.

Summative assessment loading is planned as follows:

	Examination	**Coursework**	**Practical**
Year 1	50%	40%	10%
Year 2	25%	50%	25%
Year 3	10%	60%	30%
Year 4	0%	75%	25%

Figures in years 3 and 4 indicative due to varying nature of elective modules.

Coursework components are defined as those having (physical or digital) submissions allowed until a deadline. Practical components take place during a timetabled session with a submission and/or assessment during the session. For example, presentations or lab exercises. Examinations take place under exam conditions with an invigilator present.

Academic Feedback Policy

The School adheres to the policies and principles for academic feedback provided by the College.

Academic feedback to students

All details regarding assessment are detailed at School and overall assessment aggregation level in the Student handbook (online access) and at module level by module leaders via Blackboard (virtual learning environment) materials. At module level, overall assessment arrangements are published to students from the start of the module. This information includes detailed breakdown of assessment criteria, mapping to module learning outcomes and indicative criteria grade descriptors.

Each year group has a designated year coordination tutor who plans optimum distribution of student and staff assessment loading across the academic year.

Tutorial and workshop formats are used regularly throughout project work in order to provide formative peer and expert feedback. Students are encouraged to take account all the forms of feedback they are exposed to throughout their project work, for example verbal feedback provided in tutorials. This includes developing

note-keeping and reflective learning skills.

Online forms (e.g. Mentimeter or Qualtrics) are used to conduct informal test questions where appropriate within lectures to enable lecturers to assess and adjust the lectures to account for areas of difficulty. Module content on Blackboard in many cases includes discussion forums for Q&A on key learning points.

Teaching within all modules aims to provide opportunities for students to receive formative feedback which relates directly to the intended learning outcomes and summative assessment.

Summative assessments include a proportion of independent marking as a means of safeguarding and assuring academic standards, as determined by college policy. Provisional assessment results and feedback are returned to students within 10 working days unless students are notified in advance of an extended assessment period.

Each student is assigned a personal tutorial when they enrol on the programme. This is usually a member of staff with whom they meet and who they can contact at any time if, primarily, they are in need of pastoral or academic assistance.

Personal tutor meetings will also serve as part of the formative assessment process, as tutors will, where appropriate, discuss module activity with their tutees in order to monitor their progress and advise on support for subjects where they may require further assistance.

Students' feedback

Students have a variety of feedback mechanisms to feedback on the quality of the feedback received and for this to inform quality enhancement within the School.

The College's Policy on Academic Feedback and guidance on issuing provisional marks to students is available at:
www.imperial.ac.uk/about/governance/academic-governance/academic-policy/exams-and-assessment/

Re-sit Policy
The College's Policy on Re-sits is available at: www.imperial.ac.uk/student-records-and-data/for-current-students/undergraduate-and-taught-postgraduate/exams-assessments-and-regulations/

Mitigating Circumstances Policy
The College's Policy on Mitigating Circumstances is available at: www.imperial.ac.uk/student-records-and-data/for-current-students/undergraduate-and-taught-postgraduate/exams-assessments-and-regulations/

Additional Programme Costs		
This section should outline any additional costs relevant to this programme which are not included in students' tuition fees.		
Description	Mandatory/Optional	Approximate cost
Laptops & software (A number of laptops are provided by the School with all relevant software)	Optional	£500 - 1500
Placement expenses Overseas placements will incur additional travel costs for the student. Also ref the College Placements Abroad Handbook)	Mandatory (however placements typically attract a salary which will at least cover local accommodation and subsistence)	£100 - 1500

Programme Structure

Year 1 – FHEQ Level 4
Students study all core modules.

Code	Module Title	Core/ Compulsory/ Elective	Group*	Term	Credits	% of Part
DESE40002	Introduction to Design Engineering	Core		Autumn	7.5	12.50 %
DESE40007	Computing 1: Introduction to Scientific Computing	Core		Autumn	5	8.33 %
DESE40001	Engineering Mathematics	Core		Autumn-Spring	10	16.67 %
DESE40003	Materials and Manufacturing	Core		Autumn-Spring	10	16.67 %
DESE40004	Human-centred Design Engineering	Core		Spring-Summer	12.5	20.84 %
DESE40009	Data Science	Core		Summer	5	8.33 %
DESE40005	Solid Mechanics 1	Core		Spring	5	8.33 %
DESE40006	Electronics 1: Introduction to Electronic Circuits, Sensors, and Mechatronics	Core		Summer	5	8.33 %
				Credit Total	60	

Year 2 - FHEQ Level 5
Students study all core modules and a compulsory I-explore module.

Code	Module Title	Core/ Compulsory/ Elective	Group	Term	Credits	% of Part
DESE50007	Sustainable Design Engineering	Core		Autumn	5	9.09 %
DESE50004	Physical Computing	Core		Autumn	7.5	13.64 %
DESE50006	Solid Mechanics 2	Core		Autumn	5	9.09 %
DESE50002	Electronics 2: Signals, Systems, and Control	Core		Spring	5	9.09 %
DESE50003	Finite Element Analysis	Core		Spring	5	9.09 %
DESE50008	Thermofluids: Energy and Design	Core		Spring	5	9.09 %

DESE50005	Industrial Design Engineering	Core		Spring	12.5	22.73 %
DESE50009	Working in Organisations	Core		Summer	5	9.09 %
DESE50011	Computing 2: Applications	Core		Autumn	5	9.09 %
	I-Explore	Compulsory		Autumn	5	*0%*
				Credit Total	60	

Year 3 - FHEQ Level 6
Students study all core modules. With the advice and approval of their Personal Tutor, they then determine <u>two</u> modules selected from the Group A set of Electives.

Code	Module Title	Core/ Compulsory/ Elective	Group	Term	Credits	% of Part Year 3	% of Part Years 3+4
DESE60001	Design Engineering Futures	Core		Autumn-Spring	15	33.34%	13.04%
DESE61006	Robotics 1: Introduction to Robotics	Core		Autumn	5	11.11%	4.35%
DESE61007	Robotics 2: Applied Robotics	Core		Spring	5	11.11%	4.35%
DESE60004	Optimisation	Core		Autumn	5	11.11%	4.35%
DESE60003	Innovation and Entrepreneurship	Core		Autumn	5	11.11%	4.35%
DESE61001	Advanced Industrial Design	Elective	A	Spring	5	11.11%	4.35%
DESE61003	Audio Experience Design	Elective	A	Spring	5	11.11%	4.35%
DESE60006	Designing Interventions for Behavioural Change	Elective	A	Spring	5	11.11%	4.35%
DESE60008	Design for Additive Manufacturing	Elective	A	Spring	5	7.14%	4.35%
DESE60009	Design Psychology	Elective	A	Spring	5	11.11%	4.35%
DESE60010	Machine Learning for Design Engineers	Elective	A	Spring	5	11.11%	4.35%
DESE60011	Economics and Finance for Systems Design	Elective	A	Spring	5	11.11%	4.35%
DESE61008	Game Theory and Mechanism Design	Elective	A	Spring	5	11.11%	4.35%
	Selected menu of Electives from Faculty/College	Elective	A	Spring	5	11.11%	4.35%
DESE60002	Design Engineering Industry Placement (Part 1)	Core		Spring-Summer	15	*0%*	*0%*
				Credit Total	60		

Year 4 - FHEQ Level 7*
Students study all core modules. With the advice and approval of their Personal Tutor, they then determine <u>two</u> module selections from the Group A and Group C sets of Electives and <u>two</u> additional modules from the Group B set.

*Note that Group A electives are at FHEQ Level 6.

Code	Module Title	Core/ Compulsory/ Elective	Group	Term	Credits	% of Part Year 4	% of Part Years 3+4
DESE70001	Design Engineering Industry Placement (Part 2)	Core			25	*7.14%*	*4.35%*
DESE70002	Design Engineering Master's Project	Core		Autumn-Summer	30	42.87%	26.07%
DESE70003	Enterprise Roll Out	Core		Autumn-Spring	15	21.43%	13.04%
DESE71002	Robotics Research Project	Elective	B	Autumn	5	7.14%	4.35%
DESE71003	Sensing and Internet of Things	Elective	B	Autumn	5	7.14%	4.35%
DESE70005	Nano Design Engineering	Elective	B	Autumn	5	7.14%	4.35%
DESE70006	Design Analytics for the Sharing Economy	Elective	B	Autumn	5	7.14%	4.35%
DESE70007	Responsible Engineering and Design Innovation	Elective	B	Autumn	5	7.14%	4.35%
DESE71004	Design of Visual Systems	Elective	C	Autumn	5	7.14%	4.35%
DESE71006	From Data to Product	Elective	B	Autumn	5	7.14%	4.35%
DESE71005	Transformational Play	Elective	B	Autumn	5	7.14%	4.35%
DESE71007	Distributed Ledger Technologies	Elective	B	Autumn	5	7.14%	4.35%
DESE61001	Advanced Industrial Design	Elective	A	Spring	5	7.14%	4.35%
DESE61003	Audio Experience Design	Elective	A	Spring	5	7.14%	4.35%
DESE60006	Designing Interventions for Behavioural Change	Elective	A	Spring	5	7.14%	4.35%
DESE60008	Design for Additive Manufacturing	Elective	A	Spring	5	7.14%	4.35%
DESE60009	Design Psychology	Elective	A	Spring	5	7.14%	4.35%
DESE60010	Machine Learning for Design Engineers	Elective	A	Spring	5	7.14%	4.35%
DESE60011	Economics and Finance for Systems Design	Elective	A	Spring	5	7.14%	4.35%
DESE61008	Games and Mechanisms	Elective	A	Spring	5	7.14%	4.35%

	Selected menu of Electives from Faculty/College	Elective	A	Spring	5	7.14%	4.35%
				Credit Total	90		

* ‘Group’ refers to module grouping (e.g. a group of electives from which two modules must be chosen).

Progression and Classification

Progression

In order to progress to the next level of study, students must have passed all modules (equivalent to 60 ECTS years 1-3, 90 ECTS year 4) in the current level of study at first attempt, at resit or by a compensated pass. The pass mark for modules at levels 4, 5 and 6 is 40%, and at level 7 is 50%

The overall weighted average for each of the first three years must be at least 40%, including where a module(s) has been compensated, in order to progress to the next year of the programme. In order to successfully complete the degree, the average for Year 4 modules must be at least 50%, including where a module(s) has been compensated.

Classification

The marks from modules in each year contribute towards the final degree classification.

In order to be considered for an award, students must have achieved the minimum number of credits at the required levels prescribed for that award.

Classifications will be determined through:

i) Aggregate Module marks for all modules
ii) Year Weightings

For the MEng award, Year One is weighted at 7.5%, Year Two at 20%, and Years Three and Four combined at 72.5%. It is important to note that, taking account of modules which are included in the final degree classification calculation, each assessed ECTS in Year 3 and Year 4 contributes equally.

For the BEng award, Year One is weighted at 7.5%, Year Two at 35%, and Year Three at 57.5%.

The College sets the class of undergraduate degree that may be awarded as follows:

i)	First	70% or above for the average weighted module results
ii)	Upper Second	60% or above for the average weighted module results
iii)	Lower Second	50% or above for the average weighted module results
iv)	Third	40% or above for the average weighted module results

Please find the full Academic Regulations at www.imperial.ac.uk/about/governance/academic-governance/regulations/. Please follow the prompts to find the set of regulations relevant to your programme of study.

Programme Specific Regulations

As an accredited degree, students this programme are subject to the standards set by the Engineering Council in relation to compensation: a maximum of 15 ECTS credits can be compensated across the entire programme.

Supporting Information
The Programme Handbook is available at: www.imperial.ac.uk/media/imperial-college/faculty-of-engineering/design-engineering/UG-DE-Student-Handbook.pdf
The Module Handbook is available at: www.imperial.ac.uk/design-engineering/study/meng/modules/
The College's entry requirements for postgraduate programmes can be found at: www.imperial.ac.uk/study/pg/apply/requirements
The College's Quality & Enhancement Framework is available at: www.imperial.ac.uk/registry/proceduresandregulations/qualityassurance
The College's Academic and Examination Regulations can be found at: www.imperial.ac.uk/about/governance/academic-governance/regulations
Imperial College is an independent corporation whose legal status derives from a Royal Charter granted under Letters Patent in 1907. In 2007 a Supplemental Charter and Statutes was granted by HM Queen Elizabeth II. This Supplemental Charter, which came into force on the date of the College's Centenary, 8th July 2007, established the College as a University with the name and style of "The Imperial College of Science, Technology and Medicine". www.imperial.ac.uk/admin-services/secretariat/college-governance/charters/
Imperial College London is regulated by the Office for Students (OfS) www.officeforstudents.org.uk/advice-and-guidance/the-register/
This document provides a definitive record of the main features of the programme and the learning outcomes that a typical student may reasonably be expected to achieve and demonstrate if s/he takes full advantage of the learning opportunities provided. This programme specification is primarily intended as a reference point for prospective and current students, academic and support staff involved in delivering the programme and enabling student development and achievement, for its assessment by internal and external examiners, and in subsequent monitoring and review.

Modifications			
Description	**Approved**	**Date**	**Paper Reference**
Minor Modifications July 2020		July 2020	
Minor Modifications July 2021	School Teaching Committee	July 2021	
Major and Minor Modifications July 2023	School Teaching Committee	Feb 2023	