



## 1. Student Assessment Policy

The Theological Seminary St. Chrischona uses the Middlesex University Regulations:  
<http://www.mdx.ac.uk/about-us/policies/university-regulations>

Please note that tsc uses its own regulations for handling student appeals and therefore this section of the Middlesex University Regulations (section G) does not apply to you. More information about the appeal process can be found in this document under the heading “framework for handling complaints and academic appeals.

Please also note that tsc uses its own regulations for handling academic misconduct and therefore this section of the Middlesex University Regulations (section F) does not apply to you. More information about the appeal process can be found in this document under the heading “academic misconduct/ plagiarism.

### 1.1 Research Ethics

An ethical approach to the undertaking of teaching, learning, assessments and research activities is of central importance to Middlesex University. Due consideration should be given to ethics in all aspects of your programme. Ethical process should be followed and/or ethical approval sought, before you carry out any work involving human participants, human data, animals/products, precious artefacts, materials or data systems. This applies to students at all levels of their degree.

Research ethics approval seek to ensure all work is designed and undertaken according to certain principles of ethical research. These include:

1. Primary concern must be given to the **safety, welfare and dignity** of participants, researchers, colleagues, the environment and the wider community
2. Consideration of **risks** should be undertaken before research commences with the aim of minimising risks to those involved – i.e. human participants, the environment and the wider community, as well as actual or potential risks to those directly or indirectly affected by the research.
3. Respect for the privacy, confidentiality and anonymity of participants
4. Consideration of the rights of **people who may be vulnerable** (by virtue of perceived or actual differences in their social status, ethnic origin, gender, mental capacities, or other such characteristics) who may be less competent or able to refuse to give consent to participate
5. Researchers have a responsibility to the general public and to their profession; as such they should balance the anticipated benefits of their research against **potential harm, misuse or abuse** which must be avoided

6. Researchers must demonstrate the highest standards of **ethical conduct and research integrity**. They must work within the limits of their skills, training and experience, and refrain from exploitation, dishonesty, plagiarism, infringement of intellectual property rights and the fabrication of research results. They should declare any actual or potential conflicts of interest, and where necessary take steps to resolve them.
7. Research should not involve any illegal activity, and researchers must comply with all relevant laws

Within taught degree programmes ethical approval **may** have been pre-sought for research activities that form part of specific modules. Please check with your module tutor/your module guide.

Data **MUST** not be collected without first obtaining ethics approval for your research or ascertaining if data gathering has been pre-approved for a module. If you submit work that includes data gathered from or about people without ethical approval this may be treated as academic misconduct and could lead to a fail grade being awarded.

## **1.2 Learning, Teaching and Assessment**

### **1.2.1 Attendance**

At tsc, attendance for lectures is compulsory for at least 80% with 20% tolerance for absence, which does not have to be justified. The 20% tolerance rate serves as a cover for medical care, times of illness, external work, Sunday compensation, etc.

It is the student's responsibility to ensure sufficient attendance. Attendance is monitored by the lecturers. Absence rates of over 20% require exemption from the rule by the programme leader board.

Any absence due to compulsory military or community service will not count.

Any absence needs to be communicated to the lecturer prior to the lecturer by 2 pm on the preceding day (with exceptions, e.g. for overnight illness).

Students who attended less than 80 % of the lectures of a module did not pass the module and must repeat it. Please note for modules in distance education:

#### **Please note for modules in distance education:**

Your activities within a module will be tracked. To successfully complete a module 100% of the marked activities must be completed. Students with less than 100% did not pass the module and must repeat it.

### **1.2.2 Strategies for learning, teaching, and assessing**

Our aim is to provide an effective and sustaining learning experience for as many students as possible to foster a habit of life-long learning. The methods of teaching, learning and assessing depend on the respective content, resources, teacher's competences and students' various learning styles and skills. For that reason, we use a variety of didactic forms, such as lectures, presentations, seminars and internships.

**Formative (ongoing) assessment** supports the learning process via a variety of methods. It stimulates progress through constructive and careful oral and/or written feedback within the classroom. This feedback has an influence on further studies in preparation of the summative assessment and enables lecturers to see whether the study goals are being achieved and, if necessary, to make adjustments. Formative assessment normally includes work in seminars and the discussion of literature, short tests etc.

**Summative assessment** is used at pivotal times within the curriculum – usually towards the end of the semester – for measuring to which extent the learning outcomes have been reached. Summative assessment is graded or – in some cases- pass/fail.

The module descriptions give you detailed information concerning formative and summative assessment.

The final grade (in one module) results from all graded assessments according to their percentage weighting as described in the module description.

### **1.2.3 Regulations for assessment**

The following regulations have been stated according to and based on the *Assessment and Progression Regulations for Taught Programmes*. These documents are available at [www.mdx.ac.uk/regulations](http://www.mdx.ac.uk/regulations).

#### **1.2.3.1 Dates of examination and submission of seminar papers**

The two main examination phases are towards the end of the autumn and spring semester, i.e. in December and end of May/ beginning of June. The exact dates can be found in the tsc calendar. There you will also find the deadlines for the submission of written assignments. These must be submitted on the day indicated at the latest. Students themselves are responsible for planning the submission of their papers.

#### **1.2.3.2 Assessment Criteria and Assessment Scheme**

We use Middlesex University's grading scale, applying their descriptions of the criteria for the different grade classifications (University grade criteria guide and module level descriptors). These can be accessed at: [www.mdx.ac.uk/regulations](http://www.mdx.ac.uk/regulations).

A student's performance in a module will receive an overall grade and/or administrative code which indicates their achievement.

#### **1.2.3.3 The Grading Scale**

The Middlesex grading scale consists of 4 classifications for exams/assignments awarded a pass. Each classification is divided into 4 grades, giving a total of 16 grade points. Grades of 17 down to 20 mean that the relevant assessed work has failed. The following tabular overview shows the relationship between a particular grade and the classification achieved through that grade:

Grade	Classification	Further classifications
1 2 3 4	FIRST CLASS	DISTINCTION
5 6 7 8	UPPER SECOND CLASS	MERIT
9 10 11 12	LOWER SECOND CLASS	PASS
13 14 15 16	THIRD CLASS	
17		MARGINAL FAIL Compensation/reassessment allowed (But capped at 16 for levels 5 and 6)
18		FAIL Compensation/reassessment allowed (But capped at 16 for levels 5 and 6)
19		FAIL Compensation not allowed/reassessment allowed (But capped at 16 for levels 5 and 6)
20		FAIL

		<p>Incorporating failure to participate in assessment necessary to achieve all learning outcomes. Compensation not allowed</p> <p>Re-assessment allowed</p>
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### 1.2.3.4 The Administrative Codes

Code	Explanation	Change
I	Incomplete with good reason (may be assessed at the next available opportunity without penalty). This grade is used for students whose assessment has been partly or wholly postponed due to illness or other circumstances beyond their control.	Grade of the postponed assessment is awarded.
P	Academic misconduct proven (may be reassessed on conditions stipulated by the Progression Board with penalty) For further information see Middlesex University regulations, Section F Academic misconduct: <a href="http://www.mdx.ac.uk/data/assets/pdf_file/0027/188244/Section-F.pdf">http://www.mdx.ac.uk/data/assets/pdf_file/0027/188244/Section-F.pdf</a>	At most Middlesex grade 16
S	Aegrotat. Pass without awarding of a specific grade in cases where a student was ill or in extenuating circumstances, if, in the opinion of the assessor, the student had been expected to pass the module. Students are permitted, upon request, to undertake assessment at the next available opportunity (if it is at Level 5 or above), since this can contribute to their final degree classification.	S remains
X	Fail because of inappropriate (insufficient) participation in the learning process, but may be reassessed with permission. This grade is awarded if you do not participate – according to the definition given of ‘participation’ in the student handbook - in the learning process of a module in which you enrolled. It is not a ‘punishment’ for insufficient attendance, but rather recognition of the fact that you were not in a position to be able to prepare yourself for an examination of the contents of the module. ‘X’ is also given when you give up a module without formally deleting it from your programme of study. You are permitted to take the module again without penalty provided that re-registration is permitted. A fee is charged if the re-taken module raises your total number of credits for the academic year over the 120 credits covered by the standard	Re-taking the module

	fees that you have paid as a full-time student for the relevant academic year.	
Y	Ungraded pass (no numerical value for classification of achievement). Used especially for modules at Levels 3 and 4 which can be graded 'successful' or 'unsuccessful'.	Y remains

### 1.2.3.5 TSC-Middlesex: Comparative Grade Table

Middlesex	German Grade	Swiss Grade
1	1+	6
2	1	6
3	1-	5,75
4	1-2	5,5
5	2+	5,25
6	2	5,25
7	2-	5
8	2-3	5
9	3+	4,75
10	3	4,75
11	3-	4,5
12	3-4	4,5
13	4+	4,25
14	4	4
15	4	4
16	4-	4
17	4-5	3,5
18	5	3
19	5-6	2

20	6	1
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### **1.2.3.6 Deadlines for assessed written work**

Submission deadlines for assessed written papers can be found in the tsc calendar. Students themselves are responsible for planning the submission of their papers.

Written assignments must be submitted on the day indicated at the latest.

If written work is not submitted by its deadline without appropriate permission, the corresponding part of the assessment and/or the corresponding module receives a fail grade (Middlesex Grade 20). A new assignment must be written.

Extension must be approved by the programme leader at least three days before the relevant deadline. However, an application for an extension must be submitted at least five days before the deadline. Extensions may not be applied for by module leaders.

If an application is made because of illness, a medical certificate must be produced. The programme leader will generally grant an extension in accordance with the dates on the certificate.

If a student is not able to submit written work by the deadline for any other reason, the relevant programme leader must be informed within 24 hours of the problem having arisen. The programme leader will then decide accordingly.

### **1.2.3.7 Re-assessment in modules**

Every student has the right to be re-assessed once in modules in which s/he received an overall Middlesex grade of 17, 18, 19 or 20. Re-assessment generally takes place during the next examination period. However, if a student is obliged to repeat a whole module (including lessons), any right of re-assessment from the original attempt is cancelled. Only the Progression Board has the right to permit a second re-assessment attempt by way of exception.

Where there is a failure without good cause to take up the opportunity of re-assessment at the next available opportunity, this will result in the awarding of a Middlesex grade 20. No second reassessment is permitted.

When the initial module failure occurs, the Progression Board, in consultation with the relevant lecturer, will determine the reassessment requirements using the following codes:

RE: Resit examination

RC: Resit coursework/assignment

RW: Rework examination

RA: Resit all components

RO: Resit other components (i.e. apart from exam/assignment/coursework)

Assessors must generally determine the specific reassessment tasks at the time of failure.

Where it is not feasible to repeat a component of the assessment, the Progression Board may determine an alternative form of assessment, provided that the alternative appears to be fair given the means available to the examinee. The Progression Board may impose any reasonable conditions on the student undertaking reassessment.

#### **FHEQ level 4:**

Grades for modules at Level 4 do not count towards the calculation of the average for the final degree classification.

Where there is total or partial reassessment of a module, the better grade is the one that counts. Whether only total/partial reassessment is required, or the whole module must be retaken, is a decision for the Progression Board. Retaking a module ought to be considered in cases where gaps in basic knowledge appear to be too great.

Where only **one assessment** is stipulated in a module and **a student's grade is lower than 16**, then the assessment or the module must be retaken.

Where there are **several assessments** per module, the **overall grade must be at least 16**, otherwise at least one component of the assessment must be re-taken in order to attain at least the overall grade of 16 or the whole module must be repeated (this is decided by the internal Progression Board).

Where a student receives a 'unsuccessful' grade for an assessment that is graded successful/unsuccessful, s/he must re-take the assessment.

#### **FHEQ levels 5 and 6:**

The student's final average grade and degree classification is calculated from the grades of all modules from Level 5 onwards.

Where an assessment is re-taken, the grade for this assessment is capped at 16.

Where a module (including all its assessments) are re-taken, the previous grades are disregarded (all grades are possible).

Where only **one assessment** is stipulated in a module and **a student's grade is lower than 16**, then the assessment or the module must be retaken.

Where there are **several assessments**, the **overall grade must be at least 16**. Otherwise at least one component of the assessment must be re-taken in order to attain at least the overall grade of 16. It is also possible for the whole module to be re-taken.

Where a student receives a 'unsuccessful' grade for an assessment that is graded successful/unsuccessful, s/he must re-take the assessment.



### **1.2.3.8 Failure to attend examinations/submit written work**

Failure to submit work by the deadline or to attend an examination will result in failure in the component or the module concerned (grade 20), should the required learning outcomes not be met, unless permission has been granted for an approved extension or an approved deferral of assessment to the next available opportunity.

### **1.2.3.9 Deferral of an Assessment**

Deferral of assessment or reassessment may be granted in cases where exceptional circumstances have prevented a student from completing assessment(s) through no fault of her or his own and may only be granted by the Programme leader. Students must inform the administrative office before the specified deadline and produce appropriate evidence (e.g. a medical certificate) together with their application for deferral.

### **1.2.3.10 Re-taking Modules**

A student may normally repeat a module which has been failed on one occasion only. For such a repeated module the grade will not be capped unless this has been prescribed because of academic misconduct. The Progression Board may withhold permission to retake a module if the prior academic performance of the student indicates that future success in the module is unlikely, or due to the requirements of a professional body.

### **1.2.3.11 Compensation**

Compensation of a fail grade of Middlesex 17 or 18 may only be granted in exceptional cases at the discretion of the Progression Board. Compensated modules will be graded with a 16.

Such cases will mainly relate to incidents which constitute a substantial encumbrance to the academic achievement of the student.

### **1.2.3.12 Academic Misconduct / Plagiarism**

In case of academic misconduct, you should be aware that tsc will take action in line with the University regulations. You can find them under:

<https://www.mdx.ac.uk/about-us/policies/university-regulations>

A grave form of academic misconduct is plagiarism. It is defined as the presentation by a student of a body of material (written, visual or oral) as his or her own work which is wholly or partly the work of another. Plagiarism also extends to cover your own work previously assessed or published which is also required to be properly referenced. The tsc takes serious action against any student who plagiarises whether through negligence, foolishness or deliberate intent. Therefore, make sure written material, ideas, theories etc. are acknowledged through the use of quotation marks, references and bibliographies.

Information on the correct way of referencing and acknowledging work from other sources is available on <https://moodle.tsc.education>). There you can find the „Handbuch zur Abfassung wissenschaftlicher Arbeiten“ in its valid version. Chapter 1.3 describes the use of quotations and footnotes. In connection to that adequate quoting and paraphrasing are contrasted with plagiarism (see paragraphs 1.3.1 to 1.3.5).

## **1.2.4 Feedback to the Students**

### **1.2.4.1 Feedback on assignments, exams, projects and final dissertations**

Appropriate and timely feedback on assessed work is an important aspect of the learning process. The feedback system for your programme of study accords with the guidelines in the University Regulations. The written feedback should be understandable, objective, and helpful for the student's subsequent learning and development. The criteria for assessing are discussed with the students beforehand.

Under the heading 'Assessment Weighting', every module description gives very detailed information linking a particular assessment to relevant learning outcomes. Therefore, feedback of students' performance in assessed work needs to be formulated in terms of these outcomes.

In addition to the above requirements, the lecturers are prepared to give individual feedback on assessed work and on an individual student's performance.

### **1.2.4.2 Return of assessed work**

All written feedback on assignments and examinations may be consulted in the administrative office. The office will advise students when their marked work is available there.

Students have the opportunity to inspect their assessed work and make a copy of it. If they encounter any difficulties in receiving feedback on their work, students should contact the administrative office.

## **1.2.5 Regulations for the reviewing of marking**

### **1.2.5.1 Review of marking by internal moderation**

FHEQ Level 4 modules do not count towards the final overall grade and are therefore not externally moderated.

In Level 5 and 6 modules, assignments and exams are subject to moderation. Moderation is carried out by a second member of faculty staff and includes samples of all assessed work. Samples consist of all grades from first category, all fails and one sample for each grade category.

In cases where marks are changed as a result of moderation, it affects all submitted work and the administrative office must be informed.

**Bachelor theses** shall undergo double-blind marking. Before writing the dissertation, the student will receive the assessment criteria from the first and second marker. If there are different marks, the mean value (rounded up) applies. If the marks awarded by both assessors are more than 4 Middlesex grades apart, and are therefore in different classifications, the assessors are to attempt to agree on a mark. If they are not able to agree, the chair of the progression board will nominate a third assessor who will independently mark the dissertation and award a definitive mark.

### **1.2.5.2 Review of marking by the external examiner**

Each programme of study has an external examiner. Six weeks before the exam date at the latest, the examiner receives all drafts of written exam papers (from a weighting of 25% upwards) to have the opportunity to recommend changes or, in consultation with the programme leader, to set additional questions.

After marking, the external examiner receives a representative sample of the written assessments from all modules (from a weighting of 25% upwards) as well as all Bachelor theses. This enables the examiner to review the quality and consistency of marking and grading in detail.

External Examiners are one way we assure the academic quality of your programme. They are subject experts who help assure that your Middlesex award is comparable to that at other UK universities by reviewing the programme curriculum, the assessment and the learning resources. Among other things they approve all exam papers before they are taken, attend the Progression Board and write a report at the end of the year. You can obtain a copy of this report by contacting administrative office.

You can read more about the role of External Examiners and quality assurance on the QAA website: <http://www.qaa.ac.uk/quality-code>

### **1.2.6 Progression Board**

The Progression Board meets regularly in the autumn of each year. Their task is to determine the final grades of the final year students as well as to determine all grades of the relevant academic year, taking the External Examiners' reports and comments into account. In addition, any aberrations in a student's performance in a module or modules will be discussed if these might put further studies in doubt. The members of the Progression Board are the Director, the Programme leaders, the Middlesex Link Tutor, the tsc Link Tutor, the Administration Manager, the External Examiners, and the lecturers who have taught the modules in the relevant year.

The Progression Board is chaired by the current Associate Dean of the university (or a representative), who usually delegates it to the Director.

You can find more details about the Progression Board in the [regulations](#).

### **1.2.7 Grading and final classification**

When the module leader has completed the evaluation of a module and this has gone through moderation, the preliminary grades are released and can be requested from the administrative office. These grades still have to be confirmed by an external examiner and by the Progression Board.

Legally valid grades are awarded by the Progression Board under the supervision of Middlesex University. The tsc link tutor will inform the Academic Registry of Middlesex University about the decisions made.

The final classification is calculated from the grades of all modules at level 5 and 6; the grades of modules at level 4 do not count for this calculation. The module grades are weighted according to credits, i.e. a module with twenty credits counts twice as much as one

with ten credits. The following table gives an overview of the criteria used to decide which classification a degree should be assigned to:

Grade	End of Year Grade/Overall Grade/Degree Class			
	3 Pass	2.2 Pass	2.1 Merit	1 Distinction
1/Distinction (1-4)				50%
2.1/Merit or better (5-8)			50%	
2.2/Pass or better (9-12)		50%		
3/Pass or better (13-16)	100%		25% Maximum	25% Maximum

For the final classification, grades at level 5 and grades at level 6 are considered separately. If the classification of both results is the same, the degree is classified at this level. If the grades at level 6 reach a higher classification, but the difference is not more than one category, then this category normally applies. It is usually the same the other way round: if the grades at level 5 achieve a higher classification but the difference is no more than one category, then this category counts. The exact rules can be found in the MDX-regulations.

### 1.2.8 Bachelor Certificate, Diploma Supplement (transcript) and tsc report

The graduation ceremony takes place annually in August/September. In addition to the Bachelor degree certificate, graduates receive the Diploma Supplement (Transcript). This lists, among other things, all the modules attended and the grades achieved. This information can be useful for future employers. You can also present the Diploma Supplement if you are applying for admission to an educational institution or if you wish to have your previous achievements recognised. You will also receive a tsc certificate showing the approximate Swiss equivalents of the individual grades.

If you cannot attend the graduation ceremony, the documents will be sent to you by mail. Please leave your current address with the administrative office.

### 1.2.9 Framework for handling complaints and academic appeals

### **Informal and easy resolution stage**

- First, the students should clarify complaints in connection with the study as far as possible in a direct conversation with the person concerned.
- If it is the desire of the student, this conversation takes place in common with a person of their confidence (e.g. student representative).
- If the conversation is not possible or if there is no acceptable solution, the course director is to be involved as an intermediary.
- An academic appeal against the grading of an assessment is only possible after the grade has been determined by the Progression Board. For this reason, it makes sense to discuss questions related to the grading of assessments with the lecturer. If no solution is found, the programme director must be involved in the discussion.
- If no solution is found, the process continues according to the requirements of level 2 (formal stage).

### **Formal stage**

- Before a complaint process is initiated, the options at level 1 are to be exhausted.
- A complaint or an academic appeal must be submitted in writing to the Rector. The complaint must be accompanied by written evidence, if available.
- An academic appeal against the grading of an assessment is possible within 30 days after the decision of the Progression Board.
- Within 30 days of receiving the complaint, the student will be notified of the decision on the complaint. If this is not possible, the student will receive a communication how his complaint will be proceeded further.
- The processing of a complaint or an academic appeal must be documented in a written minute.

### **Review stage**

- Within 30 days after the written announcement of the decision, the student may recourse against the decision. The recourse must be addressed in writing form to the Rector. In the case of a recourse concerning the grading of an assessment or the quality of the study programme and in addition the Rector is personally affected by the complaint, the student can also address the recourse to the link tutors (ULT and ILT).
- Within 30 days of receiving the recourse, the student will be notified of the decision on the recourse. If this is not possible, the student will receive a communication how his recourse will be proceeded further.
- The processing of a recourse must be documented in a written minute.
- If these guidelines have been followed and no satisfactory solution has been found, the student has the opportunity to contact Middlesex University directly. This only applies to complaints concerning a study programme validated at MDX University.