

ASSESSMENT NORMS POLICY

Introduction

All courses comply with the University assessment norms in relation to expectations about the quantity of assessed work at each level.

Scope

Assessment norms are typically set for a 4 US/16 UK-credit undergraduate or postgraduate course. When there is a variation of credit value, the assessment load should reflect this variation. Nevertheless, doubling the credit for a course will not normally mean doubling the assessment load -- for example, a 6 US/24 UK credit undergraduate course will still only have one final exam.

Glossary

ASSESSMENT TYPES

Assessment Type	Definition
Participation and Engagement	Fulfilment of required engagement tasks
Senior Project/ Dissertation/ Consultancy Project	Independent research and/or practical project under supervision
Portfolio	Set of seminar-related activities, can include draft submissions
Test	Consolidating problem-set, quiz or similar within focused framework
Written Assignment	Element with focus on research, analysis, criticality and reflection; can include literature review, commentary, essay or case study
Presentation	Findings presented in-class, virtually or in pre-recorded form, includes poster presentations
Exam	Formal timed and invigilated examination
Report/Policy Writing	Application following professional or instructor-led guidelines for structure and target audience
Practical (such as videos, vlogs, social media exercises)	Creative Project demonstrating evidence of research, technical skill and critical reflection
Learning Journal	Critical-reflective output based on workplace practice

Group and Peer Assessment

A group assessment element can normally be used across all assessment types except for individualised exams. Where group work is used adjustments should be made to the word count and an individual summative grade should be identifiable alongside the group project grade. Peer assessment should be incorporated into this assessment where possible.

Summative peer assessment can be used for portfolios, presentations, practical assessments and service learning journals.

Learning Outcomes and Suitable Assessment Types

Learning Outcomes	KILOs	Assessment Type
Conceptual (Knowledge and Understanding)	Programme Learning Outcomes only	All types are suitable except Participation and Engagement.
Analytical (Knowledge and Understanding)	KILO 3: Research and Writing KILO 5: Quantitative	All types are suitable except Participation and Engagement. .
Applied (Knowledge and Understanding)		All types are suitable except Participation and Engagement.
Quantitative	KILO 5 Quantitative	All types are suitable except portfolios, written assignments, learning journals and participation and engagement.
Problem-Solving and Autonomous Decision-Making	KILO 8 Entrepreneurship and Enterprise Education	All types are suitable except Participation and Engagement.
Criticality/Reflection (Evaluation, Analysis and Insight)	KILO 1 Critical Thinking	All types are suitable except tests and Participation and Engagement.
Creativity	KILO 6 Creative Thinking	All types are suitable except tests and Participation and Engagement.
Oral, Visual and Written Communication Skills	KILO 2 IT and Communication Competency	All types are suitable except tests, exams, and participation and engagement.
Graduate Scholarship	KILO 9 Graduate	All types are suitable except tests, exams, learning journals, and participation and engagement.
Sensitivity to Ethics, Diversity and Sustainability	KILO 4 Sustainability KILO 7 Ethics and Diversity	All types are suitable except Participation and Engagement. .

General Principles

Degree programmes affiliated with a professional body may require a separate set of Assessment Norms. Courses accredited by the Association of Certified Chartered Accountants (ACCA) must include a total of 3 hours in class assessment and a final unseen exam that is worth 50% of the overall grade. See the conditions below for details.

One or more assessment must be chosen from the columns labelled A-D
Any exception must be approved by the appropriate Head of School/Department.

Conditions

1. *An individual exam (where included)* should total no less than 25% and no more than 50% of the final grade. Lengths are indicative only.
2. The *participation and engagement* element should be set between 15-20% of the final grade.
2. *Accounting norms* require a total of 3 hours in class assessment and a final unseen exam that is worth 50% of the overall grade.

Level	Total Assessment Items	Course Maximum Word Length	A		B		C	D	E	F	G	H	I
			Midterm exam		Final exam		Written Assignment/ Report	Project/ Learning Journal	Portfolio	Practical	Presentation	Test	Participation and Engagement
			Duration	Max Length	Duration	Max Length	Max Length		Max Length	Duration	Duration	Duration	
3	2-4	2500	50 mins	750	120 mins	1500	1500		1500	120 mins	Up to 30 mins	Up to 120 mins	Compulsory
4	2-4	2500	50 mins	750	120 mins	1500	1500		1500	120 mins	Up to 30 mins	Up to 120 mins	Compulsory
5	2-4	4000	50 mins	750	120 mins	1500	3000		1500	120 mins	Up to 45 mins	Up to 120 mins	Discretionary
6	2-4	4000	50 mins	750	120 mins	1500	3000		1500	120 mins	Up to 45 mins	Up to 120 mins	Discretionary
6 <i>Capstone</i>		8000											
7 (4 credits taught)	1-3	7000	50 mins	750	120 mins	1500	4000		1500	120 mins	Up to 45 mins	Up to 120 mins	Discretionary
7 (2 credits taught)	2-3	3000	50 mins	750	120 minutes	1500	2000		1500	120 mins	Up to 20 minutes	Up to 60 minutes	Discretionary
7 <i>Capstone</i>		15000											

VERSION MANAGEMENT

Responsible Department: Office of the Provost			
Approving body: Academic Board			
Edition no.	Key Changes	Date of approval	Date of effect
001		24 July	28 August 2018
002	Added that courses on UK-only degrees follow atypical assessment norms.	August 2020	
003	Major revision of all Assessment Norms. Introduction of new universal norms.	September 2021	September 2021
004	Minor editorial updates	July 2022	September 2022
005	Major revision of assessment norms and inclusion of 2 credit assessments at level 7	July 2023	September 2023
006	Added Participation and Engagement as Assessment Type	May 2025	
		Restricted access? <i>Tick as appropriate</i> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	