

## ASSESSMENT NORMS POLICY

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1. All courses comply with the University assessment norms in relation to expectations about the quantity of assessed work at each level.
2. Assessment norms are typically set for a 3 US/12 UK-credit undergraduate or 4 US/20 UK -credit 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.
3. If a course does not fit into one of the approved Assessment Norms categories, it can be approved at Academic Board as "atypical".
4. Courses on UK-only degree programmes follow atypical Assessment Norms.
5. All Assessment Norms, including atypical, are approved at Academic Board.

[See Appendix for ASSESSMENT NORMS]

## VERSION MANAGEMENT

<b>Responsible Department: Office of the Provost</b>			
<b>Approving body: Academic Board</b>			
<b>Edition no.</b>	<b>Key Changes</b>	<b>Date of approval</b>	<b>Date of effect</b>
001		24 July	28 August 2018
002	Added that courses on UK-only degrees follow atypical assessment norms.	August 2020	
		<b>Restricted access?</b> <i>Tick as appropriate</i> <input type="checkbox"/> <b>Yes</b> <input checked="" type="checkbox"/> <b>No</b>	



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# Appendix A: Assessment Norms 2020-2021

## Contents:

(This is a clickable list of contents)

- Standard Assessment Norms
- ADM Assessment Norms
- THR Assessment Norms
- International Journalism and Media Assessment Norms
- Service Learning and Internship Assessment Norms
- Language Assessment Norms
- Travelling Programme Assessment Norms
- Math Assessment Norms
- Writing Intensive Assessment
- Professional Accounting Assessment Norms
- UG/PG Dissertation Assessment
- Atypical Assessment

<b>Standard Assessment Norms</b>			
<b>FHEQ level</b>	<b>Richmond/UK Level</b>	<b>Normal Number of Items (including final exam)*</b>	<b>Total assessment</b>
LEVEL 3	R3000/UK A-level	3-4	1 two-hour final exam plus 2000-2500 words
LEVEL 4	R4000/UK Year 1	3-4	1 two-hour final exam plus 2000-3000 words
LEVEL 5	R5000/UK Year 2	2-3	1 two-hour final exam plus 3000-4000 words
LEVEL 6	R6000/UK Year 3	2-3	1 two-hour final exam plus 3000-4000 words
LEVEL 7	R7000/UK PG	2-3	5000-7000 words

**\* Reasonable adjustments should be made for assessment activities such as midterm tests, in-class presentations, group assignments, etc. Any summative assessment activities must be reflected in the final overall assessment count.**

Excluding all atypical courses, the following should apply to all courses:

- All undergraduate courses should include one 2-hour final exam, with exceptions approved by the department.
- Final exams should normally be no less than 25% and no more than 50% of the overall final grade.
- Instructors may not fail a student solely for failing the final exam if all graded activities result in a passing grade for the course.
- Midterm tests are optional
- At Level 3, the normal length per item should be between 500-1000 words, or equivalent (not including finals).
- At Level 4, the normal length per item should be between 1000-1500 words, or equivalent (not including finals).
- At Level 7, word count will need to take into account the inclusion of a final exam.
- Attendance and participation cannot be assessment activities.
- Formative assessments are at the discretion of the instructor and do not count toward the number of items or toward the total word count.

ADM Assessment Norms					
FHEQ Level	Richmond/UK level	Normal number of items	Assessment Type	Total word count or equivalent	Mid-term/final exam or equivalent
LEVEL 3	R3000/UK A-level	3-4	Tasks	N/A	N/A
LEVEL 4	R4000/UK Year 1	3-4	Tasks/Assignments	N/A	N/A
LEVEL 5	R5000/UK Year 2	2-3	Tasks/Assignments	N/A	N/A
LEVEL 6	R6000/UK Year 3	2-3	Assignments	N/A	N/A

### Task

In broad terms tasks are prescriptive assignments; you must do this like this in order to produce that. This will enable students to gain particular skills both subject specific and transferable that form part of an accumulative process of building and comprehending visual vocabulary and Art and Design terminology.

### Assignments

Assignments build on tasks and may include tasks as part of students' engagement with prescribed theme(s) or problem solving that allow for plurality of outcomes, either by choosing from a set of options or by negotiation. Outcomes are arrived at through an accumulative multifaceted approach to learning thereby enabling individuals to move towards autonomous learning.

The above to be taken in conjunction with:  
 QAA Benchmark Statement Art & Design 2008.  
 Introduction 1.9  
 Defining principles 2.7

Level	Shift of Emphasis		Focus of Assignments
3	Tasks		/
4		Assignments	
5			
6			

As the ADM student progresses through the degree, the emphasis moves from Tasks to Assignments. As progression continues, the Assignments become fewer but more demanding in skill, content, and critical thinking. The apex of Level 6 is reached in the final module, ADM 450 Fourth Bridge.

THR Assessment Norms					
FHEQ Level	Richmond/UK level	Normal number of items	Assessment Type	Total word count or equivalent	Mid-term/final exam or equivalent
LEVEL 3	R3000/UK A-level	3-4	Tasks	N/A	N/A
LEVEL 4	R4000/UK Year 1	3-4	Tasks/Assignments	N/A	N/A
LEVEL 5	R5000/UK Year 2	2-3	Tasks/Assignments	N/A	N/A
LEVEL 6	R6000/UK Year 3	2-3	Assignments	N/A	N/A

### Tasks

In broad terms tasks are prescriptive assignments; you must do this, like this in order to produce that effect or you must observe / practice this in order to produce / improve / perform that. This will enable students to gain particular skills both subject-specific and transferable that form part of an accumulative process of comprehending and performing drama and performance skills and the vocabulary terminology of drama and theatre arts.

### Assignments

Assignments build on tasks and may include tasks as part of students' engagement with prescribed theme(s), dramatic texts (*or era and style of dramatic texts*), problem solving, aspects of theatre and performance craft and practices that allow for plurality of outcomes, either by choosing from a set of options or by negotiation. Outcomes are arrived at through an accumulative multifaceted approach to learning thereby enabling individuals to move towards autonomous learning.

The above to be taken in conjunction with:

QAA Benchmark Statement, Dance, Drama and Performance, with particular reference to these sections:

Defining principles

Nature and Scope

Level	Shift of Emphasis		Focus of Assignments
3	Tasks		/
4		Assignments	
5			
6			

<b>International Journalism and Media Assessment Norms</b>				
<b>FHEQ level</b>	<b>Richmond/UK Level</b>	<b>Normal Number of Items (including final exam)</b>	<b>Normal length per item</b>	<b>Total assessment</b>
LEVEL 4	R4000/UK Year 1	5-6	300 - 500	2000-2500 words and /or multimedia assignments
LEVEL 5	R5000/UK Year 2	3-5	600-800	2500-3500 words and/or multimedia assignments
LEVEL 6	R6000/UK Year 3	3 -5	600-800	2500-4000 words And/or multimedia assignments

The skills and knowledge that IJM students acquire throughout their degree cannot be quantified and assessed in words and least of all in a two-hour exam. This is particularly relevant for those writing and reporting intensive courses. Instead their knowledge will be assessed by the demonstration of journalistic researching, writing and multimedia skills. In terms of writing, students will be assessed according to the following criteria: quality of information, clarity, conciseness, and ability to explain complex ideas in an accessible language. Moreover, in some courses students are required to incorporate multimedia aspects such as photography, podcasts, publications layout, etc. The assessment norms for the IJM students will reflect these criteria.

<b>Service Learning and Internship Assessment Norms</b>			
<b>FHEQ Level</b>	<b>Richmond/UK level</b>	<b>Normal number of items</b>	<b>Assessment Type</b>
LEVEL 3	R3000/UK A Level	3-4	Oral presentation; report; journal/learning log; personal development portfolio; portfolio of digital literacy output
LEVEL 4	R4000/UK 1 Level	3-4	Oral presentation; report; journal/learning log; personal development portfolio; portfolio of digital literacy output
LEVEL 5	R5000/UK Year 2	2-3	Learning log/journal; professional development tasks and/or self-reflection tasks and/or portfolio
LEVEL 6	R6000/UK Year 3	2-3	Journal; professional development tasks and/or self-reflection tasks and/or portfolio
LEVEL 7	R7000/UK PG	2-3	Journal; professional development tasks and/or self-reflection tasks and/or portfolio

**The following should apply to all internship courses:**

- No exams
- Professional Learning Journals are required
- At Level 6, a number of formative assessments will be used and do not count towards the number of assessment items
- Level 7 assessment points will be driven by a greater presence of self-directed learning
- The University's Standard Assessment Norms should be used as guidance to word limits on assessment points, taking into consideration the nature of the journals.



Language Assessment Norms			
FHEQ level	RU/UK levels	Normal No of items	Normal length of time
Level 4	R4000/ UK Year 1	5 Quizzes Mid-term Exam Final Exam	15 min each for Quiz, 50 min for Mid-term Exam and 2 hour Final Exam
Level 5	R5000/UK Year 2	4 Quizzes Mid-term Exam Final exam	20 min each for Quiz, 50 min for Mid-term Exam and 2 hour Final Exam
Level 6	R6000/ UK Year 3	2 Projects/assignments Final Exam	Inc. a 10 – 15 min oral presentation, a reading and writing assignment and 2 hour Final Exam

Travelling Programme Assessment Norms			
FHEQ level	Richmond/UK Level	Normal number of items*	Total assessment
Level 3	R3000/UK A-Level	3-4	3000-3250 words
Level 4	R4000/UK Year 1	3-4	3000-4500 words
Level 5	R5000/UK Year 2	2-3	4500-6000 words
Level 6	R6000/UK Year 3	2-3	4500-6000 words

**\*The following should apply to the travelling programme courses:**

- No final exam
- A reflective piece should normally be included, such as, a reflexive learning journal, blog, collection of artefacts
- Mid-term tests are optional
- Reasonable adjustments should be made to the overall word count when a test or quiz is included

<b>Math Assessment Norms</b>			
<b>FHEQ Level</b>	<b>Richmond/UK level</b>	<b>Normal number of items</b>	<b>Normal length per item</b>
LEVEL 3	R3000/UK A-level	5-8 Quizzes Mid-Term and Final	20 minutes per quiz
LEVEL 4	R4000/UK Year 1	4-6 Quizzes and/or Project(s) (maximum 3 projects) Mid-Term and Final	30 minutes per quiz
LEVEL 5	R5000/UK Year 2	3-4 Quizzes and/or Project(s) (maximum 2 projects) Mid-Term and Final	45 minutes per quiz
LEVEL 6	R6000/UK Year 3	3-4 Quizzes and/or Project(s) (maximum 2 projects) Mid-Term and Final	45 minutes per quiz
LEVEL 7	R7000/UK PG	N/A	N/A

<b>Writing Intensive Assessment</b>			
<b>FHEQ level</b>	<b>Richmond/UK Level</b>	<b>Normal Number of Items</b>	<b>Total assessment</b>
LEVEL 3	R3000/UK A-level	3-4	3000-3250 words
LEVEL 4	R4000/UK Year 1	3-4	3000-4500 words
LEVEL 5	R5000/UK Year 2	2-3	4500-6000 words
LEVEL 6	R6000/UK Year 3	2-3	4500-6000 words

**Courses designated as Writing Intensive differ from the Standard Assessment Norms by:**

- No final exam
- The total amount of written words will normally increase by 50%

Professional Accounting Assessment Norms			
FHEQ level	Richmond/UK Level	Normal Number of Items (including final exam)*	Assessment type
LEVEL 3	R3000/UK A-level	5-8 items incl. mid-term and final exam	1 three-hour final exam worth 50% of the overall course grade
LEVEL 4	R4000/UK Year 1	4-6 items incl. mid-term and final exam	1 three-hour final exam worth 50% of the overall course grade
LEVEL 5	R5000/UK Year 2	3-4 items incl. mid-term and final	1 three-hour final exam worth 50% of the overall course grade or 1 two hour final exam worth 50% plus 1 one-hour mid-term exam
LEVEL 6	R6000/UK Year 3	2-3 items	1 three-hour final exam worth 50% of the overall course grade or 1 two hour final exam worth 50% plus 1 one-hour mid-term exam
LEVEL 7	R7000/UK MA	2-3 items	1 three-hour final exam worth 50% of the overall course grade

### UG/PG Dissertation Assessment

- An UG dissertation at Level 6 will normally have 8,000-10,000 words.
- A PG dissertation or equivalent professional based project at Level 7 will normally have 10,000-12,000 words. An extended dissertation or equivalent professional based project will normally have 15,000 words.

### Atypical Assessment

This course is a Richmond University Atypical Assessment approved by Academic Board on ADD DATE.