SCL INTERNATIONAL COLLEGE

Assessment Strategies

Purpose:

The document commits SCL to maintaining high standards of assessment, that is fair to all students across all level 3 programmes delivered at the college.

All staff involved in the management, delivery, assessment, and quality assurance of our recognised qualifications, as well as students enrolled in them, should be familiar with the assessment strategies employed at the college and the differences between them.

Location of the Policy:

This policy is accessible to staff, students, and third-party associates.

IFP programmes

For IFP programmes, tutors are responsible for marking and using norm-referenced assessments based on a rubric of assessment task criteria as instructed in the IFP course documents.

ATHE

ATHE programmes will be assessed using criterion-referenced assessments as outlined in the module handbooks.

These assessments measure student performance against a predetermined set of criteria or learning standards, with the aim to provide a clear and objective measure of a student's capabilities in relation to the course objectives.

Assessors will evaluate whether students have achieved specified educational objectives to determine whether they have met the criterion for a pass, merit, or distinction grade.

Pass: This grade is awarded when a student meets the basic criteria set for an assessment. Merit: A student achieves a merit when they meet both the basic and merit criteria set. Distinction: This grade is awarded to students who meet the basic, merit and distinction criteria set.

Key Responsibilities

- The Academic Manager is responsible for communicating guidance on assessments to all students on IFP and ATHE programmes during academic induction.
- Tutors and assessors will undertake all necessary training for each type of assessment.
- The Internal Quality Assurance Coordinator and Academic Manager are responsible for Quality Assurance of all assessments in the college.

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Review

This policy will be reviewed annually to ensure its relevance and to make any necessary updates.

Last Reviewed: May 2023 by Paul Clarke and Gary Speirs

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