

## HE09K Assessment Feedback Standards.

1.0 This annex will outline how assessment feedback must be presented by the internal examiners of TEC Partnership delivered higher education, regardless of awarding body. This annex summarises the standards of HE09 Assessment of Students.

2.0 It is important that students have clear and concise assessment feedback from the internal examiners and that the standards laid out in HE09 Assessment of Students is followed.

3.0 All written work must be submitted through Turnitin, and feedback provided through Turnitin. Failure to do so may result in academic misconduct or maladministration proceedings being started. All work should normally be submitted anonymously.

4.0 All feedback provided to students, from internal examiners, must be returned within 20 working days and must outline:

-The Module Learning Outcomes being assessed, and whether they are met or not met.

-Provide an appropriate grade and uses appropriate language aligned to the HE09G Generic Marking Criteria.

-Is constructive and developmental.

-Provides students with an action plan of at least 2/3 key areas they need to improve upon for the next assessment.

- General academic features such as study skills / referencing;
- Presentation, style, structure;
- Criticality;
- Focus on the question/ establishment of a key and relevant question;
- Artistic merit or answer to a brief;
- Whether it meets professional standards set by a professional body.

5.0 All moderation and second marking must be completed using the standard moderation sheets available from MIS Reporting Services. Moderation sheets must be able to evidence how the standards required of HE09 Assessment of Students are met, including moderation, avoiding conflicts of interest and any requests for third marking.

6.0 Where a live performance is being assessed, these must be recorded, and saved in SharePoint., and the assessment feedback must be formally returned to students through Turnitin.

7.0 The storage of all marked work must be undertaken in Higher Education Module Boxes, and shared using the appropriate External Examiner Sharing Space (on Microsoft Teams/SharePoint). The equivalent University or Pearson systems must also be used. Sharing information via other avenues (outside of TEC Partnership or awarding body systems) is discouraged and should be avoided.

8.0 All records must be saved for a minimum of 5 years after the student has graduated the course.

## Example assessment feedback given to students

Mark: 67 (normally in Turnitin box)

This assignment meets the following learning outcomes in a very good manner:

LO1: Students must be able to demonstrate an understanding of required academic standards using academic conventions.

LO2: Students will have knowledge and understanding of demographic data and other relevant information which is sector appropriate.

There are also the following feedback comments:

There is a good introduction which introduces the subject and what the essay will discuss.

The main body is well structured and explains clearly what county lines is and the approaches taken by the police, council and agencies to combat it. There is clear evidence of wide reading around the subject area. An opportunity was missed to discuss what the various solutions have done and what they are. The occasional area was repeated. There was clear use of relevant demographic data aligned to the learning outcomes.

The conclusion was good and summarised the essay well.

Overall, this is a very good essay that has met the learning outcomes. Please use the following action plan to develop your academic skills for the next assignment.

1. Ensure that you use the word count effectively, some paragraphs repeat their points.
2. Explain what various agencies do if they form part of the discussion.

**If work is submitted late, the following statement should be used:**

This work was late, and scored xx following penalties, but would have scored xx if submitted on time.

**If referred for academic misconduct, the following statement should be used:**

This work has been referred to the academic misconduct panel and the mark is provisional until the outcome of the academic misconduct investigation.

Example 2<sup>nd</sup> marker sheet (this can be downloaded from MIS Reporting Services)

<b>FdA CHILDREN, YOUNG PEOPLE &amp; FAMILIES - Level 4 (Grimsby Institute)</b>			<b>H1190/1C04-YR1 (22/23)</b>		
<b>Study Skills - Essay</b>			Unit Code: <b>GN4STSKI-140</b>		
10 Credits	This module is compensatable	Not MP-100%	Due: 22/11/2022	Unit Teacher: Joe Bloggs	

<b>1st Marker:</b>	Joe Bloggs	<b>Total No. Of Assessments:</b>	4
<b>2nd Marker:</b>	Jane Doe	<b>No. In Sample (Incl. Firsts &amp; Fails):</b>	4

Student Reference	Student Name	Status	1st Marker	2nd Marker	Agreed Grade	Second Marker's Comments
622456	Smith, John	CT	52	52	52	Grade agreed. Structural issues within the piece, long paragraphs and the flow of the piece does not always align. Supporting citations but more academic sources would have benefitted the piece.
S0301999	Smith, Jane	CT	32	32	32	Grade agreed (32) - the piece lacks in not only citations which have made the piece descriptive but where citations are within the piece, they are completely incorrect which has impacted the student's ability to meet learning outcome 1. The piece is quite disjointed, and it is not always clear what the piece is about. The structure of the work needs adapting, paragraphs are not spaced well. Assumptive points are made within the piece, there was no evidence to the points of why young people take drugs. No clear conclusion made within the piece.
S0300000	Smith, Tracy	CT	52	50	50	Grade reduction suggested. Citation issues within the piece. Informal language has been used within the piece. Pointes need to be expanded upon as opposed to the student writing a little bit about a lot. Proof reading needed, contractions within the piece. Only one death highlighted on the piece but conclusion suggests plural.
599999	Smith, Holly	CT	64	65	65	Grade increase suggested. Writing is well condensed and not overly descriptive. Points within the piece have been expanded upon well. Structure is good and linear. More variety of sources would have been good.
<b>1st Marker Signature:</b>	J. Bloggs		<b>2nd Marker Signature:</b>		J. Doe	<b>Date:</b> 13.12.22

<b>First Marker's Comments</b>	Not a strong group but generally happy with the spread of grades and there was agreement on the general profile of marks with some adjustment within this.
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<b>Following Second Marking:</b>			
<b>Signature:</b>	J. Bloggs	<b>Date:</b>	14.12.22

<b>External Examiner Name And Comments:</b>			
<b>Signature:</b>		<b>Date:</b>	