



## **Proofreading & Feedback on Draft Assessments Policy & Procedure**

# Proofreading & Feedback on Draft Assessments

## Policy & Procedure

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## 1. SCOPE

- 1.1 This formal document is for tutors, learning advisors (LAs) and students at the University College of Osteopathy (UCO) . For everyone concerned, it considers the timescales, responsibilities and options relating to proofreading and feedback on draft assessments.

## 2. INTRODUCTION

- 2.1 Providing students with feedback on written work is a valuable aid to their understanding of what is expected from an assignment, particularly given the broad range of essay types that are used to assess different skills and knowledge.

## 3. LEARNING ADVISOR'S (LA) ROLE

- 3.1 The LA will provide general feedback on essay style, structure, grammar and spelling. Detailed comments will also be given on one page or one section of a piece of work (the student's choice). In addition to this, they can advise students as to whether their work meets the assessment brief.
- 3.2 The LA is able to provide the following services when reviewing students' work:
- Check for spelling and typing errors and make corrections where appropriate.
  - Identify poor grammar and punctuation and suggest alternatives.
  - Identify incorrect formatting and inconsistencies.
  - Check for correct formatting of references, citations and quotes.
  - Highlight ambiguity in a sentence or passage.
  - Highlight errors with diagrams, figures or illustrations
- 3.3 The LA cannot:
- Rewrite or rephrase chunks of text.
  - Change the text to develop ideas or arguments.
  - Add in additional material.
  - Reduce the length of text to meet the word limit.
  - Change arguments or ideas within the text.
  - Check or rewrite formulae or calculations.
  - Provide content-based feedback to students.

## 4. TUTOR'S ROLE

- 4.1 Tutors can provide content specific feedback.
- 4.2 Tutors are not permitted to proof-read work for spelling and grammatical errors.

## 5. DRAFT READING

- 5.1 To ensure that tutors provide students with the same quality of feedback and that students are aware of what to expect when they submit a draft a piece of written work the following procedures should be adhered to:

- a) The ability to receive feedback on draft written work should be communicated to all students undertaking an assessment through the assessment brief. Within the assessment brief there will be an indication of the extent of the feedback they will receive. For example, tutors may provide feedback on writing style or structure, or they may only comment on content.
  - b) Work must be submitted to the relevant tutor by a set date that will be specified on the assessment brief, as well as when the student can expect feedback by.
  - c) If students require a LA to review a draft piece of written work, they must send this via SharePoint using the [Proofreading Request Form](#).
  - d) Students can also make an appointment to go through the work together and this must be done at least 7 days prior to the deadline.
  - e) Students can only submit one copy of their work to a subject tutor and/or a LA for feedback, dependent on the advice/feedback required.
  - f) Feedback provided may give general guidance and suggestions but will not involve corrections or amendments to sentences. Feedback can be given either through the use of comment boxes within the text, via email or verbally.
  - g) The feedback provided will not include a grade, nor give any indication of what grade a student might achieve. Any comments or advice given are to be used at the discretion of the student and the ultimate responsibility lies with them.
- 5.2 If students are struggling with academic writing, they are advised to seek advice from a LA and use the guidance provided on the Academic Learning Resources & Workshops area on BONE (the VLE).
- 5.3 Students with English as a Foreign Language (EFL) can be provided with one-to-one support with a LA on request. In addition, students can use the guidance provided on the Academic Learning Resources area on BONE.
- 5.4 Students with Specific Learning Differences (SLD) can also be provided with one-to-one support sessions and are advised to contact the Student Support Department for further advice and guidance.

**CORE DOCUMENTATION RECORD PAGE**

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<b>Version number</b>	<b>Dates produced and approved (include committee)</b>	<b>Reason for production/ revision</b>	<b>Author</b>	<b>Location(s)</b>	<b>Proposed next review date and approval required</b>
V1.0	Dec 2013 Academic Council	To provide a formal procedure to follow, to ensure that all students are able to get the same quality of feedback on a draft of a piece of written work across the board.	Student Support Manager	All master versions will be held in: J:\0 Quality Team - Core Documentation Intranet	Dec 2016
V2.0	Mar 2017 EESC	Minor Amendment to clarify the role of the Student Learning Advisor regarding proofreading the work of dyslexic students and students with English as a Foreign Language.	Student Support Manager Student Learning Advisor	All master versions will be held in: J:\0 Quality Team - Core Documentation Intranet	Mar 2019
V3.0	Aug 2017 PRAG Chair	Administrative Amendments to update institution name change from British School of Osteopathy to University College of Osteopathy.	Student Support Manager Student Learning Advisor	All master versions will be held in: J:\0 Quality Team - Core Documentation Intranet	Mar 2019
V4.0	Aug 2018 PRAG Chair	Administrative Amendments to update weblinks and to reflect new email system.	Student Support Manager Student Learning Advisor	All master versions will be held in: J:\0 Quality Team - Core Documentation Intranet	Mar 2019
V5.0	May 2019 PRAG Chair	Administrative Amendments to clarify some aspects of this policy.	Student Learning Advisor	All master versions will be held in: J:\0 Quality Team - Core Documentation Website	May 2022
V6.0	March 2022 PRAG Chair	Administrative Amendments to clarify some aspects of this policy.	Head of Student Services	All master versions will be held in: J:\0 Quality Team - Core Documentation Website	March 2025

Equality Impact	
Positive equality impact (i.e. the policy/procedure/guideline significantly reduces inequalities)	X
Neutral equality impact (i.e. no significant effect)	
Negative equality impact (i.e. increasing inequalities)	
<b>If you have any feedback or suggestions for enhancing this policy, please email your comments to: <a href="mailto:quality@uco.ac.uk">quality@uco.ac.uk</a></b>	