



University College
of Osteopathy

Proof Reading & Feedback on Draft Assessments Policy & Procedure

Core Documentation Cover Page

Proof Reading & Feedback on Draft Assessments Policy & Procedure

Version number	Dates produced and approved (include committee)	Reason for production/ revision	Author	Location(s)	Proposed next review date and approval required
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

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)	

If you have any feedback or suggestions for enhancing this policy, please email your comments to: quality@uco.ac.uk

PROOF READING & FEEDBACK ON DRAFT ASSESSMENTS POLICY & PROCEDURE

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1. SCOPE

- 1.1 This document is aimed at both subject tutors and students of the University College of Osteopathy (UCO) and provides 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. It will inform students of the timescales involved should they wish a subject tutor to provide general feedback on their work and also the level of feedback to be expected. This should mean that all students are given equal opportunity for their work to be reviewed and that subject tutors have time to provide the relevant feedback in time for students to make any changes.

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. STUDENT LEARNING ADVISOR'S (SLA) ROLE

- 3.1 The SLA can provide feedback on essay style, structure, grammar and spelling. In addition to this they can advise students as to whether their work meets the assessment brief (see [Appendix 1](#)).

4. SUBJECT TUTOR'S ROLE

- 4.1 Subject tutors can provide content specific feedback.

5. DRAFT READING

- 5.1 To ensure that subject 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 the 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, subject tutors may provide feedback on writing style or structure or they may only comment on content.
 - b) Work must be submitted to the relevant subject 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 the SLA to review a draft piece of written work they must make an appointment to go through the work together and this must be done at least 7 days prior to the deadline.
 - d) Students can only submit one copy of their work to a subject tutor and/or the SLA for feedback, dependant on the advice/feedback required.
 - e) Feedback provided will give general guidance and will not involve individual corrections or amendments to sentences through the use of track changes. Feedback can be given either electronically through the use of comment boxes within the text or verbally.

- f) 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.

6. PROOF READING

- 6.1 Proof reading involves reading through written work to detect errors and to mark corrections.
- 6.2 Subject tutors are not permitted to proof read work.
- 6.3 If students are dyslexic the SLA can proofread their written work and can provide support to enable these students to proof read their own work.

7. WHAT CAN THE STUDENT LEARNING ADVISOR (SLA) DO?

- 7.1 The SLA is able to provide the following services when reviewing students' work:
 - a) Check for spelling and typing errors and make corrections where appropriate.
 - b) Identify poor grammar and punctuation and suggest alternatives.
 - c) Identify incorrect formatting and inconsistencies.
 - d) Check for correct formatting of references, citations and quotes.
 - e) Highlight ambiguity in a sentence or passage.
 - f) Highlight errors with diagrams, figures or illustrations.

8. WHAT CAN THE STUDENT LEARNING ADVISOR NOT DO?

- 8.1 The SLA cannot:
 - a) Rewrite or rephrase chunks of text.
 - b) Change the text to develop ideas or arguments.
 - c) Add in additional material.
 - d) Reduce the length of text to meet the word limit.
 - e) Change arguments or ideas within the text.
 - f) Check or rewrite formulae or calculations.
 - g) Provide content-based feedback to students.
- 8.2 The SLA cannot proof read any dissertation work. Please see Dissertation Guidelines for further guidance. However research proposals can be looked at to give general feedback on grammar, style and overall presentation and feedback from this should inform the dissertation.
- 8.3 If students are struggling with academic writing they are advised to seek advice from the SLA and use the guidance provided on the Academic Learning Resources area on BONE: <https://bone.uco.ac.uk/course/view.php?id=752>
- 8.4 Students with English as a Foreign Language (EFL) can be provided with one-to-one support with the SLA on request and, in addition, can attend structured classes designed for EFL students. In addition, students can use the guidance provided on the Academic Learning Resources area on BONE: <https://bone.uco.ac.uk/course/view.php?id=752> .

APPENDIX 1: ASSESSMENT BRIEF TEMPLATE

<COURSE>

<YEAR>

Unit:

Assessment:

Assessment date:

This assessment will contribute towards the overall grade for the unit assessed as follows:

Unit	Assessment	Weighting

Results & Feedback

Results:

Results will be published with end of phase overall results on XXXX.

Type of Feedback

A summary of the type of feedback students can expect from this assessment should be included here.

Assessment outline:

A summary of the assessment and what is required for submission in relation to the content and style.

Learning outcomes assessed by this task:

	Learning Outcomes On completion of this unit you should be able to:	Assessment Criteria To achieve the learning outcome you must demonstrate the ability to:
1		
2		
3		

Draft Reading¹:

An outline of the style of draft that can be submitted, whether the draft is an outline/plan of the essay (i.e. bullet points of the essay content) or the complete essay should be indicated.

The submission date for the draft assessment should be clearly identified here with an expected return date.

Please indicate the extent of the feedback the student should expect to receive. For example, you may provide feedback on writing style or structure or only comment on content.

Submission to: Tutor UCO email address

Please note tutors are not permitted to proof read any assessments. For guidance on Proof Reading, please see the Draft Assessment and Proof Reading Policy.

SEEC Level Descriptors:

Complete as appropriate.

Submission instructions: The font used should be Arial, the size 12 point and justified. Line spacing should be double and the left and right hand margins should be at least 2.5cm. Each page should be numbered consecutively.

Unless otherwise advised, your work should be submitted as a Word document. Appropriate, professional language should be used at all times.

Your candidate number must be displayed prominently in the Header of each page.

If you quote from textbooks, websites etc., you must give a reference. Copying large chunks from a textbook is not acceptable and will result in a fail grade. A 'Guide to Referencing' is available on BONE for further guidance. Please supply a separate reference list at the end of your answer to each question.

The submission date for this assignment is: Add Time on: Add Date.

Failure to submit your assignment by this date and time will result in a fail grade being awarded.

Submission details: Your assessment should be submitted from your UCO Email Account to (include the email address of where the assignment should be sent to) or through BONE as appropriate. This will be taken as your declaration that the work is entirely your own and is in line with the UCO's Plagiarism Policy.

¹ Delete if not applicable to assessment