# ACE Quick Guide to Editing and Proofreading

Work on your assignment does not conclude with the final sentence; it is essential to allocate time for editing and proofreading. This involves checking that your work is free of errors – that it is accurately formatted and referenced, and that you have fulfilled the assignment brief.

You can use the following list to check your work prior to submission:

**Referencing and Presentation**

|  |  |
| --- | --- |
| I have… |  ✓ or ✗ |
| Included a completed coversheet as my first page. |  |
| Followed the formatting instructions included in my assignment brief (for example, Arial size 12 font and 1.5 spacing). |  |
| Incorporated page numbers and a table of contents.  |  |
| Integrated headings and subheadings, where appropriate.  |  |
| Provided tables and / or figures to support my arguments.  |  |
| Adhered to the conventions of my university partner’s referencing guide.  |  |
| Incorporated in-text citations where required to evidence my arguments.  |  |
| Supplied a full and up-to-date reference list, ensuring that all in-text citations are included.  |  |
| Provided relevant unpublished and / or internal documents in my appendices.  |  |

**Spelling, Punctuation, and Grammar**

|  |  |
| --- | --- |
| I have… |  ✓ or ✗ |
| Read my work aloud, assessing its clarity and concision.  |  |
| Examined my assignment for mistakes that spell-check may not identify (for example, ‘customer’ and ‘costumer’).  |  |
| Omitted contractions and abbreviations such as ‘don’t’ and ‘etc’.  |  |
| Ensured that my title, headings, and subheadings are capitalised.  |  |
| Used tenses correctly and consistently.  |  |
| Integrated my quotations and paraphrases into my argument. |  |
| Written my assignment in the third person, avoiding personal language (such as ‘I’ or ‘We’), except when advised to do so by the module lecturer.  |  |

**Academic Quality and Standards**

|  |  |
| --- | --- |
| I have… |  ✓ or ✗ |
| Reviewed the assignment brief, ensuring that my submission fulfils all requirements.  |  |
| Fulfilled the word-count, as specified in my assignment brief. |  |
| Ensured that my argument progresses logically and sequentially, from introduction to conclusion.  |  |
| Engaged critically with a range of scholarly resources.  |  |
| Saved my work in the preferred format (for example, as a Microsoft Word Document rather than a PDF) with an appropriate file name. |  |
| Uploaded my assignment using the test link on the module page (if available) to check for similarities on Turnitin.  |  |

**Next Steps**

|  |  |
| --- | --- |
| Before submission, I will… |  ✓ or ✗ |
|  |  |
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|  |  |
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#### 5 Strategies for Editing and Proofreading

When you are familiar with the structure and content of your work, it can be difficult to identify mistakes. You can use the following techniques to defamiliarise yourself with your assignment:

1. **Print it Out**



Print your assignment in a different typeface, identifying inaccuracies with a pen and highlighter.

**2. Read it Back to Front**

Read your assignment backwards, from the last sentence to the first – one at a time.

This will allow you examine your sentences in isolation, assessing clarity and concision.



**3. Use Your Feedback**



Consult your lecturer’s feedback on a draft or previous submission, making a list of action points or areas for potential improvement.

**4. Listen to It**

Record yourself dictating the assignment aloud or use the Read Aloud function in Microsoft Word.

Then, listen.

Does your argument progress logically and sequentially, from introduction to conclusion?



**5. Leave a Gap**

Leave some time between finishing your full draft and proofreading.

The distance will enable you to reapproach your assignment critically.

(Adapted from The University of Edinburgh, 2020)

**Reference List**

The University of Edinburgh (2020) *Proofreading Tips*. Available at: <http://www.docs.hss.ed.ac.uk/iad/Student_resources/Editing_proofreading/IAD_proofreading_tips_CC_2020.pdf> (Accessed: 16 December 2024).

**Additional Resources**

The University of Manchester’s [Academic Phrasebank](https://www.phrasebank.manchester.ac.uk/being-critical/) provides examples of conventional academic phrases that you can adapt for use in your assignments.

Sheffield Hallam University’s [video guide](https://www.youtube.com/watch?v=XuNjIR0a3kc&t=96s) offers further advice on how proofread your work, identifying and amending common mistakes.

The [ACE Critical Thinking Checklist](https://view.officeapps.live.com/op/view.aspx?src=https%3A%2F%2Fwww.qa.com%2Fmedia%2Fzaodpwtf%2Fcritical-thinking-checklist.docx&wdOrigin=BROWSELINK) includes list of helpful questions and prompts to help you develop the skills of thinking, reading, and writing critically.

