

## Proofreading exercise

**Identify and correct the language errors in the following text. Please note that these errors relate to spelling, grammar and punctuation, not issues of style (ie personal preferences).**

**There are 15 errors in total.**

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One of the interviewed students in my research explained the difficulty he experienced in producing the sort of essays required in his courses. Scott (not his real name) was studying towards an Open University arts degree, but had trained and worked as an engineer. This, he felt, disadvantaged him in arts courses, where people seem to express themselves differently, following conventions that are obscure to him. He explained that

engineers deal with facts and the implications of those facts. With humanities I find that in fact there is a different set of values. Its like the things that are important to them are different.

In the UK higher education enviroment many students, like Scott, move between disciplinary contexts and, in doing so, may find that skills acquired in one context are not directly transferible to another.

Recent changes in higher education has tended to increase the extent of crossdisciplinary university study. Instead of the conventional single route initiating a cohort of students into the practises of their chosen discipline, degree programmes increasingly allow students to combine elements from different fields of study. This flexibility of course provision is related to the drive to expand participation in UK higher education. Since the 1980s, the nature of the student body has changed dramaticly, with higher proportions of mature students and those with non-traditional entry qualifications (National Committee of Inquiry into Higher Education, 1997, p. 101) and increasing part-time enrollments (Higher Education Statistics Agency, 2002). More students now enter higher education through routes other than specialized A-level study and embark on programmes that may offer a selection of modular choices (Higher Education Funding Council for England, 1999).

Along with these developments has come a requirement for university course's to demonstrate learning outcomes in terms of transferable skills, with an emphasise on turning out 'rounded but adaptable people (National Committee of Inquiry into Higher Education, 1997, p. 130). The move towards more broadly based programmes is seen as facilitating the development of 'key skills', such as communication, which valued by employers (Department for Education and Skills, 2003, p. 44). Students success in developing general communication skills through discipline-based modules is, therefore, a significant issue in higher education. Yet since the criteria for determining academic excellence varies between disciplines (Becher, 1991, p. 160), ignoring disciplinary differences could jeopardize the learning objectives of particular knowledge areas (Neumann *et al*, 2002, p. 414.)

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Extracted and adapted from

North, S (2005) 'Different values, different skills? A comparison of essay writing by students from arts and science backgrounds'. *Studies in Higher Education Vol. 30, No. 5. pp. 517–533*

Chris Bishop, UEA Dean of Students' Office, July 2011