# PROVIDING FEEDBACK ON DRAFTS

<table>
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<th>When</th>
<th>Actions to Take</th>
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| Always                                    | • Provide feedback on drafts that is constructively critical and honest  
• Provide key points of feedback in writing, so the student can reflect on it further over time  
• Always give positive feedback as well as criticisms  
• Keep a record of your feedback (in case there is a dispute down the track).  
• Ask the student to give you back key feedback on what they need to improve – this tests comprehension of your feedback |
| If a lot of material needs work           | • Don’t overdo the detail  
• Don’t focus on all deficiencies at once.  
• Prioritise what it is best to work on first (while pointing out the other areas that you can work on together later)                                                                                       |
| If there are errors in expression         | • Identify the problems through detailed annotation of a small section, but expect that the student will take on the responsibility for reviewing and revising the whole draft |
| At the following session                  | • Review the revised draft with the original (containing your feedback) to gauge how well and how the student has engaged with and developed from your feedback                                                                                       |
| If the improvement is superficial or limited on future drafts | • Don’t shy away from expressing concerns about progress  
• Consider whether there are underlying factors impeding the student’s capacity to improve (e.g. gaps in conceptual understanding, lack of academic discourse knowledge, English comprehension)  
• Suggest the student consider adopting a more strategic approach making good use of any support available to assist the student to better address these factors |