

Thesis Proofreading and Editing Guidelines

For Graduate Research Students

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Introduction | Kupu Whakataki

These guidelines provide direction to graduate research students regarding the appropriate use of academic thesis proofreading and editing assistance, including use of Artificial Intelligence (AI) tools. Use of the guidelines will ensure third party academic assistance is used in accordance with the [Research Conduct Policy](#) and thesis requirements. Navigating the use of third-party academic assistance should be carried out in consultation with the supervisory team. To ensure transparency, the use of any assistance in proofreading and editing should be recorded according to the processes outlined below and in Appendix A. Inappropriate use of third-party assistance may result in an investigation in line with the [Academic Misconduct Regulations](#).

The student is responsible for deciding on, finding, and carrying the cost of any third-party services (some scholarships and/or faculties may cover these costs).

Artificial Intelligence (AI) tools are considered as third-party assistance when used to provide advice regarding editing, copy-editing or proofreading and must be acknowledged as such. Before any generative AI tools are used, it is crucial for students to become familiar with their potential shortcomings, as they may introduce errors and/or biases in their thesis. It is recommended that students [use UC-endorsed AI tools](#), which adhere to privacy and security standards and consult with their supervisors prior to incorporating AI generated advice into the thesis. UC has developed [nine Guiding Principles](#) in relation to the use of AI. Students should familiarise themselves with these and [UC's Research and AI Tools](#) section before employing AI.

Employing Third-Party Academic Assistance

There are three aspects of the thesis-writing process that students can seek academic assistance for - editing, copy-editing and proofreading. These are best conceived as a

continuum, which spans from shaping the content and structure of the thesis at one end to correcting spelling and grammatical errors at the other.

The supervisory team will support the editing process by providing feedback and writing advice. Additional advice can also be sought from third-party providers. All advice provided, whether from supervisors or third parties is provided as suggestions, with the decision to implement them resting with the student.

Students should be aware that both editors/proofreaders and digital tools can miss or introduce errors into the thesis, and it is each student's responsibility to ensure that their writing communicates the intended meaning in correct academic writing.



Editing

Editing is a continuous aspect of the thesis-writing process which centres around the student arranging and revising any part of the thesis to ensure the clarity and integrity of an argument and to optimise the flow of the material. This may include re-writing arguments, and making structural changes as well as checking the language, completeness, and consistency of the document. As such, it may result in the creation of new text and substance.

Text or content generated by AI tools may be used in the information gathering process. However, content created by AI cannot be included in the thesis as the student's own, original work without undergoing a review and revision process that adapts and modifies this content. Furthermore, as only authoritative work that is verifiable should be referenced, the use of generative AI tools to produce text should not be cited. Instead, its use in the information gathering process should be documented and acknowledged appropriately (see instructions on how to do this in Appendix A).

Copy-editing

Copy-editing involves the review of the thesis to enhance the clarity, consistency, and coherence of the writing. Any use of third-party academic assistance in relation to copy-editing should be acknowledged in the relevant sections of the thesis (see Appendix A).

[Learning Advisors in the Academic Skills Centre](#) are able to provide copy-editing advice on sections of the thesis through one-to-one consultations.

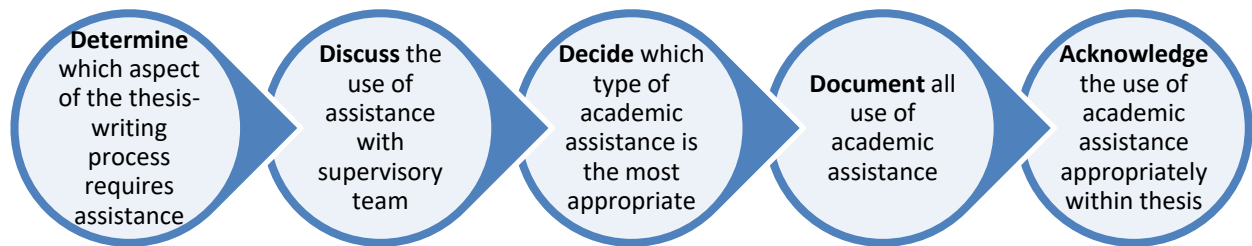
Proofreading

Proofreading is one of the final tasks in the thesis-writing process and entails corrections to text with regards to language errors, grammar, and sentence construction, writing style, punctuation, tense and typographical errors.

Students are strongly encouraged to proofread their work and can develop their skills by [participating in workshops through the Academic Skills Centre](#). Furthermore, students may solicit help from any other person, or technology, to have their work proofread.

External proofreaders and tools must be acknowledged in the thesis (see Appendix A for instructions).

Process



Appendix A - Acknowledging the Use of Third-Party Academic Assistance in the Thesis Writing Process

In order to comply with university regulations and academic integrity principles, you are required to document appropriately the use of any third-party academic assistance in your thesis.

This means including a specific Acknowledgement of Third-Party Academic Assistance section in your thesis which outlines:

- Which people or technological tools were consulted or used to produce the thesis
- The use of all prompts used to generate information via AI-Systems
- The way such outputs were used in the thesis and a critical reflection on their use

Examples of such an acknowledgement can be found below:

I acknowledge the use of [1] ChatGPT (<https://chat.openai.com/>) to [2] generate materials for background research and self-study in the drafting of this thesis. I entered the following prompts on 4 January 2023:
[3] Write a 50 word summary about the ethical implications of using Generative AI in higher education. Write it in an academic style. Add references and quotations to justify statements.
[4] The output from the generative AI was adapted and modified for the final response.

I acknowledge the use of [1] ChatGPT (<https://chat.openai.com/>) [2] to refine the academic language and accuracy of my own work. On 4 January 2023 I submitted my entire chapter (link to google document here) with the instruction to [3] "Improve the academic tone and accuracy of language, including grammatical structures, punctuation and vocabulary". [4] The output (here) was then modified further to better represent my own tone and style of writing.

I acknowledge the use of a [1] [professional] proofreader in this thesis. I would like to thank XX [seek permission to use proofreader's name if it is included] for providing proofreading services for [2] the following chapters/the entire thesis.

I acknowledge the use of a [1] translation tool in this thesis. XX was employed to translate the following sections of this thesis.

As only authoritative work that is verifiable should be referenced, the use of AI-Systems to produce text should not be cited. However, any non-textual content generated by AI-Systems, such as images, should be referenced in the body of the thesis.

An example of how this should be done can be found below:

Basic format of an end of text reference (Non-APA format)

'Output from AI Tool (artificial intelligence image generator by OpenAI) to "User's Name" in response to the prompt "prompt text" (Date Month Year).'

[See the following for APA referencing style for ChatGPT)

<https://apastyle.apa.org/blog/how-to-cite-chatgpt>

Related Documents and Information

UC Regulations

- [Academic Misconduct Regulations](#)
- [Research Course Regulations \(University Regulations website\)](#)
- [Qualification Regulations \(University Regulations website\)](#)

UC Policy Library

- [Intellectual Property Policy \(538KB, Version 2.06, PDF\)](#)
- [Research Student Supervision Policy | University of Canterbury](#) (313KB, Version 1.0, PDF)
- [Research Conduct Policy \(316KB, Version 3.00, PDF\)](#)
- [Student Code of Conduct \(266KB, Version 4.00, PDF\)](#)