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Academic and Employability Skills

(LCHS4001_BIRM)

Session 8: Report Writing & Academic Style

Welcome

- We will be having a **break at 15:40** for 30 minutes until 16:10.
- We will finish ten minutes early at 17:50.



Reminder

- You must submit **Task 2** by **10am** on **Friday 31st October**.
- Make sure you have submitted in the correct place on Moodle:
 - 'LCHS4001 Academic and Employability Skills' module
 - 'Submission Links' tile
 - **FINAL** Portfolio Submission Link (LCHS4001 - September 2025 Term)



Task 1 Feedback

- **Feedback on Task 1** will be available from 10am on Monday **12 noon**. It will include:
- **Overall feedback**
 - Main areas of strength
 - Main areas where improvement needed
- **Marks & feedback for three criteria** (using mostly standardised phrases from success criteria):
 - Knowledge and Understanding Skills (max 20 marks)
 - Practical Skills – (max 20 marks)
 - Transferable Skills for Life and Professional Practice (max 10 marks)
- **Overall grade**



Understanding your grade

Maximum marks for Task 1 = 50

- Exceptional = 40+
- **Distinction = 35-39**
- **Merit = 30-34**
- Good pass = 25-29
- **Pass = 20-24**
- Marginal fail = 15-19
- **Fail = 0-14**

Maximum combined marks for Tasks 1, 2 & 3 = 100

- Exceptional = 80+
- **Distinction = 70-79**
- **Merit = 60-69**
- Good pass = 50-59
- **Pass = 40-49**
- Marginal fail = 30-39
- **Fail = 0-29**

Notices:

Library/Digital Skills Support

Academic Liaison Librarian Support

- Book a one-to-one session with an Academic Liaison Librarian
- To develop your research, reading and referencing skills.
- [Click here to book](#) or email birminghamlibrary@uwtsd.ac.uk

Digital Skills Support

- Book a one-to-one session with a Digital Skills Advisors
- To develop your IT skills [Click here to book](#)



In this session, we will:

- Learn about organising ideas
- Explore the importance of introductions & conclusions
- Remind ourselves of what we have to do for Task 3



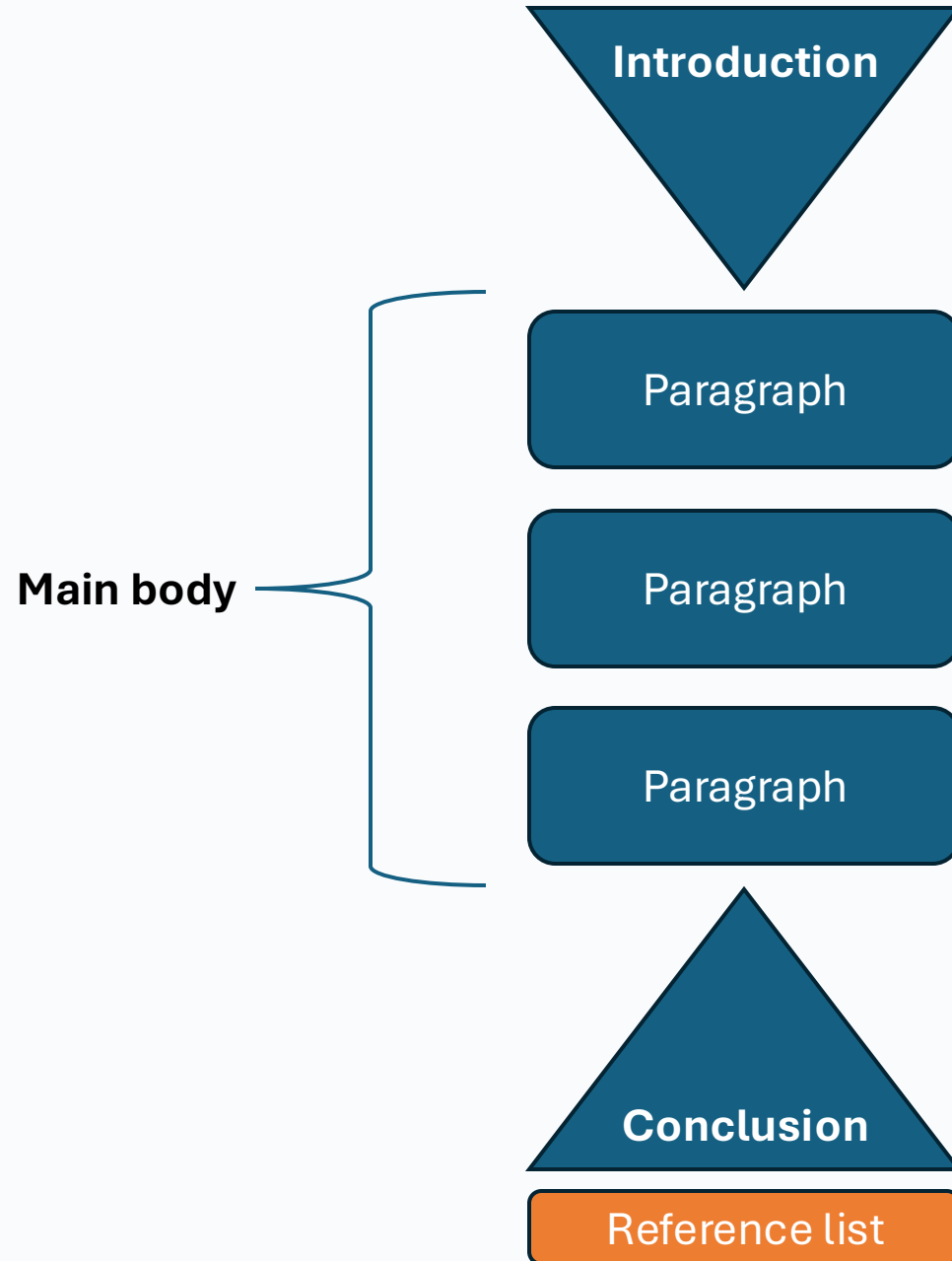
Organising Ideas & Structure

What makes a good essay / report?

- Clear objectives
- Well-researched
 - ideas supported with citations
- Logical structure
 - introduction → conclusion
- Strong introduction
 - clear purpose and sign-posting
- Strong conclusion
 - summary of findings
- Consistent formatting
 - font size, line-spacing, etc
- Objective
 - not too personal
- Clearly written:
 - concise, good academic language (no slang)

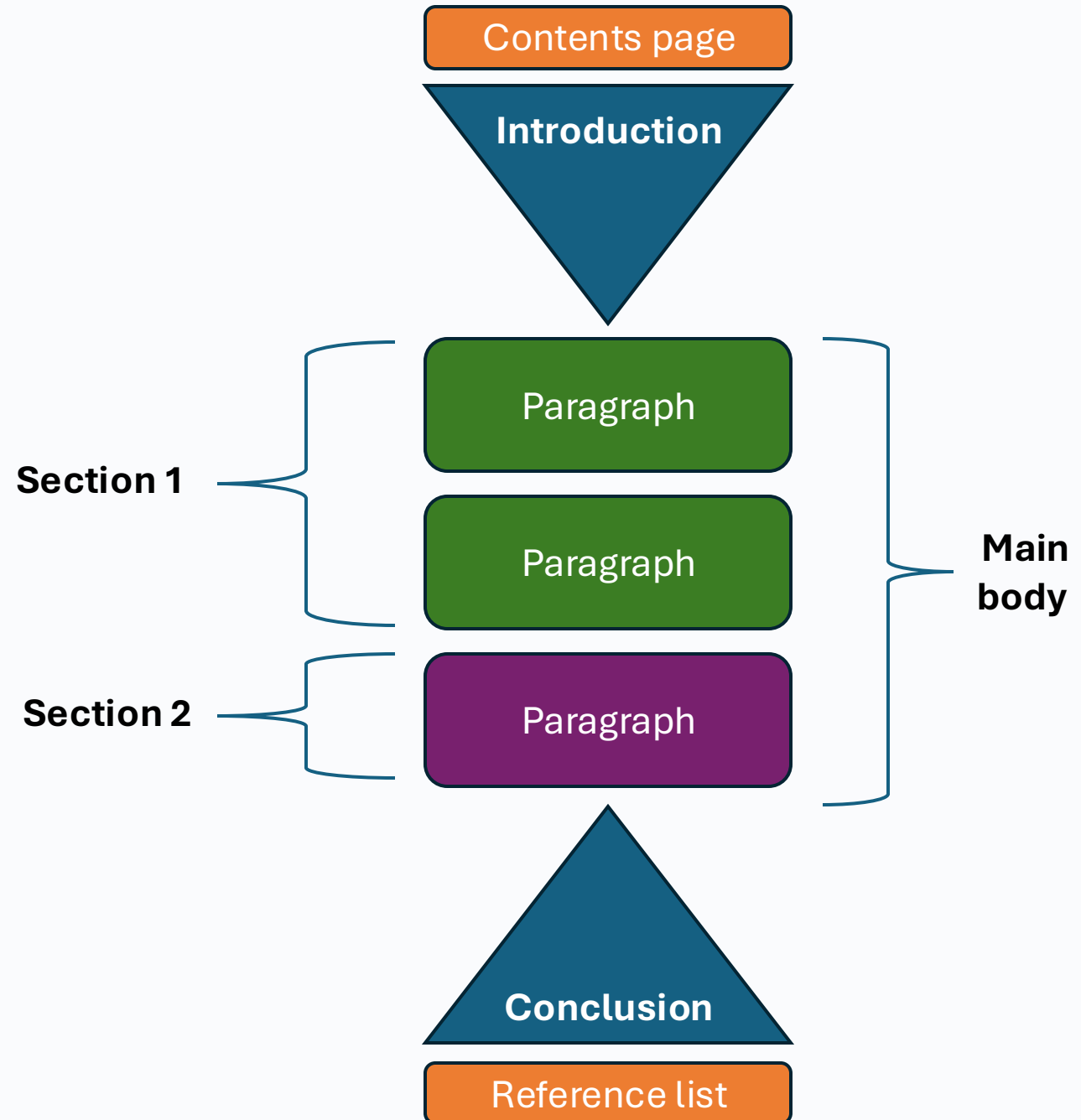
Essay Structure

- Essays have three main sections:
 - **Introduction**
 - **Main body**
 - Made up of paragraphs
 - Each paragraph makes a point
 - Each paragraph has evidence to support the point
 - **Conclusion**
- These are followed by a **reference list**.



Report Structure

- Reports are structured in the same way:
 - **Introduction**
 - **Main body**
 - **Conclusion**
- However, the main body is broken up into **sections**.
 - The names of these sections vary.
- Therefore, reports often have a **contents page**.
- Again, academic reports include a **reference list**.



Report writing/planning

Where to begin?

- Watch the video and think about how the advice relates to your own report
 - What is the purpose of your report?
 - Who is the audience?
 - How are you going to answer the question?
 - Where are you going to find the information?



The background of the slide is a photograph of a desk. In the top left corner, there is a small potted plant with long, thin green leaves. Next to it is a black pen. Below the pen are two spiral-bound notebooks. One notebook is white with a silver spiral binding, and the other is a light brown or tan color. The entire scene is set on a light-colored wooden surface with horizontal planks.

Introductions & Conclusions

Introductions & conclusions

Why do we need them?



A top-down view of a desk with a spiral notebook, a pen, and a small potted plant. The notebook is open, showing a blank page. A black pen lies diagonally across the top left. A small potted plant with green leaves is in the top left corner. The background is a light-colored wooden surface.

Introductions



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What is an introduction?

- Individual introductions can vary depending on:
 - the **length** of the essay/report (often approx. 10% of wordcount)
 - the **topic** of the essay/report
 - the **purpose** of the essay/report
- There are **basic elements** to include that are appropriate and conventional for academic introductions in the UK.
- The introduction functions as a **road map of the essay**, outlining to your reader the main points which you develop.

Task 1:

What often goes in an introduction?

1. A hook to grab the reader's attention.
2. A general statement about the topic.
3. A summary of all the main points included in the main body.
4. A thesis statement – a summary of your main answer to the question
5. Information about why this topic is important.
6. Implications of your argument
7. A joke or funny story.
8. A rhetorical question.
9. Suggestions for the future.
10. A prediction about the future.
11. An outline of your essay / a roadmap.

Task 1:

What often
goes in an
introduction?

Answers

1. **A hook to grab the reader's attention.**
2. **A general statement about the topic.**
3. A summary of all the main points included in the main body.
4. **A thesis statement – a summary of your main answer to the question**
5. **Information about why this topic is important.**
6. Implications of your argument
7. A joke or funny story.
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11. **An outline of your essay / a roadmap.**

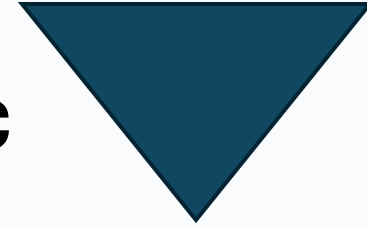
General to Specific

You may find it useful to think of an essay's introduction:

- as an **inverted triangle** or **funnel**
- moving from general to specific information



Organising from general to specific



General information, could include:

- **A hook** to grab the reader's attention, e.g., a surprising fact or statistic; a problem or issue
- **General information and facts** on the topic, including **definitions** of key concepts
- Information about **why this topic is important**.

Specific information, often includes:

- Either a **purpose statement** –e.g. 'The purpose of this report is to...'
- And/or a **thesis statement** – a summary of your main answer to the question(s) in the assessment specification, e.g. 'This essay argues that...'
- An **outline/roadmap** of your essay/report

Common mistakes

- No introduction included at all
- Introduction included but it doesn't read like an introduction
- Includes far too much background or historical information in the introduction
- Too long or too short



A good introduction

Is totally relevant

Concise, i.e. approx. 10% of word count

Shows that you have...

- **Completed the task** you were set (i.e. use words from specification)
 - e.g. This report explores... This report analyses... This essay argues...
- **Understood the key issues** and their implications
- **Planned a structure**, i.e. the main areas that you are going to write about
 - e.g. It first considers... Then it analyses... Finally, it presents...
- **Carried out some research**, i.e. by referring to at least one of your sources

Task 2: What is the purpose of each sentence?

What is good about this introduction?

How could it be improved?

Essay question: Explain how academic skills are useful when working in health and social care.

Academic skills have often been considered as different to employability skills. In this essay, I will discuss how they overlap by considering three examples. I will argue that skills in research, writing and critical thinking mean that better care can be provided to service users. I will take each of these skills in turn, discussing what they involve and how they apply to a health and social care context.

(The introduction is 69 words long, and the essay is 2000 words long.)

Answers from class

- It shouldn't use 'I' because 'I' is first person. First person is generally only used when writing reflections.
- At 69 words, it's too short for a 2000-word essay. Approx. 10% (i.e. 8 – 12%) is 160-240 words.
- More general information needed (e.g. hook, general facts/figures, why the topic is important). One sentence isn't enough.
- No citations. The first sentence is presented as a fact. All facts need to be supported by a citation.
- The introduction explains what the essay will do, which is good, but the roadmap could be clearer – it doesn't provide the order in which the skills will be discussed.
- Apart from the use of 'I', the language is appropriately formal.

First person vs. Third person

Academic skills have often been considered as different to employability skills. **In this essay, I will discuss** how they overlap by considering three examples. **I will argue that** skills in research, writing and critical thinking mean that better care can be provided to service users. **I will take** each of these skills in turn, **discussing** what they involve and how they apply to a health and social care context.

Academic skills have often been considered as different to employability skills. **This essay will discuss** how they overlap by considering three examples. **The essay will argue** that skills in research, writing and critical thinking mean that better care can be provided to service users. Each of these skills **will be taken** in turn and what they involve and how they apply to a health and social care context **will be discussed**.



Conclusions



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What is a conclusion?

- The conclusion functions to **remind the reader** of the **important ideas** in your assignment, to draw them together to **provide the big picture**, and consider the **'so what?'** and/or **'what next?'**
- Again, individual conclusions can vary depending on:
 - the **length** of the essay/report (often approx. 10% of wordcount, but often a little shorter than the introduction)
 - the **topic** and **purpose** of the essay/report
- Again, there are **basic elements** to include that are appropriate and conventional for academic introductions in the UK.

Six key characteristics



Must answer the question



Must link back to your introduction



Should leave a positive impression



May refer to the practical application of your work



May acknowledge limitations



May make recommendations for future study

Task 3:

What goes in a conclusion?

1. A hook to grab the reader's attention.
2. A general statement about the topic.
3. A summary of all the main points included in the main body.
4. A paraphrase of the thesis statement from the introduction – a summary of your main answer to the question
5. Information about why this topic is important.
6. Implications of your argument
7. A joke or funny story.
8. A rhetorical question.
9. Suggestions for the future.
10. A prediction about the future.
11. An outline of your essay / a roadmap.

Task 3:

What goes in a conclusion?

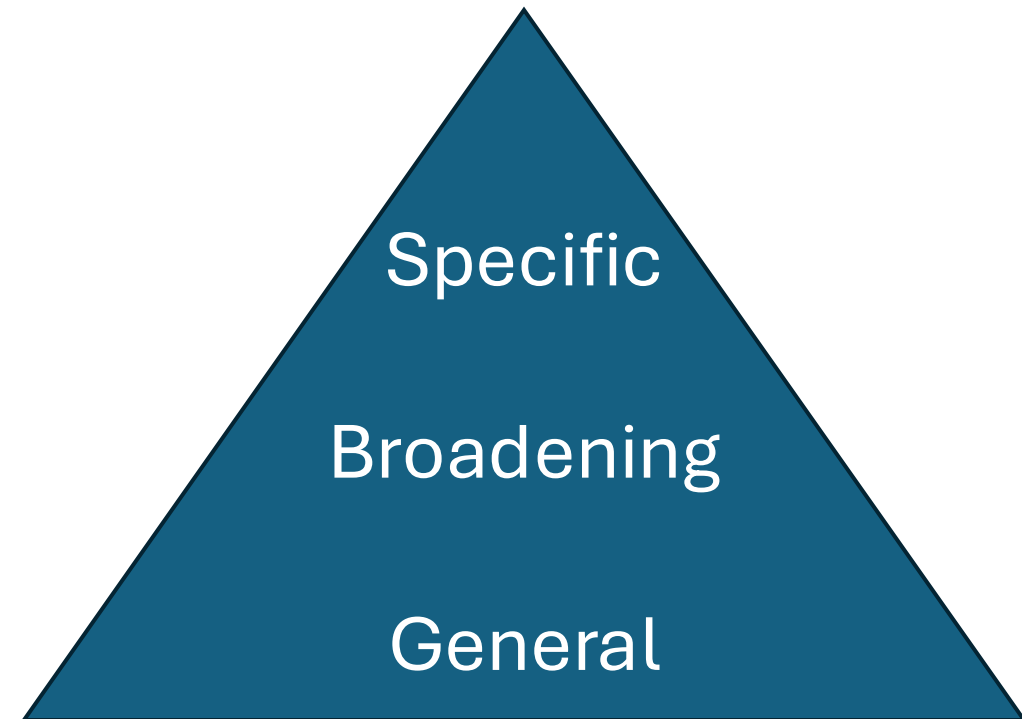
Answers

1. A hook to grab the reader's attention.
2. A general statement about the topic.
3. **A summary of all the main points included in the main body.**
4. **A paraphrase of the thesis statement from the introduction – a summary of your main answer to the question**
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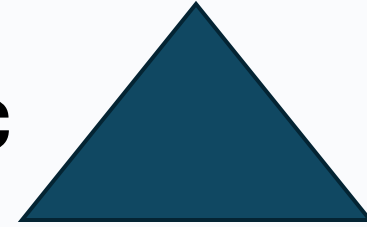
Specific to General

You may find it useful to think of an essay's conclusion:

- as **triangle**
- moving from specific to general information



Organising from general to specific



Specific information:

- A **reminder of the purpose** of the report (sometimes included)
- A **summary of the main points** you made in the main body (always included)

General information, often includes:

- A summary of the **main, overall, big-picture answer** to the question/task set
- **Implications** (i.e. the 'so what?')
- **Predictions, suggestions or recommendations** for the future (i.e. the 'now what?')

Common mistakes when writing conclusions

- **Too much detail**
- **Simply states the aim of the report without summarising the key points and concluding**
- **Copied and pasted from other parts of the essay/report.**

Paraphrase when you summarise the key points

- **No linking words/phrases (or not enough).**

e.g. in conclusion, to conclude, to sum up, therefore, thus

- **Sounds different from the rest of the essay/report.**

Write in clear, simple language.

If you haven't been using first person (i.e. I, me, my, our, etc.), don't start here.

Task 4: What is the purpose of each sentence?

What is good about this conclusion?

How could it be improved?

Essay question: Explain how academic skills are useful when working in health and social care.

In this essay, I have suggested that developing academic skills, such as research, writing and critical thinking skills, prepares future health and social care professionals for some of the tasks they will need to undertake in employment. Any individual worker is part of a complex system that is facing challenges due to changes in the population, major health conditions, inequalities, the distribution of resources and technologies including the availability of vast quantities of information. Developing skills in managing and using some of that information will enable professionals to do their best for people needing care.

Answers from class

- The conclusion's overall structure is good - it reviews what was said in the essay and presents a forward-looking statement.
- It shouldn't use 'I' because 'I' is first person.
- The sentences are too long which makes it hard to read. 30 words is a sensible maximum sentence length to aim for.
- It feels a jumble because it doesn't use linking words like 'however', 'therefore', 'to sum up', etc. to make connections between sentences.
- There are no citations, but this is often the case in conclusions because you are summarising information you've already provided in the main body.
 - However, if your implications, predictions or recommendations haven't been mentioned elsewhere in the assignment and come from something you've read, then you must provide a citation.

Referring to the purpose

- This report has explored..
- This report has analysed...
- The aim of this essay was to...
- This investigation set out to...
- The central question addressed was...
- The primary objective has been to...
- This report has considered...

Summarising & concluding

- To sum up...
- It has been argued that....
- This essay has shown...
- As discussed earlier, ...
- As stated previously, ...
- In brief, ...
- Overall, ...
- Taken together, ...
- In conclusion, ...
- It can concluded that ...
- It is clear that, ...
- Ultimately, ...
- All things considered, ...
- The evidence points to the conclusion that...
- The analysis supports the view that...

So what?

- Therefore, ...
- This suggests that...
- The implications of this are...
- This has wider relevance for...
- This can be applied to...
- This raises questions about...
- This could inform...

What next?

- It is recommended that...
- Several recommendations that can be made are...
- It would be beneficial to...
- Future research should focus on...
- A possible course of action is...
- ... should ...
- ... must ...
- ... will ...
- ... are advised to...
- ... ought to consider...



Using words/phrases to connect ideas

To sum up, it is clear that the study of both science and engineering and history and politics have a role to play in society. **As discussed**, not all students have the skills needed to study a scientific subject and studying a subject like history can help us understand problems we have today. **This essay has shown that** the arts can provide the community with useful insights into human nature which may not be possible through only the study of science. **However**, if funding is transferred away from the sciences to support the arts, this could be detrimental to society as it is unlikely that we will progress quickly in the fields of medicine and health or travel and transport. **Therefore**, while both are necessary, **it might be argued that** the study of scientific subjects is more beneficial to society than the study of subjects such as history and politics. Governments **should** ensure that new students are encouraged to take up these subjects and that there is always sufficient funding.



Putting it all together



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Task 3 – Written Report

LEVEL 4 ASSESSMENT SPECIFICATION

Student name:		Student ID number:	
Programme:	Certificate of Higher Education Skills for Workplace (Health and Social Care)		
Module:	Academic and Employability skills		
Module code:	LCHS4001	Contribution to Overall Module Assessment (%):	100%
Lecturer:	Markus Klingelfuss (Module lead)	Internal Verifier:	Dr Besty Jose
Assignment Title:	Practical portfolio of work 3000 words or equivalent	Word count (or equivalent):	3000
Submission deadline:	Task 1: Video (Individual): Week 5, W/C October 6th, IN CLASS Task 2: Reflective Activity: Due 31st October (Friday, Week 8) Task 3: Written Report: Due November 21st (Friday, Week 11)	Return date of provisional marks & written feedback:	Task 1: 3rd November 2025 Task 2: 28th November 2025 Task 3: 8th January 2026
Submission method:	All written assessments, where practical and possible, must be submitted via Turnitin unless otherwise instructed by the Lecturer. (Please DO NOT put this assessment specification into Turnitin or it will match many similarities with other students' submissions.)		

Task 3: Report (1200 words): 40 marks

Purpose: To structure and write a report following academic style conventions and to practice using sources in your writing.

Write an **appropriately structured academic report on your chosen role from Task 1**. You should:

- **Describe one specific role within the health and social care sector** and give **examples** of the duties and responsibilities of this role.
- **Explain 3** essential skills needed to perform this role and explain **why** these skills are essential for the role. You should offer role-specific examples to support this explanation.
- **Describe 3 separate strategies** to improve each of these skills and explain **how** the strategies would specifically help develop each skill.
- You should try to provide examples to support your points when and where possible.

We expect you to cite and reference a total of **5 sources minimum** in your report using the Harvard Referencing System. You should ensure that your report is appropriately structured and includes a title page and table of contents.

This report will be submitted via Moodle/Turnitin by Friday, 21st November, 10 am.

Template under the Week 10 tile on Moodle.

Remember to think about the following:

What will be the main message of your report?

What will be the point of each paragraph?

What evidence will you use in each paragraph?

What will you do in your introduction?

What will you do in your conclusion?

Remember to share your work with your lecturer

Reminder

- You must submit **Task 2** by **10am** on **Friday 31st October**.
- Make sure you have submitted in the correct place on Moodle:
 - 'LCHS4001 Academic and Employability Skills' module
 - 'Submission Links' tile
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Next week



Paragraphs



Cohesion and coherence, i.e.
creating good flow in your writing