

REPORT STRUCTURE

FORMAL
TITLE

Report on college improvements

FORMAL
SUB-HEADING

Introduction

As a student of the college, the principal has asked me to compile a report on how the college can be improved. I have completed research and asked students a number of questions. These results will be analysed in this document.

FOOD

Problems

Firstly, one huge concern from the students was the catering services. 88% of students stated that the food was unsatisfactory. The results also showed there was limited vegetarian options while the food was sometimes served cold. Although, the majority of students were happy with the customer service from the staff, 28% believed they needed more people on the counter.

STUDENT
UNION

Secondly, the students feel there isn't anywhere they can go with their friends. Let me get straight to the point: the student union needs major refurbishment. The students find it increasingly dull and in desperate need of modernisation. Unsurprisingly, the union is very quiet at peak times in the college day.

PARKING

Thirdly, parking is causing major dissatisfaction from the students. Four out of five students have to pay £6 to park in a near-by hotel. There are some free parking spaces but these are all taken up by staff. The major consensus from the students is that this is unfair, demotivating and expensive.

SOLUTIONS
FOR ALL
THREE
PROBLEMS

Solutions

- The problem with the catering could be solved by an extra employee being on the counter at all times. In addition, more vegetarian meals should be brought in, whilst the food must be served at a certain temperature.
- The student union needs to be decorated as soon as possible and needs more activities in place for the students. This will improve popularity with students quickly.
- Finally, there needs to be more car spaces available for students on the campus. If this is not possible, then the college should make contact with the local council to arrange cheaper parking around the site as soon as possible.

CONCLUSION

Conclusion

In summary, I have given my recommendations on how to improve the college. If these findings are acted on, I believe the college will increase its overall performance.

How To Write A Report Gcse

John Bowden



How To Write A Report Gcse:

Writing A Report, 9th Edition John Bowden, 2011-06-24 Now in its 9th edition this extensively revised and updated handbook explains how you can write reports that will be Read without unnecessary delay Understood without undue effort Accepted and where applicable acted upon Divided into three parts the book looks in detail firstly at the practical side of report writing Preparation and planning Collecting and handling information Writing and revising Secondly at the creative side of report writing Achieving a good style and choosing the correct words Improving the overall appearance of reports And thirdly at 23 common types of report including Annual reports Appraisal reports Audit reports Minutes Progress reports Student project reports Technical reports There is also an extensive glossary and a selection of sample reports Getting the Buggers to Write Sue Cowley, 2004-11-24 A fully updated second edition of Sue Cowley's practical guide which provides a range of effective strategies for developing children's writing in the classroom Written with her usual practicality humour and optimism Sue Cowley guides colleagues through all the stages of teaching writing from motivating students to want to write through to helping them shape structure and correct their work This new edition contains two new chapters one which will be of particular interest to primary teachers and the other concentrating on ways of developing writing right across the curriculum *How To Write Coursework and Exam Essays* Brendan Hennessy, 2014-02-21 Writing good essays is a vital study skill for all stages of education from GCSE to degree level This highly successful and thoroughly practical guide leads you step by step through the whole process including How to put your ideas into shape Making your essay coherent and giving it conviction How to think straight and argue well How to write a good introduction and conclusion Improving your style Editing and rewriting Now in its 6th edition this book has been thoroughly revised and updated to take account of feedback from teachers and students including the requirements of online research Use the techniques and exercises in this book to develop the originality and good writing that examiners look for and write essays of distinction every time **OCR Teacher Support Pack** Richard Barrett, Glynis Frater, Paula Miles, 2003 Written specifically for OCR centres this pack provides advice and assistance for teachers on how to approach the VGCSE business qualification The packs include information on how to prepare students for external assessment and how to assist them in preparing their portfolios Each pack contains induction material teacher notes and a glossary of key terms guidance on selected case study questions portfolio building assignments and a useful web links page **Teacher Support Pack Edexcel** Richard Barrett, 2003 Written specifically for Edexcel Centres this pack provides advice and assistance on how to approach this new qualification The packs include information on how to prepare students for external assessment and how to assist them in preparing their portfolios A Practical Approach to Writing Skills David Stone, Duncan Beal, 2003-09-03 Placing emphasis on the AQA specifications this series aims to support the examined components of English at GCSE Adopting a twin track approach it comprises two Students Books Assessing GCSE English Reading Skills and Assessing GCSE English Writing Skills along with

two accompanying Teacher s Resource Books The Annual Report of Her Majesty's Chief Inspector of Schools 2004/05
Great Britain: Office for Standards in Education,2005-10-19 The remit of the Office for Standards in Education OFSTED is to improve standards and quality of childcare and education for learners up to 19 years of age through regular inspection some of which is carried out jointly with other inspectorates This annual report covers the year 2004 05 and includes sections on childcare and early learning primary and maintained nursery schools secondary schools special schools pupil referral units further education colleges initial teacher training local education authorities Also included is a section on surveys and themes examining national education strategies in schools in different areas A final section takes a retrospective view on inspection and the contribution OFSTED has made to education over the past 13 years An accompanying CD ROM includes detailed reports on subjects in schools and curriculum areas in colleges **The New Newbolt Report** Andrew Green,2021-11-29
This book offers a pivotal re evaluation of English teaching one century on from The Newbolt Report of 1921 responding to this seminal work and exploring its impact on issues and contemporary aims of English teaching today Bringing together a range of experts in English higher education the book provides a twenty first century inflection on the enduring issues highlighted by Newbolt s original report It examines topics including the demands of assessment the narrowing of the literary curriculum the impact of education reform targets related to social mobility class and widening participation as well as broader questions about the function of literature and the arts in education Chapters also consider issues surrounding the promotion of community cohesion diversity and how technological advances might reshape literary education This unique re evaluation of the achievements and findings of the Newbolt Commission will be essential reading for those researching English education and the history of education **Inspecting and Advising** Mrs Joan Dean,Joan Dean,2002-11 First
Published in 2004 Routledge is an imprint of Taylor Francis an informa company **How Science Works** Rob
Toplis,2010-12-02 How Science Works provides student and practising teachers with a comprehensive introduction to one of the most dramatic changes to the secondary science curriculum Underpinned by the latest research in the field it explores the emergence and meaning of How Science Works and reviews major developments in pedagogy and practice With chapters structured around three key themes why How Science Works what it is and how to teach it expert contributors explore issues including the need for curriculum change arguments for scientific literacy for all school students views about science what we understand about scientific methods types of scientific enquiry and importantly effective pedagogies and their implications for practice Aiming to promote discussion and reflection on the ways forward for this new and emerging area of the school science curriculum it considers teaching controversial issues in science argumentation and questioning for effective teaching enhancing investigative science and developing reasoned scientific judgments the role of ICT in exploring How Science Works teaching science outside the classroom How Science Works is a source of guidance for all student new and experienced teachers of secondary science interested in investigating how the curriculum can provide creativity and

engagement for all school students

Drafting and Assessing Poetry Sue Dymoke, 2003-01-28 This excellent book provides the reader with comprehensive coverage of all aspect of poetry teaching The book does more than inform us it inspires profound reflection on the best ways it support poetry writing and draws us into the debate about assessment driven curriculum School Librarian A must for trainee teachers and English departments Booktrusted News Drafting and Assessing Poetry is thoroughly researched and shows how attitudes towards teaching of poetry and indeed the place of poetry on the syllabus has changed with political fashion over the years but more importantly Sue Dymoke shows how a handful of contemporary poets go about drafting their work and sees this process as an essential tool in the classroom advocating that students should keep drafting notebooks just like real writers Getting students or indeed members of writing groups to understand that one draft of a poem may not be the final or best work they can produce will never be a problem again Writing in Education Sue Dymoke s book is a much needed antidote to the ubiquitous guides to poetry analysis This book is well worth reading for its clarity and wealth of ideas Bethan Marshall TES Teacher Magazine Every English department should buy this remarkably comprehensive book Inspiring approaches for teaching children to write poetry are clearly described Sue Dymoke draws upon her extensive experience as a poet English teacher and researcher to explore the place of writing poetry in English lessons and examinations Her unique insights into both the writing and teaching of poetry should prove invaluable to English teachers Dr Mark Pike Lecturer in English Education and Head of PGCE English University of Leeds It is a useful book a theoretical text but with a practical focus which makes it very readable and interesting to teachers of young people particularly but also to teachers of adults and indeed in parts to poetry writers themselves particularly those interested in working in schools or simply curious about the general process of drafting and evaluating poetry County Lit Nottinghamshire County Council Literature Newsletter Drafting and Assessing Poetry offers a range of teaching strategies for developing students poetry writing skills and guidance about assessment approaches Critical commentaries combine with illustrations of successful classroom practice to consider this essential but under explored aspect of English teaching Based on theory but with a practical dimension the book engages readers in current critical debates about poetry teaching and its place in an assessment driven curriculum This book is for reflective practitioners including trainee teachers who want to develop their understanding of poetry teaching and to gain insights which will inform classroom practice It will also be useful for literacy co ordinators teacher educators and other advisory staff in the field of English teaching

A Guide to

Coursework in Psychology Eamon Fulcher, 2006-05-02 Ever had difficulty choosing a research project Ever wondered how your work will be marked This book will help students to understand the coursework specifications and marking criteria for a number of key exam boards including AQA specification A and B OCR EDEXCEL and SQA It provides specific and highly relevant advice on how to maximise achievement in coursework Guidance is offered on how best to choose a research project through to practical advice on how to carry out research and write up reports Topics to be avoided are also considered and

advice on how to navigate the difficulties and avoid common pitfalls provided Key issues covered include An overview of the main methods of investigation in psychology Data analysis including how to present data in Word and Excel and how best to comment on it How to draw conclusions from data and create inferential statistics Incorporating a series of examples including an investigation from start to finish and a laboratory experiment this book provides clear hands on advice It will be an invaluable tool for GCSE AS and A2 students helping them to maintain their motivation through coursework assignments and to achieve their potential

Teaching Assistant's Handbook for Level 2 Teena Kamen,2012-03-30 This textbook will be the perfect companion to you if you are taking a qualification in Supporting Teaching and Learning in Schools at level 2 whether that is the Award in Support Work in Schools Certificate in Supporting Teaching and Learning in Schools or Certificate in Supporting the Wider Curriculum Teaching Assistant s Handbook for Level 2 offers you a comprehensive and practical guide to supporting the development of children and young people in a variety of educational settings including primary secondary and special schools as well as extended schools The tasks included will develop your personal and professional skill as well as key tasks which will contribute to your assesment This new edition in updated in line with the revisions made to the specification following the implementation of the Qualifications and Curriculum Framework in 2010 and now mirrors the structure of the units that make up the various Level 2 qualifications

How Children Learn to Write Dorothy Latham,2002-07-25 This book is a useful addition to any staff library What makes it different to many other similar books is that it shows teachers that speaking listening and reading create the foundations for writing Tested in schools staff said It is a very useful framework for action research based upon secure theory When deciding classroom strategies it is easy to find what you are looking for and the chapter summaries are very helpful Some of the staff development and training suggestions are very practical and we are trying them out We found the emphasis upon class novels and the class discussion that follows very important especially when linked to the excellent examples of children s writing This book may appear to some as theoretical and academic but this is why it will be valuable It does what the title says because it shows how children learn to write It starts at the beginning and saves diving into the latest trend Perhaps its best recommendation is that every school that was asked to look at it said It s good and we have ordered a copy John Lilly independent education consultant The chapter on the Taxonomy of Writing Purposes will be useful for planning and those on extending and enhancing writing will definitely be helpful in many day to day situations Nicholas Bielby Times Educational Supplement This book outlines the processes which are involved when children learn to write The author shows how certain strategies can improve children s progress in writing Dealing with the age range three to 13 the book addresses issues to do with the gender gap children with English as an additional language left handedness Dorothy Latham includes ideas for sound and easy ongoing assessment of writing The book is written in line with the requirements of the English National Curriculum and The National Literacy Strategy Framework for England but is not limited to them Topics also covered include

brain development and structures the acquisition of speech language and thinking working memory secretarial skills stages in compositional development writing purposes and cross curricular applications strategies for improving self generated writing using reading to improve writing using speech and drama to improve writing and ten ways to improve children s writing This book is for serving teachers in schools wishing to study the subject in further depth and as a source book for students Useful for school based staff INSET it provides simple activities for teachers to do and discuss **2012 GCSE**

English results Great Britain: Parliament: House of Commons: Education Committee,2013-06-11 The 2012 GCSE English results prompted significant controversy which ultimately resulted in an application for judicial review This report sets out the background to these events and identifies lessons to be learned The problems with GCSE English can be traced back to the 2007 09 development phase of the qualification in particular the turbulence which resulted from the shift away from a mostly linear to a modular system combined with a high proportion of controlled assessment and generous marking tolerances Exam board experts raised concerns at the time but these were not acted upon by the regulator the then interim Ofqual Further difficulties arose because of pressures from the school accountability system The problems experienced with GCSE English in 2012 highlighted serious weaknesses in the moderation of speaking and listening with consequences for grade awarding The current status of Ofqual as an independent regulator accountable to Parliament is the right one However the Coalition Government is bringing in wholesale changes to GCSEs and A levels to a tight timetable and at the same time Ofqual must have systems in place The Committee is also concerned that there is a rush towards separate exam systems for England Wales and Northern Ireland without careful reflection on what might be lost or consensus that this is the right thing to do Report by HM Inspectors on the Introduction of the General Certificate of Secondary Education in Schools, 1986-88

Inspectorate of Schools (England and Wales),1988

Resources in Education ,1998

Addressing Difficulties in

Literacy Development Gavin Reid,Janet Soler,Janice Wearmouth,2013-09-27 This book outlines and critiques international strategies and programmes designed to address difficulties in literacy development The high profile team of contributors consider teaching programmes which operate at family school pupil and teacher levels They argue that school is not the only legitimate location for literacy education and show how difficulties in literacy can be addressed sequentially both in and out of the school context Issues addressed include the dilemmas facing practitioners in choosing between multiple approaches to practice the factors which must be addressed in strategies which operate at the level of the family and the community how to ensure the school can support programmes designed to improve literacy learning how to put theory into practice in programmes designed for use with individual students the teacher as reflective practitioner developing professional practice which effectively raises literacy achievement This book will be of interest to postgraduate students teachers researchers educational professionals and policymakers who are looking for practical strategies to address difficulties in literacy development This reader forms the basis of the Open University s Difficulties in Literacy Development course and is ideal for

similar courses nationally and internationally *Progress in Geography Skills: Key Stage 3* David Gardner, 2020-05-29
Highly Commended in the GA Publishers Awards 2021 This comprehensive resource has been designed to work alongside Progress in Geography and uses the same format and recognisable layout It can also be used as a standalone text and is packed full of resources well framed activities support and practice to help students to develop key geographical skills and think critically about what they re learning The judges also felt it could be a useful reference for non specialists and trainee teachers This book is designed to help students build up and apply geographical skills throughout KS3 A wide range of skills are introduced in Unit 1 and then revisited and progressed in different contexts in Units 2 15 as part of a learning journey to becoming a geographer These skills are progressed as an integral component of an enquiry process The book provides a firm foundation for the geographical skills required at GCSE level and beyond A wide range of geographical data is provided including satellite images and a large number of OS maps at a variety of scales often linked to other data such as ground and aerial photos Progress in Geography Skills Key Stage 3 can be used independently or alongside the Progress in Geography Key Stage 3 Student book Each page has a specific learning objective and skills focus such as Conducting geographical enquiries considering different points of view and making decisions Drawing field sketches linked to OS maps and locating places using lines of latitude and longitude on an atlas or grid references on OS maps Understanding and drawing a wide variety of graphs Analysis and presentation of statistical data Comparing ground level photographs with Ordnance Survey maps and being able to identify coastal glacial and river landforms on OS maps Using newspapers to investigate issues and detect bias Using websites including online GiS as part of enquiries and investigating data *Differently Literate* Elaine Millard, 2002-09-26 Presents research into the differences in boy s and girl s experiences of the reading and writing curriculum at home and in school The book is presented in three sections an outline of the theoretical debates on gender difference and academic achievement a description of the research into these issues conducted by the author and an analysis of the author s findings In discussing the outcome of her research the author aims to highlight further areas for more detailed study and makes recommendations for the development of literacy policies which cross curriculum boundaries in schools

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