**Sample conclusions**

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<th>Summary of all the main points</th>
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<td>Concluding statement</td>
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**Sample 1**

**Conclusion**

As previously stated, what differentiates university-standard writing from other forms are the expectations held by the academics who will assess the writing. These include the expectation that essays will be thoroughly planned, and clearly structured, making the arguments and ideas they provide easy to follow. There is also a very high expectation of the style of writing that will be used; it must meet academic standards in formality as well as cohesion. Further, all universities have a high-expectation that an essay will contain only the original work of its student, or that where the words or ideas of another are used, they will be accurately and thoroughly referenced.

It is vital for all university students to be aware of these expectations and to be competent in the skills that are required in order to meet them. Without doing so, the students’ grades will suffer, and in the worst case they may face the danger of discipline over academic misconduct.

In conclusion, it is worth repeating and emphasising that the components contributing to a well-written university essay need not make the writing harder or longer work. Indeed, if they are used properly and habitually, the structure and focus provided by the use of these components should make the writing easier and the grades awarded to the writing higher. Students could do little better than to consult Solent University’s ‘succeed@solent’ online pages if they want to learn how to get to grips with the components of good essay writing.
Conclusion

This essay set out to examine two academic forms of writing - essays and reports and evaluate their suitability to give evidence to the learning of university students. The evaluation was approached in terms of their purpose, form and content. It also gave some consideration to alternate forms of academic assessment.

From the evidence of writers offering advice on correct academic writing, and observation of common practice among academics and students, it is clear that essays are used in order to show how a student can take on board existing knowledge in their discipline and use this to draw their own conclusions and form opinions. Proper academic style requires a fixed structure of introduction, main body and conclusion. However, the manner in which the topic is dealt with depends on the process of the question or title being tackled.

On the other hand, reports are used to give evidence to research on a restricted topic. They are written so as to allow the reader to read selectively, a process that is aided by a fixed structure including sections with heading and subheadings.

From this examination, it has been shown that essays and reports do indeed appropriately give evidence of these two different types. It has also been explained how they are well-suited to giving evidence to the results or products of these learning processes. What may need to be considered, but is beyond the scope of this paper, is whether it is sufficient to summatively assess these two types of learning or whether other forms of assessment, for instance learning journals or student portfolios, may be required as well in order to allow for formative assessment evidencing other forms of learning and taking greater consideration of the learning processes involved.
Sample 3

Conclusion

Plagiarism is never going to go away but the points above show that there are things that universities can do to prevent it. By getting all the people at the institution (staff and students) on board with university policy about plagiarism then it will be easier for everyone involved to look out for it. Students can notice it when reading their own work and other students and lecturers can point it out when marking. By doing this everyone learns what plagiarism involves and how to prevent it. The various methods outlined all have their merits and all universities should adopt as many as possible. However, these have deliberately focussed on what can happen within the institutions. Perhaps the problem could also be approached in schools and colleges as students prepare for their university life. Plagiarism should be taught earlier on in education.