

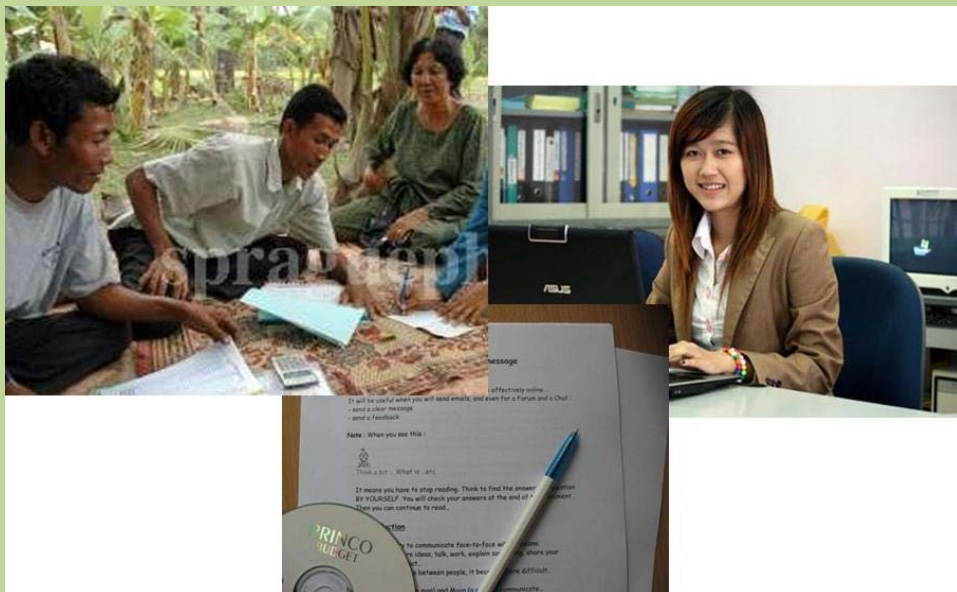
Report Writing

Module



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Contents

Overview.....	5
How to Use the Module?	5
Topic 1 - Types of Reports	6
Types of reports.....	6
Purpose and audience	7
Information reports.....	7
Progress reports	8
Performance evaluation reports.....	8
Accident reports.....	8
Financial reports.....	9
Annual reports.....	9
Project performance indicator reports.....	9
Topic 2 - Research	11
Introduction.....	11
Information for the report	11
The audience.....	12
Where to collect information	12
Planning and carrying out the research	13
Organising research material	16
Carrying out the research.....	16
Analysing the information.....	30
Job prospects.....	31
Involvement of young people in community affairs.....	31
Recommendations.....	31
Topic 3 - Planning.....	32
Introduction.....	32
1. Identify the audience	33
2. Word the objectives of the report to meet the needs of the audience. ..	33
3. Choose an appropriate structure for the report	33
4. Identify the purpose of each stage of the report.	34

5. Be clear how the information will be used in each stage of the report. . 35	
6. Choose language that is appropriate to the objectives of the report as well as for the audience..... 37	
Topic 4 - Drafting 38	
Introduction..... 38	
Drafting 38	
Beginning the draft report 39	
Getting started 39	
The body of the report 42	
Conclusions and Recommendations..... 47	
Bibliography..... 48	
Appendices..... 49	
Topic 5 - Editing..... 52	
Introduction..... 52	
Checking that your report says what you want it to..... 52	
Proofreading..... 53	
Paragraphs..... 53	
Sentence structure 54	
Punctuation..... 54	
Capital letters 55	
Full stops 55	
Question marks..... 55	
Quotation marks for direct speech..... 55	
Commas..... 55	
Spelling and choice of words 56	
Layout..... 57	
Self Testing Activities..... 70	
Topic 1 - Types of Reports 70	
Topic 2 - Research..... 72	
Topic 3 - Planning 76	
Topic 4 - Drafting..... 79	

Report Writing Module

Topic 5 - Editing.....	82
Self Testing answers	86
Topic 1 - Types of Reports	86
Topic 2 - Research.....	88
Topic 3 - Planning	91
Topic 4 - Drafting.....	92
Topic 5 - Editing.....	94

Overview

This module is designed to follow on the module Preparing Reports. It moves from identifying the types of reports used by a community organization and goes on to demonstrate how to plan and carry out research procedures for collecting information to go into a report of a community program, to plan and draft a report for a community program.

How to Use the Module?

This module is arranged as a series of “**topics**”, i.e. like chapters of a book. In each topic, you will find:

- Learning content for you to study
- Self testing activities with answers provided for self-checking

Topic 1 - Types of Reports

Introduction

Welcome to Topic 1 of *Report Writing*. This topic is called Types of Reports.

In this topic you will identify the types of reports used by a community organisation and explain their purposes.

Your assessment for this topic includes:

- identifying the types of reports used by a community organisation
- identifying the purpose of reports and their audience (who will read them)
- explaining the place of reports in the problem solving and decision-making processes of organisations.

Types of reports

Reports are formal documents that express facts, opinions and predictions about something that is happening, or has happened, in an organisation. A report may be written to give an account of a programme, to suggest a possible course of action, to give details of an event or of a person's performance. Reports are usually written about the operation of some aspect of an organisation by the people **within** the organisation.

As a community manager, you may need to write reports for the following reasons:

- to give a written record of a meeting or conference to a workgroup or management committee - **an information report**
- to keep a management committee or a funding body informed about the performance of a project, as a basis for continuing, altering or stopping the programme - **a progress report**
- to evaluate the performance of a staff member and assist them to work towards their goals - **performance evaluation reports**
- to give details of an accident - **an accident report**
- to give details on the income and expenditure and other financial details of an organisation - **a financial report.**





Self testing activity 1.1

Purpose and audience

It is important to keep in mind that reports are written:

- For a specific person or group of people
- For a particular reason
- With an expected outcome in mind.
- When writing reports it is important therefore always to ask:
- **Who** is this report being written for?
- **Why** is it being written?
- **What** is the desired outcome?

Let's look at these questions in more detail as we look at examples of the different types of reports.



Information reports

E.g. Report of a Health and Safety Workshop for Health Clinic Workers.

Audience	Purpose	Expected outcome
Other staff members	Inform about health and safety procedures learned at workshop.	Other workers will be well informed about the health and safety procedures learned.

Progress reports

E.g. Progress Report on an Office Training course for unemployed people aged 16-25.

Audience	Purpose	Expected outcome
Management committee	Inform about progress.	Clarify future direction of programme.
Funding body		Continuation of programme funding.

Performance evaluation reports

E.g. Performance evaluation of the office staff in a community organisation.

Audience	Purpose	Expected outcome
(1) Staff being evaluated and (2) Manager	See if work goals are being achieved.	Effective working towards work goals.
		Redefine work goals.

Accident reports

E.g. report on a workplace accident.

Audience	Purpose	Expected outcome
Management	Describe reasons for accident.	Improve safety.
Insurance company	Insurance/compensation claim.	Ensure adequate compensation and insurance.

Financial reports

E.g. A community organisation Financial Report.

Audience	Purpose	Expected outcome
Management committee	Check on financial situation.	Clarification of financial situation.
Funding body	Ensure finances are being used as specified.	Continued funding.

Annual reports

E.g. community organisation Annual Report.

Audience	Purpose	Expected outcome
Community members	Summarise all aspects of organisation's activities over the year.	Continued support.
Other organisations and funding bodies	As above.	As above.

Project performance indicator reports

Audience	Purpose	Expected outcome
Management committee	Measure outcomes against objectives.	Ensure objectives are being met.
Funding bodies	As above.	As above.



Self testing activity 1.2

We have looked at various types of reports that organisations may have to produce. For the remainder of the topic, and for the following topics in this module, we will focus on progress reports that are written by staff in an organisation to report on how a programme is going.

Progress reports

Purpose

These reports are written to provide information about what is happening within a programme or organisation.

They provide important information that will be used to make decisions about the future directions the programme or organisation should take, and need to be read and discussed carefully.

Audience

Progress reports may be requested by a management committee of a project, by a community council which the management committee is responsible to or by a funding body.

Role of a Progress Report in decision making

Some of the questions that need to be considered in a Progress Report about a project are:

- Is the project achieving its goals?
- Is there strong participation from the target group?
- Is the target group (clients) happy with the service being provided?
- Is the staff of the project able to work successfully towards the goals?
- Is the project being well managed?
- Are the funds being well managed? Are they adequate?
- Should any changes to the project be made?

Progress reports always give information about services and may include some analysis of what is happening and recommendations for action if this is requested.

They are very important in the decision making process of a management committee and a funding body. The future direction and continued funding of a project may depend on what information is provided in a Progress Report.



Self testing activity 1.3



Self testing activity 1.4

Topic 2 - Research

Introduction

Welcome to Topic 2 of *Report Writing*. This topic is called Research.

In this topic you will learn how to research and collect information needed in a report for a community organisation.

Throughout Topic 2, an example project report will be used to help you understand how to do research for a project report. The example will be continued in Topics 3, 4 and 5.

For your assessment you will be required to:

- describe the information needed for a progress report for a community organisation
- identify where to collect the information
- describe the research procedures you will use to collect information for your report
- plan the research
- carry out the research.

The assessment for this topic will be done as an integrated assessment at the end of Topic 5. The example report that will be used throughout this and the following topics is outlined below.

Information for the report

Mary has been given a six weeks contract by the Riverside Community Council (RCC) to research and write a progress report on the Community Employment Youth Training Programme (CEYTP). The progress report is to evaluate whether it is meeting the needs of the trainees and of potential employers in the community.

Before she begins her research Mary writes down **who**, **what** and **why** questions to help her define the audience, the information needed and the purpose of her report.

Questions	Answers
Who is this report being written for?	The Riverside Community Council.
Why is it being written?	To report on the effectiveness of the CEYTP.
What is the desired outcome?	To determine whether the project should continue and if so, whether any

	changes should be made to it.
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Self testing activity 2.1

The audience

Mary asks another question:

Question	Answer
Who is the audience of my report?	The RCC is the main audience of my report, however the management committee will also read it, and it may be submitted to the funding body .

As the Riverside Community Council (RCC) is the main audience and the council is made up of ordinary members of the community, Mary will need to make sure the language used is understandable to everyone on the council. The report should also describe the project so that those that have not been involved closely with it will understand what is written about the project.



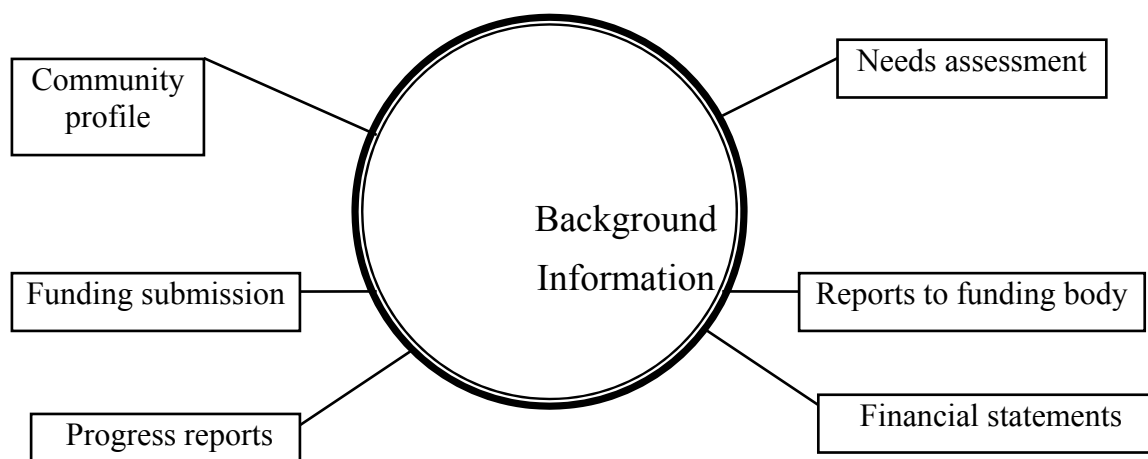
Self testing activity 2.2

Where to collect information

Research procedures

Mary knows there is a lot of information about the project that she should read to help her find out how the project is going.

She writes down all the sources of information she can think of:



As she writes down these points she is thinking that:

- There must be information about the community available in a community profile. This information will state the ages of the people in the community and whether they are employed or not.
- A needs assessment should also have been done before the programme started. This will show why there was a need for the training programme.
- A submission for funding should give information about the aims, objectives and performance indicators of the programme.
- Progress reports have probably been written regularly by the coordinator, that tells what was happening in the project at different times.
- Financial statements should have been provided regularly. They should say if the project was able to keep to its budget.
- Reports to the funding body may already have been provided. If they have, they should state what has been achieved by the project.
- There may also have been occasional reports written, e.g. for the community council stating what the project has achieved.



Self testing activity 2.3

Mary then writes out a research plan to help her access the information she needs.

Planning and carrying out the research

Plan	
1.	Find out
a)	Why the project was started.
b)	What the aims and objectives of the programme are.
c)	How long the programme has been going.
d)	What monitoring of the programme has been done.
2.	Research procedures

Read material regarding the programme as outlined below:

- a) The community profile.
- b) The needs assessment.
- c) The submission for the programme.
- d) The submission and the regular progress reports to the management committee.
- e) Any previous reviews or reports done, including:
 - financial reports
 - reports to the community council
 - reports to the funding body.

3. Write down questions to ask people in interviews

Interview people involved in the programme as outlined below:

- staff
- trainees
- management committee
- potential employers.



Self testing activity 2.4

Timetable

Remember that Mary has six weeks in which to do the research for her report, and produce a final report. She puts the time available for the report and the plan of tasks she outlined above together into a weekly time line.

Timetable	
Weeks	Tasks
Week 1	<p>Research:</p> <ol style="list-style-type: none"> 1. Why the project was started. What were its aims and objectives at the beginning and how would it measure achievement of these objectives. 2. How long the programme has been going. To find out these things read: <ul style="list-style-type: none"> • The community profile and needs assessment. • The funding submission. • The regular reports.
Weeks 2 and 3	<p>Find out what monitoring of the programme has been done. To do this, in week 2:</p> <ol style="list-style-type: none"> 1. Read reports to the management committee. <p>In week 3:</p> <ol style="list-style-type: none"> 1. Read monthly reports to the management committee. 2. Read other reports on the programme such as: <ul style="list-style-type: none"> • Financial reports • Any occasional reports to the community council, funding body etc.
Week 3	<p>Prepare questionnaires for interviewing people regarding the programme. Different questions will need to be prepared to ask the four different groups of people:</p> <ul style="list-style-type: none"> • Staff • Trainees • Management • Potential employers.
Week 4	<p>Arrange time to get people's permission for interviewing them. Interview two people from each group (allow 30 minutes per interview).</p>
Week 5	<p>Plan and write draft report.</p>
Week 6	<p>Revise and edit final report.</p>



Self testing activity 2.5

Organising research material

A useful way of organising research material is to put it into folders and mark each folder with a heading.

For example:

One of Mary's folders was marked, 'Why the Project was started'.

Another was marked, 'Interviews', while another was marked, 'Project Aims and Objectives'.

When you get to the stage of writing up the report, folders can then easily be organised into the order in which the report will be written up.

Carrying out the research

This is what Mary found out through her research and how she wrote up what she had found:

Week 1

1. Why the project was started

In 2004, the Riverside Community Council regularly raised concerns at its meetings, regarding the unemployment of young adults in the community and the lack of employment skills of the young adults in the community. The council decided that a needs assessment should be carried out to identify the specific needs of young unemployed people in the community. Before this was done, the community profile was updated and showed that:

'The community's population aged between 15 and 25 is 250 people. This number is 20 % of the total population of 1,250. Of this number, only 10% (25 people) are employed regularly, in nearby towns. Another 3.6% (9 people) have work within the community.'

The following tables were included in the up dated community profile.

Age group	Number and percentage of population	Number and percentage employed.
15 - 25	20% (250 people).	10% (25 people) employed outside community. 3.6% (9 people) employed within the community.

Type of employment outside community of 15 - 25 year olds	Male	Female	Trained	Untrained
Management	1		1	
Education	1	1	2	
Health		1	1	
Maintenance	3			3
Construction	4		1	3
Fruit growing	5	1		6
Administration	2		2	
Cleaning	6			6
Total employed	25		25	

Type of employment within the community	Male	Female	Trained	Untrained
Management				
Education	1		1	
Health		1	1	
Maintenance	1			1
Construction	2			2
Administration				
Cleaning	4			4
Total employed	9		9	

(Tables reproduced from the community profile).



Self testing activity 2.6

A needs assessment was then carried out. It highlighted the need for employment and training for this age group within the community.

This was determined by interviewing a cross-section of people from the community including:

- people from the 15 - 25 year age group.

A person from each of the following employment areas:

- community council
- sales
- community management and administration
- childcare
- teaching
- community services
- motor mechanics
- road maintenance
- farming and fruit-growing

Employment in the community was seen as desirable by seven out of ten young people. Reasons for this were, they wanted to continue living in the community, bring up children there and have a part in the future of the community.

Employers in the community thought it was important to train young people to take on jobs in the community so that they would feel a part of the community.



Self testing activity 2.7

Developing the employment plan

When the needs assessment was completed it was taken back to the council who suggested a community employment plan be developed for the coming three years.

They said a community employment plan would help to work towards the long-term employment needs in the community. A Community

Employment Plan was developed, by the community manager, with the help of a consultant, which identified the following areas for job creation over the next three years.

Community Office

- 3 jobs for trainees in clerical/secretarial/bookkeeping. On-the-job training required.
- 1 job for a community manager. Three years on-the-job training required alongside the current community manager.

Sales

- 2 jobs for sales assistants.
- 2 jobs in administration.

Community Services

- 2 positions for rubbish collector. On-the-job training required.
- 1 position for fruit tree pruning, planting etc. **gardening qualifications** required.
- 1 position maintaining community buildings. On-the-job training required.

Child Care

- 2 part-time positions. On-the-job training required.
- 1 full-time position as **qualified childcare worker**.

Teaching

- 1 full-time position. **Teaching qualifications** required.
- 2 teaching assistants. On-the-job training required.

Motor mechanics

- 2 positions. On-the-job training required.

Road maintenance

- 2 part-time positions. On-the-job training.

Fruit-growing

- 1 position as gardener's assistant. On-the-job training.
- 1 position as orchard gardener. **Orchard/Gardening qualifications** required.

Note: Formal qualifications required are shown in bold.

The plan was taken to the Riverside Community Council who approved the establishment of the Community Employment Youth Training Programme (CEYTP). A management committee was appointed to establish the programme and oversee the management of it.



Self testing activity 2.8

Principles

The council urged the management committee to follow the principles outlined below, when establishing the project, so that the project would have the best interests of the community in mind. The following steps were outlined by the management committee:

1. Establish programmes that are not dependent on outsiders or, if outsiders are needed, local people should work alongside them and be trained to do the jobs in the long-term.
2. Bring together different parts of the community who can work together.
3. Combine different needs so that the programme fulfils more than one need in the community.
4. Develop programmes that are ongoing rather than short-term.
5. Think of the long-term needs of the community.

Once Mary had all this information written down she then needed to look for the aims and objectives of the programme when the project started, and how it would measure the achievement of these objectives (as below).

She read the project submission to find out these things. As she read it through she highlighted the aims and objectives.

Submissions

Programme Name:

Community Employment Youth Training Programme (CEYTP)

Aims:

To provide training in a variety of employment areas for young people in the community.

For young people to become competent workers with the necessary skills to take on jobs in the community as workers, managers and leaders.

Objectives:

1. An ongoing training programme to be created to train young people in a variety of employment areas.
2. Employers in five chosen areas to take on one or two trainees for a period of four months, and ensure they are trained in all responsibilities of the jobs.
3. Five jobs to be created for trainees to apply for on completion of the first training course.

Strategies:

This is how we aim to achieve the goals and objectives of the programme:

1. A project officer will be employed to coordinate the programme.
2. A trainer will be employed to work with employers and trainees to ensure a suitable training programme is undertaken.
3. Five work areas will be chosen for phase one of the project.

Then Mary noted the time lines for the project and the indicators.

Time lines:

February/March

Submission to Council.

April

If submission is successful appoint a coordinator and a trainer.
May Consult with both employers and potential trainees, establishing the programme. Recruit ten trainees for the programme.
June, July, August, September Run the programme.
Performance Indicators On completion of the programme we will see: <ul style="list-style-type: none">• five young people employed in their areas of training• increased involvement of young people in community affairs• other young people wanting to participate in training programmes.

The next thing Mary had to find out was how long the programme had been going. She read the monthly programme reports to the management committee to help her to see whether the programme followed the time line set out in the submission. This completed her work for week 1 of her plan.

Week 2

For week 2 Mary had planned to find out what monitoring of the programme had been done.

She was given permission by the management committee to read monthly reports to the management as well as other reports of the programme including:

- bi-monthly financial reports
- three-monthly reports to the community council.

What she found out

The financial reports showed that spending was in line with the programme budget, and the programme was able to enroll ten trainees on that budget as planned.

The financial statement showed that spending for the programme was being done in line with the budget.



Self testing activity 2.9

The three monthly reports to the community council showed the information below.

Trainees: Of the ten trainees who commenced the programme, two dropped out after two weeks. These were able to be replaced with two others. After six weeks another trainee dropped out but was not replaced.

It also showed that the principles for programme development had been met.

Principles for Programme Development			
Name of programme: Community Employment Youth Training Programme			
Conditions	Met	Not met	Partly met
Not dependent on outsiders			✓
Brings together different parts of the community	✓		
Combines community needs	✓		
Is an ongoing programme			✓
Considers long-term community needs	✓		

The community council wanted to be kept informed about the project because they had approved the Employment Plan and the CEYTP. They wanted to make sure that the CEYTP was keeping to the aims of the project and to the wider employment plan.

Employers: The five employers were:

- community office - 2 trainees
- community store - 1 trainee
- community services - 1 trainee
- childcare - 1 trainee.

The training officer established the training needs with the employers before the trainees began the programme. Different staff in each area was assigned a regular time each week with the trainees. This ensured that the trainee learnt a variety of tasks and kept the training workload for each staff member to a minimum.

Trainees were given an outline of the tasks they would be doing with each staff member, prior to commencing the programme.

Employers and staff all reported good progress with the training programme.



Self testing activity 2.10



Week 3

Mary prepared questionnaires for interviewing the:

- programme coordinator and trainer
- trainees
- employers.

She chose to interview people as a method of research because she wanted to find out how the project was meeting the needs of the trainees, and of the employers and staff working with them.

She thought interviews would be the best way to find this and designed some questionnaires for this purpose as shown below.

Questionnaire	
Programme Coordinator and Trainer	
1.	How successful do you think the training programme has been: <ul style="list-style-type: none">• For trainees? _____ _____• For employers? _____ _____
2.	What would you change about the programme if you had another one? _____ _____ _____
3.	Did you have enough of the following? (circle your answers): <ul style="list-style-type: none">• time for preparation of the programme yes/no• support from employers yes/no• support from the council yes/no• support from the management committee yes/no• money to carry out the programme yes/no

Questionnaire

Trainees

1. Why did you join this training programme?

2. Did you gain the skills you wanted to?

3. Did you get the support you needed from:

- Your training coordinator?

- The staff assigned to train you?

4. Would you recommend this programme to other young people?

5. Are there any changes you would like to suggest for the programme?

Questionnaire

Employers and Staff involved in training

1. How successful do you think this programme has been in terms of training people in the skills they need for this work?

2. What difficulties did you face?

3. What changes would you make to the programme if you could?

Week 4

Mary interviewed people from each group and came up with the following interview results.

Coordinator and Trainer

1. **How successful do you think the training programme has been (1) trainees, (2) employers?**

The coordinator and trainer were pleased with the programme.

They thought that to have nine people complete the programme was a good indication of the programme's success.

They thought one of the main contributing factors to the success of the programme was the time spent establishing it, and ensuring both staff and trainees knew what skills they were to learn.

They thought trainees gained many skills and employers learnt the value of passing on skills to others.

2.	<p>What changes would you make to the programme if you had another one?</p> <p>If there was another programme they would make a weekly timetable for the staff involved in the programme to meet with the training coordinator and the trainee to talk about any problems as well as progress.</p>
3.	<p>Did you have enough of the following?</p> <ul style="list-style-type: none"> ▪ time for preparation of the programme yes • support from employers yes • support from the council yes • support from the management committee yes • money to carry out the programme yes, but ... <p><i>‘Employers would be able to devote more time and money to training staff in the programme if more money was available.’</i></p>

Trainees
<p>Why did you join this training programme?</p> <p>6 of the 9 trainees who completed the programme stated that they joined because they wanted to gain employment skills for work in the community. 2 people joined because they were bored and 1 because her best friend had joined.</p>
<p>Did you gain the skills you wanted to?</p> <p>All said they gained many skills-some they had anticipated and some they had not thought about.</p>
<p>Did you get the support you needed from:</p> <ul style="list-style-type: none"> • Your training coordinator? • The staff assigned to train you? <p>All said they got good support although some staff were more willing to spend time with them than others.</p>
<p>Would you recommend this programme to other young people?</p> <p>All those who completed the course were enthusiastic and said they would recommend it to others. They said it was good to be able to have some training in their own community rather than having to go</p>

away for training. They would recommend it to other young people in the community who wanted to gain employment skills.

Are there any changes you would like to suggest for the programme?

- Two said they would make the course shorter (perhaps 3 months) and also have shorter working days (10 - 4 rather than 9 - 5.)
- Five said they would like more choice about the types of training offered.

The two trainees who dropped out after two weeks were interviewed about their reasons for dropping out.

- One said that she had joined the programme because a friend had done so, but that she was not really interested in getting a job. The other said she found the schedule too hard to keep to. She had never had a job and was not used to having to be somewhere every day at 9 o'clock and staying all day. She said she was interested in learning skills for work but found she could not do it every workday for four months.
- The person who dropped out after 6 weeks also reported that he found the time schedule too demanding, having only had part-time or casual jobs in the past.



Employers and Staff involved in training
How successful do you think this programme has been in terms of training people in the skills they need for this work? All staff agreed the training given was comprehensive but said some of the trainees needed more time in one or two skill areas.
What difficulties did you face? Giving regular time was difficult some weeks. They would like to be able to change training times if necessary, with other staff members. Explaining how to do a job, or the reason for the job was sometimes difficult. However, they were helped in this by the training coordinator.
What changes would you make to the programme if you could? Some time together with the training coordinator and trainee every week or fortnight would be useful, as well as some training for the trainers.



Self testing activity 2.11

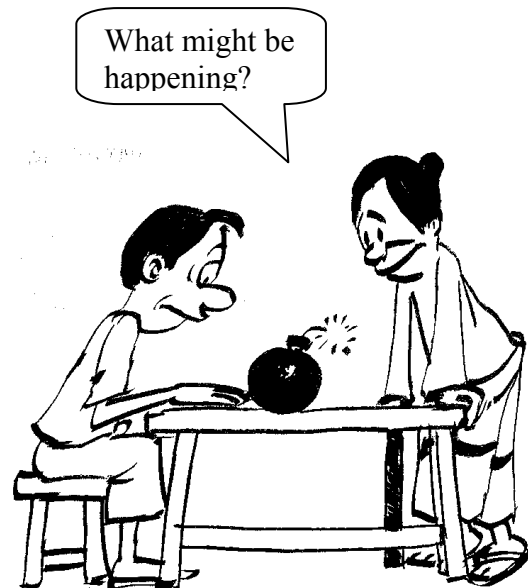
Analysing the information

Analysis must be based on facts, not opinions. Opinions often vary from one person to another while fact is unchanging. Analysis should give a true, factual description of what is occurring.

Funding bodies, community councils and management committees want to know what is actually happening in a project, not what the researcher **thinks** might be happening. Analysis based on facts is the only way to find out what is happening.

As she carries out her research Mary is forming the opinion that the CEYTP is changing employment prospects for young people, that it is giving the trainees skills and that young people are becoming more involved in community affairs.

She needs to see if her opinion is based on facts. She writes down a number of questions that will help her to find out what is actually happening in the programme. She then answers the questions from the facts she has gathered in her research.



Job prospects

Are there job prospects being created in the community?

She looks over the reports to the management committee and sees that 5 new jobs are being created through this programme.

Would there be job prospects for more trainees if another programme was to follow this one?

She looks at the community employment plan that has been developed by the community manager.

The plan shows that over three years, 24 jobs are to be created. 21 of these jobs are for people who need to be trained on- the- job, while three require formal qualifications. This shows the longer- term requirements for trainees to be trained on the job. Mary can therefore see that there are prospects for more trainees in another training programme as well as some prospects for young people who want to pursue further formal training.

Involvement of young people in community affairs

Are young people becoming more involved in community affairs through this programme?

Two young people are on the management committee of the CEYTP. By being employed in the community young people may also become more involved in community affairs.

Recommendations

Recommendations are suggestions for action that could be taken in the future. When recommendations are asked for in a report, they can be made only after analysis of the project has been done. It is the only time in a report that the researcher can state his or her opinion of what should be done in the future. Recommendations are opinions. They come out of analysis of the actual situation. Not every report states recommendations. They are only provided when those who commissioned the report ask for them.

When she has analysed her research Mary writes down some recommendations that she sees as being valuable for the future direction of the project and the fulfillment of the Community Employment Plan.

Recommendation

- That the Community Employment Youth Training Programme continues to train young people in all the areas defined by the Employment Plan.
- That young people with good practical skills be encouraged to pursue qualifications in education, childcare and orchard gardening.



Self testing activity 2.12

Topic 3 - Planning

Introduction

Welcome to Topic 3 of *Report Writing*. This topic is called Planning. You will learn how to prepare a plan for a programme report in this topic. This is a first step that you need to do before writing the report.

If you plan your report you will find that when you are ready to write it, you will be able to do so much more easily than if you had no plan. You will find the process of writing straightforward because your plan has outlined what you should do and in what order.

When preparing a plan for a programme report you need to:

identify the audience (who will read it)

word the objectives of the report to meet the needs of the audience

choose an appropriate structure for the report

identify the purpose of each of the stages of the report including the introduction, body and conclusion or recommendations

be clear how the information will be used in each stage

choose language that is appropriate to the objectives of the report as well as appropriate for the audience.



The assessment for this topic will involve making a plan for a programme report. This will be done in the form of an integrated assessment at the end of Topic 5.

(1) Identify the audience

The Riverside Community Council is the body that has employed Mary to write the report on the Community Employment Youth Training Programme. The Riverside Community Council will therefore be the main audience of the report.

(2) Word the objectives of the report to meet the needs of the audience.

Mary must keep this in mind as she writes the report.

She needs to write the report in language that all the councillors will understand. She should avoid difficult language.

The management committee will also read the report and it may form part of the final evaluation report that will be submitted to the funding body.

The progress report Mary writes will evaluate whether it is meeting the needs of the trainees and of potential employers in the community.

Mary states the purpose (objective) of the report clearly and simply:

Purpose:

To find out if the CEYTP is providing trainees with the skills needed for work in the community.

To report on these findings.

To recommend whether or not the programme should continue.



Self testing activity 3.1

(3) Choose an appropriate structure for the report

The structure of the report refers to the way it is organised.

The structure should make a report easier to follow and to refer back to.

Reports need to have the following general structure:

A title page.

A contents page.

Summary and recommendations.

An introduction.

Body of the report.

Conclusions.

Appendices.



Self testing activity 3.2

(4) Identify the purpose of each stage of the report.

The title page

This is the front page of the report and usually includes:

the name of the report (or title)

the name of the organisation who asked for the report to be written

the name of the writer or writers of the report

the date the report was completed.

These details are important to the reader because they help him or her to quickly identify the report, the authors and when it was written.



Self testing activity 3.3

The contents page

This page lists all the parts of the report using their headings. It includes page numbers for each part of the report.

People who need to read the report may need to refer to specific information. The contents page makes this possible by referring the reader to a subject area and page number.

Summary and recommendations

Sometimes, but not always, these are put together.

The summary (or 'executive summary' as it is sometimes called) provides the reader of the report with a quick understanding of the reason the report was written, the methods used to research the problems and the main findings of the report.

The recommendations of a report are very important to the future of the programme being researched. Recommendations suggest future action that could be taken to improve the programme. Recommendations are based on the findings of the research.

The introduction

This presents the background to the issues being reported on and helps the reader understand the report. It often contains background explanation for the report. It should contain:

Background information about the establishment of the project so that the reader is clear about what led to the establishment of the project.

Aims and objectives of the report which should be stated clearly so that the issue(s) the writer intends to discuss in the report are defined.

Methodology used by the researcher - this means the way the research for the report was done. It is important to include this because it shows whether the findings and recommendations in the report are well researched and believable.

The body

The body is usually the longest section of the report. It reports on the investigations in full and presents them in a logical order. It is the ‘main part’ of the report and outlines what the researcher found.

Appendices

An appendix is where additional information, that may be useful to those reading the report, is placed. It may include such things as examples of questionnaires that were used or statistics that support the findings but are not essential to the body of the report. When necessary, several appendices may be included.



Self testing activity 3.4

(5) Be clear how the information will be used in each stage of the report.

The research that is done for a report will guide the structure into a more defined form. Mary begins to give some structure to the research that she has done by defining whether her research forms part of the background, the introduction, the body or conclusion of the report:

- Why the project was started (background).
- What its aims and objectives were at the beginning (introduction).
- How long the programme has been operating (introduction)?
- What monitoring of the programme has been done, including:
 - Performance indicators
 - Reports to the management committee
 - Financial reports (body/conclusion).
 - Interviews: with clients, staff and employers (body/conclusion).

These points can form the sub-headings of the introduction, the body and the conclusion. The recommendations will be formed by analysing the researched information. She further divides her research into the various sections:

- Introduction, body, conclusion, recommendations and the appendix.

Introduction

- Background to the programme
- The aims and objectives of the report
- Methodology.

Body

- Programme description:
 - implementation of the programme
 - aims and objectives of the project
 - how long the programme has been running.
- Programme outcomes:

performance indicators
monthly reports to the management committee
financial reports
interview accounts.

Conclusion

What the researcher concluded about the programme and why.

Recommendations

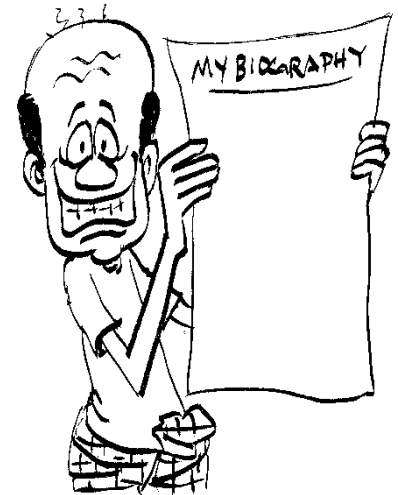
The future of the programme.

Bibliography

This is a list of all the materials the writer referred to in preparing the report. It shows the reader what materials the writer looked at and provides enough detail about the source materials for the readers to find and read them if they wish to.

Appendices

Questionnaires used in interviews with employers, staff and tr



Organising the Information.

The collected information can be organised into folders and labeled so you know what is in each one.

Organising the information and using it for your report will then be quite easy. As Mary researched the information she was thinking about the purpose of her report.



Self testing activity 3.5

When she got as far as putting the information together Mary already had an idea of what the collected material was saying about the usefulness of the CETYP to trainees and to employers. She knew, however, that she could not presume the opinion she was forming was correct. She would have to refer to her collected data, analyse it and draw conclusions and recommendations from the data.



Self testing activity 3.6

(6) Choose language that is appropriate to the objectives of the report as well as for the audience

The language of business correspondence is different from the spoken language we use daily. It is also different from the language we use when we write letters to friends.

It **does not** use personal language and does not express the writer's personal opinions, feelings or attitudes unless asked for.

It **does** present work-related information such as the facts about something and recommendations based on research that has been done.



Self testing activity 3.7

Common sense words

Business correspondence sometimes needs to use words that are more difficult to understand than the everyday language we use.

If you can put an everyday word in place of a more difficult word, readers will find the correspondence easier to read. It is not necessary to write a difficult word if there is a more easily understood word. In fact it is better to use words that the reader will easily understand.

Glossary (a list of difficult words and their meanings)

If you have to use difficult words or specific business words that are difficult to understand, a small glossary of words and their meaning that you have used in your report is useful. This can be placed at the front of the report (before the Introduction) or, especially if it is long, at the end of the report in an appendix

Topic 4 - Drafting

Introduction

Welcome to Topic 4 of *Report Writing*. This topic is called Drafting. In this topic you will learn how to write out the first draft of a report.

Your assessment for this topic will be done at the end of Topic 5 and will include drafting:

- the introduction, background and programme description
- the outcomes
- the discussion/conclusion
- the recommendations
- a summary of the report
- headings, paragraphs, sentence structure and language choices.

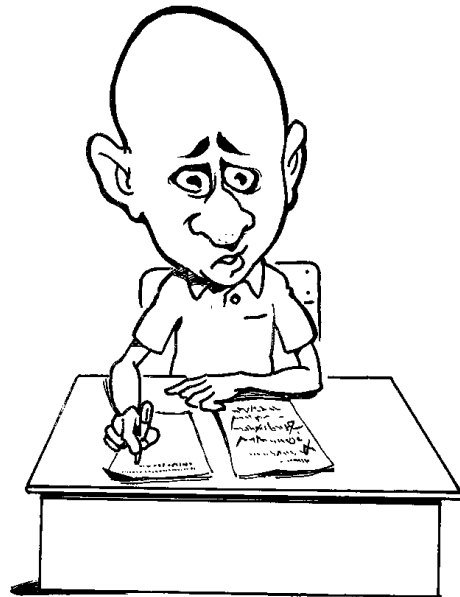
Drafting

A draft is what you write when you first set out to produce a piece of writing. It is a rough copy.

All good writers produce at least one draft before they write their final good copy. Drafting allows you to get all your ideas out about a subject without worrying about spelling, grammar or the final order of the writing. When you write a draft of something you are free to write your ideas.

After you have written the draft you need to read over it, correct mistakes, make any changes to the order of your writing and make sure you have included all the information that is needed. That process is called **editing** and will be covered in the next topic.

A computer makes the job of drafting and editing easier because changes can be made to the draft without having to re-write the whole report.



Self testing activity 4.1

Beginning the draft report

The best way to begin the draft of a report is to refer back to the plan you made. This will help you to see the report as a whole and show you where to begin. Remember the plan of Mary's report.

Introduction

- background to the programme
- the aims and objectives of the report.

Body

- Programme description:
 - implementation of the programme
 - aims and objectives of the project
 - how long the programme has been operating.
- Programme outcomes:
 - performance indicators
 - monthly reports to the management committee
 - financial reports
 - interview accounts.

Conclusion

Achievement of objectives.

Recommendations

The future of the programme.

Appendices

Sample questions asked to employers, staff and trainees.

Getting started

To work on her draft Mary pinned up the plan of her report on the wall in front of her desk. She did this so that it was in front of her all the time and she could just look up to see how she should progress through each stage of the report.

Next, she set out all her folders of collected material in the order outlined by the plan. She then wrote on the covers, the section of the report that each folder belonged to.

For example:

She wrote 'Introduction' on the folder marked 'Why the project was started' because this was the one that would give information about the background to the project.

On the folder marked 'Interviews' she wrote 'Programme Outcomes' because this was the part of the report this fitted into.

When she had organised the folders into the different parts of the report she put them in separate piles. She kept the first pile marked 'Introduction' on her desk so she could work from those files first.

By organising her folders in this way and having her report plan in front of her, Mary was able to work through all the material to write her first draft.



Self testing activity 4.2

Below, you will see what Mary wrote for her introduction.

Introduction

Background to the programme

In June 2004 a survey was carried out in the community to find out if an employment programme for youth in the community would be beneficial. The community profile, updated in February 2004, showed the information displayed below.

Age Group	No. and % of population	No. and % employed
15-25	20% (250 people)	<ul style="list-style-type: none">• 10% (25 people) Employed regularly in nearby towns.• 3.6% (9 people) Employed irregularly in local community.

The needs assessment highlighted the need for employment for this age group within the community. This was done by interviewing a cross-section of people from the community:

- Ten people from the 15-25 year age group
- One person from each of a variety of employment areas.

Employment in the community was seen as desirable by 7 of the 10 young people because they wanted to continue living in the community, bring up children there and have a part in the future of the community.

Of the remaining three people, two were happy to travel to neighboring towns for work while one did not wish to work at all.

Employers in the community thought it was important to train young people to take on jobs in the community so that they would feel part of the community.

As a result of the survey, a management committee was established by the community council to write a submission for a training programme for unemployed youth in the community.

You can see that this part of Mary's introduction explained why there was a need for the programme and how that need was determined and acted upon to set up the Community Employment Youth Training Programme.



Self testing activity 4.3

Aims and objectives of this report

To report on the success or otherwise of the Community Employment Youth Training Programme.

- To determine whether the programme should continue,
- If it is to continue, whether any changes should be made to it.

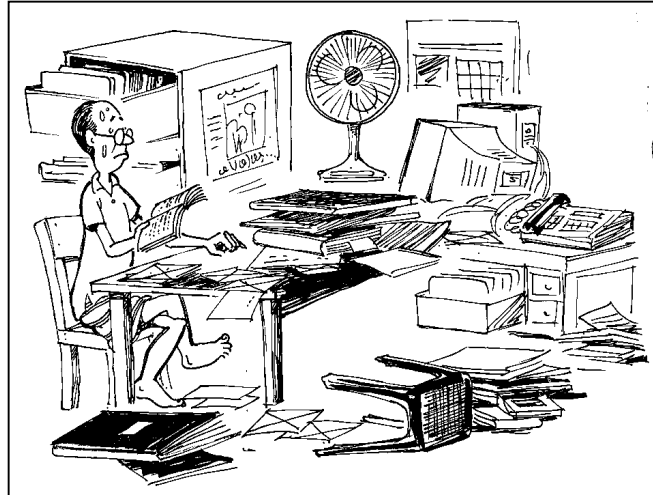
Specific objectives are:

- to find out if the Programme is providing the trainees with the skills needed for work in the community
- to find out if employers are satisfied that the skills gained by the trainees make them employable in the jobs trained for
- to find out if young people are becoming more involved in community affairs.

The body of the report

Mary had now completed the draft of her introduction. She put the research material back into the marked folders and put them on a shelf. She then took the folders with the word 'Body' written on them. To find the details she would need for the programme description she opened the folder marked 'Submission'.

She began to work on the body of her report.



Body

Programme description

Implementation of the programme

A training programme was created to train young people in a variety of employment areas. It was hoped this would be an ongoing programme.

Employers in five areas were chosen to take on one or two trainees for a period of four months, and had the task of training them in all responsibilities of the jobs.

Five jobs were to be created for trainees to apply for on the completion of the first training course.

Strategies

1. A project officer was employed to coordinate the programme.
2. A trainer was employed to work with both employers and trainees to ensure a suitable training programme was undertaken.
3. Five work areas were chosen for phase 1 of the project.
4. The training officer established training needs with the employer before the trainee began the programme, and different staff in each area was assigned a regular time each week with the trainees. This ensured the trainee learned a variety of tasks and kept the training load for each staff member to a minimum.
5. Prior to commencing the programme, trainees were given an

outline of the tasks they would be doing with each staff member.

Time line

April

Submission approved and a coordinator and trainer were appointed.

May

Coordinator and trainer liaised with employers and potential trainees, establishing the programme.

10 trainees were recruited to the programme.

June, July, August, September

Duration of training.

How long the programme has been operating

Mary was employed to undertake the research at the beginning of September. She had six weeks to complete her research and write her report. By the time she was to complete her research the first training programme would have finished. The training programme had been going for 6 months, including the time spent by the coordinator and trainer setting it up.

For the report Mary wrote:

The programme took two months for the coordinator and trainer to establish and four months to run with the trainees. The programme has been in operation for 6 months.

Programme outcomes

To determine the success or otherwise of the programme, the outcomes were determined using performance indicators, monthly reports to the management committee, financial reports and interviews.

Performance indicators

On completion of the programme we will see:

- five young people employed in their areas of training
 - increased involvement of young people in community affairs
- other young people wanting to participate in training programmes.



Self testing activity 4.4

Further information was added to Mary's report.

Achievements

- five jobs were being created as a result of the training programme, which trainees could apply for at the end of the training period. Employers were satisfied that there were at least 5 trainees with the necessary skills for employment
- two young people were on the management committee of the training programme
- there were 7 people registered for a follow-up training course if one was approved.

Monthly reports to the management committee showed that, of the original 10 trainees, 7 completed the programme.

There were four employers involved in the programme including the community office, the community store, community services and childcare.

Employers and staff all reported good progress with the training programme.

Bi-monthly financial reports showed that spending was in keeping with the programme budget. The programme was able to operate at the level of 10 trainees per programme on that budget.



Self testing activity 4.5

Interviews

The coordinator and the trainer were pleased with the programme.

They thought that to have nine people complete the programme was a good indication of success.

They thought one of the main contributing factors to the success of the programme was the time spent establishing it and ensuring that both staff and trainees knew what skills they were to learn.

They thought trainees gained many skills, and that employers learned the value of passing on skills to others.

If there was another programme they would plan a set time every week for staff to meet with the training coordinator and the trainee, to talk over, the problems and progress.

They each thought there was enough:

- time for preparation of the programme
- support from employers
- support from the council
- support from the management committee
- money to carry out the programme, with the qualification that they would be able to devote some time and money to training staff in the programme if more was available.



Self testing activity 4.6

Trainees

Six of the nine trainees who completed the programme stated that they joined it because they wanted to gain employment skills for work in the community.

Two joined because they were bored, while one joined because her best friend had joined.

All trainees said they gained many skills, some they had anticipated and some they had not thought about.

All said they got good support, although some of the staffs were more willing to spend time with them than others.

Two trainees suggested making the course shorter – perhaps reduced to 3 months. Also to have shorter working days, 10 to 4 instead of 9 to 5.

Five said they would like more choice about the types of training offered.

Employers and Staff involved in training

All staff agreed the training given was comprehensive, but said that some of the trainees needed more time in one or two skill areas.

Giving regular time was difficult for most staff some weeks. They would like to be able to change training times if necessary with other staff members.

Explaining how to do a job or the reason for the job was sometimes difficult. However, they were helped in this by the training coordinator.

Some time together with the training coordinator and trainee every week or fortnight would be useful, as well as some training for the trainers themselves.

Conclusions and Recommendations

Mary then worked through the following checklist before drafting her conclusion and recommendation

Conclusions

Achievement of objectives:

- to find out if the CEYTP is providing the trainees with the skills needed for work in the community
- to find out if employers are satisfied that the skills gained by the trainees make them employable in the jobs trained for
- to find out if young people are becoming more involved in community affairs.
- The work training scheme is providing a valuable service particularly to young people in the community.
- 7 out of 10 young people completed the training programme and reported satisfaction with the skills received.
- Employers are satisfied that most of the young people who completed the training have the skills required to be employed.
- There are almost enough young people registered for another programme, even before one has been advertised.
- Staff in the various employment areas is willing to train young community people.
- Most young people involved in the programme have the motivation to complete it.



Self testing activity 4.7

Recommendations

Based on the conclusions, and taking into consideration the Community Employment Plan, these are my recommendations:

1. Conduct another training programme of four months duration, widening the choice of training areas to another two employers.
2. Ensure weekly meetings between trainees, staff and trainer.
3. Monitor the dropout rate of trainees.
4. Increase the budget by \$2,000 to include a 'Train the Trainer' Programme.
5. Provide three hours per week for a 'Train the Trainer' Programme.

Bibliography

Mary then had to write out a list of the documents which she had read which provided the information for her report. This is included in her report under the heading bibliography.

Each publication used during the research which provided information for the report should be listed.

Usually the list is presented in the form of the author's name, (listed alphabetically), followed in each case by the title of the report, and the date of publication.

If there is more than one publication by the same author, they are usually listed in chronological order, i.e. earliest one first. The name of the publication is usually in italics or underlined to make it clear, e.g:

Johnson, F. and Kelly, H., *Riverside Community Employment Plan*, January 1999.

In this case F. Johnson is the name we have used for the consultant who prepared the community employment plan together with H. Kelly (the name we have used for the Community Manager.)

Mary's own report would be listed in a bibliography as:

Walker M., *Progress Report of the Community Employment Youth Training Programme in the Riverside Community*, October 2004.

Mary prepared the following list:

Johnson, F. and Kelly, H., *Riverside Community Employment Plan*, January 1999.

Kelly H., *Riverside Community Council, An updated profile of the Riverside Community*, February 2004.

Kelly H., *Community Employment Youth Training Programme: A submission to the Riverside Community Council*, February 2005.

Riverside Community Council, *Profile of a Rural Community: the Riverside Community*, March 2003.

Riverside Community Council, *Employment and Training Needs in the Riverside Community*, June 2004.

Mary added the following 'internal' reports:

1. CEYTP, *Coordinator's Report to Management Committee*, No. 1, May 2005.

2. “ “ “ “ “ , No. 2, June 2005.

3. “ “ “ “ “ , No.3, July 2005.



Self testing activity 4.8

Appendix:2

Questionnaire Trainees

1. Why did you join this training programme?

2. Did you gain the skills you wanted to?

3. Did you get the support you needed from:

- Your training coordinator?

- The staff assigned to train you?

4. Would you recommend this programme to other young people?

Are there any changes you would like to suggest for the programme?

Appendix:3 Questionnaire for Employers and Staff involved in training

4. How successful do you think this programme has been in terms of training people in the skills they need for this work?

5. What difficulties did you face?

6. What changes would you make to the programme if you could?

Topic 5 - Editing

Introduction

Welcome to Topic 5 of *Report Writing*. This topic is called Editing.

In this topic you will learn how to make your report look and sound professional. If you have written a draft that follows the plan that you made, then editing is a matter of checking that:

- your report says what you want it to say
- is organised into logical paragraphs
- is expressed in correct sentences
- is correctly punctuated
- spelling is correct
- layout is clearly and looks good.

Checking that your report says what you want it to

When you have completed your draft report it is a good idea to put it aside for a day or so before you edit it. When you go back to it you will be refreshed and will find the task of editing easier. Read your draft once before beginning the editing task so that you have a good feel for how the report sounds and fits together as a whole. As you read, you will form some impressions about whether it expresses what you want it to and whether there are any obvious errors.

Then read it through again as critically as you can, looking for ways to make the report clearer to your reader.

When you have read it over ask the following questions:

1. Is the purpose of the report clearly stated?
2. Does the background information help the reader understand why the programme came about?
3. Does the body contain all the necessary information?
4. Is the information accurate and unbiased?
5. Is there any unnecessary information included that should be left out?
6. Will the language of the report be easily understood by the readers?
7. Are the analysis and conclusions based on the facts and findings expressed in the body?
8. Are the recommendations (if there are any) specific and based on the conclusions?
9. Does the summary accurately describe what is in the report?

You may need to read through the report a few times, focusing on one or two of these points each time, making changes as necessary.



Self testing activity 5.1

When editing a report you should be able to answer ‘Yes’ to all the above questions before moving on. If you answer ‘no’ to any questions you will know that you have to change something in the report before moving on to the task of proofreading.

As Mary re-reads the introduction of her report she changed its order so that the aims and objectives of the report came first.

She shortened part of the background that had more information than was necessary and included information about how she conducted her research for the report.

She made sure the body of the report included all the information necessary and that her conclusion and recommendations were based on facts that she had stated.

She went through each section of the report thoroughly until she was able to answer ‘yes’ to all the questions.

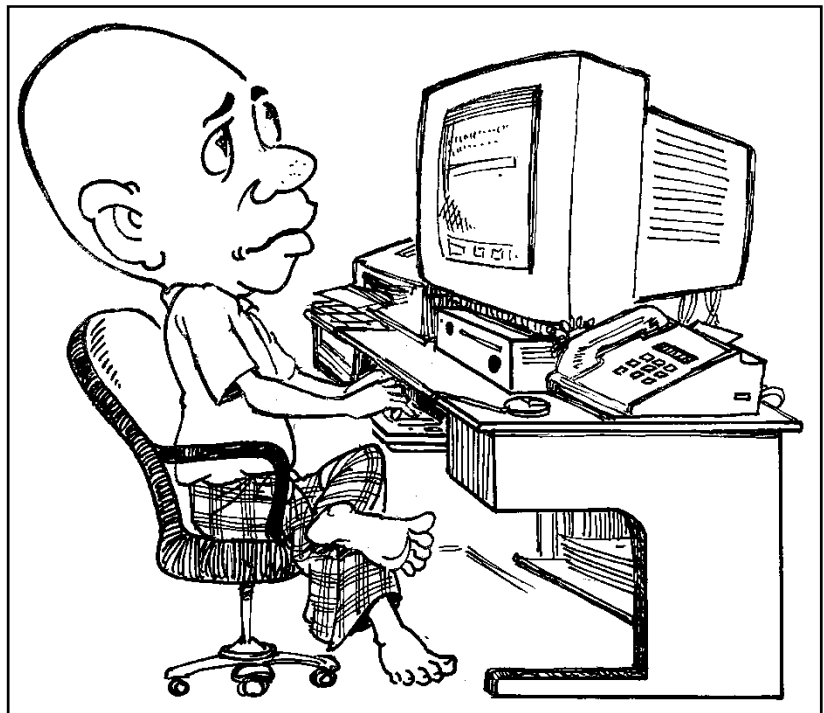
She then moved on to proofread the report.

Proofreading

Proofreading a report involves reading to correct any spelling, punctuation and grammatical errors.

On your draft copy you can:

- cross out or, if using a computer, delete unnecessary words
- correct any words that are incorrectly spelt
- rewrite any sentences that are awkward or too long
- make sure your report is written in logical paragraphs
- make sure that your punctuation is accurate.



Paragraphs

Make sure that each new idea is expressed in a new paragraph and separate paragraphs by a line space. The first sentence in each paragraph should express what the paragraph is about.

For example:

The following paragraph from Mary’s report really contains two main ideas.

Employers in the community thought it was important to train young people to take on jobs in the community so that they would feel part of the community. As a result of the survey, a management committee was established by the community council to write a submission for a training programme for unemployed youth in the community.

This means there should be two paragraphs instead of one, as shown below.

Employers in the community thought it was important to train young people to take on jobs in the community so that they would feel a part of the community.

As a result of the survey, a management committee was established by the community council to write a submission for a training programme for unemployed youth in the community.

Sentence structure

Read through your report looking out for sentences that do not make sense or that could be expressed more simply. Think about what you are trying to say and how you would say this if you were talking to someone. Then:

- re-write sentences in a simpler form if necessary
- make sure your sentences are complete and include a subject, a verb and an object
- make sure that you have used the correct verb tenses - if you are writing about something that has already happened, write in the past tense - if you are writing about something that may happen, use the present or future tense
- make sure you haven't joined two sentences together. These are known as run-on sentences and they make reading difficult.



Self testing activity 5.2

Punctuation

- Writing that is correctly punctuated also helps to make the meaning of your report clearer to your reader.
- Read each sentence carefully, checking the following punctuation:

Capital letters

- for the beginnings of sentences
- for the names of people and places
- for the names of companies, business and government departments.

Full stops

at the end of sentences.

Question marks

- to show when a sentence is a question.

Quotation marks for direct speech

when you are stating exactly what someone has said:

E.g.: Harry Taylor, Programme Coordinator said, “Funding is insufficient to cover the training needs of staff for the coming year.”

Commas

- when there is a pause within a sentence
- when there are a number of things listed, each thing should be separated with a comma.

Apostrophes

- when you are showing ownership,

E.g.: Mary’s computer

- when two words are joined,
E.g.: doesn't do that (don't = do not).



Self testing activity 5.3

Spelling and choice of words

It would be a good idea to have a dictionary and a thesaurus ready (if you have them) when you are editing your report.

1. A dictionary will enable you to check that you have the correct spelling and meaning of a word.
2. A thesaurus is a book that helps you to choose alternatives for words that you are repeating many times.

If you are using a computer you will probably have a 'spell-checker' that will help you to correct spelling mistakes.

As you go through your draft, underline or circle any word you think you are using too often. Look the word up in a thesaurus and see if there is another word you could use in its place.



Self testing activity 5.4

Then look for words you think may be spelt incorrectly.

- Underline, circle or mark them in some way.
- Say each word out loud.
- Try writing the word again on another piece of paper and look at the word.
- If the word is long, perhaps there is a root word that the word comes from. Can you think of what the root word is?
- If you think the word is close to the correct spelling look it up in the dictionary.

If you try to look up a word without having much idea of how it should be spelt you might have a lot of trouble finding the word. If you try writing it first in a few different ways and then looking at the different spellings, you may recognise the spelling that is closest to the word. You will then be able to successfully look the word up in the dictionary.

Mary did have a few spelling errors in her report. One of them is underlined in the paragraph below:

All staff agreed the training given was comprehensive but said some of the trainees needed extra time in one or two areas.



Self testing activity 5.5

Layout

If your report is written to your plan then you already have the main layout worked out. The final step is to develop and include the additional pieces of the report. These include:

- the title page
- the table of contents

The title page

Remember that the title page includes:

1. The name of the report (or title).
2. The name of the organisation who asked for the report to be written.
3. The name of the writer (or writers) of the report.
4. The date the report was completed.

**Progress Report of the Community Employment Youth
Training Programme in the Riverside Community**

Written by:
Mary Walker
for the
Riverside Community Council
October 2004

Over the page, you will see Mary's title page.

The contents page

This page lists all the parts of the report using their headings.

It includes page numbers for each part of the report.

Mary decided to leave the headings 'introduction', 'conclusion' and recommendation. She decided that the body of the report should be headed 'The Programme' since it described all about the programme.

Mary added the contents page to her report and used the decimal system of numbering for her contents page:

- each main section of the report such as the introduction, body, conclusion is given a number
- each main section may also be given a heading on sub-heading
- each part of a section is given the same number as the part to which it belongs, followed by a dot and a sequenced number, e.g.2.1, 2.2 etc and 2.1.1, 2.1.2 etc. The title of that part of the section is written after this decimal number.
- each part of the report is given a page number so that the reader can refer quickly to a part of the report if necessary.

This is Mary's contents page:

Contents	
1. Introduction.....	3
1.1 Background to the programme.....	3
1.2 The aims and objectives of the report.....	3
1.3 Methodology.....	4
2. The Programme	4
2.1 Programme description.....	4
2.1.1 Implementation of the programme	4
2.1.2 Aims and objectives of the project	4
2.1.3 How long the programme has been operating.....	4
2.2 Programme outcomes.....	5
2.2.1 Strategies.....	5
2.2.2 Performance indicators	5
2.2.3 Monthly reports to the management committee	5
2.2.4 Bi-monthly Financial Reports	5
2.2.5 Interviews	6

3. Conclusion	7
3.1 Achievement of objective.....	7
4. Recommendations	7
4.1 The future of the programme.....	7
5. Bibliography.....	7
6. Appendices	8
6.1 Appendix 1.....	8
6.2 Appendix 2.....	9
6.3 Appendix 3.....	10

Mary's edited report is shown below.

**Progress Report of the Community Employment
Youth Training Programme
in the
Riverside Community**

Written by:
Mary Walker
for the
Riverside Community Council
October 2004

Contents	
1. Introduction.....	3
1.1 Background to the programme.....	3
1.2 The aims and objectives of the report.....	3
1.3 Methodology.....	4
2. The Programme	4
2.1 Programme description.....	4
2.1.1 Implementation of the programme	4
2.1.2 Aims and objectives of the project	4
2.1.3 How long the programme has been operating.....	4
2.2 Programme outcomes.....	5
2.2.1 Strategies.....	5
2.2.2 Performance indicators	5
2.2.3 Monthly reports to the management committee.....	5
2.2.4 Bi-monthly Financial Reports	5
2.2.5 Interviews	6
3. Conclusion	7
3.1 Achievement of objective.....	7
4. Recommendations	7
4.1 The future of the programme.....	7
5. Bibliography.....	7
6. Appendices	8
6.1 Appendix 1.....	8
6.2 Appendix 2.....	9
6.3 Appendix 3.....	10

1. Introduction

1.1 Background to the programme

In June 2004 a survey was carried out in the community to find out if an employment programme for youth in the community would be beneficial.

The community profile, updated in February 2004, showed that 20% of the population (250 people) is aged between 15 and 25.

10% of these (25 people) are employed in nearby towns and 3.6% (9 people) are employed in the local community.

The needs assessment highlighted the need for employment for this age group within the community. This need was determined by interviewing a cross-section of people from the community itself.

Of the 10 people aged between 15 and 25 who were interviewed, employment in the community was seen as desirable by seven, because they wanted to continue living in the community, bring up children there and have a part in the future of the community.

Of the remaining three, two were happy to travel to neighbouring towns for work, while one did not wish to work at all.

Employers in the community thought it was important to train young people to take on jobs in the community so that they would feel a part of the community.

As a result of the survey, a management committee was established by the Riverside Community Council to write a submission for a training programme for unemployed youth in the community.

1.2 Aims and objectives of this report

The Riverside Community Council commissioned this report to

- determine the effectiveness of the Community Employment Youth Training Programme.
- evaluate whether the programme should continue, and
- if it is to continue determine whether any changes should be made to it.

Specific objectives are:

- to find out if the Community Employment Youth Training Programme is providing the trainees with the skills needed for work in the community
- to find out if employers are satisfied that the skills gained by the trainees make them employable in the jobs trained for
- to find out if young people are becoming more involved in community affairs.

1.3 Methodology

The methodology for this report involved:

1. Extensive research into the background to the programme.
2. Examination of previous reports including:
 - monthly reports to the management committee from the coordinator of the programme
 - financial reports.
 - Interviews with staff, trainees and employers.

2. The Programme

2.1 Programme description

2.1.1 Implementation of the programme

A training programme was created to train young people in a variety of employment areas. It was hoped this would be an ongoing programme.

Employers in five chosen areas were selected to take on one or two trainees for a period of four months. They had the task of training them in all responsibilities of the jobs. Five jobs were to be created for trainees to apply for on the completion of the first training course.

2.1.2 Aims and objectives of the project

The submission set out the aims and objectives of the project as follows:

Aims

1. To provide training in a variety of employment areas for young people in the community.
2. For young people to become competent workers with the necessary skills to take on jobs in the community and workers, managers and leaders.

Objectives

1. An ongoing training programme to be created to train young people in a variety of employment areas.
2. Employers in 5 chosen areas to take on 1 or 2 trainees for a period of 4 months and ensure they are trained in all responsibilities of the jobs.
3. Five jobs to be created for trainees to apply for on the completion of the first training course.

2.1.3 How long the programme has been operating.

The programme took two months for the coordinator and trainer to establish and four months to run with the trainees. The programme has been in operation for 6 months.

- five young people employed in their areas of training
- increased involvement of young people in community affairs .

2.2 Programme outcomes

2.2.1 Strategies

1. A project officer was employed to coordinate the programme.
2. A trainer was employed to work with both employers and trainees to ensure a suitable training programme was undertaken. 4

3. Five work areas were chosen for phase 1 of the project.
4. The training officer established training needs with the employer before the trainee began the programme. Different staff in each area was assigned a set time every week with the trainees. This ensured the trainee learnt a variety of tasks and kept the training load for each staff to a minimum.
5. Trainees were given an outline of the tasks they would be doing with each staff member prior to commencing the programme.
6. To determine the success, or otherwise, of the programme, the outcomes were determined using performance indicators, monthly reports to the management committee, financial reports and interview accounts.

2.2.2 Performance indicators

The performance indicators were established in the submission for the project and were as follows:

On completion of the programme we will see:

- people wanting to participate in training programmes.

Measurable achievements in accordance with the performance indicators

- five jobs were being created as a result of the training programme which trainees could apply for at the end of the training period
- employers were satisfied that there were at least 5 trainees with the necessary skills for employment
- two young people were on the management committee of the training programme
- there were 7 people registered for a follow-up training course if one was approved.

2.2.3 Monthly reports to the management committee

These showed that of the original ten trainees, 7 completed the programme.

There were four employers involved in the programme including the community office, the community store, community services and childcare.

Employers and staff all reported good progress with the training programme.

2.2.4 Bi-monthly financial reports

These showed that spending was in keeping with the programme budget and the programme was able to enroll ten trainees per programme on that budget.

2.2.5 Interviews:

The Coordinator and Trainer

They thought that to have nine people complete the programme was a good indication of the programme's success.

They saw one of the main factors for the success of the programme as being the time spent establishing it and ensuring both staff and trainees knew what skills they were to learn.

They were confident that the trainees gained many skills and employers learnt the value of passing on skills to others.

They each thought there was enough:

- time for preparation of the programme
- support from employers

- support from the council
- support from the management committee
- money to carry out the programme.

Changes they would make - If there was another programme they would make a regular weekly time for the staff involved in the programme to meet with the training coordinator and the trainee to talk about problems as well as progress.

If more funds were available they would devote some time and money to training staff in the programme.

Trainees

6 of the 9 trainees who completed the programme stated they joined it because they wanted to gain employment skills for work in the community.

Two joined because they were bored, while one joined because her best friend had joined. All trainees said they gained many-skills, some they had anticipated and some they had not thought about. All said they got good support, although some staffs were more willing to spend time with them than others.

Changes they would make - Two trainees suggested making the course shorter (perhaps 3 months), and have shorter working days (10 to 4 instead of 9 to 5). Five said they would like more choice about the types of training offered.

Employers and Staff involved in training

All staff agreed the training given was comprehensive but said some of the trainees needed extra time in one or two areas.

Giving regular time was difficult for most staff and they would like to be able to exchange times if necessary, with other staff members.

Explaining how to do a job or the reason for the job was sometimes difficult. However, they were helped in this by the training coordinator.

Changes they would make -Some time together with the training coordinator and trainee, every week or fortnight, would be useful as well as some training for the trainers.

3. Conclusion

3.1 Achievement of objectives

- to find out if the work training scheme is providing the trainees with the skills needed for work in the community.
- to find out if employers are satisfied that the skills gained by the trainees make them employable in the jobs trained for
- to find out if young people are becoming more involved in community affairs.

The work training scheme is providing a valuable service particularly to young people in the community.

Seven out of ten young people completed the training programme and reported satisfaction with the skills received.

Employers are satisfied that most of the young people who completed the training have the skills required to be employed.

There are almost enough young people registered for another programme - even before one has been advertised.

There is a willingness to train young community people by staff in the various employment areas.

Most young people involved have the motivation to complete the programme.

4. Recommendations

Based on the conclusions, these are my recommendations:

- Conduct another training programme of four months duration, widening the choice of training areas to another two employers.
- Ensure weekly meetings between trainees, staff and trainer.
- Monitor the drop-out rate of trainees.
- Increase budget by \$2,000 to incorporate a 'Train the Trainer' Programme.
- Build in three hours per week for a 'Train the Trainer' Programme.

5. Bibliography

CEYTP, *Coordinator's Report to Management Committee*, No. 1, May 2004.

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Kelly H., *Community Employment Youth Training Programme: A submission to the Riverside Community Council*, February 2004.

Riverside Community Council, *Profile of a Rural Community: the Riverside Community*, March 2003.

Riverside Community Council, *Employment and Training Needs in the Riverside Community*, June 2004.

6. Appendices

Appendix: 1 Questionnaire for Programme Coordinator and Trainer

7. How successful do you think the training programme has been:

- For trainees?

- For employers?

8. What would you change about the programme if you had another one?

9. Did you have enough of the following? (circle your answers):

- time for preparation of the programme yes/no
- support from employers yes/no
- support from the council
yes/no
- support from the management committee yes/no
- money to carry out the programme yes/no

Appendix: 2 **Questionnaire for Trainees**

4. Why did you join this training programme?

5. Did you gain the skills you wanted to?

6. Did you get the support you needed from:

- Your training coordinator?

- The staff assigned to train you?

4. Would you recommend this programme to other young people?

Are there any changes you would like to suggest for the programme ?

Appendix:3 Questionnaire for Employers and Staff involved in training

7. How successful do you think this programme has been in terms of training people in the skills they need for this work?

8. What difficulties did you face?

9. What changes would you make to the programme if you could?

Self Testing Activities

Topic 1 - Types of Reports



Self testing activity 1.1

Write down three types of reports that are used by an organisation you are familiar with.



Self testing activity 1.2

Complete the tables for the three types of reports used in an organisation you are familiar with.

Type of Report:

1. Title:

Audience	Purpose	Expected outcome

2. Title:

Audience	Purpose	Expected outcome

3. Title:

Audience	Purpose	Expected outcome



Self testing activity 1.3

List four questions that a progress report may be asked to answer.



Self testing activity 1.4

Why are progress reports important to the future operation of an organisation?

Topic 2 - Research



Self testing activity 2.1

Have you ever written a report?

Have you ever read a report?

If you have written one, answer these questions according to the report you have written.

If you have not written one, but have read a report, answer these questions for a report that you have read.

Who asked for the report?

What was the report about?

What was the outcome of the report?

Talk about this with your colleagues or tutor when you next meet.



Self testing activity 2.2

Who was the audience of a report you wrote, or of one you have read?

Do you think the language used was understandable to the audience of the report?

Talk about this with your colleagues or tutor when you next meet.



Self testing activity 2.3

Give four reasons why you think it is important to read information related to the programme as part of the research.



Self testing activity 2.4

How would a research plan help Mary with her research?



Self testing activity 2.5

What is the advantage of setting out a timetable to work to when researching and writing a report?



Self testing activity 2.6

Why is it important to organise research information in an orderly way?



Self testing activity 2.7

What information did the community profile provide in the tables about employment of 15 - 25 year old people in the community?



Self testing activity 2.8

What was the method used to confirm the need for employment in the community for young people?



Self testing activity 2.9

What was the advantage of having a community employment plan?



Self testing activity 2.10

Why is it necessary to know the financial status of a programme?



Self testing activity 2.11

Did the reports to the community council indicate the programme was keeping to its aims as well as to the wider employment plan?



Self testing activity 2.12

What do the interviews tell Mary about what the trainees think about the programme?

✓

Topic 3 - Planning



Self testing activity 3.1

Write out the purpose of the following report in words you think will be simply understood: (you can look back at how Mary wrote the purpose of her report to help you).

A medical service is being reviewed to find out if it provides adequate services to pregnant mothers and newborn babies. The researcher needs to report on the services, and include recommendations for change if necessary.

Purpose:



Self testing activity 3.2

Why do reports have a structure?



Self testing activity 3.3

Complete the details (where there is a blank line), for the title page of Mary Walker's report:

- The name of the report (the title):
Progress Report of the Community Employment Youth Training Programme in the Riverside Community
- The name of the organisation who asked for the report to be written:

The name of the writer or writers of the report:



Self testing activity 3.4

Where would the following pieces of information go in a report?

- Additional useful information such as statistics

- Research methods used in preparing the report

- Suggestions for future action in a programme

- Subject areas and page numbers

-
- The full investigations made
-



Self testing activity 3.5

Write down another way you could organise information so that it can be easily used when you come to write your report.



Self testing activity 3.6

When putting her researched material into report form, why should Mary not just draw conclusions from her own impression of how the CEYTP is going?



Self testing activity 3.7

Write down three ways business correspondence is different from personal correspondence.

Topic 4 - Drafting



Self testing activity 4.1

What is the benefit in writing a draft copy before the final edited copy of a report?



Self testing activity 4.2

Why is it useful to write down which section of the report the researched material should fit into before starting on the draft?



Self testing activity 4.3

Read through Mary's introduction again and write down the sources of information for it.



Self testing activity 4.4

Performance indicators show change that is visible or measurable in some way. Why are they important in determining the success of a programme?



Self testing activity 4.5

Why do you think it is important to state in the report what the financial reports showed?



Self testing activity 4.6

Mary could reduce how much she has written about the interview with the coordinator and trainer. Re-read this part of the text which is reproduced below and then underline any parts you think could be left out.

The coordinator and the trainer were pleased with the programme. They thought that to have nine people complete the programme was a good indication of its success. They thought one of the main contributing factors to the success of the programme was the time spent establishing it and ensuring that both staff and trainees knew what skills they were to learn. They thought trainees gained many skills, and that employers learnt

the value of passing on skills to others.

If there was another programme they would plan a set time every week for staff to meet with the training coordinator and the trainee to talk over problems and trainee's progress.

They each thought there was enough:

- time for preparation of the programme
- support from employers
- support from the council
- support from the management committee
- money to carry out the programme (but would be able to devote some time to training staff in the programme if more money was available)



Self testing activity 4.7

Now re-read the Conclusion. Notice that it re-states the objectives, and then sums up the research findings in response to the objectives.



Self testing activity 4.8

Read back over the points raised by the interviewees.

Do you think the recommendations take into account all the points raised by the coordinator, trainer, trainees and employers?

Topic 5 - Editing



Self testing activity 5.1

Referring to the report that Mary wrote:	
Read the introduction to Mary's report to find out the answers to the following questions:	
Is the purpose of the report clearly stated?	yes/no
Does the background information help the reader to understand why the programme came about?	yes/no
Read the body of the report to find out the answers to the following questions:	
Does the body contain all the necessary information?	yes/no
Is the information accurate and unbiased?	yes/no
Is there any unnecessary information that should be left out?	yes/no
Read the conclusion to find out the answer to the following:	
Are the analysis and conclusions based on the facts and findings expressed in the body?	yes/no
Read Mary's recommendations to find out the answer to the following:	
Are the recommendations specific and based on the conclusions?	yes/no
Read the summary before answering the following:	
Does the summary accurately describe what is in the report?	yes/no
Read the report, keeping in mind that the community council is the main body that will read the report, then answer the following question:	

Will the language of the report be easily understood by the reader?	yes/no
---	--------

 Self testing activity 5.2

Read the following paragraph from Mary's report and underline any problems in sentence structure:

Monthly reports to the management committee showed that of the original ten trainees, seven completed the programme there were four employers involved in the programme including the community office, the community store community services and child care.

Rewrite this paragraph showing what changes should be made:



Self testing activity 5.3

The following paragraph has no commas. Put in Commas where you think they are necessary.

To determine the success of the programme the outcomes were determined using performance indicators monthly reports to the management committee financial reports and interview accounts.



Self testing activity 5.4

In the paragraph above, Mary has used the words 'determine' and 'determined'. Look up a thesaurus to find an alternative word that could be used in the place of the word 'determine' or the word 'determined' and makes sense in the paragraph. Rewrite the paragraph using the alternative word.

Alternative word from thesaurus: _____



Self testing activity 5.5

Try the techniques outlined to work out the correct spelling of the underlined word in the space below and write the correct spelling.

Self Testing answers

Topic 1 - Types of Reports



Self testing activity 1.1

Answers will probably include three of the following, but may include other types of reports as well:

1. Information Reports.
2. Progress Reports.
3. Performance Evaluation Reports.
4. Accident Reports.
5. Financial Reports.
6. Annual Reports.
7. Project Performance Indicator Reports.



Self testing activity 1.2

The three boxes should be filled in for reports in an organisation you are familiar with, and should be similar to the one following:

Information reports

e.g: Report of an Occupational Health and Safety (OH & S)
Workshop for Aged Care Workers.

Audience	Purpose	Expected outcome
Other staff members	Inform about health and safety procedures learned at workshop.	That other workers will be well informed about the health and safety procedures learned.

Other examples are given in your learning materials on pages 11 to 12 of Topic 1.



Self testing activity 1.3

You should have selected four questions from the following:

1. Is the project achieving its goals?
2. Does it have a strong beneficiary group?
3. Are the beneficiaries happy with the service being provided?
4. Is the staff of the project able to work successfully towards the goals?
5. Is the project being well managed?
6. Are the funds being well managed? Are they enough?
7. Should any changes to the project be made?



Self testing activity 1.4

The future direction and funding of an organisation may depend on the information provided in a progress report.

Topic 2 - Research



Self testing activity 2.1

There are no set answers as each report will vary.



Self testing activity 2.2

Again your answers will vary for the reports that are chosen.



Self testing activity 2.3

Written information related to a programme can tell the researcher a lot about the programme. It can tell:

- why the programme was started
- what need it is meeting
- its aims and objectives
- what was happening in the programme at different times
- whether the programme is able to keep to its budget
- what the programme has achieved.



Self testing activity 2.4

A research plan helps Mary by setting out what research she will do and how she will do it.



Self testing activity 2.5

A timetable helps the writer to work through each stage of the research and writing of the report in the time available.



Self testing activity 2.6

Organising the material will help the writer to access the information when he or she is ready to write the report.



Self testing activity 2.7

7 out of 10 people saw employment as desirable.

From the previous tables it showed that only 3.6% (9 people) of this age group have work inside the community.

The figures suggest that there is a need for employment for people from this age group within the community.



Self testing activity 2.8

Interviews and a Needs Assessment identified the need for a Community Employment Programme.



Self testing activity 2.9

A community employment plan would help the community to work towards long-term employment needs in the community.



Self testing activity 2.10

The financial status can show whether a programme is operating as it is supposed to, or can indicate if there are problems in the programme.



Self testing activity 2.11

Although some changes in the number of trainees occurred during the programme the reports showed that the programme was keeping to the aims of the project and the wider community employment plan.



Self testing activity 2.12

Trainees who completed the training course indicated they had gained a lot of skills from the project and that they were happy with the training and support they received.



Self testing activity 2.13

Analysis based on facts is the only way to find out what is happening.



Self testing activity 2.14

Recommendations are provided when those who commissioned the report ask for them. They are provided only after analysis has been done.

Topic 3 - Planning



Self testing activity 3.1

Purpose:

1. To find out if the medical service is providing adequate services to:
 - Pregnant mothers
 - New-born babies.
2. To report on these findings.
3. To recommend changes to the service as necessary.



Self testing activity 3.2

Structure makes a report easier to follow and to refer back to.



Self testing activity 3.3

- The name of the organisation who asked for the report to be written:
Riverside Community Council.
- The name of the writer or writers of the report:
Mary Walker.



Self testing activity 3.4

1. These go in the appendix.
2. These go in the introduction.
3. These go in the recommendations.
4. These go in the contents.
5. These go in the body.



Self testing activity 3.5

Answers will vary for each student, and should be acceptable if they adequately address the question.



Self testing activity 3.6

Mary needs to base what she writes on facts. Impressions are not facts.



Self testing activity 3.7

1. It presents work-related correspondence, not personal correspondence.
2. It does not use personal language.
3. It does not express personal opinions unless asked for.

Topic 4 - Drafting



Self testing activity 4.1

In a draft, you are able to express your ideas without worrying about spelling, grammar and the final order of your writing. It allows you to get all your ideas down on paper.



Self testing activity 4.2

If the research material is marked in this way, it is easier to work through and makes the first draft easier to write.



Self testing activity 4.3

The sources of information for this part of the introduction include the community profile and the needs assessment.



Self testing activity 4.4

Performance indicators are important in determining the success of a programme because they show what has been achieved.



Self testing activity 4.5

It is important to show whether the programme is operating within established budget. If it is not, maybe something is wrong with the programme.



Self testing activity 4.6

Answers may vary, but are acceptable as long as the edited version makes sense and does not lose any information.

The coordinator and the trainer were pleased with the programme.

They thought that to have nine people complete the programme was a good indication of its success.

They thought one of the main contributing factors to the success of the programme (was partly a result of) the time spent establishing the programme (it) and ensuring that both staff and trainees knew what skills they were to learn.

They thought trainees gained many skills, and that employers learned the value of passing on skills to others.

If there was another programme they would plan a set time every week for staff to meet with the training coordinator and the trainee to talk over any problems and the trainee's progress.

They each thought there was enough:

- time for preparation of the programme

- support from employers
- support from the council
- support from the management committee, but would be able to devote some time and money to training staff in the programme if more money was available.



Self testing activity 4.7

Students are only expected to re-read the conclusion here, and to take note of the points indicated.



Self testing activity 4.8

Students answers may vary but should generally state that points raised are covered.

Topic 5 - Editing



Self testing activity 5.1

Students will probably answer 'yes' to most questions. The main purpose of the activity is to get students to read over each part of the draft and think critically.



Self testing activity 5.2

Monthly reports to the management committee showed that of the original ten trainees, 7 completed the programme. There were four employers involved in the programme including the community office, the community store community services and child care.

A new sentence should follow.

Two sentences have been run together. There should be a full stop after programme.



Self testing activity 5.3

To determine the success of the programme, the outcomes were determined using performance indicators, monthly reports to the management committee, financial reports and interview accounts.



Self testing activity 5.4

Alternative word for determine from the thesaurus is 'ascertain'.

Students may have a different alternative word than the one provided, however it must have a similar meaning in the paragraph, e.g.: to know if the programme was successful, the outcomes were determined using performance indicators, monthly reports to the management committee, financial reports and interview accounts.



Self testing activity 5.5

The correct spelling is - comprehensive.