

Tutor's Assignment Correction Guide

Module 1

Language and Communication

Unit 1.4

Report Writing

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Unit 1.4 Report Writing

This Guide is to assist you in the correction of the assessment instrument for this unit.

If more than one Tutor is involved with Student Support in your institution, it will also assist in ensuring that there is a consistency in the weighting of assignments, and questions within assignments.

The Core Curriculum is designed to be offered utilising competency standards, so the elements that need to be included in answers are specified in the guide. It will therefore assist those who wish to use a competency assessment of Complete or Incomplete.

It is particularly important in the Caribbean to ensure that the assignments are assessed as indicated in the Guide, as Regional recognition is an ultimate (and desired) outcome.

Assessor guidelines – Unit 1.4 Report Writing

Introduction

As this unit is competency based, to be considered competent the participants will be required to successfully demonstrate the skills required to complete each task contained in the Assessment section of their learning resources.

Part of this written assignment requires the teacher trainee to prepare a report on a topic relevant to his/her teaching area which is suitable for presentation to the management body of the organisation or institution. The topic for this assignment **MUST** be negotiated with the tutor prior to the student commencing work on this assignment.

The suggested Checklist included will outline all items to be checked to ensure that the person is competent in Unit 1.4 **Report Writing**. All items must be able to be checked as correct. If not, the teacher trainee will be required to repeat the exercise or exercises at a later date, before successful completion can be indicated.

Assessment instrument

Assessment for the unit will involve a **written assignment**. You should negotiate a suitable time with the participant to complete the assignment.

Requirements for the assignment

Prior to commencing the assignment

Check that the following are available for the participants:

- copy of assignment
- copy of worksheet
- copy of answer sheet for Question 3
- copy of the report '*An investigation of the forms, and effectiveness, of communication to full-time students at the Greentown College of Advanced Education*'.

Assessment Instrument



Your assessment for this module will consist of a **written assignment**. Check with your tutor to organise a suitable time to complete the assignment.

You are now ready to complete your assessment for this unit.

Written Assignment

1. Write a report of an activity related to your specific field of teaching expertise suitable for presentation to the management body of your organisation/institution. The report must adhere to the principles of report writing as outlined in this unit.

The topic of this report must be negotiated with your tutor before you begin.

2. Identify and describe four characteristics consistent with clear and logical report writing.

The next two questions should be answered from the Worksheet which your tutor will supply.

3. Match the six types of reports listed on the Worksheet with their correct description and uses.
4. Analyse the report accompanying. Comment on the following aspects of the report:
 - structure and headings
 - numbering
 - presentation
 - grammar, spelling and punctuation
 - information sources
 - style and language.
 - (a) Give reasons for any limitations or omissions you observe.
 - (b) Identify any noteworthy aspects of the report.

Worksheet

Question 3:

Match the six types of reports listed on the Worksheet with their correct description and uses.

Match the correct information from each column. Match the *name of the report* in Column 1, with the number that corresponds to its *correct description* in Column 2, and the letter that corresponds to its *correct uses* in Column 3.

The description and uses are in random order.

<i>Name of report</i>	<i>Description</i>	<i>Uses</i>
Administration reports	1 Includes technical details and specifications.	A Provides information on organisation's financial health.
Evaluation reports	2 Includes a section called Methods and Materials.	B Provides information on the performance of technology.
Financial reports	3 A longer report that may include recommendations as well as conclusions.	C Uses numerical information to report on an issue.
Technical reports	4 An information report that discusses 'how things are going'.	D Publishes research results.
Statistical reports	5 A list of income and expenses over a specific period of time.	E Provides information to management on progress in an organisation.
Scientific/Academic reports	6 Contains tables and graphs with minimal written text.	F Used to present and analyse information.

Record your answers here - identify the ***number*** in the ***Description*** column and the ***letter*** in the ***Uses*** column.

<i>Name of report</i>	<i>Description</i>	<i>Uses</i>
Administration reports		
Evaluation reports		
Financial reports		
Technical reports		
Statistical reports		
Scientific/Academic reports		

AN INVESTIGATION OF THE FORMS, AND EFFECTIVENESS, OF
COMMUNICATION TO FULL-TIME STUDENTS AT THE GREENTOWN
COLLEGE OF ADVANCED EDUCATION

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SUMMARY

This report is on the forms, and the effectiveness, of the communication to full-time students at the Greentown College of Advanced Education. It concentrates of the communication from :

- Lecturers (outside of classtime)
 - Administration
 - Student Council
 - Counsellors
- and Messages to Students

It shows that the communication generally is non-verbal and relies on students making use of the notice boards and hand-outs. Because if relies of these processes it is not as effective as it could be. Better use, by students and staff, of the present methods play an important role in overcoming the barriers.

ACKNOWLEDGMENTS

I would like to acknowledge the help of:

Paul McDonald - Counsellor

Gary Carlyle - Educational Assistant

Beth Baker - Administration Officer

in obtaining the information for this report.

1. **INTRODUCTION**

1.1 Purpose

The purpose of this report is to investigate the forms of communication, and the effectiveness, to full-time students of The Greentown College of Advanced Education.

1.2 Scope

This report concentrates on communication from Lecturers (outside of classtime), the Student Council, Administration, Counsellors and messages to students.

1.3 Authorisation

This report was requested by Joan Smith, Lecturer in Communications at Greentown C.A.E.

1.4 Limitations

This report concentrates on one section of the communication process, Communication to Full-time Students, within the Greentown C.A.E., Bridge Street campus and does not give an over-all view of the communication process within the Greentown C.A.E.

Information was obtained by interviewing members of the staff at C.A.E. and from my own experience.

2. DISCUSSION

2.1 Communication from Lecturers to Students (outside of classtime)

If a lecturer has to contact a student, the lecturer can do this by (1) contacted the student by phone or (2) seeing the student at C.A.E. To contact a student by phone the lecturer obtains the phone number from the students records. This is usually done by an Educational Assistant. If the student has no phone then the lecturer may chose to see the student concerned at C.A.E. The students timetable can be accessed by the Educational Assistant.

2.1.1 Barriers

These forms of communication rely on the student (1) having the phone connected and (2) attending classes when the lecturer needs to see them, which for numerous reasons may not be possible .

2.2 Communication from Administration

Representatives from Administration attend all Orientations so that they can be introduced to all attending students. Contact phone numbers for key Administrative staff are also printed in the Student Diary which is given to all full-time students. Communication from Administration is generally in the form of a letter and can be posted to the student or given directly to the student or passed to the student via a lecturer.

The Administration also has use of television monitors situated at the main and side entrances. These television monitors are generally used to show new courses. Through Orientations they show where they are to be held. Administrations also has pamphlets available for the students to read. These are placed on stands outside of the Administration Office. Memos can also be given to students.

2.2.1 Barriers

At the time of writing this report the monitors were not working and unless people's attention was drawn to them, by music playing, they tended not to look up at the monitors. The sending of letters can, at times be too long. Not all students pick-up and read the pamphlets available, and not all students are able to attend Orientations.

2.3 Communication from the Student Council

The Student Council relies on the placing of notices on the notice boards and printed handouts, concerning coming events being handed to the students. Direct communication to students is done at Student Council meetings.

2.3.1 Barriers

Students do not always read Notice boards and unless lunch-breaks correspond with the break of the person handing out the notices a lot of students miss them. Not everyone is able to attend Student Council meetings.

2.4 Communication from Counsellors

The Counsellors do not generally have a lot of direct communication with students unless a student first approaches them or a Lecturer or fellow student feels there is a problem concerning them. The counsellors attend orientations so that they can introduce themselves and let people know that they are available to them. They also have contact numbers in the Student Diary. If a student tries to make contact with the counsellors and they are not available, an answering machine is used so that, when available a counsellor can ring the student - ALL messages are answered. Messages are also taken by the

Administration and in an emergency the counsellors are contacted at other campuses. The counsellors have leaflets concerning the services they provide available at their office. Notices are also displayed on the noticeboards. The counsellors provide a strictly confidential service and can not only offer their services but can also direct the student to more specific services.

2.4.1 Barriers

Not all students attend Orientations or make use of the notice boards. They also may not read the Student Diary. The counsellors role is often thought of as just 'a shoulder to cry on' and students therefore do not take advantage of their fully professional service.

2.5 Messages for students

The only messages that are passed onto students are messages concerning Job applications or emergencies eg sickness, accident or death of a family member. In such cases the message is delivered personally by the Educational Assistant. If the message is of a very delicate nature eg death of a family member, a counsellor, if available, maybe called upon to deliver the message, so they can offer support if necessary. On occasions students leave car lights on and in these cases messages can be placed on notice boards.

2.5.1 Barriers

Messages that may be important but not an emergency do not reach the student. Crowding on notice boards may mean that messages are overlooked and not every student makes use of or looks at the notice boards.

3. Conclusions

There is very little verbal communication to the students.

Communication relies mainly on printed hand-outs and the students making use of the notice boards ie. reading notices placed on them. The Student Diary given to each full-time student at the beginning of the year also provides a great deal of important information. It is important that students attend orientations.

4. **Recommendations**

4.1 The placing of photos in the Student Diary so that a face can be put to the name.

4.2 Better use of the monitors (when working) at the entrances.

4.3 Each course having a representative attend the Student Council meetings.

4.4 A newsletter published by the students with appropriate information concerning the general student population, into which the services available to the students can put 'advertisements'.

4.5 Lecturers making themselves available to students at pre-arranged times convenient to both students and lecturers.

Solutions for assessment

Suggested solutions to the assignments are included on the following pages.

Written Assignment

1. *Write a report of an activity related to your specific field of teaching expertise suitable for presentation to the management body of your organisation/institution. The report must adhere to the principles of report writing as outlined in this unit.*

The topic of this report must be negotiated with your tutor before you begin.

No solutions are provided for this assignment item as each participant will be submitting different items. Ensure the answers provided respond exactly to the question asked.

2. *Identify and describe four characteristics consistent with clear and logical report writing.*
 1. Good research
 2. Complete and concise information
 3. Observes the conventions of grammar, spelling and punctuation
 4. Attractive presentation

The students can use this information from the text to describe these characteristics.

1. *Good research*

1. Three phases:
 - define the task
 - define the type of report
 - determine the audience for your report.
2. Discover the limitations you must work within.
3. Describe the major issues to be researched.

Prepare a preliminary plan

Determine the types of information required in each phase of the report, Introduction, Body and Conclusion.

Determine Information sources

There are three types of information:

- ***primary information*** - actual evidence from original sources including information obtained from surveys, questionnaires and interviews

- ***secondary information*** - comment and analysis of events mainly available through reference libraries
- ***anecdotal or personal experience*** - information directly from other people or from your own personal experience. Use sparingly.

2. ***Complete and concise***

- ***complete*** - says all that you want it to say
- ***concise*** - says it quickly and economically.

Be aware of the 'readability' of your document and avoid jargon, complex words and sentence structure, sexist language, vague words and terms and bureaucratic language.

3. ***Grammar, spelling and punctuation***

Grammar:

- general rules about sentences: subject, verb and object.

Spelling:

- proofread!

Punctuation:

- be aware of the correct use of punctuation, especially the comma, colon and apostrophe.

4. ***Attractive presentation***

Layout: use of white space and the placement of text on the page.

Print style: 'Sans serif' print style for headings, 'serif' print style for text.

Use different point sizes to show importance.

Use bold, italics and underlining for emphasis.

Packaging: attractive paper and covers.

The next two questions should be answered from the Worksheet.

3. *Match the six types of reports listed on the Worksheet with their correct description and uses. Give reasons for any limitations or omissions you observe. Identify any noteworthy aspects of the report.*

<i>Name of report</i>	<i>Description</i>	<i>Uses</i>
Administration reports	4	E
Evaluation reports	3	F
Financial reports	5	A
Technical reports	1	B
Statistical reports	6	C
Scientific/Academic reports	2	D

4. *Analyse the report accompanying the Worksheet. Comment on the following aspects of the report.*

- *Structure and headings*

Positive:

- This is an example of a short report.
- Conforms with all conventions of structure and headings.

- *Numbering*

Positive:

- Conforms to all conventions.
- In the introduction, could have inserted another number, 1.5

- *Presentation*

Positive:

- Report uses a separate page for each section.

Negative:

- Boring in the extreme!
- Needs better choice of font.
- Headings need to be highlighted more clearly.
- More space required between sections and subsections.

- *Grammar, spelling and punctuation*

Positive: •

Negative: • Some spelling errors (minor ones) but
 indicative of poor proofreading.
 • Overuse of commas.

- *Information sources*

Positive: • Primary sources and personal experience
 used. Both suitable for this report.

Negative: •

- *Style and language*

Positive: • Impersonal tone used throughout.
 • Simple language and sentence structure.

Negative: •

Suggested checklist

The teacher trainee has successfully:

	Yes	No
<i>Presented a written assignment which:</i>		
1. matched six types of report with their correct description and uses.		
2. identified and described the characteristics consistent with clear and logical report writing.		
3. included a written report of an activity related to the specific field of expertise of the teacher trainee, suitable for presentation to the management body of the relative organisation/institution.		
4. analysed a given report to demonstrate a knowledge of the basic principles of report writing.		

Assessor's name _____

Signature _____

Trainee's name _____

Signature _____