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Welcome to Digital Skills

LCLM4002 Digital Skills

Week 9





Let's remember last week!



Finished? Help others

- Remember, if you finish a task early, you are invited to help others.
- As soon as you finish, come to the front and get a Digital Helper badge
- Then go around the room and help others complete the task.



What today is about

Building clear and professional business reports

Using structure to help people read and understand information

Learning how to use feedback and track changes in reports

Remember: Part 3 of your assessment Is Due in Week 10!

- DS3: Digital Portfolio + Audio Reflection (40%)
- Due: Week 10
- What you do :
 - Choose 3–5 pieces of digital work from this module. These can be from work you did in-class.
 - Record a short audio or video (a voice note is fine).
- If you haven't completed the guidance for DS3, you should be doing that quickly!



Which report is easier to read

- You will see two report pages with the same content.
- Work on your own.
- We will discuss this together.

Your task

- Circle one or two things that make one report easier to read.
- Do not edit anything yet.
- Think about:
 - Headings
 - Spacing
 - Layout
 - How your eye moves on the page

What makes a report readable?



Structure helps readers

- Reports are read, not presented.
- Readers often:
 - Scan first
 - Look for structure
 - Then read details
- Structure helps readers:
 - Find information
 - Understand faster
 - Avoid confusion

MESSAGE 5

The World Bank's flagship analytics, including Advisory Services and Analytics (ASA), are key to informing the design of investments, DPOs, client engagement, and country engagement.

Pioneering analytics in Africa continue to enhance specialized knowledge and inform dialogue and drive effective solutions and policy reforms across countries in the region. Ongoing flagship reports such as the [West Africa Food System Resilience Facility](#) (P172941), the Southern Africa Drought Resilience Initiative (P173077), the Sahel Groundwater Initiative (P175105) and *The Hidden Wealth of Nations: The Economics of Groundwater in Times of Climate Change* (P178601)—are providing critical insights to operations. These analytics are not just informing the new country diagnostics—

the CCDRs—but also targeted operations, including the West Africa Regional Food Systems Resilience Program (FSRP-2). The [Groundswell Africa](#) reports focused on West Africa and Lake Victoria—highlighting that without concrete climate and development action, West Africa and Lake Victoria Basin countries could see as many as 32 and 38 million people moving as a consequence of climate change by 2050. The call for anticipatory and far-sighted planning to address migration as part of the larger development response is key to avert, reduce and minimize distress driven migration.

MESSAGE 6

The CCDR—a newly introduced diagnostic—is critical for highlighting the intersection between climate and development to achieve robust and long-term solutions to countries' most pressing climate challenges.

The World Bank's first round of CCDRs for the Africa region reflect the instrumental nature of CCDRs in informing and driving country and client engagement. CCDRs focus on identifying critical and urgent policy shifts at the nexus of climate and development and provide a strong basis for accelerating countries' climate ambition and action consistent with the World Bank's twin goals of ending extreme poverty and boosting shared prosperity by ensuring trajectory shifts that incorporate climate challenges and opportunities. Robust evidence base diagnostic

which would allow the country to leapfrog into a renewable energy source that remains stable under climate change and avoid dependency on fossil fuels. However, significant external support will be needed for *just transitions* under the Paris Agreement. Countries such as Angola, Cameroon, Ghana, Mauritania, and South Africa, have oil and gas economies where just transitions can avoid lock-in and stranded assets, while revenue streams from fossil fuels must support diversification and productive climate aware investments.

World Bank (2023) Next Generation Africa Climate Business Plan. First Progress Report: Forging Ahead on Development-Centered Climate Action⁸ World Bank, Washington DC.

Headings, spacing, and styles

- Good reports use:
 - Headings to show sections
 - Space to separate ideas
 - Styles to keep formatting consistent
- These tools:
 - Guide the eye
 - Show importance
 - Make pages calmer to read

MESSAGE 4

The World Bank continues to make strides on climate through Development Policy Financing (DPF). Strong analytics and learning reviews, climate-informed policy actions can further catalyze transformation at scale.

The deepening of corporate climate commitments through strategies has seen a growing emphasis for policy action through DPF. The portfolio includes Development Policy Operations (DPOs) that support both adaptation and mitigation focused reforms that are already delivering on climate-related policy actions by transforming fiscal policy to support climate goals, supporting long-term climate strategies, and mainstreaming climate in public financial management. In FY22, AFE had seven DPOs tagged for climate action with financing of US\$ 2.5 billion and AFW had nine DPOs tagged for climate action with financing of US\$ 875 million. In FY21, there were eight DPOs tagged for climate action in AFE with financing of US\$ 3.35 billion, representing 8 percent of projects in the region. In AFW, 12 DPOs were tagged for climate action with financing of US\$ 1.5 billion, representing 12 percent of AFW's portfolio for FY21.

The retrospective Operation and Policy Country Services (OPCS) learning review recommends areas for key policy reforms to strengthen climate action. Programs and their policy reforms can be recognized at three levels: (1) those with clear links with climate; (2) those with less explicit links with climate, often reflecting missed opportunities; and (3) those with no direct links with climate but represent foundational policy reforms. Such an approach may allow for pragmatism and attention to the critical entry points for climate-informed policy, while allowing at the same time for foundational non-climate reforms to pave the way for new frontier engagement on climate. Lessons from OPCS retrospectives illustrate how to embed climate policies through a range of instruments working across sectors (Table ES1.2). These lessons can help teams to be more proactive action to harness missed opportunities can be made to strengthen climate action.

Tables and visuals need support

- Tables and visuals should:
 - Be placed carefully
 - Be introduced in the text
 - Have clear titles or captions
- Good placement helps readers:
 - Understand why the table is there
 - Connect it to the text
 - Avoid feeling lost

Table ES1.1 Key Projects Highlighting Innovation and Climate Smart Solutions (from FY2021/22)

Thematic Takeaways	Examples
End-to-end integration of climate action along agricultural value chains	Cameroon's Valorization of Investments in the Valley of the Benue (P166072, US\$ 200 million) South Sudan Resilient Agricultural Livelihoods Project (P169120, US\$ 62.50 million)
Landscape Plus: integrating climate action across productive and natural landscapes	Guinea Natural Resources, Mining and Environmental Management Project (P168613, US\$ 65 million) Sudan's Sustainable Natural Resources Management Project Second Additional Financing (P169003, US\$ 6 million)
Addressing climate resilience through integrated action across urban and natural landscapes	Senegal Stormwater Management and Climate Change Adaptation Project 2 (P175830, US\$ 125 million) Mozambique's Maputo Urban Transformation Project (P171449, US\$ 100 million)
Digital and Disruptive Technologies: enhancing resilience through increased connectivity, social inclusion, and access to a modernizing economy	Madagascar Digital Governance and Identification Management System (P169413, US\$ 143 million) West Africa Food System Resilience Program (FSRP) (P172769, US\$ 354 million)

Headings & Styles

Making Changes



Staff Training and Development Overview

The organisation has carried out a review of its current approach to staff training and development following recent changes to working practices. The review focused on how new staff are supported during their first months in the organisation and how existing staff access ongoing training opportunities. Feedback collected internally suggests that while training resources exist, they are not always easy to locate or clearly structured. The review also examined how training responsibilities are shared across teams. In some areas, managers take an active role in supporting development, while in others responsibility is less clear. This inconsistency can lead to uneven experiences for staff and may affect confidence, performance, and retention.

Another area explored during the review was the use of digital systems to deliver and record training. Staff reported that some systems are difficult to navigate and that guidance on how to use them is limited. As a result, some training activities are not completed consistently or recorded accurately.

Internal data collected over the last six months highlights the most common areas where staff have requested additional training or support. These requests relate to both technical skills and workplace processes and suggest a need for clearer communication and better access to learning materials.

Improving the organisation of training information, clarifying responsibilities, and making better use of digital tools are expected to support staff development more effectively. These changes are also likely to contribute to improved performance across teams and a more consistent approach to training.

The review also considered how training outcomes are monitored and evaluated. At present, there is limited consistency in how completed training is recorded or reviewed. In some teams, managers track progress informally, while in others there is little follow up once training has been completed. This makes it difficult to assess whether training activities are having the intended impact on performance.

Staff also highlighted the importance of having time allocated for training during working hours. Several respondents noted that training is often expected to be completed alongside existing workloads, which can reduce engagement and completion rates.

Providing clearer guidance on when training should take place and recognising it as part

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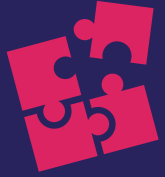
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Pair check for readability

- Work with the person next to you.

What to do

- Look at each other's report page.
- Talk about:
 - One thing that is clearer because of the structure
 - One place where the layout helps you find information quickly
- Do not suggest wording changes.
- This check is about structure, not writing.

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1. Overview

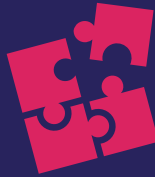
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2. Training access and materials

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Pair check for layout and numbering

- Work with the person next to you.

What to do

- Look at each other's report page.
- Talk about:
 - Whether the numbering helps you follow the order of ideas
 - Whether the spacing makes sections easy to see
 - Which layout feels easier to scan as a reader
- Do not change the text.
- This check is about how the page guides the reader.



Inserting visuals into reports

- Continue with the same document
- Download the Excel spreadsheet from Moodle, use the Training Requests tab
- Your task
 - Choose the right type of chart
 - Add the relevant data from Excel
 - Position the chart so it does not interrupt reading
 - Add a short caption to explain what it shows
- Use this model for your caption:
 - Table 1: Short description of what the table or chart shows
- Do not change the main text yet.



Pair check for charts

- Work with the person next to you.

What to do

- Look at each other's report page.
- Talk about:
 - Whether the chart type suits the data
 - Whether the chart is placed clearly on the page
 - Whether the caption explains what the chart shows
- Do not change the main text yet.
- This check is about supporting the reader, not fixing everything.

Break time!

See you in 15 minutes 😊

Making Changes Pt2





Tables in reports

- Continue working in the same report document.
- You will now add different information to support the report. Go to the second tab of the Excel Spreadsheet

Your task

- Insert a small table into a relevant section
- Adjust column width so all content is easy to read
- Check alignment of text and numbers
- Add a clear table title above the table
- Use this model for your title:
 - Table 2: Overview of training delivery methods currently used
- Do not change the main text yet.



Pair check for tables

- Work with the person next to you.
- What to do
 - Look at each other's report page.
- Do not suggest changes to the main text.
- This check is about helping the reader, not perfect data.
- Talk about:
 - Whether the table title clearly explains what the table shows
 - Whether the column width makes the table easy to read
 - Whether the alignment helps you understand the information



Bringing text and visuals together

- Look at your report page as a whole.

Your task

- Check how well:
 - Text
 - Headings
 - Charts
 - Tables
 - Captions
 - Spacing
 - work together on the page.
- Think like a reader:
 - Does the page feel clear and balanced
 - Do visuals appear near the text they relate to
 - Are captions easy to see and understand
 - Does anything interrupt the flow of reading



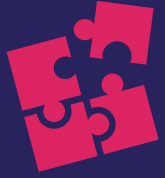
Pair check: Text and visuals together

- Work with the person next to you.

What to do

- Look at each other's report page.
- Focus on the whole page, not small details.

- Talk about:
 - Whether the visuals sit close to the text they relate to
 - Whether captions are easy to notice and understand
 - Whether the spacing helps the page feel clear and calm



Thinking about the whole report

- Please open VEVOX.
- Answer the question about your report page.
- There is no right or wrong answer.
- This helps us think about how structure and layout work together.



Understanding Feedback



Understanding feedback

Why feedback matters

- Feedback is not just about a mark.
- Feedback is there to help you:
 - Understand what is working well
 - See what needs improvement and why
 - Learn how to approach future tasks more effectively
- Feedback helps you develop skills over time, not fix one piece of work.

What feedback is for

- Good use of feedback helps you:
 - Improve structure and clarity
 - Make better choices next time
 - Understand academic expectations
 - Build confidence across assessments
- Feedback is most useful when you read it carefully before making changes.

Important to remember

- Feedback comes in different forms.
- In Turnitin, feedback includes:
 - Written comments
 - Rubric criteria
- Both parts are important and work together.
- Understanding feedback is the first step before deciding what to do next.

Feedback is for you

- Feedback is not a judgement of you or your effort.
- Feedback is there to:
 - Support your learning
 - Help you understand expectations
 - Show you how to improve over time
- It is about development, not criticism.

Good feedback gives you:

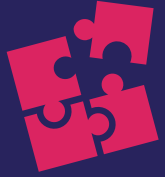
- Clear guidance on what is working
- Direction on what to focus on next
- Tools to make better decisions in future work

Feedback is most useful when you:

- Read it carefully
- Take time to understand it
- Use it to plan your next steps

Feedback in study and in work

- Receiving feedback is not just an academic skill.
- In business and professional environments:
 - Colleagues review drafts
 - Managers give comments on reports
 - Teams suggest improvements
- Feedback helps improve:
 - Quality
 - Clarity
 - Professional standards
- Using feedback well is a key professional skill.



Understanding Turnitin feedback

- You will work with realistic Turnitin-style feedback.

Your task

- Work on your own.
 - Read the written feedback
 - Read the rubric feedback
 - Highlight key phrases
 - Decide what each point is asking you to improve
- For each point, note whether it relates to:
 - Clarity
 - Structure
 - Presentation
 - Academic approach
 - This activity is about understanding feedback.



What did you think?



Break time!

See you in 10 minutes 😊



Using AI to support feedback understanding

- AI can help with understanding language, not making decisions.
- Your task
 - Choose one piece of Turnitin feedback
 - Paste it into an AI tool
 - Use the provided prompt
 - Read the AI output carefully
- Then:
 - Compare it with the original feedback
 - Delete or correct anything inaccurate
 - Write one sentence explaining what the feedback means in practical terms
- You stay in control of the meaning.

- Use this prompt:

**Rewrite this feedback
in clear, simple
language without
changing its meaning.
Do not add advice,
solutions, or new
interpretation.**





What did you think?

- AI was helpful when it:
 - made the language clearer
 - reduced unfamiliar or dense wording
- YOU are responsible for understanding and implementing.





From feedback to feedforward

- Feedback is most useful when it helps you plan ahead.

Your task

- Use the feedback you have just worked with.
 - Create a short feedforward plan for your next piece of work, even if the task is different.
 - Complete the prompts.
- Feedforward prompts
 - One thing I will watch for next time is...
 - One thing I would start earlier in my next task is...
 - One structural or presentational habit I will carry forward is...
 - Write short, clear responses.



Turning feedback into advice

- Work with the person next to you.

Your task

- Share one piece of advice you would give someone starting their next assignment, based on what you noticed in the feedback.
- Use this stem if helpful:
 - “One thing I would recommend next time is...”
- Do not share marks or read feedback aloud.
- This is about useful habits, not past work.



Reflection Time!

Please write a short post including:

- One thing I learned this week about what makes a business report clear and easy to follow
- One thing I learned about improving a report using structure, layout, or visuals rather than rewriting text
- One thing I now understand better about how to read and use Turnitin feedback, including rubric feedback
- One thing I will do differently next time I receive feedback or start a new piece of written work
- You will post your answers on Moodle in the forum “Reflection Space – Individual”.
- Only you and the tutor can see your post.
- This is not marked.
- You do not need to share with the class.





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Recap



Today we learned how to:

Make business reports that are clear and easy to follow for the reader

Use headings, spacing, and numbering to create structure without rewriting text

Add charts and tables to reports and position them so they support understanding

Read and interpret Turnitin feedback, including written comments and rubric criteria

Turn feedback into feedforward, using it to plan and improve future work



Homework for Week 10



Continue working on your
DS3 assignment



Did you help others today?

- Remember to take a selfie with your badge
- Post it in the "Digital Helper" forum on Moodle
- Everyone that has helped will be recognised.



Continue Your Microsoft Specialist Journey

- If you want to keep building your skills, continue what you started with MOS last week
- Remember:
- As a UWTSD student, the MOS courses and exams are free
- This is an extra opportunity to grow your digital skills
- You can study at your own pace

