1. STRUCTURE

Building 4.0 CRC reports should use the final [report template](#) and be structured as follows:

0. Front matter

The front matter cross-references the report as follows:

- Cover page
- Project details
- Table of contents
- List of figures
- List of tables
- List of abbreviations.

1. Executive summary (1–2 pages)

This section summarises the project as follows:

- introduction to the project team and research context
- description of the research approach
- summary of the main research findings and outcomes
- outline of future research plans.

A useful approach is to follow the same structure as the chapters in the body of the report.

Our aim is to publish full reports whenever possible. However, some reports will be confidential. In these cases, the executive summary will be published on the B4.0CRC website (and possibly disseminated via other public communications and channels).

Please do not present confidential or sensitive information in the executive summary and ensure partners approve release of the executive summary.

2. Project introduction or overview

This chapter introduces the project as follows:

- summary of the industry context, the specific problem being addressed and why it is significant, leading to the project aims and objectives
- if not a scoping project, review of the relevant literature establishing leading to the gaps to be addressed
- description of the research approach and key deliverables (e.g. literature review, case analysis and interviews were used to benchmark current industry best practice)
- outline of the structure and logic of the report to follow (e.g. chap 2 reviews the literature, chap 3 describes the research approach, chap 4 explains the experimental process, chap 5 applies and analyses the new process).

This chapter sets the scene for the rest of the report. It should provide a guide for the reader so that they know what to expect in the report to follow.

3. Project findings and outcomes

This is most likely several chapters that detail how the project was conducted, whether there were any significant variations and why, and what the main findings and outcomes are. You do not have to use the 'Project findings and outcomes' heading. Use chapter headings that signal to the reader what information is being presented.

Possible topics include:

- if a scoping project, description of the literature review process and summary of the main findings
- review of current international best practice, technical knowledge and advances
- summary of new findings and developments, and how these might benefit industry and the wider community
- description of any engagement activities
- description of current and anticipated project outcomes, including prototypes, software, services, lighthouse projects, publications (e.g. guidelines / reports / factsheets), conference and other presentations, new IP and patents, education and training
- outline of R&D, and skills, training and education gaps and opportunities.

4. Future research plans

This section explains any next steps, if relevant. Possible questions to consider:

- Are project partner workshops planned to discuss future research pathways?
- Are future phases planned to extend the research?
- Are future publications planned to disseminate the research?

This chapter may not be relevant for all reports.

5. Appendixes

This section includes extra detail that supports discussion in the body of the report (e.g. survey questions if using a survey, interview questions). This section may not be relevant for all reports.

6. References

All claims must be justified and sources referenced in one concluding reference list.

Use a consistent approach across all chapters/sections:

- B4.0CRC recommends the author–date (or Harvard) style of referencing. Refer to http://guides.lib.monash.edu/citing-referencing/harvard as a guide.

2. CONTENT

Present clear, evidence and/or theory based, fair and justified reasoning (not just assertions and unsubstantiated claims).

Balance qualitative and technical information, when relevant.

Use meaningful headings to guide readers through the material.

Include chapter introductions and concluding summaries that consistently signpost the logic of the report for the reader.

Use the inverted pyramid:

- Start with your core message – Readers look to the first sentence/paragraph for key messages and what's important to them. Think about the 6 questions of a reader: who, what, why, how, when, where.
- Support your argument – Evaluate the topic with minimal context. Move from the most important information to the least important information.
- Give the background information – Explain the context, your processes/method/approach.

Start new points in a new paragraph and each paragraph should have:

- A beginning topic sentence that states the main message or idea clearly.
- One or 2 sentences that elaborate and explain the point introduced in the topic sentence – i.e. evidence and examples, and clarifies why it is relevant.
- A concluding sentence that reinforces the main message and then links to the next paragraph.

Know your readers:

- What do they already know? What do they want/need to know?
- How will readers use your document? Know what you want them to do with the document and also what you don't want them to do with it.
- Where do they sit in the knowledge/literacy matrix?

Higher industry/ regulation familiarity **+** **Higher literacy/ comprehension skill**	**Lower literacy/ comprehension skill** **+** **Higher industry/ regulation familiarity**
Lower with industry/ regulation familiarity **+** **Higher literacy/ comprehension skill**	**Lower literacy/ comprehension skill** **+** **Lower industry/ regulation familiarity**

3. LANGUAGE AND PUNCTUATION

Language

Use concise sentences that cover one point or issue.

Start with the main point. Include qualifying material at the end of the sentence, or in parentheses, a separate sentence or a footnote.

Keep each sentence to less than 2 lines, if possible.

Make sure your sentences are full and proper sentences: that is, it must have a verb.

Use the 'first passing' test: will your reader understand the sentence when they first read it, or will they need to re-read it?

Use an active voice. That is, include a subject (the performer of the action). Structure sentences in the order of *subject, verb, object.*

> *Passive*: The code of conduct [object] was established [verb] by the industry [subject] to improve compliance.
> *Active*: The industry [subject] established [verb] the code of conduct [object] to improve compliance.

Use a consistent voice: e.g. either all chapters/sections in first person (i.e. 'We investigated …') or all in third person (i.e. 'The research team investigated …').

Use a consistent tense.

- ✓ Try to stick to simple tenses ('We consider …', 'The team considered …'), instead of more complicated verb forms ('We are considering …', 'The team has considered …').

- ✓ Use simple past tense for discussion of data, stakeholder comments or submissions, and other publications.

Be precise rather than ambiguous:

- × Production line shutdown time rose significantly over the past year.

- ✓ Production line shutdown time rose from 2 hours to over 8 hours.

Be proportionate rather than exaggerated or understated:

- × The company's complaint rate more than doubled.

- ✓ The company's complaint rate increased from 0.12 complaints per 100 customers in 2013-14 to 0.27 per 100 customers in 2014-15.

Use Australian spelling (e.g. realise, optimisation, labour).

Limit the use of technical terms, jargon, abbreviations and acronyms.

Spell out abbreviations and acronyms on first use (followed by the abbreviation or acronym in brackets). Do not abbreviate text unless you use the expression frequently (e.g. 3 or more times) or it's an industry convention (e.g. cm for centimetre or CAD for computer-aided design). Present all abbreviations and acronyms in a glossary or abbreviations list.

Be careful using 'compared to' (to point out the similarities between things) and 'compared with' (to point out the differences between things or evaluate them against one another). In most instances, you should use 'compared with'.

Use 'that' to introduce defining information or information that is essential to the meaning of a sentence. Do not use commas in this case:

- ✓ A business that wants to resolve this issue could look at others' experiences.

Use 'which' to introduce nondefining information that is additional or not essential to the meaning of the sentence. Always use commas with 'which':

- ✓ A business, which is answerable to its shareholders, must be responsive to customer demands.

Turn nouns into verbs (particularly words ending in -isation, -ion, -ibility, -ance and -ment):

- × The government is responsible for *regulation* of the building industry.

- ✓ The government *regulates* the building industry.

Avoid abstract nouns (e.g. the nature of, a range of, the fact of).

Remove redundant phrases and clauses (e.g. We note that, It is important to remember that).

Numbers

Spell out zero and one, and then use digits (2 etc.). The exceptions are unit values and days in dates, which should always be digits (for example, 1%, 1 March).

Do not start a sentence with a digit. Spell out the number or reword the sentence so the number appears later.

Separate thousands with a comma (e.g. 4,000).

Punctuation

Use only one space after a full stop, not 2.

Use single quote marks, except where 'a quotation is "within" a quotation'.

Indent long quotations without quotation marks.

Generally, do not use a comma before 'and' (e.g. *red, white and blue*). The exception is to avoid ambiguity in lists that contain more than one 'and': *the regional, rural and remote, and metropolitan customers*.

Bullets

Punctuation for bullets depends on the type of bullet. None include a semicolon anymore.

[Fragment lead-in + fragment bullets]

This sentence explains:

- a line without a verb
- a line without a verb
- a line without a verb.

[Fragment lead-in + full sentence bullets]

This sentence explains that:

- this full sentence has a verb
- this full sentence has a verb
- this full sentence has a verb.

[Full sentence lead-in + fragment bullets]

This full sentence has a verb:

- a line without a verb
- a line without a verb
- a line without a verb.

[Full sentence lead-in + full sentence bullets]

This full sentence has a verb:

- This full sentence has a verb.
- This full sentence has a verb.
- This full sentence has a verb.

4. FORMAT

Use the report template.

Include page numbers.

Home – Styles shows all the pre-designed document styles, as per the picture below.

Below are all the format styles. **Page Heading** and **Level 1 heading style** will show on the Table of contents – please use these styles to automate the table of contents.

PAGE HEADING

Level 1 Heading Style

Level 2 Heading Style

Level 3 Heading Style

Standard body text

Bullet Style 1

- Bullet Style 1
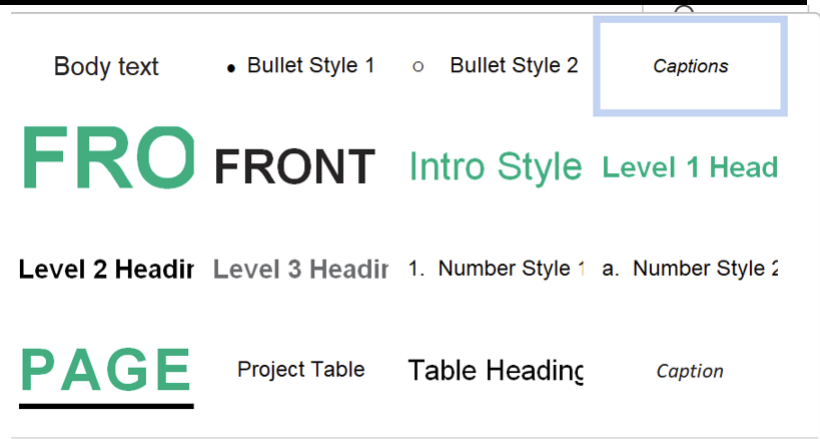- Bullet Style 1
- Bullet Style 1

Bullet Style 2

- o Bullet Style 2
- o Bullet Style 2
- o Bullet Style 3

Number Style 1

1. Number Style 1
2. Number Style 1
3. Number Style 1

Number Style 2

a. Number Style 2
b. Number Style 2
c. Number Style 2

The table style has also been set or you can copy and paste this table:

Table Heading	Table Heading	Table Heading
Table content	Table content	Table content
Table content	Table content	Table content
Table content	Table content	Table content

5. GRAPHICS

All graphical elements should be relevant, clear, easy to read and understand, and appropriately annotated.

Introduce and explain graphical elements – figures, images, tables, boxes – in the text before they appear. Include a cross-reference in the text to the figure/image/table/box number. Insert figures, images, tables and boxes as close as possible to the text introducing them. Avoid 2 or more figures, images, tables or boxes on a page without any accompanying explanatory text.

Number all graphical elements consecutively. Including the chapter number and element number (e.g. Table 4.1, Figure 2.6, Box 8.3) is convenient for reports with multiple authors and makes collating chapters easier.

> *Tip: Using the 'Insert caption' and 'Cross-reference' functions (under 'References') means numbering will update automatically (both the element title and the cross-reference). You can also generate table/figure/box lists for the table of contents.*

Table and box titles appear at the top of the element. Figure and image titles appear at the bottom.

Use the 'caption' style in the report template for all titles.

Label x and y axes for figures, including units.

Include units in column headings in tables.

Check all graphical elements for typos, and missing and wrong words.

Include sources or image credits for graphical elements – particularly figures and images – as necessary.

CHECKLIST FOR PROOFREADING

- ☐ Structure consistent with the final report template and appropriate for the audience

- ☐ Fonts and styles consistent with the final report template

- ☐ Typos, missing words, wrong words

- ☐ Sentence fragments (incomplete sentences)

- ☐ Clear and consistent language and punctuation

- ☐ Consistent referencing and a complete reference list

- ☐ Figure/table/box placement

- ☐ Sequential chapter/section/figure/table/box/footnote numbering

- ☐ Accurate cross-references to pages, sections, figures, tables, boxes, references

- ☐ Full page layout and page breaks

- ☐ Sequential page numbers cross-referenced to table of contents