

## Write in plain English

**Level** 3

**Credits** 3

**Purpose** This unit standard is intended for those who wish to, or are required to, use plain English in their writing.

People credited with this unit standard are able to demonstrate knowledge of plain English, and write documents in plain English.

**Subfield** Communication Skills

**Domain** Writing

**Status** Registered

**Status date** 25 July 2006

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**Entry information** Open.

**Accreditation** Evaluation of documentation by NZQA.

**Standard setting body (SSB)** NZQA Communications Skills

**Accreditation and Moderation Action Plan (AMAP) reference** 0023

This AMAP can be accessed at <http://www.nzqa.govt.nz/framework/search/index.do>.

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### Special notes

- 1 This unit standard can be assessed in a classroom context and/or in an actual workplace or other context using naturally occurring evidence.
- 2 The term *plain English* used in this unit standard means writing that is clear, concise, coherent, and free from unnecessarily specialised or complex language. Texts in plain English are written to be easily understood by the target audience.

## Elements and performance criteria

### Element 1

Demonstrate knowledge of plain English.

Range assessment for this element need not be written.

### Performance criteria

1.1 The difference between plain English and other forms of written expression is explained.

Range vocabulary, grammatical structures, length, readability, layout.

1.2 Advantages of using plain English are explained.

Range explanation must include at least three different factors.

### Element 2

Write documents in plain English.

Range at least two documents of 200-400 words each;  
the documents must be different in terms of medium and/or intended audience.

### Performance criteria

2.1 The content, tone, and format fit the situation, the occasion, the subject matter, and the audience.

2.2 Document meets the requirements of the defined brief.

2.3 Content of each document is organised in a coherent sequence which fits the context.

2.4 Message is clear to the specified audience.

2.5 Vocabulary and grammar fit the subject, the writer's purpose, and the audience.

2.6 Grammar, spelling, and punctuation are accurate and consistent.

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### Please note

Providers must be accredited by the Qualifications Authority, or an inter-institutional body with delegated authority for quality assurance, before they can report credits from assessment against unit standards or deliver courses of study leading to that assessment.

Industry Training Organisations must be accredited by the Qualifications Authority before they can register credits from assessment against unit standards.

Accredited providers and Industry Training Organisations assessing against unit standards must engage with the moderation system that applies to those standards.

Accreditation requirements and an outline of the moderation system that applies to this standard are outlined in the Accreditation and Moderation Action Plan (AMAP). The AMAP also includes useful information about special requirements for organisations wishing to develop education and training programmes, such as minimum qualifications for tutors and assessors, and special resource requirements.

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### **Comments on this unit standard**

Please contact the NZQA National Qualifications Services [nqs@nzqa.govt.nz](mailto:nqs@nzqa.govt.nz) if you wish to suggest changes to the content of this unit standard.