

## Write a short report

**Level** 2

**Credits** 3

**Purpose** People credited with this unit standard are able to write a short report.

**Subfield** Communication Skills

**Domain** Writing

**Status** Registered

**Status date** 17 April 2009

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**Entry information** Open.

**Accreditation** Evaluation of documentation by NZQA.

**Standard setting body (SSB)** NZQA National Qualifications Services

**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 is one of a series of unit standards for report writing:
  - Unit 3490, *Complete an incident report*, level 1
  - Unit 3492, *Write a short report*, level 2
  - Unit 3491, *Write a report*, level 3
  - Unit 19629, *Present a reasoned argument in a report*, level 4
  - Unit 9685, *Write an analytical report*, level 5.
- 2 This unit standard can be assessed against in an actual workplace or other context using naturally occurring evidence, or in a classroom.
- 3 The candidate's writing competence should be assessed after they have been given the opportunity to edit and proof read their work.

- 4 In this unit standard, relevant means fitness for purpose, in terms of:
  - the purpose of the report
  - the context, situation, occasion
  - the subject matter
  - the intended reader(s)
  - all organisational requirements, which must be or closely resemble the actual requirements of an actual workplace.
- 5 Topics for short reports may include but are not limited to – new products, new guidelines, new processes, health and safety.
- 6 The report will consist of a maximum of 1000 words.
- 7 The report may include units of measure and/or graphics. Where they are used:
  - units of measure must be correct and consistent.
  - graphics must help to ensure relevant information and facts are clearly communicated.

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## Elements and performance criteria

### Element 1

Write a short report.

### Performance criteria

- 1.1 The report is accurate in detail, clear in meaning, complete, and concise.
- 1.2 The content is structured in a logical order.
- 1.3 The report is expressed in a relevant format, including sections with headings that identify the content.
- 1.4 Punctuation, spelling, and grammatical errors do not appreciably affect the intention of the report.
- 1.5 Vocabulary, including any technical language used, is relevant, precise, clear, and contributes to a relevant tone for the report.
- 1.6 Sources of data are referenced accurately and in a consistent format.
- 1.7 Report is fit for purpose.

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### Please Note

Providers must be accredited by NZQA, 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 NZQA 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.