

Appendix 1. Assessing compliance for all elements and sub-elements (part two)

Element	Sub-element	Example from PLS author instructions	Method/criteria for assessing compliance	Compliance scoring Full = 2, Partial = 1, Non = 0
Word count/PLS length	Maximum number of words	No more than 250 words.	Copied the PLS text into a document in MS Word. Recorded the number of words and compared with PLS author instructions.	Full - within 5% +/- maximum word limit. Partial - 5-10% +/- maximum word limit. Non - > 10% +/- maximum word limit.
	PLS length	Two or three short sentences.	Viewed the PLS and noted whether it was written in paragraph style or similar.	Full - 100% correct number of sentences of stated length. Partial - ≥ 75% correct number of sentences of stated length. Non - < 75% number of sentences of stated length.
Content	Based on manuscript/reflects manuscript	They must reflect the actual information reported in the published study.	Read the PLS and entire journal article then compared both texts.	Full - PLS was clearly based on the manuscript. Partial - Unclear if PLS was based on the manuscript. Non - PLS was not based on the manuscript.
	Background	Why was the study done?	Read the PLS and entire journal article then compared both texts.	Full - Background included in the PLS. Partial - Unclear if background included in the PLS. Non - Background not included in the PLS.

	Methods	What did the researchers do and find?	Read the PLS and entire journal article then compared both texts.	Full - Methods included in the PLS. Partial - Unclear if methods included in the PLS. Non - Methods not included in the PLS.
	Main findings/take-home message	What do the results mean?	Read the PLS and entire journal article then compared both texts.	Full - Main findings/take-home message included in the PLS Partial - Unclear if main findings/take-home message included in the PLS. Non - Main findings/take-home message not included in the PLS.
	Impact/"so what" of research	What is the objective influence on the wider field?	Read the PLS and article Discussion then compared both texts.	Full - Impact/"so what" of research included in the PLS. Partial - Unclear if impact/"so what" of research included in the PLS. Non - Impact/"so what" of research not included in the PLS.
	Other	Both merits and limitations should be discussed.	Read the PLS and article Discussion then compared both texts.	Full - Merits and limitations (or relevant text) were present in PLS. Partial - Unclear if merits and limitations (or relevant text) were present in PLS. Non - Merits and limitations (or relevant text) were not present in PLS.
Structure	Bullet points	Use bullet points.	Viewed the PLS and noted whether it contained bullet points.	Full - used bullet points. Partial - used some bullet points. Non - used no bullet points.

	Paragraph style or similar	Use short, clear sentences, short paragraphs.	Viewed the PLS and noted whether it was written in paragraph style or similar.	Full - 100% correct number of sentences of stated length. Partial - ≥ 75% correct number of sentences of stated length. Non - < 75% number of sentences of stated length.
Wording/language	Plain English/easy to understand	Should be written in an easy-to-understand manner.	Based on score for the use of jargon	Full - maximum of 2% rare words. Partial - 3-5% rare words. Non - >5 % rare words.
	Active voice	Sentences should be written in the active voice, rather than the passive voice.	Analysed the PLS using an online real-time editor <sup>6</sup> and noted the number of times passive voice was used.	Full - No sentences in passive voice. Partial - 1-3 sentences in passive voice. Non - > 3 sentences in passive voice.
	Person-centred language	Use person-centred language rather than focussing on the condition/illness or disability.	We established a priori criteria using principles of person-centred language that is based on guidance from resources produced by several peak bodies <sup>13</sup> . - Using “person with X” or “person being treated for X” rather than “X disease” i.e., describing the condition(s) that a person has, not what a person is - Avoiding words such as “sufferer”, “victim” or “afflicted” - When referring to caregivers, using terms such as “caring for/supporting a person with X” or “living with the impact of X” rather than “burden of caring” or “carer burden”	Full - All wording person-centred. Partial - 1 instance of non-person-centred language. Non - >1 instance of non-person-centred language.
	Use first person	Write in the first person.	Read the PLS and noted whether it was written in the first person.	Full - All sentences in the first person Partial - 1-2 sentences in the first person. Non - >2 sentences in the first person.

	Reading level/readability	Suitable for someone in high school.	Analysed the PLS using an online real-time editor* <sup>6</sup> and noted the reading level.	Full - Grade 8 reading level. Partial - Grade 9 or 10 reading level. Non - over grade 10 reading level.
	Other	Use absolute numbers instead of statistics and percentages.	Read the PLS and noted whether it conformed to the PLS author instructions.	Full - Entire PLS conformed to the instruction. Partial - if instruction states to avoid X e.g., statistics, 1 use of statistics. Non - > 1 use of statistics.
Jargon, Acronyms & Abbreviations	Jargon - explain or avoid	Avoid jargon. If you need to use a technical term, please explain it the first time you use it.	Analysed the PLS using the De-Jargoniser ** tool. Noted the percentage of rare words.	Full - maximum of 2% rare words. Partial - 3-5% rare words. Non - >5 % rare words.
	Abbreviations - explain or avoid	Avoid abbreviations. If you need to use an abbreviation, please explain it the first time you use it.	Read the PLS and noted whether it contained any abbreviation.	Full - no abbreviations. Partial - maximum of 2 unique abbreviations not explained before first time used. Non - >2 unique abbreviations not explained before first time used.

\* <https://shell.techlab.works/> <sup>8</sup>

\*\* <https://scienceandpublic.com/> <sup>14</sup>