The Education and Training Foundation (ETF) and Society for Education and Training (SET) Written, Digital and Social Media Style Guide

Contents

This guide is aimed at providing a standard and consistent way of spelling, writing and expressing key words, numerals and abbreviations. It is common for organisation to produce such a guide. Some sections such as 1-4 are specific to certain media, such as web copy.

This style guide contains many of the rules followed in the Guardian/Observer style guide and Gov.uk style guide, which you can look at for further clarification. If you have any queries, please contact commsteam@etfoundation.co.uk, and more specifically, the ETF's Communications Editor, Julia Faulks.

Last updated: November 2020

Digital copy

1. Setting out page structure for online news/articles/blogs (only relevant for editors using the CMS)

- **Intro:** A clear introduction, explaining the what, why and when of the article or page using key words (up to 50 words). Please note that Google typically displays the first 50-60 characters of the head title tag. One way to reduce this is to remove the automatically added /Society for Education and Training from the title tag in the Umbraco CMS (SET website only).
- **Heading 2/3:** Headings to break up large paragraphs of text.
- **Bullet points**: To break up lists or explanations.
- **Feature box**: Use for small case studies or important information.
- **Images:** Author/accompanying images.
- **Word count:** ideally, 800 to 1000 words max per page.
- **Related links:** Include up to 10 links where possible.
- **Metadata:** Add meta descriptions on top level pages to increase SEO rankings.

Search engine optimisation

Avoid starting a page with a link – always use an introduction which includes keywords and phrases and use relevant and explanatory headings.

2. Linking to internal pages (open in same window)

Include Alt tag of the page title.

Do not use the following:

- Please click here (avoid any reference to 'click here')
- Read more here
- Download here
- Link here
- Read this link

Instead, explain the link by using sentences that make sense and stand alone. Underline the whole sentence so it can be easily seen against the other text.

- <u>Download SET's membership prices.</u>
- <u>Find out more information on the ETF website.</u>
- <u>Visit our membership pages to find out more.</u>

3. Linking to external pages (open in new window)

Include a simple Alt tag, for example: BBC website, ETF website.

- <u>Visit the Education and Training Foundation's (ETF) website to find out more.</u>

- <u>For more information, visit the Education and Training Foundation (ETF) website.</u>
- <u>You can find out more by visiting the Education and Training Foundation (ETF) website.</u>

4. Adding related links and promo boxes

- Include related internal links throughout the copy and on the right-hand side of the page (on the SET website).
- If you add a promo box (SET website), make sure it isn't linking to the same page it is on (unless it is being pulled through from the home page, in which case this can't be helped).

General rules

5. Titles and headings

- Aim for a title with no more than 10 words and include keywords which is 'information-rich'.
- Titles only need a capital letter at the start of the sentence. Same rule applies for headings.

YES: SET launches mentoring service and increased access to research
NO: SET Launches Mentoring Service And Increased Access To Research

6. General writing guidelines

To keep content understandable, concise and relevant, it should be informative, clear and concise and specific. Always use plain English. Don't use formal or long words when easy or short ones will do. Use 'buy' instead of 'purchase', 'about' instead of 'approximately' and 'like' instead of 'such as'. Additionally, keep in mind George Orwell's rules of writing:

1. Never use a metaphor, simile or other figure of speech which you are used to seeing in print.
2. Never use a long word when a short one will do.
3. If it is possible to cut out a word, always cut it out.
4. Never use a foreign phrase, scientific word or a jargon word if you can think of an everyday English equivalent.
5. Never use the passive when you can use the active.

More specific rules:

- Use our full name, the Society for Education and Training (SET) in the first mention or the Education and Training Foundation (ETF), then SET and the ETF from then on.
- Always use 'the' in front of 'ETF' – never use just 'ETF' – so it is "On Tuesday the ETF did…" not "On Tuesday ETF did…"
- Don't! Overuse! Exclamation! Marks! It looks unprofessional!
- Write conversationally, but with authority. Picture your audience and write as if you were talking to them one-to-one, but with the authority of someone who can actively help and understands their subject matter.
- Avoid repetition of key words and phrases within the same piece of copy.
- Signpost to pages with relevant content.

- Avoid double spacing at the start of sentences.
- Ellipsis: Write it like this… with one space after the final dot.
- If you are using brackets (like this) put a full stop at the end of the sentence. (If you are writing a whole sentence within a bracket, put the full stop inside the bracket.)
- Use italics for non-English words, or for books/journals.
- Use hyphens where necessary: up-to-date, in-house, full-time, part-time, two-day conference, one-day course, two-part webinar. When the word comes after a noun, the compound adjective doesn't need a hyphen. So we can can say 'an easy-to-remember number', but the number is easy to remember. The same goes for up to date – if it's before a noun it needs a hyphen. A document is up to date, but it's an up-to-date document.
- Add headings to large chunks of text. Consider what makes them SEO-friendly by using keywords that are relevant to the topic.

7. Active writing voice

Use the active rather than passive voice to help us write concise, clear content.

- Alison posted the letter (active)
- The letter was posted by Alison (passive)

Address the audience as 'you' where possible. For example: 'You can contact SET by phone and email' or 'come to one of our events'. Use we, us and our when discussing SET, to create a personal and warm tone.

8. Abbreviations and acronyms

- Spell out acronyms at first mention unless they're well known, e.g. UK, VAT, MP.
- Don't use an acronym if you're not going to use it again later in the text and avoid them where possible.
- Don't use full stops in abbreviations – NHS, not N.H.S.
- Don't use Americanisms e.g. use got, not gotten.
- Mind your s and your z – e.g. organise, not organize.
- Ampersand: Use 'and' rather than an '&' unless it's an official part of an organisation's name (e.g. a sponsor)
- Brackets: Use (round brackets), not [square brackets].
- When using per cents, use the number followed by the symbol – 7%, 25% etc.
- Use percentage or per cent when there is a need to use that word on its own. For example – the "percentage of people who run to the park are", not "the % of people who run to the park are"
- Write % in headlines, tables, emails and on pdf/print publications.
- Write e.g., i.e., etc., out in full: and so on, for example, in other words…

9. Bullet points

Introduce bullet points with a colon:

- first character takes a lower case, unless it is a full sentence
- and no full stop, unless full sentences
- no semi colon at the end of the sentence and no 'and' before the last bullet

- full sentences take cap and full stop, but keep to one style only throughout list
- final bullet takes the full stop.

Please note: This rule can be altered if you are using copy in an email campaign or as part of print marketing and it works better to start with a capital letter, so please use your own discretion – such as in this very guide. However, generally the rule above should be used across digital content.

10. Capitalisation

DON'T USE BLOCK CAPITALS FOR LARGE AMOUNTS OF TEXT AS IT'S HARD TO READ AND MAY LOOK LIKE YOU'RE SHOUTING.

Use capitals for:

- Departments
- Titles (Mr, Mrs, Lady)
- Buildings
- Place names
- Job titles
- The **P**rincipal of a college
- The **C**hief Executive of the organisation (including using CEOs)
- Names of groups and organisations
- Event names
- People's names
- Organisation's names
- Titles of publications (Annual Review).
- The Government (when referring to the current Government), but lower case 'government' when referring to an institution (government bodies) or range of governments (For example, the ETF has been supported by the Coalition Government, Conservative Government and *Conservative minority government hence why the ETF is referred to now as the government-backed)*
- Other examples: Further Education and Training sector, Strategic Leadership Programme, FE, Maths and English Pipeline
- The SET Board (but lower case 'b' when writing generically about 'a board').
- The SET Trustees (but lower case 't' when writing generically about 'trustees').

Don't capitalise:

- The staff
- Random words.
- SET member
- SET fellow

11. Dashes

We use an en-dash, which is a space, then a dash, then a space. Use a single dash in the same way as a colon – to mark a break. Use paired dashes – but only in the middle of a sentence – in the same way you would use brackets. Make sure you use a dash (–) and not a hyphen (-). In Microsoft programmes, you can insert a dash by pressing the 'Ctrl' key and with the number 1 key on the number pad. Alternatively, you can insert one using the 'insert symbol'

function.

12. Dates and times

Please use to in date and time ranges. For example:

- Monday to Friday, 9am to 5pm
- 10 November to 19 November
- If you're running out of space you can use truncated months: Jan, Feb, Mar, Aug, Sept, Oct, Nov, Dec
- 5.30pm (not 1730hrs)
- Midnight, not 00:00
- Midday, not 12 noon, noon or 12pm
- Don't put "th" at the end of a date. Dates should start with the date then month.

13. Compass directions

Compass directions are all in lower case: the north, the south of England, the south-west, north-east Scotland, south Wales. The same applies to wider regions: the west, western Europe, the far east, south-east Asia.
Note the following: East End, West End (London), Middle East, Central America, North America, South America, Latin America have capitals.

14. Full stops

- Do not use full stops between initials, for example, MP, not M.P.
- Do not use after abbreviations such as Mr, Ms, Dr, Ltd.
- Only put one space between a full stop and the next sentence.

15. Hyphenation

You only need to hyphenate words beginning with 'o' or 'e' e.g.:

- Re-evaluate
- Co-ordinate

16. Numbers

- Write numbers from zero to nine, then use numerics for anything higher than this, unless a range (for example 1-11). However, if a number starts a sentence, write it out in full ('Eighty-nine people turned up to the workshop) except where it starts a headline. Try to avoid starting a sentence or heading with a number as it looks clunky and reads poorly.
- Don't say 'over' in terms of something being more than expected and instead use 'more than'. For example, 'More than 50 people attended'.
- Insert a comma for clarity for numerals over 999. 'We raised more than £9,000'.
- Percentages – see page 4.
- Money: Use the £ symbol – £75
- Don't use decimals unless pence are included e.g. £75.50, but not £75.00.
- Write out 'pence' in full: Calls will cost four pence per minute from a landline. Adopt the standard government usage for Financial Years and Academic Years. For example, 2016-17 for financial years and 2016/17 for academic years.

17. Organisations

All organisations are singular, for example:

- Horsham District Council **has** kindly agreed we can use its land.
- The Society of Education and Training **is** the new professional membership organisation of the Education and Training Foundation.
- The Education and Training Foundation **is**
- The Education and Training Foundation **has**
- **Its** view is…

18. Telephone numbers

In a sentence, use the word 'telephone' (lower case 't'), for example, telephone 020 3740 8280. When included as part of an organisation's contacts details, you can use 'T:' followed by the number, for example, T: 020 3740 8280.

For London telephone numbers, write the area code first, leave one character space, write the next four digits, leave another character space and then write the last four digits, for example, 020 3740 8280.

For other regional numbers, write the area code first, and then leave one character space, followed by the rest of the number, for example, 01794 234567. The same applies to mobile numbers, for example, 07890 123456.

19. Quotes and speech marks

Double quotes:

Martin Reid, Head of SET, said: "I am delighted that we are able to add these new benefits to SET for the new 2017-18 membership year. Our mentoring services will allow members to support each other in their professional development and career progression, benefitting from the largest network of training professionals in the UK. Meanwhile our research support is second to none, demonstrating how our members can learn from and contribute to leading teaching practice."

In long passages of speech or a press release, open quotes for every new paragraph, but close quotes only at the end of the final paragraph. Please note you need to insert a comma before the word 'said'.

Martin Reid, Head of SET, said: "I am delighted that we are able to add these new benefits to SET for the new 2017-18 membership year. Our mentoring services will allow members to support each other in their professional development and career progression, benefitting from the largest network of training professionals in the UK.

"Meanwhile our research support is second to none, demonstrating how our members can learn from and contribute to leading teaching practice."

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Single quotes:

- in headlines
- web links
- unusual terms
- when referring to words or publications.

20. Grammatical pointers

- **Different:** 'Different from' not 'to'

- **Consists of/comprises:** These mean the same. 'Comprised' cannot be followed by 'of'.

- **Data:** Data takes the plural, thus 'data are' (not 'data is').

- **Due to/owing to:** 'Due to' means 'caused by' and in some contexts may be replaced by 'because of' or 'as a result of'. 'Due to' cannot start a sentence, because it must be preceded by a noun; if there is no preceding noun, use 'owing to' or 'because of'. For example: 'The cancellation was due to the snow', 'The performance was cancelled owing to the snow', 'Owing to the snow, the performance was cancelled'.

- **Impact**: Do not allow 'impact' as a verb: thus, 'days lost to depression have an impact on productivity' (not 'days lost to depression impact on productivity' or 'days lost to depression impact productivity'). Consider replacing with, e.g., affect (v.), effect (n.), influence (v. & n.)

- **Past/last:** 'Past' means preceding and has the expectation of more to come; 'last' means final, with no more to follow. For example, 'Attitudes have changed during the past 10 years', but 'Attitudes changed during the last 10 years of the 19th century'.

21. Terminology guidelines

This box will be added to over time. Please ask if you are not sure about how to refer to something.

Specific terminology rules apply to any material relating to the T Level Professional Development offer.

- [Access more information on the language and messaging for the T Level Professional Development offer](#).

- [Access the DfE T Levels Glossary](#).

Assessment of specialism/s
The assessment of each T Level specialism is through one or more rigorous assignments, which assess knowledge, skills and behaviours relevant to "one or more of the occupations" covered by the specialism. These assignments must assess the student's ability to draw

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together relevant knowledge, skills and behaviours at the required level. Assignment/s can be carried out over an extended period of time but performance evidence must be able to be authenticated. The assignments can be internally marked by providers/centres.

Core examination/s

The core examination is a form of limited duration, structured assessment, which has a focus upon the measurement of knowledge and understanding and is taken under controlled and invigilated conditions. Examinations can include a range of question types (e.g. multiple-choice, fixed response, open response, short answer, extended response, scenario-based) which have pre-determined structure and format. T Level core knowledge and understanding must be assessed primarily through one or more assessments by examination set by the awarding organisation.

Core project/s

The core project is a form of assessment taken over an extended period of time but under controlled, invigilated conditions. It is an assessment set by an awarding organisation "working with relevant employers" based upon a project brief, which will present students with a "real-world problem to solve" and require them to "realise a project outcome" that they must evaluate in relation to the brief. The core project assesses the T Level technical subject content as well as English, maths and digital knowledge and skills, and requires learners to combine and integrate this performance to respond to a specific brief and to produce a suitable outcome. The "core project" is developed by AOs with employers and is often called the "employer-set project".

Diagnostic assessment

Diagnostic assessment is a form of "pre-assessment" that allows practitioners to determine strengths, weaknesses, knowledge and skills prior to instruction. It is used to diagnose areas of difficulty or weakness to guide lesson and curriculum planning.

Employer-set project/s

The employer-set project is the "core project". An authentic project brief and "real world problem" is produced by the Assessment Organisation in collaboration with relevant employers. Note: The employer-set project is not directly connected to the "Industry Placement".

Entry requirement/s

An entry requirement is a mandatory requirement to be demonstrated or confirmed to start a programme. There are no formal "entry requirements" at national level for T Levels. Individual providers may provide formal or recommended entry requirements for particular T Levels.

Exit requirement/s

An exit requirement is a mandatory requirement to be demonstrated or confirmed prior to completing a T Level programme. A student must formally evidence a specific level of attainment or achievement to successfully complete their T Level. Achievement (and formal certification) of Level 2 English and mathematics (through GCSE or Functional Skills) is required to be awarded the T Level programme. It is an exit requirement.

External assessment

External assessment is where assessment materials are designed and developed by an external organisation (e.g. an awarding organisation), and then marked and awarded by the same external organisation. It is normally taken by students under controlled conditions (e.g. specified limited duration, direct supervision).

Formative assessment

Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. To be "formative", results must be used to inform, change and improve teaching practice. Formative assessment is the use of day-to-day, often informal, assessments, or continuous appraisals of performance, to explore students' understanding and ability. It enables the teacher to decide how best to help students develop that understanding and ability.

Initial assessment
Initial assessment is similar to diagnostic assessment but is used to establish more individual or personal strengths, weaknesses, interests, motivations, and expectations, rather than to appraise and diagnose subject specific capabilities and aptitudes.

Internal assessment
This is assessment that is marked internally by providers/centres. It may be externally set (i.e. designed and developed) or internally set (usually with externally defined guidance or parameters) but is marked by practitioners or assessors within providers/centres. Internal assessment is often more flexible about the conditions under which the assessment is completed (e.g. assessment duration may be longer; students able to complete the assessment more flexibly). It is subject to clearly defined quality assurance processes to ensure consistent standards and outcomes in the assessment/s.

Occupational specialism
Each T Level pathway includes a range of occupationally focussed "specialisms" relevant to the "pathway", which students will select based on their interests, aptitudes and progression aims. T Levels start with broad-based "core content" and lead progressively to occupationally specific "specialisms", covering content relevant to technical occupations (i.e. 1. Route core; 2. Pathway core; 3. Specialism/s). The specialism/s completed should provide the student with a level of "occupational readiness" in the specialist area or occupation at the end of their programmes. These "occupational specialism/s" are aligned to the IfATE Apprenticeship standards.

Outline content
This is the subject content developed by employer panels for each T Level and approved by the IfATE. It forms the basis of the qualification specifications to be developed in full by awarding organisations for each T Level. This is the detailed overview of the expected curriculum for each programme. It includes the core content (i.e. route and pathway content) and the specialisms.

Route
The overarching, broad-based content for each T Level's general area of study. It is common to all students taking a particular T Level programme, defined as the "route" (e.g. Engineering and Manufacturing) There are 11 different T Level routes, which present the "core knowledge, skills and behaviours" in that broad technical area of study.

Synoptic assessment
A form of assessment which requires a candidate to demonstrate that s/he can identify and effectively use, in an integrated way, an appropriate selection of skills, techniques, concepts, theories, and knowledge from across the whole technical area, which are relevant to a key task.

Synoptic performance
The ability to consider, draw upon, and combine a range of level appropriate knowledge, understanding, skills and behaviours relevant to a subject area, in order to complete a specific task, resolve a problem, or produce effective outcomes.

Please contact TLPDmarcomms@etfoundation.co.uk for more information and to submit materials for review.

Our grant-funded programmes should include this line about eligibility:

The programme is funded and subsidised by the Department for Education for eligible organisations funded by the Education and Skills Funding Agency (ESFA).

Where programmes cannot be accessed outside of England (for example, Further Forces and Taking Teaching Further), they need to be labelled clearly as England only. For example:

This programme is open to all organisations/individuals in England.

DO USE	DO NOT USE
apprenticeships (lower case A)	(as part of a sentence) 'Apprenticeships'
Accessible 'toilets or parking'	Disabled toilets or disabled parking
Activity limitations (these are difficulties an individual may have in executing a task or action)	Impairment
Adjustments (adjust) or modifications (modify)	Accommodations (accommodate)
Advanced teacher	Advanced practitioner
Armed Services (capital letters)	Armed services
Awarded (QTLS/ATS)	Achieved
Blind and sight loss/reduced sight	Visual impairment
David Russell from the Education and Training Foundation	David Russell from The Education and Training Foundation
Deaf, deafened and hard of hearing	Hearing impairment
EdTech	Edtech
Effective practice	Good/innovative practice
Effective practice	Good/best practice
Expression of interest	Registration of interest
FE	Fe or fe
FE/Further Education providers	FE Providers
Focused, focusing, focused	Focussed, focussing, unfocussed
Fully-funded course	Free course
Further education (common noun)	Further Education (common noun)
Further Education and Training (if it comes in the middle of a sentence. *Further education and training* if it is at the start of a sentence).	Further education and training
Has a diagnosis of (add name of condition or impairment)	'suffers from, is inflicted by or is victim of'
Headteacher	Head teacher
In terms of mobility: use 'walks with or uses a mobility aid' or 'is a wheelchair user'	Mobility impaired, mobility problems
Intellectually disabled	Mentally handicapped

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inTuition (lower case 'I' unless at start of a sentence – and in italics)	inTuition
inTuition extra	inTuition Extra/Intuition X
ITE	ITT
Learners	Students
Learners with SEND	SEND learners or SEND young people
Learning differences	Learning needs
Living with a mental illness	Suffers from mental illness
Maths	Mathematics
Maths and English	English and maths
Non-disabled	Able-bodied
Non-visible or non-apparent	Hidden disabilities
Offender learning	Justice sector
Our members	Our Members
Participation restrictions (These are restrictions imposed upon an individual's involvement in an activity)	Impairment
Person living with a mental health issue	Person who is mentally ill/mentally ill person
Portfolio	Workbook
Professional Formation	Professional formation
Professional Standards	Professional standards
QTLS	Qtls
Recently qualified teachers	Newly qualified teachers
Register (QTLS/ATS)	Sign up
Restart/Resubmission (QTLS/ATS)	Reapplication
Review (QTLS/ATS portfolios)	Assessed
Service leavers	Service Leavers
SET members / SET fellows	SET Members/Fellows
T Level(s)	T-level(s) or T level(s) or any other variant
The Education and Training Foundation	The Education & Training Foundation
The ETF is 'sector-led'	The ETF as 'sector-owned'…
The ETF is launching	ETF is launching
the Further Education and Training sector	the further education and training sector
Usual or typical behaviour	Normal behaviour
Wheelchair user	Confined to a wheelchair or wheelchair bound

List of abbreviations

- **ACE** Adult Community Education
- **AEB** Adult Education Budget
- **BA** Bachelor of Arts
- **BSc** Bachelor of Science

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- **BSL** British Sign Language
- **BTEC** Business and Technology Education Council
- **CertHE** Certificate of Higher Education
- **DipHE** Diploma of Higher Education
- **ESOL** English for Speakers of Other Languages
- **FE** Further Education
- **GCSE** General Certificate of Secondary Education
- **GFE** College General Further Education College
- **HE** Higher Education
- **HNC** Higher National Certificate
- **HND** Higher National Diploma
- **IB** Diploma International Baccalaureate Diploma
- **IT** Information Technology
- **ICT** Information and Communication Technology
- **ITP** Independent Training Provider
- **LA** Local Authority
- **MA** Master of Arts
- **MSc** Master of Science
- **NSC** National Specialist College
- **NVQ** National Vocational Qualification
- **Ofqual** The Office of Qualifications and Examinations Regulation
- **PGCE** Postgraduate Certificate in Education
- **PGCert** Postgraduate Certificate
- **PGDip** Postgraduate Diploma
- **PTP** Private Training Provider
- **SEND** Special Educational Needs and Disabilities
- **WBL** Work-based Learning

Brand and social media

22. Font

Our standard corporate font for use in Microsoft Office programmes is Arial. It should be used at 12 point to make the text clear and easy to read. It can be used at a smaller font size for email (11 point) and down to 10 point in tables and graphs.

For items being produced by a graphic designer, or where the font can be embedded in the final product, e.g. a PDF produced with the correct software and settings we use the following fonts. Roboto (a free google font, download from google.com) as the font for body copy. Flama Condensed (we can supply a copy, please contact the Communications Team) is our headline font and is used in uppercase (mostly for main headings and titles) and sentence case.

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23. Branding guidelines

For advice on fonts, logos, photography, and more.

- [Download the ETF Brand Guidelines](#).

Please note there are specific brand guidelines for use for those working on the Centres for Excellence in Maths and T Level Professional Development offer. If you are working on the delivery of these programmes, please contact [Charley Francis](#).

24. Social media

Our social media tone is helpful, polite, friendly and informative. Please refer to the above rules when it comes to our tone, language and terminology – these all remain the same (especially when it comes to overusing exclamation marks!).

Rules can be relaxed when it comes to space constraints (writing acronyms instead of full words, Jan instead of 'January', e.g. instead of 'for example' and so on).

Top tips to follow:

- Please limit hashtags to no more than three.
- Avoid stock images if they include the faces of people.
- Write in the first person: "We are excited to announce a new SET Corporate Partner"
- When Tweeting from the SET Twitter account about ETF (and vice versa), don't write in the first person. 'The ETF **is**' or 'SET **is** pleased to announce'.
- Include @ where the Tweet relates to someone in the Tweet (to encourage them to retweet).

Examples of Tweet formats you can use:

- o Standard announcement

o Link, image/hashtag/s and information

Society for Education and Training (SET) @SocietyET · Jan 31
Monday February 11, 8-9pm: Join us for a live one-hour with @geoffpetty and
Marcin Lewandowski who will be on hand to talk you though ways to set goals in
the classroom and help learners to improve their self-assessment skills.
buff.ly/2CXmdZb #webchat #goalsetting

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o Image and @ (no link)/Retweet

⟲ You Retweeted

Education and Training Foundation (ETF) @E_T_Foundation · Jan 31
Our very own @cerian_ayres opening the Technical Teaching Fellowship Award
Celebrations @royalsociety with @RoyalCom1851 talking about the vital
importance of technical education to our country.

o Retweet/reply

25. References

- In his research, Murphy (2015), finds that…
- Murphy 2015: 156 or Murphy 2015, p.165 or pp.165-6
- Murphy, P.L. (2015), *Birds, Bees and Butterflies* (Garden Press, London).

Using links (examples of style)

- DfE. (2016) Report of the Independent Panel on Technical Education. (Sainsbury Review.) London: DfE. Accessed at: https://assets.publishing.service.gov.uk

- Department of Business, Energy and Industrial Strategy (BEIS). 2017 Industrial Strategy Building a Britain fit for the future. Accessed at: https://assets.publishing.service.gov.uk

The above can be used in more academic online articles, but you can also use a more informal rule of: 'Please visit the DfE website to read the full article'.

26. ETF programmes and courses

When writing about ETF courses/programmes, please follow the following format (using a colon rather than an en dash, if required):

- **Teaching T Levels: Enhancing Pedagogy**
- **Embedding maths and English in apprenticeships: resources**

There should be no space before and after using a slash, for example:

- Supporting ESOL on vocational/technical courses

ENDS

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