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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.

Writing for websites

1. Writing website copy – instructions for writers

If you are creating written content that will be part of a website page, it is important to keep in mind a few things. The content on a web page might be the first interaction and impression that people have of the organisation and they may know very little about the ETF and its programmes and activities. Therefore, it's important to create website content in a way that can be easily understood, where the reader can easily find the information they are looking for and with a clear call to action (what you want the reader to do next).

Additionally, you need to think about how people are going to find that web page when they are searching online – this requires some thought about 'key words' and 'key phrases' that you think people will be typing into a search engine when they are looking for the type of content which you are creating. These key words and phrases need to feature in your copy to ensure the web page appears in relevant search results.

Guidance on what to include in web page copy:

1. **Page Title:** Shorter is better and ideally 1-5 words. It should state what the page is about. The page title is used by search engines to understand what the page is about and what searches it should appear in. So ideally, some of your key words should appear in the title
2. **Intro text:** Ideally 100 words max. This should be a concise and informative introduction to the rest of the copy. Think about the reader - what can you include here that will make them want to continue reading and learn more – what's in it for them?
3. **Body copy:** Maximum of around 500 words. Please ensure sub-headings are included and break up your copy into short blocks, paragraphs and bullet points where appropriate. Web visitors will scan copy looking for the information that they want. Sub-headings, short paragraphs and short line lengths help the reader to find what they are looking for. A wall of text creates a difficult reading experience for the website visitor, increasing the likelihood of them leaving the website, and possibly not returning. Remember to include your key words and phrases in the sub-headings of possible, or in the copy (but don't overdo it – it still needs to make sense and be readable!).
4. **Call to action:** Where appropriate include a call to action that you want the reader to do next, for example, download a document, book a course, contact someone for more information. A call to action should be clear and stand out from the rest of the copy. It's often a good idea to work your call to action into the early part of the copy or introduction as many readers never read/scroll the full length of the page. It is also useful to repeat the same call to action later on the page in a standalone sentence, just in case the reader misses it in the introduction.
5. **Structure:** Think about how your page relates to the overall content of the website. Should your page be linked to any other existing page on the website? Does it need to appear in the navigation menu? If so, where exactly? Should it be hidden i.e. excluded from search or visible to all website visitors?

6. **Page description:** Between 50–160 characters. This needs to explain what the page is about. It does not appear on the web page that is viewed by the reader but it will be used by search engines to decide what the page is about and will also appear as the text snippet that appears in online search listings. It is important to include page title, as well as key words and phrases in this description.
7. **Preferred URL:** Does the page need a short URL? A short memorable URL is a good idea if you need to put the page URL in a printed document or other digital channel.
8. **Image and other assets:** Do you have images and documents to include on the page? Images can help make pages more interesting, break up text and help support/illustrate your written copy. For pages like blogs and news articles, an image is required.

Applications that can help with web writing

The general writing guidelines in this style guide are a good starting point when creating your copy. Using an online application such as [Hemmingway](#) will help you by rating your copy for readability and making suggestions on how to improve it, by simplifying language and structure.

2. Additional instructions for CMS editors

When creating pages in the Content Management System (CMS), it will be a faster and simpler process if the content has already been written specifically for the web, as detailed in the writing website copy section. If you need to create copy or edit copy from another format for the web, please follow the guidance in that section before uploading content to the CMS.

Once you have created the web page in the CMS and added the content, you need to add in the specific information required for Search Engine Optimisation (SEO). These are the Meta Title, Meta Description, key word and/or key phrase.

If you include images on the page, the 'Alt text' for the image must be added. This is a description of the what the image depicts and is required for web page accessibility so visitors using a screen reader have information about the image.

When uploading to the ETF corporate website CMS (Wordpress), please also refer to the 'Readability analysis' in the right-hand side panel of the page editor. This will give you guidance on how to improve your page and copy to make it more web and user friendly.

3. Linking to internal pages – make sure you set these to open in the same window

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. Hyperlink the whole sentence so it can be easily seen against the other text. It is also useful to include document title in the hyperlink.

- [Download SET's membership prices.](#)
- [Find out more information on the ETF website.](#)
- [Visit our membership pages to find out more.](#)

4. Linking to external pages – make sure you set these to open in a new window

Follow the same guidance as in point 3. with regards to the text that you use for the hyperlink.

- [Visit the Education and Training Foundation's \(ETF\) website to find out more.](#)
- [For more information, visit the Education and Training Foundation \(ETF\) website.](#)
- [You can find out more by visiting the Education and Training Foundation \(ETF\) website.](#)

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 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**incipal 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."

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 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. <i>Further education and training</i> 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 |
| <i>inTuition</i> (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
- **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.

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

Last updated: December 2020

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. 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).

Please refer to the [Social Media Checklist](#) for full guidance.

Top tips to follow:

- When drafting the post, think about:
 - **key message** - equivalent to heading of the article, what would grab readers’ attention and get your post noticed
 - **supporting line** to provide additional information
 - **call to action (CTA)** - what action would you like the reader to take? What’s the next step?
- Be clear and concise
 - Don’t use long sentences, complex language or abbreviations, break it down into bite-size chunks or bullet points for easier consumption;
 - 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’.
- Things to include
 - **Hashtags** - include at least one generic industry hashtag (i.e. #FE) and one ETF/SET specific hashtag (i.e. #ETFSupportsFE)
 - **Tags** - is there someone you can tag in the post (person or organisation) and include their handle to encourage them to retweet/like
 - **Emojis** - are there any suitable emojis you can include? (one or two)
 - **URL** – unless your post is a conversation starter, always include a URL
- Including an image?
 - Make sure it is of a **correct size for each platform**, one size fits all approach doesn’t work and the image will be cropped and will appear unprofessional
 - There are **templates available** in Canva or you can ask [Alina O’Keeffe](#) for help designing/resizing.
 - **Avoid stock images** if they include the faces of people.

Other useful tips:

- Stick to future tense – it’s important to create a feeling of future ownership that gives readers something to hold onto immediately.
For example, “this checklist will help you accomplish your goals” instead of “this checklist can help you accomplish your goals”.
- Don’t use weasel words – ‘weasel words’ give the impression that something big and significant has happened, when in reality, it’s quite meaningless.
For example, saying “IBM does everything to help its employees succeed” versus “IBM guarantees its employees’ success”.
- Use an active voice – writing in passive voice makes the reader work harder to understand the meaning of a sentence.
For example, “Mary posted on social media” uses an active voice while “The social media post was posted by Mary” uses a passive voice. Notice the difference?
- Cut out unnecessary words – people don’t have time to read long texts, so cut to the chase by offering digestible content that’s emotive and impactful. Which post captures your attention?
“Check out this article to learn the perfect social content mix for maximum engagement” vs “Pick your social content wisely. It will dramatically boost engagement”.

Examples of Tweet formats:

- Announcement with a link, image and hashtags



Education and Training Foundation (ETF) @E_T_Foundati... · 21 Nov

We've put together a 60-minute starter pack for teachers starting out with use of educational technology – 12 bite-size training modules covering the basics, on our Enhance Digital Teaching Platform.

Download your copy here buff.ly/3IGGTcW

[#EnhanceDTP](#) [#ETFSupportsFE](#)



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- o Image and reply/tag in a retweet

 **Education and Training Foundation (ETF)** @E_T_Foundation · 8 Dec ⋮
📅 SOON Don't miss the @SkillsWorldLive Radio Show episode on #diversity in #FE with our CEO @DavidRussellETF

📅 Thursday 10 December
🕒 5-6pm

Details 🗨️
fenews.co.uk/my-page/4331-s...

#ETFSupportsFE #DiversityandInclusion

📌 **Federation of Awarding Bodies** @AwardingBodies · 8 Dec
📅 We've got a jam packed episode on the @SkillsWorldLive Radio Show this Thursday, @TomBewick will be discussing diversity in FE with guests:

@LordKirsti | @fdoug23 | @calvinrobinson | @WestShola | @DavidRussellETF | @SafarazAli | Robin Landman OBE

 fenews.co.uk/my-page/4331-s...



- o Retweet/reply

 **Education and Training Foundation (ETF)** @E_T_Foundation · 8 Dec ⋮
Thanks so much, Sally! It is great to hear that you found it useful 😊

For anyone who's interested in #mentoring, check out this upcoming #webinar on 14 December 🗨️
booking.etfoundation.co.uk/go/Mentoring

#ETFSupportsFE #FEHeroes #CPD

 **Sally Green** @sallyanngreen6 · 7 Dec
Another amazing session on the New to Mentoring course 😊
@E_T_Foundation @FutureLearn Brilliant resources and a welcome opportunity to collaborate with and support other professionals 🤝👏
#FE @OldhamCollege #mentor #coaching

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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