**The title of the paper: template, guidelines, examples**

*[Title of paper: Calibri, 20pt, bold]* [If you do not have Calibri please use Arial throughout the paper]

**FIRST NAME MIDDLE INITIAL SURNAME** *[calibri, 12pt, bold, capital letters]*

**Department, University, City, Country** *[calibri, 12pt, bold]*

**And**

**FIRST NAME MIDDLE INITIAL SURNAME** *[calibri, 12pt, bold, capital letters]*

**Department, University, City, Country** *[calibri, 12pt, bold]*

*[abstract of paper: calibri, 12pt, bold, single spacing, no title]*

*This is the abstract. The abstract provides a summary of the paper. It should not be longer than 300 words. It should be in italics, calibri, 12pt, with single line spacing. Generally abstracts are not divided into paragraphs, but if you feel that one is required, create a paragraph by starting on a separate line.*

*This is the start of a new paragraph in the abstract. Do not use ‘hanging’ or ‘first line’ formats.*

*General formatting rules for the rest of the document are: text is in calibri, 12pt, 1.5 line spacing, centred text. Paragraphs start on a separate line. First-level headings should be in bold, with an initial capital letter for any proper nouns. Second-level headings should be in bold italics, with an initial capital letter for any proper nouns. Third-level headings should be in italics, with an initial capital letter for any proper nouns. Fourth-level headings should also be in italics, at the beginning of a new paragraph. The text follows immediately after a full stop.*

*[max length: 200-250 words]*

**Keywords:** e-journal, guidelines, consistency, formatting, template

*[5-6 keywords, lower case except names, separated by commas]*

**First level heading** *[12pt, bold, sentence case]*

This is the main body of the article. It should be written in calibri, 12pt font size and 1.5 line spacing.

Some other rules to bear in mind are:

UK English must be used.

The full form of abbreviations should be written the first time they are used. For example: ‘Work based learning (WBL) is a relatively new area for research. Some of the interesting avenues of enquiry in the field of WBL are....’

Quotations that are longer than 40 words should be on a separate paragraph, indented left and right, in 10pt font size. For example:

Boud and Lee (2009: 1) draw attention to the shifting nature of doctoral education within the university:

The domain of academic practice that was traditionally thought of as most characteristically the purview of universities, the research doctorate, is now the focus of public policy and the gaze of governments. In different countries, in different ways the doctorate has become a site of contestation. What is it for? How should it be done?

Note: the page number is provided in the brackets with the year of publication, and there are no quotation marks when the quotation is presented as an indented paragraph.

When quotations are shorter than 40 words they can be incorporated within the main body of the text. For example:

The purposes of doctoral education are undergoing re-configuration as questions are raised about ‘What it is for? How should it be done’ (Boud & Lee, 2009: 1).

Note: quotations are bracketed with single quotation marks. If required, double quotation marks can be used within a quotation.

***Second level heading*** *[12pt, bold, italics, sentence case, indented]*

This is used under a first level heading to delineate a sub-point within the over-arching argument.

*Third level heading [12pt, italics, sentence case]*

This is used under a second level heading to delineate a sub-point within a second level argument.

*[Please do not use more than three level headings]*

**Acknowledgements** [11pt, bold]

Text should be in 11pt, Calibri. This comes immediately after the conclusion of the paper. This is an optional section.

**References** [12pt, bold]

References should be in alphabetical order. For details on referencing style see *Referencing Guide*

Journal article

Author, A.A., Author, B.B., & Author, C.C. (Year). Title of article. *Title of Periodical, volume number* *(part number)*: xx–yy.

Cumming, J. (2010). Contextualised performance: Reframing the skills debate in research education. *Studies in Higher Education*, *35(4):* 405-419.

Book

Author, A.A. (Year of publication). *Title of book: Capital letter also for subtitle*. Location: Publisher.

Editor, A.A., & Editor, B.B. (Eds.) (1997). *Title of book: Subtitle*. New York, NY: Russell Sage Foundation.

Chapter

Author, A.A., & Author, B.B. (Year of publication). Title of chapter. In A. Editor & B. Editor (Eds.) *Title of book* (pages of chapter). Location: Publisher.

Report

Author, A. (2009). *Title of report* (Research Report No. xx). Retrieved from NGO website: http://www.ngo.xxxxxx.pdf

Conference paper

Ruby, J., & Fulton, C. (1993, June). *Beyond redlining: Editing software that works*. Poster session presented at the annual meeting of the Society for Scholarly Publishing, Washington, DC.

**Notes on contributors** [all text for this section 11pt**]**

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***Full name of second contributor***

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