

BATOD house style and conventions

Abbreviations and acronyms

- all abbreviations to be defined initially, including those that are well known **except** BATOD
- use full abbreviation at first mention plus abbreviation in brackets, then use abbreviation only, eg [Qualified Teacher of Deaf Children and Young People \(QToD\)](#) then [QToD](#), [Speech and Language Therapist \(SaLT\)](#) then [SaLT](#) (see *also* 'Appendix: List of abbreviations/acronyms')
- drop all full stops, eg [BATOD](#), [Dr](#), [eg](#), [etc](#), [ie](#), [NDCS](#), [Mrs](#), [Prof](#)

Ampersand (&)

Use 'and' not ampersand except if part of a name, eg [Deafness & Education International journal](#) **but** [Q&As](#)

BATOD terminology

Association business	Post-16 Group
Audiology Refreshers	PR Group
BATOD Magazine	President
co-NEO (co-National Executive Officer) report	President Elect
committee/committee meetings	proofreaders
CPD (continuing professional development)	Regions/Nations (R/Ns) but in the regions and nations
Language Modification (LM) team	Round table discussion
NEC (National Executive Council)	Special Interest Group (SIG)
NEO	Steering Group
newsletter	Treasurer
Past President	working group(s)

British Sign Language (BSL)

Sign languages are initially written out in full with initial capital letters eg [British Sign Language \(BSL\)](#) then [BSL](#) (see *also* 'Appendix: List of abbreviations').

Bullet points

- no capital letters or stops if list follows a colon or if list is a continuation of the stem; a continuing sentence to have a lower-case letter
- sentence or semi-colon after each item (depends on sense)
- final item finishes with a full stop

Commas

- one space after commas
- no comma to be included in addresses eg [99 BATOD Drive](#)

Dash (en dash '–')

- unspaced en dash (no spaces on either side) for ranges such as age, date and pages, eg [11–16](#), [2017–2020](#) **except** with 'from' (use 'to') and 'between' (use 'and') , eg [from 5 to 10](#), [between the ages of 12 and 16](#)
- use a spaced en dash (one space on either side) to separate information from the main clause, eg [BATOD – the best teachers' organisation in the world – was formed in 1976.](#)

Date and time

- dates in full with numbers in figures: 3rd May 2022
- century: lower-case 'c' with number in figures eg [6th century](#), [14th century](#)
- years in full and separated by unspaced en dash, eg [2018–2022](#)

- eras: BC and AD: capitals; BC after the year and AD before the year: 500 BC, AD 1500 **but** in the third century AD
- 12-hour clock, in figures, am/pm separated by space, eg 9 am, 5.30 pm

Deaf

- BATOD uses 'deaf' not 'hearing-impaired' with this explanation – the term 'deaf' is used throughout this magazine to cover the full range of hearing loss.
- The word 'deaf' is only capitalised when the author is making a specific reference to the Deaf BSL-using community.
- 'Hearing-impaired' or 'hard of hearing' will be retained if used by a non-UK author.

Education

All with initial lower-case letters **except** when part of a name/title:

college	newly qualified teacher
diploma but Diploma in Sign Language Interpreting	nursery school
early years foundation stage (EYFS)	post-16
foundation phase	pre-school
further education	primary school
high school	school but Frank Barnes School
higher education	school subjects except languages, eg maths, science, history, French, English
home schooling	secondary school
key stage 1, key stage 2, etc	sixth form
kindergarten	sixth former
national curriculum	university but Manchester University

but initial capitals for school years: Nursery, Reception, Year 1, Year 2, etc **but** in a nursery

Ellipsis

- spaces before and after, eg [If you don't ask the question ... how will you get the answer?](#)
- quotations: omit ellipsis at beginning or end of quotations, eg "My first language is not English, so it's a little bit difficult." **but** She said that it was "a little bit difficult".

Emails and websites

- emails and websites in blue font and underlined with no punctuation, eg <https://www.batod.org.uk/>
- hyperlinks to be included where possible in the text
- URLs: do not include 'https://' in the BATOD Magazine, eg www.batod.org.uk/ or buzz.org.uk/
- hashtags and social media handles should be in blue font, eg [@BATOD_UK](#)

Emphasis

Only italic, semi-bold or bold to be used in magazine.

Figures and tables

- use initial capital for 'figure' and 'table' eg [Figure 1](#), [Table 2](#)
- no end punctuation for captions or table headings

Forward slash (/)

No spaces either side of slash unless split over a line – then a space after the slash eg [cats/dogs](#) **not** [cats / dogs](#).

Government bodies and documents

Initial lower-case letters, eg:

green paper (generic reference), but SEND

Green Paper (specific reference)

governing body

local authority (LA)

local council

Northern Ireland Executive (government)

non-governmental organisations (NGOs)

Parliament

Scottish Government

UK government

Welsh Government

White Paper

Headings

- Use as sentence case: eg [What went on at NEC](#).
- article titles need to be kept reasonable as over eight words (approx.) causes problems

However and conjunctive adverbs

Some conjunctive adverbs (to introduce a contrasting, independent sentence and bridge two ideas):

also

anyway

as a result

besides

certainly

consequently

finally

furthermore

however

in addition

incidentally

instead

likewise

meanwhile

moreover

nevertheless

nonetheless

now

otherwise

then

therefore

thus

- It is acceptable for these to start a sentence, but they must be followed by a comma, eg **BATOD acknowledges that we do not have any influence on how schools use terminology related to hearing. However, BATOD would request advertisers to consider the use of the terms 'deafness' and 'deaf'.**
- If they are used in the middle of a sentence, they must be preceded by a semi-colon, eg **We do not have any influence on how schools use terminology related to hearing; however, we would urge them to consider using positive terminology where possible.**
- If they are used at the end of a sentence, they must be preceded by a comma, eg **BATOD would request advertisers to consider the use of the terms 'deafness' and 'deaf', however.**
- Do not use a comma after 'however' when it is used as part of a dependent clause (the sentence cannot stand alone) and means 'no matter how', 'in whatever way' or 'in whatever manner', eg **However you look at it, there is scope for improvement.**
- Do not use a comma after 'however' if it starts a question, eg **However are we going to cope?**

Hyphenation

Complete words on the same line; two words hyphenated may be split (see *a/so* 'Words to note').

-ise/-ize verbs

- Use **-ise** verbs throughout eg **apologise**
- **-ize** verbs are accepted for international authors

Job titles

- **Qualified Teacher of Deaf Children and Young People/Teacher of Deaf Children and Young People:** always initial capitals for 'Teacher' and 'Deaf'
- define at first use in every magazine article, then use abbreviation, eg **Qualified Teacher of Deaf Children and Young People (QToD)** then **QToD**
- initial lower-case letters for all other job titles used generically:

audiologist

communication support worker (CSW)

educational audiologist (Ed Aud)

headteacher

qualified teacher of multi-sensory impairment (QTMSI)

qualified teacher of vision impairment (QTVI)

speech and language therapist (SaLT)

teaching assistant (TA)

eg “The parents said the audiologist had tested their child’s hearing.” and Recently, the school has had a large turnover of headteachers.

• initial capital for a specific job title, eg We recently appointed an Educational Audiologist and The Headteacher Colin Smith ...

Measurements

- all numbers in figures with measurements
- hertz and decibels spelled out at first mention then abbreviated, eg 100 Hertz (Hz) then 100 Hz, 70 decibels (dB) then 70 dB
- space between number and dB/dBA or Hz, eg 90 dB

Numbers

- cardinal numbers: one to ten spelled out then 11+ in figures
- ordinal numbers: first to tenth spelled out then 11th+ **except** for dates, 5th May 2018
- use numbers in figures for all percentages (%), eg 40%; ‘per cent’ with numbers in words, eg forty per cent **except** at the start of a sentence, eg Forty percent of children ...
- four or more digits separated by a comma, eg 3,500, 10,000
- money in numerals, eg £250, £5
- fractions: spelled out and hyphenated, eg one-third, three-quarters **except** in figures and tables
- avoid starting sentences with numbers in figures – rephrase or number in words, eg:

“1,260 people per annum have cochlear implants.” change to: “In England, 1,260 people per annum have cochlear annum.”

“90% of deaf children are born to hearing parents.” change to: “Ninety per cent of deaf children are born to hearing parents.”

Positive terminology

- Deaf/deaf not ‘hearing-impaired’ or ‘hearing loss’ (unless non-UK author)
- invisible disability not ‘hidden disability’
- non-disabled not ‘able-bodied’
- them not ‘him/her’
- they not ‘he/she’

Punctuation

- no end punctuation in stand-first (introductory paragraph after heading)
- dashes: use spaced en rules: ‘ – ’, eg BATOD – formed in 1976 – represents Teachers of the Deaf
- serial (Oxford) comma (final comma in lists before ‘and’/‘or’) should be used throughout, eg Mild, moderate, severe, and profound deafness.
- fractions in words and hyphenated: one-third, three-quarters

Quotations

- actual speech and quotations: use double marks; titles and in other places: single marks, eg This was followed by another Romanian presentation entitled ‘Being deaf in an inclusive Europe’ which was the last presentation of the day. “When Playmakers was piloted, OHF provided funding and advice,” said Gayle Bryans.
- capitalise first word after quotation marks, eg She said, “There was a lot to learn, and I found it hard to use English all the time.” **but** She was finding it difficult at school and English was especially “hard to use ... all the time”.

References

As the magazine is not an academic publication, we are not rigid but generally follow the Harvard style of referencing: <https://library.aru.ac.uk/referencing/files/QuickHarvardGuide2019.pdf>

Spacing

- one space after terminal punctuation at the end of a sentence not two
- one space after commas
- one space between paragraphs

Titles of works

- all titles, including articles, books, films, etc sentence case, eg *Audiology in education*
- book, film and TV programme titles in italics, eg *Strictly come dancing*; other titles (journal and magazine article titles, short stories, etc) in single quotation marks, eg 'Deafness and hearing loss' (article UK government, 2017)

UK/US spellings

- UK spellings used throughout
- non-UK authors: allow US spellings if used consistently, eg center, color, favorite, program

Underlining

No underlining in the Magazine **except** URLs that are underlined automatically with hyperlinks.

Verb agreement

- organisations are singular: eg BATOD has ... , NDCS has ... , The government is ...

- 'criterion' is singular and criteria' plural, eg [The main criterion is that it should be 'easy' for the child to listen.](#) and [The criteria for joining these organisations vary.](#)
- 'data' both singular and plural are accepted, with plural mainly for academic and scientific purposes, eg [Government data shows there are 3,423 children using BSL.](#) **but** [The data are inconclusive in this study.](#)

Words to note

adviser but advisory	lockdown
aetiology	ongoing
bilingual-bicultural (bi-bi)	online
cochlea (organ)	multi-disciplinary
cochlear (adjective) cochlear implant (CI)	multi-lingual
Cochlear Implant Centre	multi-sensory impairment (MSI)
co-ordinator	online
coronavirus	paediatric/paediatrician
Covid-19	pandemic
coursework	programme but computer program
cross-curricular	Q&A/Q&As
deafblind/deafblindness	re-elect
facemask	subtitles
focused	teamwork
hearing-aided	UK-wide
hearing-impaired but hearing impairment	vision impairment (VI)
law/the law	well-being
lipreading	

Appendix: List of abbreviations/acronyms

ABI Auditory Brainstem Implant

ABR	auditory brainstem response
ACF	Access Consultation Forum
ADHD/ADHC	attention deficit hyperactivity disorder/attention deficit hyperactivity condition
ADY	Action Deaf Youth
AGM	Annual General Meeting
AHCS	Academy for Health Care Science
AI	auditory implant
AIS	auditory implant service
ALD	assistive learning device
ALN	additional learning needs
ALNCo	additional learning needs coordinator (Wales)
ALNET Act	Additional Learning Needs and Education Tribunal (Wales) Act (2018)
ALP	Additional Learning Provision (Wales)
ALT	assistive listening technology
ALTWG	Assistive Listening Technology Working Group (BATOD)
AP	alternative provision
APD	auditory processing disorder
ARP	Additional Resource Provision
ASD/ASC	autistic spectrum disorder/autistic spectrum condition
ASDAN	Award Scheme Development and Accreditation Network
ASL	American Sign Language
ASN	Additional Support Needs (Scotland)
ASN Coordinator	Additional Support for Learning (Scotland)
AtW	Access to Work
ANSD	auditory neuropathy spectrum disorder
Auslan	Australian Sign Language
AVT	auditory verbal therapy
AVUK	Auditory Verbal UK
BAA	British Academy of Audiology
BAEA	British Association of Educational Audiologists
BAHA	bone anchored hearing aid
BATOD	British Association of Teachers of the Deaf
BBC	British Broadcasting Corporation
BCIG	British Cochlear Implant Group
BDA	British Deaf Association
BEARS	Both EARS
BEC	Barnardo's Education Community
bi-bi	bilingual-bicultural
BPhil	Bachelor of Philosophy (degree)
BSA	British Society of Audiology
BSL	British Sign Language
BSMHD	British Society for Mental Health and Deafness
BTEC	British and Technology Education Council Body
CAF	Common Assessment Network
CAMHS	Child and Adolescent Mental Health Service
CCEA	Council for the Curriculum, Education & Assessment
CCG	Clinical Commissioning Groups
CDC	Council for Disabled Children
CHerUB	Caring for Hearing aid Use in Babies project
CHSWG	Children's Hearing Services Working Group
CI	cochlear implant
CIC	cochlear implant centre
CICS	Cochlear Implanted Children's Support
CIICA	Cochlear Implant International Community of Action

CLPL	career-long professional learning (Scotland)
co-NEO	co-National Executive Officer
CoP	code of practice
CP	communication professional
CP	Con Powell (Scholarship)
CPD	continuing professional development
CQFW	Curriculum and Qualifications Framework (Wales)
CRIDE	Consortium for Research into Deaf Education
CSL	Chinese Sign Language
CSP	Co-ordinated Support Plan (Scotland)
CSUK	Cued Speech UK
CSW	communication support worker
CV	curriculum vitae
CYP	children and young people
DA	Dynamic Assessment
DB	deafblind
dB	decibel
dBA	decibel A scale
DBI	deafblind international
DBS	Disclosure and Barring Service
DCAL	Deafness Cognition and Language Research Centre (UCL)
DCELLS	Department for Children, Education, Lifelong Learning and Skills (Wales)
DDA	Disability Discrimination Act
DE&I	Deafness & Education International (journal)
deafeduk	deaf education UK forum
DEAL	Digital education & accessible learning
DELTA	Deaf Education through Listening and Talking
DESF	Deaf Education Support Forum
DfE	Department for Education
DGS	Deutsche Gebärdensprache (German Sign Language)
D/HH	deaf/hard of hearing
DKI	DeafKidz International
DLA	Disability Living Allowance
DLS	deaf language specialist
DP	data protection
DPO	data protection officer
DRC	Democratic Republic of Congo
DS	Down syndrome
DSA	Disabled Students' Allowance
DTOD	D/deaf Teacher of the Deaf
DTS	Dansk tegnsprog (Danish Sign Language)
EA	education authority
EAL	English as an additional language
EB(S)D	Emotional, Behavioural and (Social) Difficulties
ECF	early career framework
ECT	early career teacher (previously 'newly qualified teacher (NQT)')
EHCP	Education, Health and Care Plan
EMA	Education Maintenance Allowance
ENT	ear, nose and throat
EPID	Early Parent Interaction in Deafness
ERP	Enhanced Resource Provision
ESL	English as a second language
EU	European Union
EWC	Education Workforce Council (Wales)

EY	early years
EYFS	early years foundation stage
FBS	Frank Barnes School
FE	further education
FEAPDA	Fédération Européenne des Associations de Professeurs de Déficients Auditifs (European Federation of Associations of Teachers of the Deaf)
FHEQ	Framework for Higher Education Qualifications (England, Wales, NI)
FLSE	Federation of Leaders in Special Education national SEND forum
FM	frequency modulation = radio
FMS	fine motor skills
GCSE	General Certificate of Secondary Education
GDD	global developmental delay
GDPR	General Data Protection Regulation
GIRFEC	Getting It Right for Every Child (Scotland)
GMS	gross motor skills
GPODHH	Global Coalition of Parents of Children who are Deaf or Hard of Hearing
GTCNI	General Teaching Council for Northern Ireland
GTCS	General Teaching Council for Scotland
HE	higher education
HNC	Higher National Certificate
HND	Higher National Diploma
HINCYP	Hearing Impaired Network Children and Young People
HIPEN	European Network for Professionals working with People with Hearing Impairment
HoSS	Head of Sensory Services
Hz	hertz
IAG	Information, Advice and Guidance
IASS	Information, Advice and Support Service
IB	International Baccalaureate
iCARE	improving Children's Auditory REhabilitation
ICToDs	implant centre ToDs
IDP	Individual Development Plan (Wales)
INSET	in-service training (also PD or TD day)
IPSEA	Independent Provider of Special Education Advice
IWA	Institute of Welsh Affairs
IQ	intelligence quotient
ISL	Irish Sign Language/International Sign Language
ITT	initial teacher training
JCQ	Joint Council for Qualifications (England, Wales and NI)
KS4	key stage 4
LA	local authority
LDD	learning difficulties and/or disabilities
LGA	Local Government Association
LGP	Língua Gestual Portuguesa (Portuguese Sign Language)
LM	language modifier/Language Modification team
LS	Learning Support Co-ordinator (NI)
LSA	learning support assistant
LSE	lengua de signos española (Spanish Sign Language)

MA	Master of Arts (degree)
ManCAD	Manchester Centre for Audiology and Deafness
MAPP	Mapping and Assessing Personal Progress
MDT	multi-disciplinary team
MESH (Guide)	Mapping Educational Specialist knowHow initiative
MH	Mary Hare School
MLD	moderate learning difficulty
MLP	modified large print
MSc	Master of Sciences (degree)
MSI	multi-sensory impairment
nasen	National Association for Special Educational Needs
NASS	National Association of Independent Schools & Non-Maintained Special Schools
NatSIP	National Sensory Impairment Partnership
NBHS	newborn hearing screening
NCTL	National Council for Teaching and Leadership
NCIUA	National Cochlear Implant Users Association
NCVO	National Council for Voluntary Organisations
NDCAMHS	National Deaf Child and Adolescent Mental Health Service
NDCS	National Deaf Children's Society
NEC	National Executive Council
NEET	not in education, employment or training
NEO	National Executive Officer (BATOD)
NGA	National Governance Association
NGO	non-governmental organisation
NGT	Nederlandse Gebarentaal (Dutch Sign Language)
NHSP	National Health Service Professionals
NICE	National Institute for Health and Care Excellence
NIHR	National Institute for Health Research
NPQ	national professional qualifications
NRCPD	National Registers of Communication Professionals working with Deaf and
Deafblind People	
NSEND	National Special Educational Needs and Disabilities Forum
NSPCC	National Society for the Prevention of Cruelty to Children
OAE	otoacoustic emissions
OCD	obsessive compulsive disorder
ODD	oppositional defiant disorder
Ofcom	Office of Communications
Ofqual	Office of Qualifications and Examinations Regulation
Ofqual ACF	Office of Qualifications and Examinations Regulation Access Consultation Forum
OHF	Ovingdean Hall Foundation
OU	Open University
PD day	professional development day (also INSET or TD day)
PDA	pathological demand avoidance
PECS	Picture Exchange Communication System
PfA	Preparation for Adulthood
PGCert	Postgraduate Certificate
PGCE	Postgraduate Certificate of Education
PGDE	Postgraduate Diploma in Education (Scotland)
PGDip	Postgraduate Diploma
PHA	Public Health Agency
PhD	Doctor of Philosophy (degree)
PHE	Public Health England

PHS	Public Health Scotland
PHW	Public Health Wales
PLC Day	Wales title used by BATOD Cymru
PLP	Personal Learning Plans (Northern Ireland)
PMLD	profound and multiple learning disability
PRU	pupil referral unit
PSHE	Personal, Social, Health and Economic education
PSP	Pastoral Support Plan
QCF	Qualifications and Credit Framework
QTLS	Qualified Teacher Learning and Skills status
QTMSI	qualified teacher of the multisensory impaired
QToD	Qualified Teacher of Deaf Children and Young People
QTS	Qualified Teacher Status
QTVI	qualified teacher of vision impairment
RAD	Royal Association for Deaf People
RCCP	Registration Council for Clinical Physiologists subsidiary of the AHCS
RCSLT	Royal College of Speech and Language Therapists
R/Ns	Regions/Nations
RNID	Royal National Institute for Deaf People (was Action on Hearing Loss)
RP	resource provision
RSC	Royal Shakespeare Company
RSD	Royal School for the Deaf
RSDD	Royal School for the Deaf Derby
RSCP	Relationships, Sexual Health and Parenthood (Scotland)
RSE	relationships and sex education (England)/Relationships and Sexuality Education (Wales)/Relationships and Sexuality Education (NI)
RSL	Russian Sign Language
SaLT	speech and language therapist
SATs	Standard Assessment Tests
SBC	Sign Bilingual Consortium
SC	Social Care
SCQF	Scottish Credit and Qualifications Framework
SDC	Strengths and Difficulties Questionnaire
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability
SENDIOG	Special Educational Needs Information and Organisations Group
SENDIST	Special Educational Needs and Disability Tribunal
Sense	National charity for people with deafblindness
SfL	Support for Learning
SG	Steering Group
SIG	Special Interest Group (BATOD)
SLCN	speech, language and communication needs
SLD	severe learning difficulty
SMART	(of targets) specific, measurable, achievable, relevant, time-based (other versions are available)
smiLE Therapy	Strategies and Measurable Interaction in Live English
SNR	signal-to-noise ratio
SPD	Sensory Processing Disorder
SPDIF	Sony/Philips Digital Interface Format
SRP	specialist resource provision
SQA	Scottish Qualifications Authority
SSC	Scottish Sensory Centre

SSE	sign supported English
SSL	Swedish Sign Language (Svenskt teckenspråk)
SSP	Specialist support professional
STRB	School Teachers' Review Body
STTR	Speech-to-Text-Reporter
SW	South West (England)
SWALSS	South and West Association of Leaders in Special Schools
T&F	Taylor & Francis
TA	teaching assistant
TC	total communication
TD day	teacher development day (also INSET or PD day)
TEF	The Elizabeth Foundation
ToD	Teacher of Deaf Children and Young People
ToM	theory of mind
TV	television
UK	United Kingdom
UKCOD	UK Council on Deafness
UN	United Nations
UNCRC	United Nations Convention on the Rights of the Child
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
USA	United States of America
US	United States
USL	Ugandan Sign Language
VI	vision impairment
VIEW	vision impairment education workforce
YAB	Youth Advisory Board
YP	young person
YSS	Youth Support Service
WBQ or Welsh Bacc	Welsh Baccalaureate Qualification
WHO	World Health Organization
WPSE	Working party on Signed English
WSS	Whole School SEND
ZPD	Zone of Proximal Development

Variation across the UK

Curriculum standards

The curriculum standards are determined within each country and the responsibilities lie with:

- Department for Education (England),
- Learning and Teaching, Scotland,
- Department for Education and Skills, Wales (DfES). (The new curriculum comes into effect in September). There are also the 'Department for Children, Education, Lifelong Learning and Skills (DCELLS)', which regulates general and vocational qualifications in Wales; and the 'Credit and Qualifications Framework (CQFW)'.
- Council for the Curriculum, Examinations and Assessment (Northern Ireland).

* Ofqual has responsibilities for assessment across the UK

Inspectors within the education system

Education and Training Inspectorate (Northern Ireland)
Education Scotland
Estyn (Wales)
Ofsted (England)

Teacher Registration

DfE (England)
General Teaching Council for Northern Ireland
General Teaching Council for Scotland
Education Workforce Council (Wales)

Public Health

Public Health England
Public Health Agency (NI)
Public Health Scotland
Public Health Wales

Clinical Commissioning Groups

Health Trusts
Health and Social Care Board, Health and Social Care Trusts
Local Health Boards (Scotland)
Local Health Boards (Wales)