

Instructions for HEPI Authors

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If you are interested in writing for HEPI, **you must stick to the following style guidelines**, which are designed to ensure consistency and clarity. Areas where our authors commonly fall down are highlighted in yellow, so these need particularly careful consideration.

Sticking to these rules makes the design, printing and production processes simpler and quicker, which is to the benefit of authors. It is much harder to make changes at a later stage than at the start. Moreover, our formatting rules on issues like font size are designed to make the process of commenting on drafts easier, **so the rules must be applied during the writing process rather than only at the end.**

Consistency across HEPI's output also helps to increase our impact, which again benefits our authors as well as HEPI.

We reserve the right to reject draft papers outright if they do not keep to these rules.

Charitable purpose

HEPI is a registered charity. Our output must keep to our charitable objectives, as outlined in HEPI's *Articles of Association*, which are:

to promote research into and understanding of all aspects of higher education and to disseminate the useful results of such research for the education and benefit of policy makers and the general public in the United Kingdom.

General rules

1. **Keep HEPI's key audiences in mind.** Above all, these are:
 - i. **policymakers**, such as civil servants and politicians;



- ii. **staff in higher education institutions**, including vice-chancellors and other senior managers;
 - iii. **university governors**;
 - iv. **students**, including students' union office holders; and
 - v. **the media** and other opinion formers.
2. Do not assume all our readers have much prior knowledge. They may be new to higher education or may work mainly in a different sector. **Write with ignorant-but-intelligent readers in mind, as this will increase the number of people who engage with our output.**
3. **Complicated points can almost always be expressed in simple ways.** Our output is not dumbed down, but it is accessible, readable and clear. Killer facts and short snappy sentences are our trademarks.
4. **HEPI has five main outlets for research, which are listed below.** Occasionally, we produce reports in other formats too, especially when working jointly with another organisation. All these forms of output are public, with no paywall.
- i. **Blogs** – entries on the HEPI daily blog tend to be around 1,000 words or less in length, and which are circulated electronically to everyone who has signed up for email updates as well as made available for all to see on our website.
 - ii. **Policy Notes** – these tend to be between 1,000 and 3,000 words, and are generally produced as electronic pdfs.
 - iii. **Blue books or HEPI Reports** – these are full-length analytical publications of between 6,000 and 10,000 words. Occasionally, these are collections of essays by different authors, when their length may increase to between 10,000 and 15,000 words. They are produced in hard copy a little smaller than A5 and also as pdfs.
 - iv. **Red books or Debate Papers** – these are also full-length evidence-based publications, but they tend to be more polemical and personal than blue books. Like blue books, they are produced in hard copy a little smaller than A5 and also as pdfs.

- v. **Analytical Reports** – these are occasionally produced to provide a detailed review of one part of the higher education landscape. They may be a little longer and a little less focused on policy than most of our output and appear in an A4 format, allowing room for multiple tables and charts.

5. **HEPI reports serve a number of purposes.** For example:

- increasing knowledge;
- bringing together existing knowledge as a way of exploring new policy options;
- offering a guide for non-experts on topical or tricky issues;
- putting other countries' higher education systems under the spotlight to see what lessons there are for the UK; and
- providing a space for opinion pieces by people with long experience working in higher education.

This is a non-exhaustive list. While HEPI publications often include wholly new evidence and analysis, they can sometimes seek to bring knowledge that is already understood by the *cognoscenti* to a wider audience.

- 6. **HEPI publications are generally designed to be short enough to read on a single train journey.** This means we rarely publish papers of more than 10,000 words, and 6,000 to 8,000 words is generally better. Remember: there is an inverse correlation between the number of words and the likelihood of readers reaching the end.
- 7. The art of changing minds is to use your strongest arguments to maximum effect while not bludgeoning those who disagree with you. **Convey the argument in memorable ways so that busy people can summarise the document in just a few sentences.**
- 8. **To encourage people to read, digest and recall our longer reports and to help time-poor people, authors should include an Executive Summary.** This counts towards the total word count.

9. **The currency of policymaking is killer facts**, so always include some little-known or wholly new facts that are likely to grab the attention of the reader and help promote media coverage and wider discussion.
10. Many HEPI papers are controversial in that they challenge existing assumptions and push an alternative point of view. **Stimulating controversy can be an effective way to increase engagement, but HEPI papers should never be controversial for the sake of it – only when the evidence justifies it.**
11. **Avoid abbreviations wherever possible.** The only abbreviations that are generally acceptable are those for organisations that eschew the longer form (such as UCAS and the OECD). Even then, the name should be written out in full the first time, with the short form in brackets afterwards. We write out 'higher education' in full, so do not use the shorthand 'HE'. If you are uncertain whether to use an acronym, do not do so.
12. **We are the Higher Education Policy Institute, not the University Policy Institute.** So we are interested in all higher education, including non-traditional provision and higher education delivered in further education colleges – not only what goes on in institutions labelled universities.
13. **Remember the 'P' in HEPI's name stands for 'Policy'.** We are a policy organisation, so a publication that criticises without proposing better alternatives is unlikely to be published by HEPI: falling into this trap is the most common reason why we turn work by academics down.
14. **Constructive criticism is better than destructive criticism.**
15. We are keen to publish output by academics more often than we have in the past. Our output is different to that of peer-reviewed journals, but we are not interested in publishing academic papers that have already been rejected by such journals on grounds of



quality. The main differences between HEPI papers and regular academic journal articles are that HEPI papers:

- i. are written in a more accessible style for non-specialist readers (as well as specialist readers);
- ii. avoid academic terms; and
- iii. **have a quicker turnaround time and aim to have a more rapid impact on policy.**

16. **Our future publication schedule is largely determined by HEPI's Advisory Board and Trustees**, who meet in person with HEPI's staff three times a year. When an issue is particularly time-sensitive, we may consult the Advisory Board and Trustees outside of their regular meeting schedule, but we aim to keep such instances to a minimum and authors should not assume this will happen.
17. We welcome reports written by people employed by other organisations. However, **the HEPI Advisory Board is unlikely to agree to publish anything that reads like an advert for another organisation**. Blogs that are disguised advertorials will also be rejected – the offer of money will make no difference.
18. **Feedback on our reports suggests our readers particularly value case studies**. These typically explain what works and what lessons can be learnt from successful practice in institutions in the UK or abroad. However, case studies should be from a range of places and not only from the author's own institution
19. Even if HEPI were producing the best research in the world, it would have no impact unless people were engaging with it. So it is crucial to consider the way in which we are likely to talk to others about your research during the entire writing process. For example, this means **thinking throughout the writing process of what the press release on the report is likely to say when it appears**.
20. Policymakers often like to have their views confirmed by new evidence and data. Some HEPI reports will do this. But **it is also important that we provide counter-intuitive evidence and**

challenging narratives where we believe policymakers or others are not following the evidence.

21. HEPI authors should always write about the work of others with appropriate regard, even when challenging it. **Once a piece has been accepted for publication by HEPI, authors are asked to consider how best to engage with any institutions or individuals mentioned substantively in their piece in order to avoid anyone being caught out unnecessarily at the time of publication.** The HEPI staff team can help provide guidance on this, but it is generally the responsibility of the author to ensure those who can and should be tipped off in advance know what is coming. As HEPI is a forum for debate, not a lobby group, it may sometimes make sense to offer an institution or person a right-to-reply at – or close to – the time of publication via other HEPI channels.

Language and grammar

22. If referring to the current Government or a specific Minister, use a capital letter. If referring to government in general, then use a lower-case first letter. So it is 'research has long received public funding from government, including under the Coalition Government of 2010 to 2015'.
23. Similar rules apply to universities. When writing on universities in general, use a lower case first letter. When writing about a specific university, use a capital letter and check how the institution styles itself. For example, it is the University of Oxford but Oxford Brookes University. The term 'higher education' should not be capitalised; neither should the word 'university'. If in doubt about this, follow the wise advice of Mark Leach, the Editor-in-Chief of Wonkhe:

People often capitalise Things They Think Are Really Important and this problem seems particularly acute in higher education. The University of Flipperton is a proper noun and that's its title. So do go ahead and apply capitals when referring to it. But 'universities' and indeed 'higher education' are not proper nouns, and so they should not be capitalised when writing about them generically.

24. We do not have a banned words list ... but if we did it would be siloed off into a new holistic neoliberal paradigm. In other words, avoid using nouns as verbs and resist the temptation to use vague and clichéd terms. They reveal flabby thinking and conceal a clear line of argument.
25. Avoid terms like 'this year', 'last March' and 'next election'. We aim for our reports to have longevity and you do not know when someone will be reading what you have written. So your 'today' may well be far in the past for a reader.
26. While we aim for a less formal style of writing, we still avoid using contractions. So use two words rather than 'don't', 'didn't' and 'can't'.
27. Use prose wherever possible. So write 'for example' rather than 'eg' and avoid 'ie' and similar terms. Never use 'etc'.
28. Avoid using 'speech marks' or *italics* to give extra emphasis to individual words. Clear sentences do not need them.
29. Compound adjectives should generally have a hyphen – for example, high-tariff institutions. This rule does not apply to comparative or superlative terms, such as higher tariff.
30. Foreign words, unless they have been fully assimilated into English for a long time, should be italicised.
31. Although 'z' and 's' are often interchangeable in British English, we use the 's' for the sake of consistency and simplicity. So it is 'organised' not 'organized'. For this at least, do not assume your computer's spell checker will do the job.
32. Avoid American spellings. So use 'the labour market' rather than 'the labor market'. Making sure your software is using English (UK) rather than English (US).

33. 'Data' is the plural of the singular word 'datum'. For this reason, it should take a plural verb in HEPI publications. Beware of other words which are already plurals too, such as 'agenda' – try to avoid 'agendas'.
34. Use standard punctuation. Dashes are often a clear way to mark out a sub-clause – like this – and can sometimes be used in preference to commas. We follow the common practice in the media of including a space before and after a dash. **Dashes are longer than hyphens.** Never use more than two dashes in one sentence, as more than two causes confusion.
35. Do not be scared of full stops. If a long sentence can be written as three sentences, do it. Although very short paragraphs are acceptable and may usefully break up the text, no paragraph of a standard length should be just one sentence long.
36. **We give academic disciplines a capital letter and write them out in full. So it is 'Mathematics', not 'maths'.**
37. **Many people dislike split infinitives (for example, 'to fully understand'). Others do not care. We avoid them.**
38. Use brackets very sparingly indeed. Never hide a killer fact inside them.
39. Make sure apostrophes are used properly – for example, after the 's' with a plural and to denote the possessive (where something is 'of' something else). If in doubt, they can often be avoided: for example, 'the University of Edinburgh's students' can become 'students at the University of Edinburgh'. Where a word already ends in 's' but needs an apostrophe, we add a second 's' after the apostrophe if the word would sound like it has a second 's' when read aloud. So we would write, 'Harper Adams's students'. Beware of St Andrews, which – for historical reasons – does not have an apostrophe in its name.
40. HEPI reports eschew the Oxford or serial comma, which separates the final point in a list – for example, we would write 'universities,

colleges and schools' and not 'universities, colleges, and schools'. The only time an Oxford comma should be used is when it is absolutely necessary to ensure understanding, which is rare.

41. Avoid putting a double space after one sentence and before the next, as was common in the days of typewriters. Leave it to our designers to work out the right spacing between words.
42. We often receive draft papers where the word 'that' is sprinkled liberally around the text like salt, sometimes appearing hundreds of times in one short paper. While the word can sometimes aid reading, its overuse is diverting and counter-productive.
43. If in doubt about anything else, consult the [Guardian / Observer Style Guide](#), which is freely available online.
44. The *Economist* style guide is also useful. It refers to the old-but-valuable advice that 'it is usually easier to write a double negative than it is to interpret it.'

Formatting

45. **Do not use complex formatting, such as coloured subtitles. Please also avoid Microsoft's document templates, as features like automatic paragraph breaks (rather than just leaving a blank line to denote a new paragraph) complicate the process.** Our designers need the text to be delivered to them in a straightforward fashion. So there is no point adding bells and whistles, which will add unnecessary time for the author as well as HEPI's staff. Any reformatting also creates new opportunities for errors to creep in.
46. The main text should be justified. In other words, it should be squared off at the end of each line. This note is justified.
47. Chapter breaks should be used in longer reports, with the chapter title in the centre and in bold.

48. Sub-headings are another useful way to break up the text and can be used in Policy Notes as well as full-length reports. In blue books and red books, sub-headings generally appear in italics at the same font size as the rest of the text; they should not be enlarged, emboldened or underlined. In Policy Notes, they are generally in **bold**.
49. Charts, tables and diagrams that aid understanding are welcome, whether in colour or black and white. They should have an italicised title above them and, if lifted from elsewhere, a clear reference immediately underneath.
50. We write out the numbers from one to nine in full (except when it is a percentage), but use numerals for numbers above this. We avoid starting sentences with a number – where an author deems this to be essential, the number should be written out in full (so ‘Fifty-eight per cent of people say ...’).
51. We generally write out ‘per cent’ (including the word space) rather than ‘%’, except in data-rich reports – including reports based on polling – when the symbol is used. It is vital, however, for authors to take care in distinguishing between ‘per cent’ (or ‘%’) and ‘percentage points’, which always needs to be written out in full. A doubling from 20% to 40% is an increase of 100%, but it is an increase of 20 percentage points.
52. Italicise the titles of publications, including newspapers and academic journals. So it is the *Independent* and the *Oxford Review of Education*.
53. Lists should begin with a colon and the items should be separated by semi-colons (with an ‘and’ after the final semi-colon). Use bullets or numbers to show the list is different to other text and to provide variety for readers.
54. Quotations of more than three lines should be italicised and indented and do not need speech marks. This helps them stand out and also usefully breaks up the text.

55. We use single speech marks, except for quotations within quotations, when double speech marks are used. If, and only if, the end of a quotation is also the end of a sentence in the original source, then the punctuation should appear inside the speech marks. Never change the punctuation or spelling in a quotation, even where it is different to HEPI's house style, except where it is necessary to use double speech marks.
56. We use endnotes rather than footnotes, in a simple standard format, like this:
- **Book:** Author Name, *Book Title*, Publication Year, p.1
 - **Chapter from an edited collection:** Author Name, 'Chapter Title', in Editor Name (ed), *Book Title*, 2024, pp.1-20
 - **Journal article:** Author Name, 'Article Title', *Journal Title*, Volume X, Issue X, January 2024, pp.20-40
 - **Newspaper article:** Author Name, 'Article Title', *Newspaper Name*, 1 January 2024
 - **Blog:** Author Name, 'Blog Title', Blog Name, 1 January 2024
57. Where an endnote is marked in the text, there should be an Arabic numeral (1,2, 3 not i, ii and iii) in superscript and it should appear at the end of the sentence, after the full stop. There should be no more than one endnote referred to at the end of a single sentence, though the accompanying reference can include multiple sources. One of the most common error in drafts submitted to HEPI is strangely-placed references that appear, for example, in the middle of sentences or just before full stops. When unsure, look at a recent HEPI publication.
58. Please use 12-point Verdana for the main text and 10-point Verdana for endnotes. In part, this is to avoid serif fonts, which are the ones with swirly bits, which can be harder to read on screen and tend to be difficult for people with dyslexia. If you do not have access to Verdana, use Calibri. This note is in 12-point Verdana. It may seem large but this aids the editing process – for example, it allows room for handwritten comments.



59. Bibliographies are not necessary because we include sufficient details of the relevant source material in the endnotes.
60. Thank you for taking the time and trouble to consider writing for HEPI.

Nick Hillman
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