UC Policy Library

Policy Drafting Style Guide

Introduction

The document provides instruction on how to draft UC Policy Library documents ("UCPL documents") and other compliance documents consistently throughout the University to ensure they are fit for purpose, understandable and comprehensively identify the compliance requirements and expectation of a policy's audience.

Table of Contents

Definitions

Other compliance documents – may be developed by departments, schools and different service areas but will not be accessible via the UCPL These still create compliance expectations for those working in, with or studying in a particular area. These types of documents will be accessible via the relevant school/department/service area. Breaches of these documents may result in penalties or other consequences.

UC Policy Library document (UCPL Document) – UCPL documents are official University statements that apply University wide and are issued by Council or members of the Senior Management Team. Documents at this level reflect significant operational and/or strategic value to the University. This is a document that is held in draft and published form the UCPL engine room. Documents held in the UCPL engine room follow the centralised policy review and development processes which are developed and updated by the Policy Unit. While UCPL documents may have many different titles such as principles, guidelines, frameworks, they can all be called "University policy".

UC Policy Library (UCPL) – a central electronic repository on the University's website accessed via a quick link on the University's homepage. It houses most University-wide compliance documents.

Scope and Application

This style guide applies to those who are responsible for the developing, editing and reviewing UCPL documents and other compliance documents. To ensure consistency throughout the University, these standards are also used by the Policy Unit when reviewing and editing UCPL policy documents.

UC Policy Library Document Objectives

UCPL documents help the University realise and deliver strategic goals. Therefore, UCPL documents should enable those expected to comply, to do so without ambiguity or confusion.

The UCPL Standard

Best practice guidance for drafting compliance documents

The [Parliamentary Counsel Office of New Zealand ("PCO")](#) adopted a plain language standard to legislative drafting which has a wider application that can be applied to drafting compliance documents in general.

Those drafting documents, especially UCPL documents, should use the same approach to the extent that it applies in the drafting of compliance documents.

UCPL and other compliance documents:

- use the PCO plain language standard;
- connect with University goals, objectives and other compliance documents;
- set out clear expectations and requirements to achieve the purpose or objective;
- are concise (preferably no more than 5 pages);
- reflect delegated authority; and
- are drafted for their audience/audiences.

Keys Questions the Document must Answer

> **Who** is the likely reader or target audience of the document going to be, e.g. students, auditors, staff, or a mixture of audiences?,
>
> **What** does the document need to say to illustrate an understanding of compliance requirements?
>
> **What** do the likely readers or target audience need to know to comply?
>
> **What** actions are required of the target audience/s to comply?

Tone and style

- It is important to write/review the document as though you know nothing about it.

  For example,

  For student orientated policies assume our audience are people with English as a second language who haven't worked or studied in a University before and are not native to New Zealand when you write – that way the language will be formal but not difficult to understand and will avoid jargon and acronyms.

- Clearly identify what is policy, what is procedure and guidelines and title these within the document accordingly. Also correctly identify what the overall document is.

  For example,

  Policy or framework etc. See the [definitions tab](#) on the UCPL webpage for further guidance.

- Do not to use first or second person pronouns (I, we, you, etc.); instead use *"The University"*. Try to keep everything in the 3rd person voice.

- Keep it simple but formal.

- Be consistent throughout the document and throughout all compliance documents with definitions, tone, and style as much as possible.

- For **UCPL documents**, always use the [UCPL document template (UC Policy Library web page)](#). For **other compliance** documents, use the style guide available on [the UC Web guide web pages (Developing Departmental/School or College Policy)](#)

- All documents should read as a stand-alone document and refer to others if needed. No knowledge is assumed and do not assume people are reading the other documents in a series.

Drafting Conventions

Abbreviations and Acronyms

- Write the acronym in brackets after the first instance of the full name in the body of the document and in the definitions. The acronym can then be used instead of the full name.

Example

Domestic students who do not meet the requirements for University Entrance may be eligible for the Certificate in University Preparation (CUP). The CUP is designed for school leavers who do not have University Entrance or adult students who want to refresh their study skills before beginning a degree programme. A 15-week programme, the CUP has intakes in February, June and October each year.

- In general, acronyms should also be placed in the "Definitions" section of the document.

- Acronyms should not be used on their own in headings or subheadings within the document.

- When writing about more than one thing using an acronym add a small "s", e.g., "The PVCs were meeting at Okeover House this afternoon."

- *New Zealand (NZ)* – do not abbreviate "New Zealand" to "NZ".

- *University of Canterbury (UC)* – there is no need to keep writing University of Canterbury in the document as there is both a UC logo in the top right of all documents and appendices as well as the words "UC Policy Library" on the top left of the template. Instead, write "the University of Canterbury" in full the first time it occurs in a document, thereafter, write "the University" (capitalise the "U").

  You may us the acronym "UC" if it appears as part of a departmental title or position, for example "UC Security". Otherwise, **do not** use "UC" when talking about the University in general.

Academic Titles

Capitalise and spell out formal titles such as Vice-Chancellor, Professor, Chairman, etc., when they precede a name. The title "Dr" should be abbreviated when it precedes a name.

Ampersands (&)

Using "and" is preferred over an ampersand (&). An ampersand is acceptable if it is part of a proper name, such as Johnson & Johnson or Research & Innovation, but should otherwise be avoided.

Bullet Points and Colons (:)

- Use the "round" bullet point in all UC compliance documents.

- Except when the items in a list are complete sentences (or when they contain complete sentences), treat a list as a single long sentence.

- If there is no introductory statement, capitalise and punctuate each item as a complete sentence.

- Introduce a vertical list with either a colon or no punctuation at all, depending upon the way the content is being introduced.

  - Use 6pt spacing before bullet points within a vertical list in a document using the line spacing option.
  - Follow the guidelines for handling vertical lists at *Get it Write Online (Get it Write Online website)*.

Capitalisation

In general, avoid unnecessary capitals. Words that are always capitalised include

- **Proper nouns** – such as the University, Canterbury, Mark A Murray, New Zealand.
- **Proper names** – such as the University of Canterbury, Faculty of Science, Café 101, Creyke Road (but lowercase general terms, such as the faculty, the café or the road).
- **Course titles** – use maximal capitalisation: the first letters of all the words in a title are capitalised except articles or prepositions (unless they are the first word of a title). Subtitles (after a colon) are similarly treated.
- **Composition titles** – such as titles of books, movies, songs, televisions programs, lectures, speeches, etc.
- **Designations and job titles** – when used immediately before a person's name (see also academic titles).

- **Names of schools and departments** – such as the Department of Geography, and when used as a common noun or adjective, such as a Psychology major. Capitalise if referring to the College, School or Department in general, but lower case if referring to a group of colleges, school or departments within the University.

- **UC subject names** – such as Astronomy, History, etc. All other subjects such as secondary school subjects and sub-disciplines, such as social history, are to be in lower case.

- **Degree titles and majors** – such as "Bachelor of Laws with Honours", a "History major", a "Law degree", "Master's degree", etc.

Examples

- Students who have completed an Honours degree or equivalent can study for a Master's degree by thesis only.

- This may take place within the framework of an honours, masters or postgraduate diploma programme.

- The Master of Arts degree consists of a first year of coursework followed by a thesis, which is normally completed full-time over subsequent years.

Words that should have lowercase letters include

- "this policy" not "this Policy" when written within a policy document to refer to the policy document itself.

- "internet" not "Internet".

Contractions (don't, won't, isn't, etc.)

Do not use contractions in formal documents.

Definitions

Explain/define each term in each document and use the definitions found in other policy documents consistency of terms across policies. If you are unsure whether a particular definition is appropriate for a policy, please contact the Policy Unit.

Email

Write "email" as one word, not "e-mail". Only capitalise the "E" when it is the first word in a sentence.

Example (e.g.)

- Always use "e.g." not "eg".

- "e.g.," can be used for short lists and material in parentheses while "for example" should be used in running text.

Examples

- *Specialist degrees (e.g., Bachelor of Engineering with Honours, Bachelor of Teaching and Learning, Bachelor of Laws) prepare you for a career in a particular profession.*

- *Points can be cross-credited (or shared) between your degrees, which means, for example, you could complete a Bachelor of Laws together with a Bachelor of Arts in only five years.*

- Use a comma before and after "e.g." (as well as "i.e.", "namely", "for instance" and "that is", etc.) when it is followed by a series of items (see *GrammerBook.com (GrammarBook.com website)*).

Example

You may be required to bring many items, e.g., sleeping bags, pans, and warm clothing.

- Use a semicolon before "e.g." (as well as "i.e.", "namely", "for instance" and "that is", etc.) instead of a comma when it introduces a complete sentence or when the preceding clause contains commas (see *GrammarBook.com (GrammerBook.com website)*).

Gender neutral Language

This should always be used unless a specific gender is intended. Gender neutral language is consistent with constitutional legislation that requires treating all persons equally and encourages inclusivity for those that do not identify as one particular gender.
Example of gender neutral language are "a member may resign from Office", and "a member may resign their office" and "Chairperson".

Grammar

- Best online resource: "The Blue Book of Grammar" at *GrammarBook.com (GrammarBook.com website)*

- For vertical lists, see also *Get it Write (Get it Write online website)*.

- If you are not sure, then just be consistent throughout the document.

Naming Documents

Try to give the document a title that clearly reflects what is in the document, but avoid starting with the document type; e.g., instead of "Policy on Research Conduct" (which would mean that every policy document would start with the word "policy"), use "Research Conduct Policy".

Overdue Policies

Once a policy becomes overdue for review (i.e., it has not been updated on the UCPL after the review date has passed), edit the published compliance document (pdf) by inserting the following statement above the introduction: "This Policy is Currently under Review".

Punctuation

- **Colon (:)** – introduce a list with a colon if the lead-in to the list (clause or phrase that precedes the colon) is a complete sentence. If the lead-in clause or phrase is not a complete sentence, do not use any punctuation. See also **bullet points**.

- **Commas (,)** – a comma is not usually needed before the last item in a list but can be helpful for clarification (e.g., when the last two items in the list have "and" as part of their name). Do not use the "Oxford comma" or "serial comma", except where it provides clarity (see *New Zealand Law Style Guide (The Law Foundation New Zealand website)*.

- **En dash (–)**
- The en dash (–) is commonly used to indicate a closed range (a range with clearly defined and non-infinite upper and lower boundaries) of values, such as those between dates, times or numbers.

Examples
- ° June 1963 – July 1967
- ° July 10–22
- ° 2000–2001
- ° 1–2pm
- ° For ages 3–5
- ° pp 38–55

- Also used in sentences, with no spaces either side (rather than an em dash (—)).

- Use an en dash after each definition in the "Definitions" section followed by a lowercase letter.

- **Full stops** – use a single space after full stops, not double spacing.

- **Quotation marks** – use double quote marks (" ") for direct quotations, and single quote marks for a quote within a quote (' ').

- **Slash (/)**

- Used to indicate an alternative word or choice in a document, e.g., and/or (note there are no spaces either side of the "/").

- Used instead of brackets for optional plurals, e.g., "Manager/s" not "Manager(s)".

- Use a hyphen or the word "or" in preference to a slash in such constructions as

- "any man or woman" not "any man/woman", and

- "the novelist-poet" not "the novelist/poet".

Problematic words

Carefully consider the use of the following words in policy documents:

- ***All, Each and Every*** are often used where they would be better omitted or replaced by "a", "an", or "the".

  For example,
  ✔*An elected member holds office for 3 years.*
     not
  ✖*All elected members hold office for 3 years.*

  The use of "all", "each", and "every" should be restricted to contexts in which their core meaning is needed. "All" may be appropriate if the emphasis is on the collective, and "each" or "every" if the emphasis is more on the individual (but avoid "each and every").

- ***And, or, either***

  "And" connotes togetherness (conjunction) and "or" to mean that you take your pick (dysjunction). However, the Court's interpret these the opposite way around. This indicates that that the use of these in compliance documents can lead to ambiguity or confusion.

  When <u>defining a word,</u> "and" "or" mean same thing. For example,
  "**animal"** means dogs, cows, <u>and sheep,</u>
  "**animal"** means dogs, cows, <u>or sheep</u>

  Alternatively, you can use "either" in a complete sentence to clarify the use of "and" or "or"
  ° <u>Either</u> A or B <u>or</u> both.
  ° <u>Either </u>A or B <u>but not</u> both.

The above structure *cannot* be tuned into a list and used with a semicolon as "either" can only be used when there are <u>two options</u>. The below is <u>incorrect</u> use of "either".
Either—
A; or
B; or
both A and B

When used "and" or "or are used in a paragraph, ambiguity can be caused. This is because "and" in a positive statement turns to "or" in a negative one.

For example,

"The committee <u>may</u> accept oral submissions <u>and</u> submissions recorded on video",

turns into

"The committee <u>may not</u> accept oral submissions <u>or</u> submissions recorded on video". In this case, the "or" is really doing the job of an "and".

When using "and" or "or" in a paragraph, use additional words to clarify the meaning of "and" "or" such as,

° <u>Any one of the following</u>: A: B: C.
° <u>Any one or more of the following</u>: A: B: C.

° <u>Each of the following, together or separately</u>: A: B: C.

° <u>All of the following</u> together <u>but not individually</u>: A: B: C.

- *Any*

"A" or "an" is usually just as effective as "any" and free from ambiguity. "Any" may be ambiguous because it is capable in some contexts of carrying the same meaning as "every".

For example,

✖ *'The Minister must consult any organisation that appears to the Minister to represent a substantial number of citrus growers"*

It is not clear whether the Minister must consult 1 organisation or every organisation.

- *Except/Unless*

If something is to apply or occur "except" in specified circumstances or "unless" something happens, consider whether there is provision for the consequences if that circumstance does occur or that something else does happen, that is, when the provision no longer applies.

For example:

✔ *A student who applies for a an extension must do so within X amount of weeks of the due date <u>unless</u>,*

(a) if was impractical for them to do so; or

(b) if student has notified their HOD they will submitting an application within x days before the due date and the application is received within X days following the due date.

- **May, must, or shall**

"May" should be used where a power, permission, benefit, or privilege given to some person may, but need not, be exercised, i.e., exercise is discretionary.

For example,

  ◦ "*The Discipline Committee may impose any other terns as they see fit*"

"Must" should be used where a duty is imposed that must be performed.

For example,

  ◦ *After updating the policy with amendments, the Contact Officer must provide the draft to the Policy Unit for review.*

Although "shall" is used to impose a duty or a prohibition, it is also used to indicate the future tense. This can lead to confusion. "Shall" is less and less in common usage, partly because it is difficult to use correctly. "Must" should be used in preference to "shall" because it is clear and definite, and commonly understood.

Occasionally "will" is an appropriate substitute for "shall".

For example,

  ✔ *A seafarer with monocular vision serving in departments other than the deck department will pass the minimum standard in accordance with the Masters and Mates (Foreign Going and Coastal Qualifications) Regulations 1993 if...*

  ✘ *A seafarer with monocular vision serving in departments other than the deck department shall pass the minimum standard in accordance with the Masters and Mates (Foreign Going and Coastal Qualifications) Regulations 1993 if ...*

Shall" and "must" are often used unnecessarily in declarative expressions in an attempt to capture a sense of authority and obligation. In this situation, the present tense is often more appropriate.

For example,

✔ *A parent* is *entitled to appear.*

✘ *A parent* shall be *entitled to appear*

- **Such**

"Such" can be ambiguous in its point of reference. It can also effect the flow of a paragraph or when overused. "Such" can often be either omitted or replaced with "the", "a", "that", "all", or "every", or a variant. For example,

✔ ... all other organisations the Minister thinks appropriate.

or

✔ ... every other organisation the Minister thinks appropriate.

Not

✘ ... such other organisations as the Minister thinks appropriate.

Spaces after punctuation marks

Use one space after all punctuation (including full stops) except when using punctuation immediately before a close-quote mark.

Spelling

- Use British spelling as found in the Oxford English Dictionary. British English spelling is preferred over American, particularly the use of "s" over "z"; e.g., "organisation" not "organization", "civilise" not "civilize", etc.

- Commonly used words that are often misspelled are "centre", "programme" and "colour".

Subject names

- Only capitalise the University's official subjects, endorsements and specialisations, e.g., Accounting, Biological Sciences, Chemical and Process Engineering, International Business, etc.

- Use lower case for other subjects such as streams, specialisations within subjects, and high school subjects, e.g., econometrics, human biology and mathematics with calculus.

- Languages should always be capitalised, e.g., NCEA Level 3 English and French.

Visio Flowcharts

- Flowcharts are an optional addition to clarify information – usually in either a procedure or guideline.

- Ensure they are simple, clear and use standard formatting and colours.

Formatting

- Documents should be justified rather than left aligned.

- All documents (including appendices) should be in Arial font.

- Ensure consistency of bullet points and headings.

Never bold, underline and italicise together – pick one and use judiciously.

Alignment

- Align headings, including "UC Policy Library", with the left margin

- Align title of the document to the right in the black bar underneath "UC Policy Library" heading (this is automatic in the UCPL document template).

- Fully justify the body of the document.

- Align bullet points to the left margin and fully justify.

Appendices

Are the final headings on the current template and should be a bullet point list the same as the related documents and information. They should be spaced by 6 pts between each line and each appendix should be allocated a number, e.g., Appendix 1, Appendix 2, etc.

All appendices should have the UC logo in the top right hand corner of the document in case it is separated from the main document. The appendix number should be located in the centre at the top of the page.

Copyright

Always have this statement at the bottom of every compliance document in the footer: "© *This document is the property of the University of Canterbury…..*"

Course Code

- Insert a space between letters and numbers, e.g., ENGL 442.

- For multiple courses with the same four-letter code use the letter code only once, e.g., ENGL 441 and 442.

- Use an en dash between course ranges, e.g., ENGL 440–442.

Course Level

- Use hyphens between the numerical value and the level, e.g., 100-level, 200-level, 300-level.

- Use a hyphen only to connect the word with the final number in a list of levels, e.g., 100, 200 and 300-level courses.

Dates

- Write in order of day, month and year with no punctuation, e.g., 4 December 2013.

- Use an en dash (with no spaces) for date ranges, e.g., 10–12 December.

Definitions

- Should be in alphabetical order.

- The word, acronym or statement to be defined should be **bolded**.

- Always check acronyms on the web. Don't assume that because someone frequently uses an acronym in their work, they know what it means or it is correct!

- Use an en dash (-) after each definition in the "Definitions" section.

- If abbreviated into an acronym in the definition, use the acronym throughout the definition but not in other definitions; in other definitions, use the name in full.

Degrees

- Do not use full stops or spaces in acronyms, e.g., BA, BA(Hons), MA and PhD, not B.Com or B E (Hons).

- Capitalise when referring to a specific degree, e.g., Bachelor of Laws with Honours.

- In a sentence write out in full, e.g., "Bachelor of Arts in History" not "BA in History".

Font

- Headings – use Arial size 14 bolded

- Subheadings – use Arial size 12 bolded

- Body of document – use Arial size 12

Footers

- Always have the document name, version number (if applicable) and the page X of Y in the footer.

- Footers will always have the copyright phrase and the phrase about controlled documents.

  Example
  Research Misconduct Policy v 1.00   *Page 15 of*
  20
  © This document is the property of the University of Canterbury.It has been approved at an institutional level by the relevant authority in accordance with the [Metapolicy.](#) Once printed this document is considered an uncontrolled version. For official current version refer to the UC Policy Library.

- Use Arial size 9 – not bolded and not italicised

- The UCPL has a standard footer with the document name and version number as well as the page numbers. The title and version number are updated in the metadata within the UCPL and "fed" into the document.

Headings and Subheadings

- Use capitalisation for each of the key words (not the articles ["a", "an" or "the"], prepositions and conjunctions), e.g., "Authorisation of Contracts and other Formal Agreements".

- Headings should use Arial size 14pt font bolded.

- Subheadings should use Arial size 12pt font bolded.

- Do not use acronyms or contractions in headings and subheadings.

Honours

- Capitalise when used in the name of the degree, but lowercase in general terms, such as, "honours degrees are available for most courses".

- Abbreviate "Hons" and bracket when abbreviating whole degree name, such as BA(Hons), not Bachelor of Laws (Honours) or LLB with Honours.

Hyphens

- Check the dictionary first!

- Generally, when two or more nouns that express a single concept are used as an adjective or adverb, link them together with a hyphen.

- Do not use a hyphen to link the word "very" or adverbs that end in "-ly". Some words which are hyphenated when used as adjectives should not be hyphenated when used as nouns.

  Examples
  - *First-year courses do not assume any previous computing experience.*
  - *This course is strongly recommended, but not required, for entry into second-year TAFS courses.*
  - *In your first year you will gain a substantial base in pure science.*

- Do not hyphenate the words "coordinate" or "coordinator".

- Use "i.e.," rather than "ie,".
  i.e. – means "that is"; in other words, that is to say

- Use a comma before and after "i.e." (as well as "e.g.", "namely", "for instance" and "that is") when it is followed by a series of items (see *GrammarBook.com (GrammarBook.com website)*.

Hyperlinks

To create a hyperlink:
- Type in the word/phrase/name of document.
- Hold down the left side of the mouse and highlight the word/s.

- Right click within the highlighted area.

- Choose hyperlink (can also remove, copy or edit hyperlink using this method).

- Elect to add a URL address or email address or document.

• Do not write the URL address in full within the document. Instead have it as an imbedded link attached to a word or phrase,

For example, do not write

✖ *www.canterbury.ac.nz/ucpolicy/documents/finalguidelinestotemplate.pdf*

✔ *Instead, write Guidelines for Using the Template (the title has the same hyperlink as above embedded in it).*

• Hyperlinks to UCPL PDF's within UCPL documents need to be to the webpage in the UCPL that contains the thumbnail of the UCPL PDF. The reference within the policy to the UCPL PDF must also include the size of the file.

For example,

Academic Appeals and Grievances Principles and Procedures (PDF, 396KB).
The same format is to be followed to PDF's not included within the UCPL.

• All hyperlinks imbedded within the document should be italicised, including hyperlinks to Appendices. They should not be italicised in the header or essential supporting documents sections.

• Do not use quotation marks ("-") around hyperlinks.

• All hyperlinks should include the parent website in brackets.

For example, the University of Canterbury (University of Canterbury website).

The same convention applies in the "Related Documents and Information" section of the document.

Justification

Documents should be justified.

Lists

• For additional information on vertical lists see **bullet points and colons (:)**.

• Use 6pt spacing before bullet points within a vertical list in a document using the line spacing option.

- For a list within a sentence, separate items in the list with commas, unless

  - the list involves multiple words or sentences, or

  - when items in the list include commas,

in which case use semicolons to separate the items in the list.

- A comma is not usually needed before the last item in a list but can be helpful for clarification (e.g., when the last two items in the list have "and" as part of their name). Do not use the "Oxford comma" or "serial comma", except where it provides clarity (see *New Zealand Law Style Guide (The Law Foundation New Zealand website)*.

  Examples

  - *Professional engineers are employed in many fields including management, design, technical sales, marketing and education.*

  - *UC provides professional specialist academic training in areas such as engineering, accounting, teaching and learning, and law.*

  - *You can get help with careers through daily drop-in sessions; one-to-one career guidance; advice on writing an effective CV, cover letter and job application; coaching for job interviews; and seminars.*

Numbering/Numerals

- In most instances, spell out whole numbers below 10 and use numerals for numbers 10 and above, e.g., "every 30 minutes", "the last 2,000 years", "three credits", "nine hours at the 300-level".

- There are some instances where a numeral can be used for a number less than 10, e.g., "NCEA Level 3", "page 9", "Level 3 of Matariki".

- When a sentence has two numbers adjacent to each other, a combination of numerals and numbers can help avoid confusion.

Example

The first year of the BSLT is called the Intermediate Year and comprises a minimum of 120 points (eight 15-point courses or the equivalent).

- Compliance documents should be set out so that they can be clearly and easily understood. Many document writers will try to number every paragraph and even every sentence in a document. Numbering like this is generally not necessary unless many sections/clauses of the document are cross-referenced or referred back and forth to within the document.

- Avoid numbering paragraphs and sentences as much as possible; instead use formatting, spaces and subheadings judiciously.

- Avoid using numbering of more than one decimal point, e.g., 2.3.5.

Percentages

- The % symbol should only be used with numerals. The word "percent" may be used with words or numerals.

- Where a document primarily uses numerals for numbers, use the % symbol and also use the symbol in tables.

Phone numbers

- When writing phone numbers in full, use the country code with a plus sign (+) instead of 00, area code without 0, and local number with space after the third digit; e.g., +64 3 366 7001.

- For local numbers, write (03) 366 7001.

- Toll free numbers should be written with the letter code first followed by the numerals that it stands for in brackets, e.g., 0800 VARSITY (827 748).

Spacing

- Single space between all words and sentences.

- Use 6pt spacing before bullet points within a list in a document using the line spacing option.

- Single line gap between paragraphs.

- Single line gap between the heading or subheading and the paragraph after it.

- Double line gap between all paragraphs and the following heading or subheading.

- Try to finish a sentence on the same page. If necessary move the next heading or subheading to the next page.

Titles (for UCPL documents)

- The title should be right justified (this is automatic in the UCPL document template).

- Modify or rearrange where necessary to facilitate access in an alphabetical web search facility, e.g., "Policy on Harassment" becomes "Harassment Policy" so that it is searched via "H" for "Harassment" rather than "P" for "Policy".

- The secondary title or subtitle can be used for such statements as "…. a guide for Masters' students" or "staff only". If the secondary title is not required, delete the field on the template.

URLs/URL Addresses

- All documents within the UCPL engine room have the name (used in the URL link on the web to find and identify the document) standardised to a hyphen between each word in the title, no spaces between the words and a capital letter for each word.

  For example

  Research-Conduct-Policy.

- Spell "web page/s" with two words (not "webpage/s") and "website" with one word (not "web site").

Related Documents and Information

UC Policy Library
- [Metapolicy (PDF, 366KB)](#)

UC Website and Intranet
- [Developing Departmental/School or College Policy (University Web guide web page)](#)
- [UC Policy Library (University UC Policy Library web page)](#)

External
- [Get it Write Online (Get it Write website)](#)
- [New Zealand Law Style Guide (The Law Foundation website)](#)
- [Principles of Clear Drafting (Parliamentary Counsel Office of New Zealand website](#))
- [The Blue Book of Grammar (GrammarBook.Com website)](#)

Document History and Version Control Table			
Version	**Action**	**Approval Authority**	**Action Date**
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