The British Psychological Society

Style Guide

Style Guide

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Introduction

This new guide to editorial style has been produced under the auspices of the Publications and Communications Board (P&CB) and the Psychologist Policy Committee. It is intended to be used for all Society publications other than the primary research journals (i.e. those published by the journals department). Users of the guide should include not only authors, editors and production staff concerned with the regular publications (*The Psychologist*, subsystem newsletters, etc.) but also honorary officers and staff members involved in producing other written material for publication (advertisements, reports, press releases, etc.).

The original intention had been to develop a guide to include journals. However, it became clear in the course of development that the specialist and technical requirements of journals publication differ from the less strictly academic needs of other areas such that an all-embracing style guide was likely to be unwieldy and difficult to use. Thus the purpose of a general guide might be defeated. In October 2001 the P&CB decided that journals should simply follow the comprehensive American Psychological Association style (with a few exceptions for British usage), which really had already become the academic standard. In the case of our official journals, therefore, the existing *Style Guide* that has been used by journals authors and editors since 1989 is replaced by the *Publication Manual of the American Psychological Association*.

For all other Society publications this new *Style Guide* is really the first that has been designed for their own use. It is for the most part based on the established style of *The Psychologist*. The reasons for this are that *The Psychologist* has for a long time systematically kept and recorded its own editorial style and that this style is already familiar to members, *The Psychologist* being the only relevant publication that all members receive regularly.

However, the style adopted is not precisely that of *The Psychologist*. The opportunity has been taken to tidy up some areas of inconsistency that had developed through the aggregation of innumerable separate decisions on style, taken by different people at different times, often without reference to similar earlier decisions. Almost all of the content of this guide relates to actual questions that have arisen in the course of producing publications for the Society. Some of the advice given in the guide is not strictly to do with style, rather it is about acceptable English usage, particularly in those areas in which it is apparent that there is occasionally some difficulty and over which people are known to seek guidance (e.g. much of Section 11 'Sentence construction').

Peter Dillon-Hooper
Assistant Editor, The Psychologist

1 Abbreviations

1.1 Use of abbreviations

When abbreviations are used they should generally be spelt out on first appearance with their abbreviated forms following in parentheses.

> Recent studies have looked at the diagnosis of conduct disorder (CD)…

The aim is always to ease communication with readers. Abbreviations should therefore be used only when (a) a term is more familiar in its abbreviated form than in its long form or (b) using an abbreviation aids readability by avoiding cumbersome repetition.

Some abbreviations are so well known that they usually need no explanation, though in some cases meaning varies according to context.

AGM	EU	LSD	PR
AIDS	FBI	MEP	UK
BBC	GP	MP	UN
CV	HIV	NATO	UNESCO
DNA	HMSO	NHS	UNICEF
DSM	IQ	OED	US
EC	ITV	OFSTED	USA

1.2 Latin abbreviations

In ordinary text certain standard abbreviations of Latin words and phrases are best used only within parentheses; outside parentheses the English-language equivalent should be used instead.

cf.	(compare)	etc.	(and so on)
e.g.	(for example, for instance)	i.e.	(that is)

Note: No comma after *e.g.* and *i.e.* Comma after the last item in a series preceding *etc.* (i.e. universities, schools, colleges, etc.).

In other formats (e.g. footnotes and endnotes, displayed lists) these abbreviations may be used both inside and outside parentheses.

The abbreviation *et al.* may be used in running text. But possessive constructions such as 'Smith *et al.'s* recent study…' should be avoided by rephrasing:

> The recent study by Smith *et al.*…

1.3 Punctuation in abbreviations

Period (full stop) after:

- abbreviations of first names: F. Smith, J-L. Duval
- curtailed words: vol., Capt.

No period after:

- abbreviations whose last letter is the last letter of the full word: edn, Dr, Mr, Mrs
- ordinal number abbreviations: 1st, 2nd, 3rd, etc.

No period after or within:

- capital letter abbreviations and acronyms: BBC, IQ, NATO
- abbreviations for units of measurement: 35cm, 60mph
- abbreviations of US states: CA, DC, MO, etc.
  (The main use is in references and displayed text – always use the full name of a state in running text, except Washington, DC is the recommended way to differentiate the city from the state of the same name. For a full list see Appendix 2.)

  Note: These abbreviations can only be used following the name of a city. The city name is followed by a comma then the state abbreviation. Springfield, IL Mahwah, NJ
- academic designations: BA, MSc, PhD, CPsychol, FBPsS

1.4 Indefinite article with abbreviations

Whether *a* or *an* is used depends on how the abbreviation or acronym is pronounced in speech.

an NHS hospital
a NATO meeting
an EU proposal
a UNESCO initiative

Where the abbreviation is normally expanded in speech, use *a* or *an* as appropriate to the full word.

a MS (read as 'a manuscript')

1.5 Plurals of abbreviations

Where a plural form is needed, a lower-case *s* only should be added, no apostrophe is used.

MPs, Special Educational Needs Coordinators (SENCOs)

Curtailed words that take a period in the singular (e.g. vol.) retain the period when made plural by adding *s*

vols.

1.6 British Psychological Society approved abbreviations

The abbreviation of the British Psychological Society's name to either 'the BPS' or 'the Society' is acceptable. The latter is preferred in formal or official writing.

In formal contexts use 'Representative Council', at least at first mention. Otherwise the name may be shortened to 'Council'.

See Appendix 1 for a list of common abbreviations used within the BPS.

1.7 Abbreviations in addresses

In running text, and elsewhere unless there are real constraints of space, do not abbreviate terms such as Avenue, Boulevard, Building, Court, Drive, Mount, Place, Road, Square, Street, Terrace.

2 Capitalisation

Lower case is preferred where the choice is simply one of style. Hence:

internet	master's degree
graduate basis for registration (GBR)	green politics
psychology (or the name of any other discipline)	statement of interest

See Appendix 3a for guidance with specific words and terms.

2.1 When to use capitals

Uppercase should be used for the first letter of a word as follows:

a. The first word of new sentences, including complete illustrative sentences following a colon where there is a change of 'voice' in the sense of source of the thought.

The referees made at least one very strong criticism: The methods used were highly unethical.
Remember the advice given to beginners: Don't try to run before you can walk.

compare with

The referees made at least one very strong criticism: they said the methods used were highly unethical.
Remember the advice given to beginners: not to try to run before you can walk.

Note: Where a colon introduces material comprising more than one sentence, the text immediately following the colon should be a grammatically complete sentence and should begin with a capital letter.

b. The first word in captions for tables, figures and illustrations.

c. In titles of articles, book chapters, conference papers, public lectures and the like, and in webpage names, cited in reference lists or text, the first word of the title and the first word following a colon, dash or question mark. In running text the full title can be enclosed in single inverted commas to make it clear it is a title.

How well do researchers report their measures? An evaluation of measurement in published educational research
Thought and feeling – You can't have one without the other
Innovation in primary care: A COPC approach
The Psychologist's 'Formats and guides for submission' page on the BPS website

Do not use the title of a chapter (or book), conference paper, lecture, etc. as the object of a preposition, such as *about, on* or *with,* when the individual words of the title properly belong to the sentence in which they fall.

wrong:

The group had organised a symposium on 'Cognition and performance'…
The final chapter, which dealt with 'Asking the right questions'…

right:

The group had organised a symposium on cognition and performance…
The group had organised a symposium called 'Cognition and performance'…
The final chapter, which dealt with how to ask the right questions…
The final chapter, 'Asking the right questions', …

d. Major words* and words following a colon, dash or question mark in:

- titles and subtitles of books and other non-periodical publications, e.g. reports, factsheets, proceedings, monographs (see section 9.2 for mentions in reference lists)

The Evolution of the Mind (book)
The Future of the Psychological Sciences: Horizons and Opportunities for British Psychology (BPS working party report)
Careers in Psychology: A Graduate Guide to Psychology (BPS leaflet)

- titles of journals and other periodicals

British Journal of Mathematical and Statistical Psychology
Science and Public Affairs

- titles of conferences, exhibitions, specific projects and programmes, lecture or debate series, awards and training courses

'Working with Families – Making It a Reality' international conference
Third International Conference on Child and Adolescent Mental Health
Human Factors Exhibition
Immersive Television Project
Award for Promoting Equality of Opportunity

Sometimes a quirky capitalisation may be followed (e.g. the 'creating SPARKS' festival).

Note: Conference themes and titles of conference presentations and symposia should have only the first word capitalised and will be enclosed in inverted commas (quotation marks) in text (e.g. The conference theme this year was 'Working together').

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* Capitalise all verbs, nouns, adjectives, adverbs, pronouns and subordinating conjunctions (*if, because, as, that, when,* etc.). Do not capitalise articles (*a, an, the*), coordinating conjunctions (*and, but, or, for, nor*) and short prepositions (*by, in, of,* etc.). Prepositions of five letters or more should be capitalised (*About, After, Through, Along,* etc.), and prepositions that are part of compound verbs should also be capitalised (e.g. *Coming Out, Setting Up a Business, Looking Down on Intelligence*) Capitalise only the first word in a hyphenated compound (e.g. *Co-dependency, Self-assessment*), unless the second element has a capital in its own right (e.g. *Pre-Columbian*).

- job titles, ranks and offices when used in a formal sense as personal titles rather than as descriptions of function. See also section 2.3. If in doubt, use lower case.

  compare Her appointment as Director of Research came two years after joining the company.

  with We know that the director of research has many responsibilities…

- names of specific university departments, job titles and course titles

  Dr F. Bloggs is Senior Lecturer in Social Psychology [or a senior lecturer] in the Department of Social Sciences, University of Anytown. He is coordinator of the offender profiling module of the MSc in Forensic Psychology course.

  but

  At many departments of psychology, lecturers are delivering high-quality teaching on forensic psychology courses.

- titles of radio and television programmes. But capitalise first word only of titles of editions in series (as for chapter titles in books)

  Recently *Horizon* broadcast 'Taming the problem child'…

e. Nouns followed by a number or character denoting a specific place in a series.

see Table 3
as can be seen in Figure 1
in the first experiment Group A was found to outperform Group B
people with Type 2 diabetes

But do not capitalise nouns (and their abbreviated forms) denoting standard parts of books or tables.

chapter 2 (or ch. 2), column 3 (or col. 3)

f. Proper nouns and trade names. Proper nouns (and adjectives and other words derived from them) that acquire a common meaning are sometimes not capitalised. Consult the *Oxford Dictionary for Writers and Editors* for guidance.

Oedipus complex, Freudian slip
but narcissism, roman numeral, wellington boot

Care should be taken with some proprietary names that have passed into common usage. It is safest to use a generic alternative. Examples with suggested alternatives:

Band-Aid	plaster	Marmite	yeast extract
Biro	ball-point pen	Martini	vermouth
Burberry	weatherproof coat	Optic	spirit dispenser
Dictaphone	dictation machine	Plasticine	modelling putty
Fibreglass	glass fibre	Sellotape	sticky tape
Hoover	vacuum cleaner	Tannoy	public address system
Jeep	off-road vehicle	Thermos	vacuum flask
Jiffy	padded envelope	Xerox	photocopier
Kleenex	tissue	Yellow Pages	classified telephone directory

g. Names of geological, historical or cultural periods.

Age of Reason	Jurassic	Pleistocene	Stone Age
Dark Ages	Middle Ages	Reformation	Swinging Sixties
Enlightenment	late Middle Ages	Renaissance	
Ice Age	Neolithic	Restoration	
Iron Age	Palaeolithic	Roaring Twenties	

But modern periods analogous to *Bronze Age*, *Iron Age*, *Stone Age*, etc. are not capitalised.

information age	nuclear age	space age

h. Titles of specific tests, etc. (published and unpublished).

Eysenck Personality Inventory	Byrne Repression-Sensitization Scale
General Health Questionnaire	Psychopathy Checklist

Note: Constituent parts of tests are not capitalised (e.g. the well-being scale of Tellegen's Multidimensional Personality Questionnaire).

i. Names of sets of factors (the word factors is not capitalised).

the Big Five personality factors

Note: Individual factors are not capitalised.

2.2 When not to use capitals

a. Names of conditions or groups in an experiment.

Participants were assigned at random to interference and no-interference groups.

but

Groups A and B [see paragraph 2.1(e)]

b. Names of laws, theories, hypotheses, models, methods (apart from proper nouns in the name).

attribution theory	theory of planned behaviour
health behaviour model	Weber's law

c. Names of syndromes, diseases, etc. (apart from proper nouns in the name).

Down's syndrome	Alzheimer's disease
obsessive compulsive disorder	

d. Names of effects and phenomena (apart from proper nouns in the name).

Mozart effect	phi phenomenon

e. Names of procedures and tasks.

positron emission tomography (PET)	sustained attention to response task (SART)

f. Names of seasons.

spring, summer, autumn, winter, fall

g. Compass points.

north, east, south, west, southeast, north-northwest, etc.

north London	southern Scotland	westerly winds

except

the North, the South East, etc. [referring to specific regions]
Northern Ireland, the Far East, East Africa, etc. [geographical names with recognised status]
Western attitudes, etc. [i.e. the West as an economic, social or philosophical entity]

h. Some German nouns (capitalised in German) that have become naturalised into English.

gestalt zeitgeist

i. Various political and institutional entities

the government the state the court

but use capitals when referring to a specific court (e.g. Court of Appeal, High Court)

2.3 Words sometimes capitalised according to meaning

Capitalise certain BPS designations when used as such.

the Society Division Section Branch
Council Trustee Contributor Chartered Psychologist
Member [only in formal contexts to distinguish from Contributors]

Honorary office titles may be capitalised in formal contexts. In general lower case is preferred.

president, chair, treasurer, honorary secretary, etc.

Certain words that are sometimes capitalised in specific instances need not be capitalised (a) when being used generically or (b) on their own without the accompanying name that makes them specific, even though the meaning is specific.

The Admissions *Committee* meets three times a year. The *committee* (b), like other *committees* (a) in the organisation, comprises…
The 1999 Annual *Conference* was held in Paris. The *conference* (b) opened on Friday evening…
We met *Professor* Jones on Friday. … The next day the *professor* (b) gave a lecture on…
Prince Charles came to open the building. When the *prince* (b) made his speech…

Words in this category include:

board, committee, task force, working party, etc.; commission, agency, etc.; conference, symposium, etc.; various job titles, honorary titles, etc. [See also paragraph 2.1(d)].

Notwithstanding the general preference for lower-case initial letters, when a word can be read as simply standing for a shortened form of a full corporate name already given it may sometimes retain its initial capital.

The *Human Genetics Commission* report was released at the end of November. The *Commission* recommended…

Occasionally a title is virtually a person's proper name itself. In these cases the initial capital may be retained when used to refer to specific individuals in given contexts.

the Pope, the Queen, the President, the Prime Minister, the Foreign Secretary, etc.

This usage should be avoided when referring to people by ordinary job or honorary office titles.

the chief executive, the editor, the president, the chair, the honorary secretary

2.4 Initial articles in names of corporate bodies and publications

Some corporate bodies (including the BPS) formally style their names with a preceding definite article (e.g. The British Psychological Society, The Royal Society, The University of Liverpool). The article should always be included and capitalised where the name stands alone, for example as a heading or in displayed text. In indexes omit the definite article completely (preferred), or invert and place after a comma at the end of the heading of the index entry. Where the name appears in running text, the article either is not used or where it is used should not be capitalised:

> She went to every Royal Society lecture she could.
> They met at a Royal Society lecture.
> They attended a lecture at the Royal Society.

Many newspapers and magazines (e.g. *The Times*, *The Psychologist*) have an initial definite article in their titles. This should always be used except where the title is used attributively (i.e. modifying a following word):

> There was a report in *The Times* about the situation.
> He read the *Times* report about the situation.

> A news story on work-related stress appeared in *The Psychologist*.
> A *Psychologist* news story on work-related stress…

In the second of each of the two pairs of examples the definite or indefinite article belongs to *report* or *news story*. It would be absurd, for example, to say or write He read the *The Times* report about the situation or A *The Psychologist* article on work-related stress…

In reference citations names of academic journals are never given an initial article, even where one appears on their title pages.

In indexes initial definite and indefinite articles in names of publications may either be retained in position and filed under the article (e.g. *The Psychologist* filed under *t*), retained in position and filed under the second word (e.g. *The Psychologist* filed under *p*) or inverted and filed under the first word (e.g. *Psychologist, The* filed under *p*). The choice will depend on user expectations or ease of reference (e.g. to avoid a long string of entries beginning with *The*).

Unless there is a need to be formally correct, or to fit the syntax, initial articles in titles of handbooks, dictionaries, encyclopedias, guides, and so on, may be omitted in most contexts, including indexes, headings and displayed text. In bibliographies and reference lists it is usual to give formal titles.

> He published his *Textbook of Social Psychology* in 1948.
> He published *A Textbook of Social Psychology* in 1948. [article used to fit the syntax]

A special note about the Psychologist Policy Committee

In the name of this committee the words '(The) Psychologist' are not italicised in any context. The same rules about the definite article apply as for all other corporate bodies with an initial article:

> The Psychologist Policy Committee [in headings, etc.]
> Members of the Psychologist Policy Committee were consulted.
> A Psychologist Policy Committee meeting discussed…

3 Italics

Use italics (or underlining in typescripts if italics not available) for:

a. Titles of books (including all non-periodical publications), journals (but not articles in journals), newspapers, magazines, and radio and television programmes (but not editions in a series).

The Bell Curve *The Meaning of Truth* *British Journal of Psychology*
The Times *New Scientist* *Any Questions?*
The Horizon broadcast 'Taming the problem child'

In headings and other displayed material it is, in general, necessary to use italics for titles of books, etc. only where there is some need for the typographical distinction (e.g. to distinguish a title from adjacent text).

Names of computer programs are not italicised.

Word QuarkXPress Netscape Navigator

b. Foreign and Latin words and phrases.

raison d'être *in vitro* *Schadenfreude*

Some foreign and Latin words have become naturalised into English. Such words are not italicised and are treated in the same way as any other English words (e.g. junta, ersatz, versus). See also paragraph 12.1(h) for guidance on accents in foreign words and Appendix 3b for a selected list of specific words and phrases.

Where the grammatical function of the original has changed, assimilation into English is strongly indicated. It is appropriate then to treat the word or phrase as having been naturalised. In which case the words are set roman, though accents may be retained:

The room gave her a strong feeling of déjà vu. [adverb plus verb changed to noun]
They met for a tête à tête. [adverb changed to noun]
Vis-à-vis the current situation… [adverb changed to preposition]
The government has shown a laissez-faire attitude. [verb changed to adjective]

Foreign proper names of corporate bodies are not italicised.

Whether a German city has a football team in the Bundesliga is a valid (but not infallible) cue to city size.

c. Emphasising single words or short phrases. This technique should be used only sparingly. In general, the choice and sequence of words should provide the necessary emphasis.

d. Indicating that a word (or phrase) is being treated as a word rather than for its meaning.

The word *autism* comes from the Greek *autos,* meaning 'self'.

In this article *open question* is used to mean a question that cannot be answered by a simple 'yes' or 'no'.

e. Indicating a word used as a label.

The researchers called this factor *persuadability*.

f. Single letters used as statistical or algebraic symbols, but not Greek letters.

$p = .7$ $e = mc^2$ $2\pi r$

See also section 6.1 on statistical copy.

g. Scientific names of genera and species.

house mouse *Mus musculus* gingko *Gingko biloba*

Note: In biological binomial nomenclature the first element (generic name) takes an initial capital, the second (specific name) is lower case. Taxonomic divisions at levels higher than the genus all take the form of Latin plurals and should be set roman with an initial capital (e.g. Fringillidae [finches], Passeriformes [perching birds], Aves [birds]).

4 Lists

4.1 Displayed lists

Bulleted lists are preferred over numbered lists, unless there is a clear reason why items need to be numbered (e.g. to indicate a particular sequence, or where later reference by number would be useful). Whether to display a list or keep it in running text is usually a question of what reads best, though there may also be space considerations.

Lists that are grammatically part of an introductory sentence should not be preceded by a colon, unless a colon (or similar punctuation) would be used if the introduction and list were written out fully as a sentence (see section 4.2). Punctuate with a semicolon after each item except the last (which takes a full stop), adding *and* (or *or*, if more appropriate) after the penultimate item. The first word of each item has a lower-case first letter.

The five job characteristics that predicted levels of individual innovation were

- skill variety and challenge;
- task identity;
- task significance;
- autonomy; and
- task feedback.

Five job characteristics predicted levels of individual innovation:

- skill variety and challenge;
- task identity;
- task significance;
- autonomy; and
- task feedback.

Note: The guidance on punctuating bulleted lists need not be followed when designing material purely for display, such as advertisements.

All items in a list being the continuation of a sentence must each make grammatical sense when read with the introductory sentence.

wrong:

The successful student needs to develop

- an organised approach;
- good study habits; and
- have a questioning mind.

right:

The successful student needs to develop

- an organised approach;
- good study habits; and
- a questioning mind.

or

The successful student needs to

- develop an organised approach;
- develop good study habits; and
- have a questioning mind.

Lists comprising full sentences should always be introduced by a grammatically complete sentence followed by a colon. Items in the list are then punctuated normally.

The main findings from the study were as follows:

- No significant differences were identified in stress levels between the groups.
- Recorded stress levels for each group were similar to published norms.
- …

not

The main findings from the study were:

- No significant differences were identified in stress levels between the groups.
- Recorded stress levels for each group were similar to published norms.
- …

Note: Items in a list may not consist of a mixture of sentences and non-sentences.

4.2 Lists in running text

Lists may be introduced either by words that form a grammatically complete sentence on their own or by words that need the listed items to complete the sentence. In the former case (a) the list should be preceded by a colon with each item other than the last taking a following semicolon, and *and* being added after the penultimate item. In the latter case (b) there should be no intervening punctuation, and the sentence is punctuated normally with commas or semicolons as appropriate (see also section 7.4).

a. Five job characteristics predicted levels of individual innovation: skill variety and challenge; task identity; task significance; autonomy; and task feedback.

b. The five job characteristics that predicted levels of individual innovation were skill variety and challenge, task identity, task significance, autonomy and task feedback.

4.3 Numbered lists

In running text use letters rather than numbers.

(a)…, (b) … and (c) … .

In displayed numbered lists with sublists, use arabic numerals first, followed by letters, then roman numerals. Indent successively, keeping the same indentation for all items at the same level.

1. …
2. …
    a. …
    b. …
        i. …
        ii. …
        iii. …
    c. …
3. …

In running text the letter (or numeral) has no period and is enclosed in parentheses. In displayed lists the numerals and letters are followed by a period with no parentheses.

5 Numbers

5.1 When to write numbers as words

Generally, write the numbers one to nine as words (except when expressing percentages or units of measurement: see below). Write out any number starting a sentence (whether above or below 10). Where possible, rephrase a sentence to avoid spelling out long numbers at the beginning. Example:

> The participants were 62 males and 62 females.
>
> *not*
>
> Sixty-two males and 62 females acted as participants.

Compound numbers between 20 and 99 should be hyphenated if they need to be written out as words.

> Twenty-one One hundred and seventy-six

Imprecise numbers should always be written out as words.

> It must have happened at least twenty times.
> If I've told you once, I've told you a hundred times…
> There were thousands of people there.

Some established phrases keep their written-out numbers.

> the Ten Commandments the Twelve Days of Christmas
> forty winks.

Rounded large numbers combine figures and words.

> 10 million children a budget of £3.4 million

Large single-word numbers (hundred, thousand, etc.), even when exact and not rounded, may also be written as words.

> The British Psychological Society, a hundred years since its foundation in 1901…

5.2 When to write numbers as figures

Generally, write the numbers 10 and higher as figures.

But write all numbers as figures if they express percentages or units of measurement.

> 5 per cent £4 million 50cm

Note: In text always use *per cent*, in tables use the % sign.

Write all numbers as figures if they refer to a place in a sequence or are identifying numbers.

> chapter 1 Figure 3 Groups 4 and 5

Numbers should be written as figures if they represent a statistic or a ratio.

> 1 in 400 children

5.3 Consistency

Where there is a series of numbers some of which would normally be given as numerals and others as figures, treat them all alike within the same section of text.

> The participants were tested again after 3, 6, 9, 12 and 15 months.
> The children were separated into groups of four, eight and twelve.

Where series of numbers attach to different things in the same passage of text, they may be distinguished by making one set all figures and the other all words.

> There were four groups of 9, eleven groups of 11 and ten groups of 12.

5.4 Ordinal numbers

Ordinal numbers follow the same rules as cardinal numbers.

> eighth trial/11th trial
> sixth day/25th day
> second century/19th century

Percentiles and quartiles are always expressed in figures.

> 3rd percentile 2nd quartile

5.5 Arabic and roman numerals

Use arabic rather than roman numerals except

- where roman numerals are part of an established terminology (e.g. Type II error);
- for enumeration in sublists (see section 4.2); or
- to paginate preliminary pages in a monograph.

5.6 Fractions and decimals

Always use decimals for percentages and units of measurement.

Simple or rounded fractions may be expressed in words, when only the elements of the fraction itself should be hyphenated.

> one and three-quarters two and a half

There is no hyphen when the fraction stands on its own.

> two thirds of the sample…
> three quarters of those that were interviewed…

Use a zero before the decimal point when numbers are less than one, except when the number cannot be greater than one (as in levels of statistical significance, etc.).

> 0.8 per cent $r = -.86$ $p < .01$

5.7 Commas in numbers

No commas or spaces in four-figure numbers or numbers to the right of a decimal point:

> 2500 3.14159

Use commas in numbers of five figures and more:

> 10,000 1,275,000

5.8 Dates

Set dates without internal punctuation. Express them in the form:

1 January 2001 14 September 2000

Sometimes a date can become the name of an event. In such cases use the established form.

September 11th

The rule about expressing numbers one to nine as words and 10 and higher as figures also applies in references to centuries.

11th century BC
second century AD [Note small capitals for BC and AD]
19th century

Designations of eras are placed as follows with years in numerals (but they need only be used where there is possibility of confusion of eras.

800 BC 800 BCE (before Common Era)
AD 800 800 CE (Common Era)

There is no preference either for BC/AD or BCE/CE, but elements of the pairs should not be mixed in one document.

Use figures for decades when the intention is merely to locate the date.

By the 1960s [not the 1960's or the '60s] car ownership was becoming more widespread.

Sometimes a decade is referred to as a specific historical or cultural period. In such cases the word may be spelt out; but it should not be capitalised unless part of a popular name for the period. See paragraph 2.1(g).

Many sexual taboos were questioned in the liberal climate of the sixties.
Many sexual taboos were questioned in the Swinging Sixties.

The word should be spelt out when referring to people's ages.

The first group of participants comprised women in their late thirties and forties.

Differentiate between a range of years simply denoting the extremes of a length of time (using an en rule) and a range of years that defines a specific period such as a term of office, academic year, sporting season, and so on (using a solidus).

In the years 1998–1999 first-year students… [this would cover students from three years' intakes]
First-year students in 1998/99… [meaning only one year's intake]

Note: It is permissible to write '1998–1999' or 'from 1998 to 1999', but mixing the two forms ('from 1998–1999') is wrong and ambiguous.

5.9 Time

In general in text use am and pm, rather than the 24-hour clock (e.g. 10pm or 10.00pm, *not* 2200). But the 24-hour system may be preferred where the giving of times is in a context of scientific measurement or in displayed material such as conference progammes.

In time ranges use whichever form is most appropriate in the context:

from 9am to 2.30pm; from 1pm to 2pm

or

9am–2.30pm; 1pm–2pm

Note: Always keep am/pm with every time (e.g. 1pm–2pm *not* 1–2pm)

For a less formal style of referring to time words may be more appropriate than figures.

At six o'clock every evening…
She did not emerge until half past ten.
They kept repeating the experiment until nearly eleven.

Noon and midnight can be expressed in whichever form is most appropriate in the context:

noon/12pm/12 noon midnight/12am/12 midnight

Note: The forms 12pm and 12am may be misunderstood, so are perhaps best avoided.

5.10 Page numbers

Page numbers are written in the form

p.9 pp.158–186

Except in indexes, page ranges should be expressed in full (pp.275–278) not in elided form (pp.275–8). In all cases the page ranges (and other number ranges) are separated by an en rule (not a hyphen).

5.11 Degree classifications

There are various acceptable ways of referring to degree classifications:

first class degree/first	second class degree/second
upper second class degree/upper second/2:1	lower second class degree/lower second/2:2
third class degree/third	pass degree
fail	unclassified

5.12 Telephone numbers

Express UK telephone numbers in the form:

0116 254 9568 ext 112 020 7692 3411

Note: The grouping of digits in London telephone numbers is STD code first (020) followed by a space then the local number (in two groups of four digits). All UK numbers beginning 02 are treated similarly.

Express overseas telephone numbers in the form that is dialled from the UK:

00 33 1 4297 5316 [where the first two groups of numbers are the international access code and the country code; subsequent groupings will vary from country to country]

If writing for a specifically or predominantly overseas readership, then both UK and overseas numbers may be expressed in the form:

+44 116 254 9568 +33 1 4297 5316

or +44 (0)116 254 9568

6 Statistical and mathematical copy

6.1 Statistics

Statistical data presented within the text should be kept as simple as possible, preferably transposed to ordinary language. If more than the most straightforward statistical figures must be given they are best given in tables (see section 13).

Use a zero before the decimal point when numbers are less than one, except when the number cannot be greater than one (e.g. levels of significance, correlations and proportions):

$r = -.86$ $\qquad$ $p < .01$

The form of the most common symbols and abbreviations:

Term	*Symbol*	*Typeface*
Mean	*M*	capital italic
Probability	*p*	lower-case italic
F ratio	*F*	capital italic
Correlation coefficient	*r*	lower-case italic
Number in sample	*N*	capital italic
Student t test	*t*	lower-case italic
Degrees of freedom	d.f.	lower-case roman
Standard deviation	SD	capital roman

6.2 Mathematical formulas

Simple mathematical formulas may occasionally need to be presented.

Leave a space either side of signs.

$a + b = c$ $\qquad$ *not* $\qquad$ $a+b=c$

The sequence of brackets should be:

$< \{ [(\ldots)] \} >$

6.3 SI units

The BPS uses the International System of Units (SI) for measurements. The basic units are:

Physical quantity	*Name of unit*	*Symbol for unit*
length	metre	m
mass	kilogram	kg
time	second	s
electric current	ampere	A
thermodynamic temperature	degree Kelvin	K
luminous intensity	candela	cd

Note: Symbols for units do not take a plural form.

Unless text is primarily statistical or mathematical, it is permissible to use other units of measurement (e.g. 25 miles, 75ºC).

7 Punctuation

For fuller guidance on punctuation see the *Oxford Guide to English Usage*. A few points of standard usage and house style are noted here. For punctuation in text citations see paragraph 9.1(e).

7.1 Apostrophe

a. Possessives

- Used with a following *s* in singular nouns:
  the client's, the class's
- Used with a following *s* in plural nouns that have not been formed by adding *s* or *es*:
  the children's, the men's, the people's
- Used after the final *s* in plural nouns that have been formed by adding *s* or *es*:
  the clients', the classes'
- Not used with possessive pronouns:
  hers, its, ours, theirs, yours
- Used after personal names (including most of those ending in *s*) with a following *s*:
  Alex's James's, Williams's

Note: By convention the possessive of certain biblical and classical names ending in *s* and *es* is formed by adding an apostrophe only (e.g. Jesus', Moses', Hercules', Herodotus').

b. Mark of omission

- Used to indicate a missing letter or letters:
  he'll, hasn't, it's, we're

  But this usage is discouraged in strictly scientific writing.
- Some curtailed words have become the natural word to use in place of the longer form. The apostrophe should not be used in:

  bus, flu, phone, plane

c. Plurals

Do not use an apostrophe to form simple plurals. Such wrongly formed plurals are most often seen with abbreviations (see section 1.5), years, and words ending with a voiced vowel.

- We surveyed 500 GP's.
- Much progress was made in the 1990's.
- The children watched video's all evening.

All the above examples are incorrect. Only exceptionally will an apostrophe be needed to form a simple plural. Exceptions arise when not to use an apostrophe would look odd or might mislead (e.g. dotting the i's and crossing the t's).

7.2 Commas

Commas are not required after short adverbial phrases at the start of a sentence, unless to avoid ambiguity, even if only a momentary one.

> In 1999 the researchers set up a study…
>
> *but (to avoid ambiguity)*
>
> A year after, they went to Scotland and tried again to set up their business…

A comma should follow certain prefacing words and phrases ('sentence adverbs'). Some examples:

> Firstly, … [when introducing a series of items]
>
> For example, … Furthermore, …
> However, … [but However good this might have been…]
> In conclusion, … Moreover, …
> Nevertheless, … To sum up, …

Not required before *and* in a list of items, unless to avoid an ambiguity or to clarify where one item ends and another begins (particularly where the items are lengthy). Examples:

> …in the professional work of clinical, forensic and educational psychologists.
>
> The Bishops of Winchester, and Bath and Wells [two bishops, not three]

7.3 Full stop (period)

There are few difficulties with the placing of full stops. (Though for the purpose of aiding comprehension, shorter sentences, and therefore more full stops, are better than peppering text with commas and semicolons.)

If a complete sentence appears within parentheses, the full stop is correctly placed inside the closing parenthesis (as in the previous paragraph).

For problems that arise with quoted material see section 8.2.

7.4 Semicolon

A semicolon marks a more definite break than a comma, without separating two related clauses too emphatically by use of a full stop.

> Language is a rhetorical device for reasoning, not just a method of labelling; as such it provides us with the tools for thinking.
>
> *is better than*
>
> Language is a rhetorical device for reasoning, not just a method of labelling, as such it provides us with the tools for thinking.
>
> *or*
>
> Language is a rhetorical device for reasoning, not just a method of labelling. As such it provides us with the tools for thinking.

In the last example the full stop subtly throws more emphasis on to the second sentence. This may, of course, be the intended effect.

Note: Overuse of the semicolon results in unwieldy and indigestible chunks of text. The advice to writers and editors is to aim for the shortest sentences that sense and tone will allow.

A semicolon is useful for showing clear separations between items in a list when the items themselves are subdivided by commas.

> Other tests included verbally presented spatial problems; exercises in which participants decide which of a series of shapes would, when assembled, make a target shape; a spatial memory reference test; and a wide range of reading and spelling measures.

A semicolon is sometimes needed before expressions such as *for example* or *that is* to signify a greater pause than the comma that usually follows them.

> …to progress the field, researchers will have to use a good scientific approach; that is, a well-developed theory and rigorous methods.

7.5 Dash

An unspaced en rule is used (rather than a hyphen)

- in number ranges (e.g. pp.15–24, 1995–98);
- to link joint names to avoid confusion with the hyphen in a double-barrelled name (e.g. Praader–Willi syndrome); and
- to indicate a relationship of opposition, interrelationship or scale (e.g. mind–body problem, thought–action fusion, nature–nurture debate, parent–child relationship).

Note: In typography an en rule is longer than a hyphen – originally the width of a letter *n*. It can be produced by most modern wordprocessing applications.

A spaced en rule is used as a long dash in text.

> The results supported the hypothesis – much to the researchers' surprise.

If an en rule cannot be produced, use a hyphen or (in typescripts) a double hyphen.

Neither in running text nor in displayed material is there a need to add a hyphen or other rule to follow a colon indicating text to follow.

7.6 Ellipsis

A three-point ellipsis is used to indicate missing text from quoted extracts. Spacing of the ellipsis should be as follows:

> 'At the end of a extract…'
> 'At the end of a question…?'
> '…at the beginning of an extract.'
> 'In the middle of a sentence…no space either side.'
> 'The end of a sentence is missing… And a new sentence follows.'
> 'The end of a question is missing…? And a new sentence follows.'
> 'The end of a sentence is missing…and the beginning of the next sentence missing, but the whole quotation makes sense as a complete sentence.'
> 'The end of a sentence is missing… [T]he beginning of the next sentence is missing but is grammatically separate from the first.'
> 'One sentence ends. …beginning of next sentence is missing.'
> 'One sentence ends. … Then text is missing before another complete sentence starts.'

There is never any need to use an ellipsis where a quoted extract or phrase is incorporated into a sentence.

> The researchers found that 'more than half of the target group self-reported significant levels of childhood trauma'.

And finally… a three-point ellipsis can also be used as a literary device to introduce a topic or to leave a thought suspended.

Note: Most wordprocessing applications have a specific symbol for an ellipsis. Using this symbol rather than three full stops will prevent the dots in the ellipsis breaking across lines.

7.7 Quotation marks (inverted commas)

a. Quotations in running text

Use single quotation marks round cited material. Use double quotation marks to enclose material that was within quotation marks (whether double or single) in the original.

b. Displayed quotations (set off in blocks)

Do not enclose in quotation marks. Use single quotation marks to enclose material that was within quotation marks (whether double or single) in the original.

c. Titles of chapters, journal articles, conferences, etc. in text

Use quotation marks to set off these titles from surrounding text.

> Smith's recent article 'Creativity, imagination and genius' stimulated much debate…

Since the sole purpose here is to distinguish the title from the text, there is no need to use quotation marks round titles that are already typographically distinct.

> Smith's recent book *Creativity, Imagination and Genius* stimulated much debate…

d. Special uses

- To indicate a word or phrase used as a literal definition:

  The word *autism* comes from the Greek *autos,* meaning 'self'.

- As an alternative to italics to indicate a word treated as a word rather than for its meaning:

  Freud wrote *Jokes* during the early days of psychoanalysis, before he had become a public figure and before he was using terms such as 'id' and 'superego'.

- To mean 'so-called':

  The interactive exhibits offered 'real-life' experiences.

  But do not use *so-called* as well as quote marks:

  The interactive exhibits offered so-called real-life experiences.

- To indicate a slang expression, or a non-standard use of a term:

  They believed that success was 'in the bag'.

- To indicate a novel or coined term at first appearance:

  …suffering from what can be described as 'postdoc depression'.

e. Punctuation with quotation marks

In accordance with standard British practice, trailing punctuation is placed outside closing quotation marks:

> They believed that success was 'in the bag'.
> It was 'in the bag', or so they believed.
>
> *not (American usage):*
>
> They believed that success was 'in the bag.'
> It was 'in the bag,' or so they believed.

But if the punctuation itself belongs to the matter within quotation marks, different conventions apply. For a fuller discussion of punctuation with quoted material see section 8.2.

7.8 Punctuation of postal addresses

When addresses are displayed (i.e. a new line for each line of the address), no punctuation should be used. When addresses are run on, a comma is used to separate each line of the address. In neither case does a comma separate the elements of a line (e.g. house number and street name, or town and postcode).

> The British Psychological Society
> St Andrews House
> 48 Princess Road East
> Leicester LE1 7DR
>
> The British Psychological Society, St Andrews House, 48 Princess Road East,
> Leicester LE1 7DR

If a country name needs to be given, it should follow the postcode (or equivalent):

> The British Psychological Society, St Andrews House, 48 Princess Road East,
> Leicester LE1 7DR, United Kingdom

8 Quotations

Short quotations can be incorporated in the text within quotation marks. Longer quotations are set off from the main text as freestanding blocks without quotation marks. See also paragraphs 7.7(a) and (b).

Quotations of up to 40 words will generally be incorporated in the text, but whether to incorporate in text will depend on the layout and format of the page on which it is to appear. It may also depend on the content. For example quotes and comments in interviews or news stories will usually be set within the main text.

For quotation of copyright material see section 15.4.

8.1 Changes to cited material

Direct quotations must be cited word for word (for omitted material see section 7.6). Where any incorrect spelling, grammar or punctuation might confuse readers, (or to indicate authorial or editorial awareness of a mistake) use the word *sic* in square brackets immediately following the error.

> 'A number of them has [*sic*] been involved in research into…'

The first word of a quotation may be changed to a lower case or capital letter to fit the sentence construction (a) below. Alternatively, such a change may be indicated by placing the changed letter in square brackets (b).

> *Original* (from Davies & Thasen, 2000, p.425): 'Until such time as automatic image processing reaches acceptable levels of efficiency, identification of persons from CCTV footage based purely on alleged physical resemblance needs to be treated with caution.'
>
> (a) Davies and Thasen (2000) concluded that 'until such time as automatic image processing reaches acceptable levels of efficiency, identification of persons from CCTV footage based purely on alleged physical resemblance needs to be treated with caution' (p.425).
>
> *or*
>
> (b) '[I]dentification of persons from CCTV footage based purely on alleged physical resemblance needs to be treated with caution' was the conclusion reached by Davies and Thasen (2000, p.425).

Another way to deal with beginning a quotation other than at the start of the source sentence is by use of an ellipsis. See section 8.2.

The punctuation mark at the end of a quoted extract incorporated into a sentence may also be changed or omitted to fit the syntax. Other punctuation, spelling, etc. should follow the original, even if it is incorrect.

> '[I]dentification of persons from CCTV footage based purely on alleged physical resemblance needs to be treated with caution,' wrote Davies and Thasen (2000, p.425).

Any changes made to a quotation (e.g. italicising a word for emphasis,) must be explicitly indicated by a comment within square brackets immediately following the italicised word.

> Smith (1989) concluded that 'in general the *morning* [emphasis added] is the best time for strictly mental work' (p.149).

Material inserted to clarify the quotation should be placed within square brackets. Words in parentheses belong to the original.

> Myers (2000) concluded that 'these groups [repressors and the truly low anxious] react very differently on the three systems of anxiety (verbal, behavioural and physiological)' (p.403).

8.2 Punctuation with quotations

a. Quotations in running text

Can be set in two ways:

- with a colon introducing one or more complete sentences (i.e. complete grammatically, not necessarily complete sentences from the original)

  > Davies and Thasen (2000) concluded: 'Until such time as automatic image processing reaches acceptable levels of efficiency, identification of persons from CCTV footage based purely on alleged physical resemblance needs to be treated with caution.' (p.425.)

  > Davies and Thasen (2000) concluded: '…identification of persons from CCTV footage based purely on alleged physical resemblance needs to be treated with caution.' (p.425.)

- by incorporating in a sentence

  > Davies and Thasen (2000) concluded that 'until such time as automatic image processing reaches acceptable levels of efficiency, identification of persons from CCTV footage based purely on alleged physical resemblance needs to be treated with caution' (p.425).

  > Davies and Thasen (2000) concluded that 'identification of persons from CCTV footage based purely on alleged physical resemblance needs to be treated with caution' (p.425).

Where more than one sentence is quoted, the extract should always be introduced by a colon. It is not possible logically to incorporate more than one sentence in a sentence.

Note: The ellipsis (…) is used to indicate missing text only at the start or end of a quotation introduced by a colon. Do not use an ellipsis at the start or end of a quotation incorporated into a sentence. In either case an ellipsis may be used in the middle of a quotation.

The original terminating punctuation must be kept in quotations introduced by a colon. The citation or page reference that follows will then need a full stop inside the closing parenthesis (see above).

In quotations incorporated in a sentence the original terminating punctuation is omitted (unless the terminating punctuation is a question mark or exclamation mark). The citation or page reference that follows will then need a full stop (or comma, colon or semicolon) outside its closing parenthesis (see above). Or if no page reference is given, the full stop or other punctuation immediately follows the closing quotation mark:

> Davies and Thasen (2000) concluded that 'identification of persons from CCTV footage based purely on alleged physical resemblance needs to be treated with caution'.

If the terminating punctuation of a quotation incorporated in a sentence is a question mark or an exclamation mark, this must be placed inside the closing quotation mark (because it belongs to the quotation, not to the surrounding sentence). If the sentence containing the quotation then ends at the same place, no full point is needed after the closing quotation mark.

> …questions such as 'How large is the universe?' and 'Does chaos rule the cosmos?' Not far down the list was the question…

This convention is to avoid a rather fussy three punctuation marks in a row, two such marks being enough to mark the end of a sentence. But if the quotation does not end at the same place as the sentence, this may not be avoidable.

> …questions such as 'How large is the universe?', 'Does chaos rule the cosmos?' and 'What is consciousness?'

Page references usually follow the quotation. Where a quotation is incorporated into a sentence that is a direct question, placing the question mark outside the closing parenthesis of the page reference (or citation) separates it from the text to which it belongs. Placing the question mark after the closing quotation mark (not within, as it was not part of the original quoted material) separates the quotation from its reference. The preferred solution is to place the reference elsewhere, recasting the sentence if necessary.

> Why did Davies and Thasen (2000, p.425) conclude that 'identification of persons from CCTV footage based purely on alleged physical resemblance needs to be treated with caution'?
>
> *not*
>
> Why did Davies and Thasen (2000) conclude that 'identification of persons from CCTV footage based purely on alleged physical resemblance needs to be treated with caution' (p.425)?
>
> *not*
>
> Why did Davies and Thasen (2000) conclude that 'identification of persons from CCTV footage based purely on alleged physical resemblance needs to be treated with caution'? (p.425.)

b) Block quotations

Longer quotations that are printed as freestanding blocks should not be written as a continuation of an introductory sentence. The original initial capitalisation and terminating punctuation is kept. If such a quotation begins mid-sentence, an ellipsis (…) must indicate this and the first word is not capitalised (unless it was capitalised in its own right in the original).

The citation should follow the extract in parentheses without any terminal punctuation either inside or outside the closing parenthesis.

> Until such time as automatic image processing reaches acceptable levels of efficiency, identification of persons from CCTV footage based purely on alleged physical resemblance needs to be treated with caution. Moreover, the training of video operators should take account of the accumulated research which points to the importance of human factors governing the deployment and effectiveness of video technology. (Davies & Thasen, 2000, p.425)

Note: Block quotations may be distinguished typographically (e.g. by smaller type size or italics).

9 Citation of sources

Scientific findings and assertions reported in the text should always be supported by a reference to their source. A single reference for each instance is preferred. If more than one reference could be cited, use the most recent or most accessible as an 'e.g.' reference. The most recent of a string of publications on the same topic will often itself contain references to the earlier ones.

> The function of denial as a psychological defence mechanism is integral to mainstream thinking about coping with physical illness (e.g. Goldbeck, 1997).

If there is good reason to give more than one source, citations should be limited to a maximum of three for any single instance, using the 'e.g.' device if necessary.

9.1 Citation in text

The author–date system (also known as the Harvard system) is the preferred method of citation. The style adopted is based on APA reference style but with minor variations detailed here. For full details refer to the *Publication Manual of the American Psychological Association*.

The surname of the author(s) or editor(s), or the name of a corporate originator, and the year of publication are inserted in the text at the appropriate point.

> In a recent study of reaction times Rabbitt (1980) found…
> Rationality can be undermined by certain intuitions (Baron, 1994).
> Stalking has been defined as unwanted contacts or intrusions on two or more occasions (Australian Bureau of Statistics, 1996).

References cited in the text must appear in the reference list (see section 9.2). Text citations should remain in quoted material, but it is not necessary to add the corresponding references to the reference list only on the basis of their appearance in a quotation.

a. Multiple citations

Give multiple citations chronologically for a single author: (Smith, 1999, 2001a, 2001b)

but in alphabetical order for a multi-author list: (Brown, 2001; Jones, 1996; Smith, 1992)

The sequence is strictly alphabetical, even if a chronological sequence seems more logical:

> In the last 25 years the department has carried out three major surveys (Arnold & Smith, 1988; Brown, 1999; Smith, 1981).

b. Multiple authors

If a work has two authors, cite both names every time and link them with an ampersand (&) if the citation appears in parentheses: The original study (Smith & Jones, 1984)…

or with *and* if in running text: The original study by Smith and Jones (1984)…

If a work has three or more authors, for both first and subsequent occurrences cite only the first author followed by *et al*.

Note: Italicise *et al*. (contrary to APA style).

If the abbreviation *et al*. leads to a confusion between two groups of authors, e.g. Hunt, Hartley and Davies (1983) and Hunt, Davies and Baker (1983), then cite as many of the authors as necessary to distinguish the two citations. Hunt, Hartley *et al*. (1983) and Hunt, Davies *et al*. (1983)

When there are more than six authors, the corresponding entry in the reference list should give the surnames and initials of the first six authors followed by *et al*.

c. Same author and year

Works by the same author or authors and with the same year of publication are differentiated by adding the suffixes *a*, *b*, etc. to the year both in the text citation and the reference list. The suffixes are assigned alphabetically according to the words following the year in the reference list.

listed in reference list

MacKay, T. (2000a) A millennium without illiteracy? Breaking the link between poverty and reading failure. *Proceedings of The British Psychological Society*, *8*(2), 15.
MacKay, T. (2000b) Educational psychology and the future of special educational needs legislation. *Educational and Child Psychology*, *17*(2), 27–35.

referred to in text as

MacKay (2000a, 2000b)

Where the authors are not identical but the text citation using *et al*. could lead to confusion, the citations should be differentiated by listing additional authors (as in paragraph 9.1(b)), not by using year suffixes.

listed in reference list

Cohen, S., Braithwaite, D., Reynolds, F., Jones, M., Smith, P., Arnold, W. *et al.* (1993)…
Cohen, S., Reynolds, F., Braithwaite, D., Jones, M., Smith, P., Arnold, W. *et al.* (1993)…

referred to in text as

Cohen, Braithwaite *et al*., 1993; Cohen, Reynolds *et al*., 1993

d. Specific parts of cited sources

Make citations of a particular page, figure, table, etc. at the appropriate point in the text rather than in the reference list.

When such citations appear in parentheses, use commas and not parentheses to set the date.

(Stone, 1999, Table 2.4); (Hunter, 2001, pp.251–253)

Note: No space between pp. and the following number.

e. Punctuation in text citations

A modified APA style has been adopted. One modification is to ignore the APA preference for the series comma (i.e. the comma before *and*, *&* or *et al*. except after a single name). Thus:

Smith and Jones (2000) reported…
It has been reported (e.g. Smith & Jones, 2000)…
Smith *et al*. (2001) found…

and

Smith, Brown and Jones (2000) reported…

It has been reported (e.g. Smith, Brown & Jones, 2000)…

Smith, Brown *et al.* (2001) found…

APA style would require a comma after Brown in each of the second group of references.

f. Personal communications

Personal communications (letters, memos, e-mails, telephone conversations, etc.) do not provide recoverable data. They are therefore not included in the reference list and appear in text citations only. Give the initials and surname of the correspondent and as exact a date as possible.

J. Brown suggested (personal communication, 14 September 2000)…

It has been suggested (J. Brown, personal communication, 14 September 2000)…

g. Secondary sources

If a work is cited as discussed in a secondary source, give the name of the original author with a reference only to the secondary source. Rubin's study of romantic love (as cited in Sabini, 1992)…

The sole entry in the reference list here would be:

Sabini, J. (1992). *Social psychology*. New York: W.W. Norton.

h. Legal cases

The parties in a case should be referred to in the following format:

Bolam v. *Friern Hospital Management Committee*

R. v. *Smith*

It is usual, but not always necessary in psychological texts, to add the year of the case in parentheses. In general this will suffice, and there is no need for an entry in a reference list. Note that the year will normally refer to the year of publication of a law report; many cases (particularly the significant ones most likely to be referred to) will have gone through various stages of interim judgements and appeals, each of which may have been reported in different years; frequently a case is decided in one year and reported the following year. If precision is needed or if a quotation from the judgement needs a full citation, there are standard legal formats for referring to legal cases that are too complex to set out here. Follow the format used in the legal source. For example, in the *Bolam* case referred to above a correct formal citation would be:

Bolam v. *Friern Hospital Management Committee* [1957] 1 WLR 582

This means that the judgement was reported in volume 1 of the Weekly Law Report series of 1957 starting on page 582. This particular case was also published elsewhere, so there are other ways of giving it a full reference. It is not necessary to give all the valid references.

i. Statutory material

Statutory material may be referred to in text without needing a corresponding entry in the reference list. Refer to an Act of Parliament as follows (roman, date not set off by commas or parentheses): Mental Health Act 1983

Specific parts of an Act may need to be specified:

Statutory registration for psychologists was made possible by section 60 of the Health Act 1999.

Statutory registration for psychologists was made possible by the Health Act 1999 (s.60).

Statutory instruments (Orders in Council, Regulations) are sequentially numbered by year. The identifying number need not be given provided the title and year of the instrument are stated, but may be given in the text reference if felt necessary.

> Immigration (Leave to Enter) Order 2001
> Child Support (Miscellaneous Amendments) Regulations 1999
>
> *or*
>
> Immigration (Leave to Enter) Order (SI 2001/2590)
> Child Support (Miscellaneous Amendments) Regulations (SI 1999/977)

Specific parts of a statutory instrument may need to be specified:

> When a person applies to enter the UK for a reason not specified by the immigration rules, under article 2(4) of the Immigration (Leave to Enter) Order 2001 the secretary of state may take into account any additional grounds that a person has for seeking leave to enter.
>
> The Child Support Fees Regulations 1992 were amended by regulation 3 of the Child Support (Miscellaneous Amendments) Regulations 1992.

Note: The various subdivisions of Acts and statutory instruments have specific names (Part, Schedule, section, subsection, regulation, article, etc.). Care must be taken to use the correct terms.

j. Literary works

References to literary works will rarely need an entry in the reference list. Well-known works can be referred to by merely giving the title in the text. A year in parentheses may be added for lesser-known works, or where the date has some extrinsic significance. Even where an extract from a literary work is quoted it is not usually necessary to give page numbers (or in the case of plays, act and scene numbers) or an entry in the reference list. However, it may be appropriate to do this where a literary work is the main subject being discussed.

k. Broadcast media

Television and radio programmes should be referred to only by title of programme, series or edition either in the body of the text or parenthetically. If relevant, the channel may also be given. The specific date of broadcast and channel should be added if a direct quotation or academic point is being made. There is no need to give a full citation in the reference list.

l. The Bible and other sacred works

References to specific parts of the Bible are always given in the text, not in a reference list. Give the name of the book (roman type) in full (i.e. not the standard abbreviation) followed by chapter and verse(s) in arabic numerals separated by a colon.

> Hebrews 13:8
> 1 Thessalonians 4:11
> Ruth 3:1–18

Where a biblical passage is quoted, there is no need to give line numbers. Nor does the version quoted (e.g. *Hebrews 13:8 RSV* for the Revised Standard Version) need to be given unless there is a specific reason to include this information.

Treat references to other sacred texts similarly.

9.2 Citation in reference lists

The purpose of the reference list is to allow readers (or librarians) to find the original material. To allow them to do this it is essential to include the following items of information for each item in the list: author or originator; year of publication; title of work; publication data.

Take care to check that all references cited in the text are included, and that dates and spellings of authors' names are consistent in the text and the list.

BPS reference style follows APA style for content, capitalisation and sequence of information (see *Publication Manual of the American Psychological Association*). Individual styles of layout, typography and punctuation may be used by different publications, but should always be internally consistent.

The APA *Publication Manual* should therefore be referred to for detailed guidance on how to set out the many variations on the elements of a reference. The main types of entry are listed here, with examples that will serve as patterns for analogous cases.

Entries in a reference list are in a letter-by-letter alphabetical sequence. That, is spaces between the elements of an entry, and all hyphens, periods and other punctuation marks are ignored for the purpose of deciding the filing order. Ampersands are ignored when they separate individual author names. Names with prefixes (e.g. de Gaulle, van den Boom) are filed under the initial letter of the prefix, regardless of capitalisation. Names beginning *Mac*, *Mc*, and so on, are filed strictly alphabetically, not as if they were all spelt *Mac*.

In a biographical or similar account it is not normally necessary to supply a full reference for books and texts mentioned as having been written or contributed to (or even having been read) by the subject of the account. Simply add the year of publication in parentheses after the first mention of the title in the text.

> Myers established a laboratory at King's College London, published *A Textbook of Experimental Psychology* (1909) and lobbied…

Where there are more than six authors, give only the first six names followed by *et al*. If two such references shorten to the same form, give as many additional names of authors as is necessary to distinguish the two references.

a. Journal articles

Smith, A.B. & Clark, E. (1995). Unlimited thinking. *Cognitive Psychology*, *24,* 9–15.

if in press:

Smith, A.B. & Clark, E. (in press). Unlimited thinking. *Cognitive Psychology*.

b. BPS subsystem periodicals

Numbered by volume and part (treat as journal references)

Boynton, P. (2000). Women, psychology and success – Who's stopping us making it? [Interview with Pat Frankish]. *Psychology of Women Section Review*, *2*(2), 41–47.

Hartley, J. & Jory, S. (2000). Lifting the veil on the viva: The experiences of psychology PhD candidates in the UK. *Psychology Teaching Review*, *9,* 76–90.

Note: It is only necessary to give a part number (as in Boynton, 2000) where pagination is by part rather than by volume.

Numbered by issue

Plant, B. (2001, January). Disclosure of unused material. *Forensic Update*. Issue 64, pp.4–9.

Robinson, E. & Whitcombe, E. (2001, Winter). Source monitoring errors mislead older but not younger children. *Developmental Psychology Forum*. Issue 58, pp.9–12.

c. Books and monographs

Berkowitz, L. (1980). *A survey of social psychology* (3rd edn). New York: Holt.

if in press:

Berkowitz, L. (in press). *A survey of social psychology* (3rd edn). New York: Holt.

d. Edited books

Wall, T.D. (Ed.) (1987). *The human side of manufacturing technology*. Chichester: Wiley.

e. Chapters in edited books

Petrie, K. (1981). Life stress and illness: Formulation of the issue. In B.S. Dohrenwend & B.P. Dohrenwend (Eds.) *Stressful life events and their context* (Rev. edn., pp.345–401). New York: Wiley.

if in a separately titled volume in a multi-volume work:

Auerbach, J.S. (in press). The origins of narcissism and narcissistic personality disorder: A theoretical and empirical reformulation. In J.M. Masling & R.F. Bornstein (Eds.) *Empirical studies of psychoanalytic theories: Vol. 4. Psychoanalytic perspectives on psychopathology*. Washington, DC: American Psychological Association.

Note: For books that are in press, page numbers are not available.

f. Republished works

Freud, S. (1984). The unconscious. In A. Richards (Ed.) *The Pelican Freud library: Vol.11. On metapsychology: The theory of psychoanalysis* (pp.159–222). Harmondsworth: Penguin. (Original work published 1915)

Jaspers, K. (1963). *General psychopathology* (M. Hamilton & J. Honig, Trans.). Baltimore, MD: Johns Hopkins University Press. (Original work published 1913)

Note: In text citations give both original and later dates: Freud (1915/1984); Jaspers (1913/1963).

g. Magazine articles

Concar, D. (2002, 16 March). Corporate science v the right to know. *New Scientist*, pp.14–16.

h. Newspaper articles

Smithers, R. (2001, 3 August). Teachers on TV 'shown as idle drunks'. *The Guardian*, p.11.

without named author:

Tests annulled after cheating. (2001, 27 July). *The Times Educational Supplement*, p.4.

Note: In a parenthetical text citation use a shortened form of the title: ('Tests annulled', 2001).

i. Letters to the editor

Ahern, C. (2002, 10 September). Trusting drugs [Letter to the editor]. *The Independent*, p.17.

Pilgrim, D. (2001). Engaging with biology [Letter to the editor]. *The Psychologist*, *14*, 179.

Note: Words that describe form are enclosed in square brackets.

j. Official reports

Association of Chief Officers of Probation (1997). *Position statement on electronic monitoring*. London: HMSO.

Presidential Commission (1986). Human factors analysis. In *Report of the Presidential Commission on the Space Shuttle Challenger Accident* (Vol. II, Appendix G). Washington, DC: US Government Printing Office.

Quality Assurance Agency for Higher Education (2001). *The framework for higher education qualifications in England, Wales and Northern Ireland*. Gloucester: Author.

k. BPS reports, guidelines, etc.

British Psychological Society (1999). *Dyslexia, literacy and psychological assessment*. Report of a working party of the Division of Educational and Child Psychology. Leicester: Author.

British Psychological Society (2000). *Code of conduct, ethical principles and guidelines*. Leicester: Author.

Division of Clinical Psychology (1995). *Professional practice guidelines*. Leicester: British Psychological Society.

l. Unpublished theses/dissertations

Beck, G. (1992). *Bullying amongst incarcerated young offenders*. Unpublished master's thesis, Birkbeck College, University of London.

m. Conference papers, etc.

Papers in published proceedings

Cynx, J., Williams, H. & Nottebohm, F. (1992). Hemispheric differences in avian song discrimination. *Proceedings of the National Academy of Sciences, USA, 89,* 1372–1375.

Deci, E.L. & Ryan, R.M. (1991). A motivational approach to self: Integration in personality. In R. Dienstbier (Ed.) *Nebraska Symposium on Motivation: Vol. 38. Perspectives on motivation* (pp.237–288). Lincoln: University of Nebraska Press.

Note: Treat regularly published proceedings as periodical references (as in the first example above).

Unpublished papers presented at a meeting

Lanktree, C. & Biere, J. (1991, January). *Early data on the Trauma Symptom Checklist for Children (TSC–C)*. Paper presented at the meeting of the American Professional Society on the Abuse of Children, San Diego, CA.

n. Government publications

Department of Health & Home Office (2000). *Reforming the Mental Health Act. Part I: The new legal framework*. White Paper. Cm 5016-I. London: The Stationery Office.

Hunt Report (2000). *Research and development for a first class service: R&D funding in the new NHS*. Department of Health: HMSO.

Scottish Office (1998). *Meeting the childcare challenge: A childcare strategy for Scotland*. Cm 3958. London: The Stationery Office.

Note: It is not necessary always to give the command paper number. If it is given, the publisher's details may be omitted, but the command paper reference should be given accurately, as different formats refer to different periods (Cmd: 1919–1956; Cmnd: 1956–1986; Cm: 1986 to the present).

o. Unpublished/submitted/in preparation papers

Black, P.T. (1999). *Educational level as a predictor of success*. Unpublished manuscript.

Black, P.T. (1999). *Educational level as a predictor of success*. Manuscript submitted for publication.

Black, P.T. (1999). *Educational level as a predictor of success*. Manuscript in preparation.

Note: The year is that of the draft referred to. In text citations use the year, not 'in preparation', 'submitted', etc.

p. Limited circulation publications

Breast Cancer Care (2001, May). *Breast cancer and you: Coping with a diagnosis*. (Available from Breast Cancer Care, 210 New Kings Road, London SW6 4NZ)

q. Press releases

Mental Health Foundation (2002, 30 May). Mental Health Foundation breaks new ground with early stage dementia website [Press release].

r. Foreign-language books, title translated into English

Klix, F., Kossakowski, A. & Mäder, W. (Eds.) (1980). *Psychologie in der DDR – Entwicklung, Aufgaben, Perspektiven* [Psychology in the GDR – Development, tasks, perspectives] (2nd edn, rev.). Berlin: VEB Deutscher Verlag der Wissenschaft.

Note: Use any accents and capital letters for foreign-language words as in the original (e.g. initial capitals for all nouns in this example).

9.3 Citing documents published on the internet

The recent rapid expansion of the number and variety of documents available over the internet has meant that systems of citation are only slowly settling to standardised forms. Complicating factors are that website addresses may change and that information found at a given address may change.

Many internet sources need not be given full academic-style references. In such cases the website addresses and any other information necessary to the context may be given in the main text.

If a document is known to be also available in ordinary printed form, then only its print form need be cited in a reference list. The *Publication Manual of the American Psychological Association* recommends adding '[Electronic version]' after giving a journal paper title referenced in standard print form but viewed in its electronic form. This is because versions may differ in some ways (e.g. there may be additional data in the electronic version).

Where an internet citation must be given, the principle is that enough information should be provided for retrieval of the source. The minimum information needed is

- document title or description;
- website address (of the specific document rather than a home or menu page); and
- date of retrieval.

The author or originator of a document, and the date of publication or update may also be given.

Most website addresses are available via hypertext transfer protocol (http). In these cases omit the protocol and its associated colon and slashes (http://) from the cited address. Other protocols (e.g. https, ftp) need to have their differentiating characters cited. The letters *www* cannot safely be omitted, as many website addresses do not begin this way.

Line breaks can be a problem, especially as the hyphen is a functional character in internet addresses. If an address needs to be broken, avoid breaking directly before or after a full point or hyphen. If possible break either side of a forward slash or underscore.

avoid:	*preferred*:
www.bps.org .uk/sub-syst/subsytems_div1.cfm	www.bps.org.uk/sub-syst/ subsytems_div1.cfm
www.bps.org.uk. sub-syst/subsystems_div1.cfm	
www.bps.org.uk/sub- syst/subsytems_div1.cfm	
www.bps.org.uk/sub -syst/subsytems_div1.cfm	

a. *Online journal article (available also in print)*

Hughes, L.E. & Wilkins, A.J. (2002). Reading at a distance: Implications for the design of text in children's big books [Electronic version]. *British Journal of Educational Psychology*, *72*, 213–226.

b. *Internet-only journal article*

Frederickson, B.L. (2000, 7 March). Cultivating positive emotions to optimize health and well-being. *Prevention and Treatment*, *3*, Article 0001a. Retrieved 20 November 2000 from journals.apa.org/prevention/volume3/pre0030001a.html

c. *Non-periodical document*

European Union (n.d.). *Draft charter of fundamental rights of the European Union*. Retrieved 10 June 2002 from ue.eu.int/df/default.asp?lang=en

National Autistic Society (n.d.). *About the NAS*. Retrieved 14 February 2002 from www.nas.org.uk/nas/index.html

Note: Where no publication date is given, use *n.d.* instead of the year.

d. *News item*

Hopkins, N. (1999, 6 February). When rage is part of the package. *Guardian Unlimited*. Retrieved 14 May 2002 from www.guardian.co.uk/Archive/Article/0,4273,3817782,00.html

Physical illness link to suicide risk (2002, 7 June). *BBC News*. Retrieved 10 June 2002 from news.bbc.co.uk/hi/english/health/newsid_2031000/2031041.stm

Note: Where no author is given, use the title of the item to start the reference. In text the citation could be: ('Physical illness link', 2002).

e. *Message posted to an online discussion group*

Klein, K. (2002 , 19 April). All out of sorts. Message posted to groups.yahoo.com/group/autismandenzymes/message/7

10 Word selection

10.1 Sex-specific language

a. Sex-specific jobs, roles, etc.

Avoid using sex-specific forms generically. Examples (with preferred alternatives):

businessmen (business people, managers, executives, etc.)
chairman (chair, convenor, etc.)
forefathers (ancestors, forebears)
foreman (supervisor, head juror)
mankind (humanity, humankind, human race)
manpower (staff, personnel, workers, workforce)
policeman (police officer)
sportsmanship (sense of fair play)
workmanlike (efficient, skilful, thorough)

Avoid making sex-stereotyped assumptions about people, their abilities, attitudes and relationships. Examples:

Busy politicians often neglect their wives and children.
The behaviour was typically female.

can be changed to

Busy politicians often neglect their families.
The behaviour was… [specify].

Avoid specifying the sex of a person unless it is relevant.

~~male~~ nurse
~~woman~~ psychiatrist

Where the sex of people is specified, make sure that masculine and feminine terms are balanced. Thus *men* needs to be balanced with *women*, not *ladies* or *girls*.

b. Pronouns

Singular personal pronouns (*he*, *she* and their cognates) often cause problems. There are various possible strategies for coping with this:

- rephrasing into the plural

  When a child is disruptive he often…
  When children are disruptive they often…

- rephrasing to avoid using a pronoun

  After the client has been greeted by the counsellor he is asked to take a seat.
  After being greeted by the counsellor the client is asked to take a seat.

- using plural pronouns

  You should sit at the same level as the young person so that you are not towering above him.
  You should sit at the same level as the young person so that you are not towering above them.

- replacing the pronoun with an article

  The participant completes his task.
  The participant completes the task.

- simply omitting the pronoun

  The trainee must hand in his project work by the end of the course.
  The trainee must hand in project work by the end of the course.

There are other ways of avoiding the problem, but these often look clumsy or read oddly and should not be used:

- using both male and female pronouns (e.g. he or she; her or him), though this solution is acceptable in isolated instances;
- alternating between *he* and *she*, etc.; and
- using the formula *s/he.*

Making an introductory statement that *he*, etc. embraces *she*, etc. is not acceptable.

10.2 Inappropriate labels

a. Disabilities

This is a difficult area in which to be prescriptive: terms that some people are comfortable with, others find offensive, and yet others prefer as militantly political language. Furthermore, attitudes to language change over time and sensibilities vary culturally. In choosing which words to use, the following guidelines should be considered:

- If a term is generally regarded as offensive, it should be avoided.
  (e.g. mentally retarded, cripple, invalid).
- The fact that some people, but not people in general, say they are offended by a term (e.g. handicap) should not on its own preclude its use, though it is best avoided if there are ready alternatives.
- The words used by major organisations operating in the relevant area should have a persuasive influence on choice of terms. For example, the British Dyslexia Association uses the term *dyslexic* (as a noun), which some people say is the sort of term that equates the person with the condition; Scope, formerly known as the Spastics Society, does not now use the word *spastic*.
- Such a formula as *people with disabilities* is often preferred to *disabled people* or *the disabled* because the last two terms are said to focus on disability as the defining feature of a person or group and to label such groups as homogeneous. Authors and editors should be aware that using this formula can sometimes lead to cumbersome or ambiguous phrasing.

  people with autism and people with dyslexia [cumbersome]
  people with autism and dyslexia [ambiguous]
  autistic people and dyslexics [concise and unambiguous]

- Avoid phrases incorporating the words *victim* (e.g. stroke victim), *suffering from, afflicted by*, and the like.
- Do not use terms such as *visually challenged.* Apart from inviting derision, these constructions are so vague as to be almost meaningless.

b. Race

A person's race, ethnic or national origin should be referred to only when it is relevant. If it is necessary to use a racial designation, the golden rule is to avoid giving offence while maintaining precision in language. It is often lack of precision that itself causes offence.

Some words are quite unacceptable because of pejorative associations and should never be used.

Black is an acceptable term covering people of African, African-American, Afro-Caribbean or South Asian origin, or only to the first two of these groups in the phrase 'black and Asian'. The term *blacks* is not acceptable. The word *negro* should not be used in general writing, but may need to be used as a technical term in an anthropological context.

Oriental is not now an acceptable racial term. *Asian* or, preferably, more precise terms such as *Chinese* or *Malay* should be used instead.

Red Indian is no longer used to refer to the indigenous peoples of North America. *Native American* or particular tribal names are the recommended terms.

c. Age

Terms such as *children*, *adolescents*, *young people*, *middle-aged people*, *older people* are rather hazily delineated. While their use is acceptable for general purposes, where precision is needed the age range meant should be defined or more specific terms used (e.g. 12- to 18-year-olds).

Boy and *girl* may be used generally for people of school age (i.e. up to 18). But context may sometimes require alternative words to be used for those at the older end of the age range.

While some people object to the use of *elderly* or *the elderly*, they are not generally regarded in the UK as unacceptable and may be used. Often they are a better choice than *older people*, which can be ambiguous, particularly when age comparisons are being made. (e.g. While under-18s receive some benefit, older people are bypassed by the system. Does this mean that those over 18 or that elderly people do not benefit?).

d. Research participants

Participants in research should not be referred to impersonally as *subjects*, rather as *participants*, *respondents*, *individuals*, or by a more specific word (*children*, *students*, etc.). However, *subjects* may be used when the people concerned cannot provide informed consent (e.g. in field observations).

e. Recipients of psychological services

Patient is generally recognised to be a medical term and not normally one appropriate to describe the recipient of the services of a psychologist. The term should therefore be avoided in non-medical settings, where an alternative such as *client, service user* or simply *person* should be used. In medical contexts, where *patient* is the normal word to use for the recipient of medical services, it is acceptable to use the term for all purposes. In forensic settings the term *offender* should also be avoided when referring to such people simply as recipients of psychological services.

10.3 Parochialisms

Do not refer to people's first names as *Christian names*. Use *forename*, *given name* or *first name*.

If a publication has an international as well as a domestic circulation, the use of certain parochial words and forms of expression should be avoided.

> In this country… [change to In the UK…, In England and Wales…, or whatever is meant]
> In the North… [be more precise, e.g. In the North of England…]

Similarly, chronological references need to be used carefully. *Recently* can be used in a monthly publication (as long as it still can be described as recent by the time readers get to see it), but becomes fairly meaningless in less frequently published periodicals and monographs. The solution is to be specific.

10.4 Miscellaneous matters

a. a *or* an?

The question whether *a* or *an* should be used before a word beginning with *h* is resolved according to whether the *h* is (or can be) aspirated. So a historical perspective but an honest approach.

See also section 1.4 for use of *a* or *an* with abbreviations.

b. and/or

This shorthand formula should always be avoided in body text. Use only where shorthand is really needed (e.g. in tables). It can almost always be replaced by *and* or *or* without loss of meaning in context.

> Separation and/or divorce inevitably involve some sense of loss that requires resolution.
>
> *should be rewritten:*
>
> Separation and divorce inevitably involve some sense of loss that requires resolution.
>
> *or*
>
> Both separation and divorce inevitably involve some sense of loss that requires resolution.

The mistake is in thinking that *and* on its own must imply a cumulative series and that a solitary *or* must imply mutual exclusivity. If a simultaneous possibility of cumulation and exclusivity must be made explicit, then write X or Y or both.

c. *Ampersand*

The ampersand has a particular use in text citations and entries in reference lists. Elsewhere it should be used in corporate names or in titles of conferences or similar events where the ampersand is the usual or official way of setting out the name (e.g. Weidenfeld & Nicolson). Or it may be used as an alternative to *and* where this is integral to a corporate name and there is unity of sense (e.g. Wessex & Wight Branch but not Divisions of Clinical & Counselling Psychology, where two Divisions are referred to). With the latter usage it is important to be consistent in the same document, such consistency to cover not only the specific instance but also all analogous instances (e.g. Wessex & Wight Branch, Lesbian & Gay Psychology Section).

In titles of publications the ampersand should always be replaced by *and* unless the title includes a corporate name that has an ampersand in its own right.

d. Authors' references to themselves

Authors should avoid referring to themselves in the third person (e.g. the authors studied…). Use the first person (e.g. we studied…).

See also section 11.3 on the passive voice.

e. **Sex *or* gender**?

Avoid using *gender* as a synonym for *sex*, a usage described by the *Shorter Oxford English Dictionary* as euphemistic or colloquial.

In social and feminist psychologies *gender* has taken on a distinct meaning that incorporates social and cultural aspects. This distinction is a useful one to make and is worth preserving by not writing *gender* where only biological sex is meant. In such cases the ordinary word *sex* needs no alternative.

f. Overused words and phrases

Commonly used words and phrases that come too readily to mind can easily make writing sound dull and hackneyed. It is usually worth the effort to find alternatives.

Some overused expressions (with a selection of alternatives):

focus on (centre on, concentrate on, deal with, look at)

highlight (demonstrate, draw attention to, discuss, show, speak about)

key (central, important, main, principal, salient, vital)

on a regular/daily/temporary basis, etc. (regularly, every day, temporarily)

In conference reports avoid the stock phrase delegates came from as far afield as…

g. Use of foreign and Latin phrases

Some non-English words and phrases appear frequently enough to be familiar to every reader. Conversely, other such expressions sometimes seen in print are obscure to all but a few. Between these extremes it is a matter of judgement for authors and editors whether a particular phrase achieves the purpose of clearly communicating meaning to their readers.

The recommended approach is to avoid all but the most familiar expressions, which in any event should be used only where technical or literary considerations favour it. There is usually a good way to state a proposition in plain English without resorting to imports.

Another reason for this advice is that certain less well-known phrases, especially Latin ones, are occasionally used incorrectly. So the writer might simultaneously be accused of pomposity (by those not familiar with the offending phrase) and of ignorance (by those who know its true meaning). In any event, an obstacle is placed in the way of clear understanding.

See Appendix 3b for a list of foreign and Latin words and terms.

h. Use of the word **journal**

The only BPS publications that may be called *journals* are the academic periodicals published by the Society's journals department in Leicester.

11 Sentence construction

Some questions of grammar or syntax present choices, or apparent choices, of style. Some guidance on a few matters is offered here.

11.1 Number agreement

Collective or group nouns can be singular or plural according to the sense in which they are used. Verbs and pronouns should be consistent with this sense.

> The committee meets every two months. [i.e. the committee as a whole body]
>
> The committee were given the chance to air their views on this topic. [i.e. the individual members of the committee]

The word *none* may take a singular or plural verb. Both are good idiomatic English, though the singular verb, sometimes claimed to be the only correct form, can sound a little stilted.

A number of… is a rather vague formulation; if it must be used, it is plural in sense and takes plural verbs and pronouns.

> A number of people die each year after contracting this condition.
> Every year a number of delegates arrive in their cars.

Though the word *data* is often treated in the vernacular as a singular word, its plural origin is still recognised as needing plural treatment in academic and technical writing. Similar considerations apply to *media* (which should be treated as plural in all its senses); but not to *agenda*, which despite its plural origin is now emphatically singular, taking a normal English plural with an added *s*.

11.2 Split infinitives

Split infinitives are acceptable unless they sound unnatural. Those who prefer not to split should nevertheless tolerate a split infinitive if a change of meaning, or unnatural or distorted phrasing results from moving an intruding adverb. For resolute anti-splitters, rephrasing may be the only answer.

> They wanted to really listen to the lecture on Darwin. [acceptable split infinitive]
> They wanted really to listen to the lecture on Darwin. [ambiguous meaning]
> They really wanted to listen to the lecture on Darwin. [ambiguous meaning]
> They wanted to listen really to the lecture on Darwin. [unnatural English]
> What they wanted to do was really listen to the lecture on Darwin. [solution for non-splitters]

11.3 Passive voice

In formal academic journal papers use of the passive voice is deprecated. This does not mean that it should always be avoided in other forms of writing. Though the active voice is a more direct (and therefore often preferred) way of expressing an idea, the passive is nevertheless a useful technique that writers should not be restrained from using to good effect, for example to add variety, to place emphasis exactly where it is wanted, or simply to get to the main verb more quickly:

> Medical advances that raise awkward ethical issues, greater awareness among patients of their rights, and a new 'customer-oriented' culture have challenged the traditional role of doctors.

The traditional role of doctors has been challenged by medical advances that raise awkward ethical issues, by greater awareness among patients of their rights, and by a new 'customer-oriented' culture.

Both the above are acceptable. Either might be preferred in a particular setting. If the required emphasis is on the fact of the challenging rather than on the variety of challengers, the second (passive) version is the better choice.

One form of the passive that is best avoided altogether is the 'impersonal passive'. This takes the form 'It is acknowledged…' or 'It is believed…'. The fault with this is lack of clarity about who is acknowledging or believing, and so on. Is it everybody? Some people? The author alone? If an author is acknowledging something or wants to assert belief in something, the words chosen should be direct, confident and unambiguous: I acknowledge…, I believe…

11.4 *that* and *which*

There are two types of relative clause. The first (defining clause) defines or limits what it refers to and is necessary for the sentence to make proper sense; the second merely gives additional information (non-defining clause).

Defining clauses may be introduced by *which* (generally referring to things) or *who* (generally for persons) or *that* (for things or persons).

The universities *which offer this course* are generally the newer ones.
The universities *that offer this course* are generally the newer ones.

Most students *who applied for this course* said it was not their first choice.
Most students *that applied for this course* said it was not their first choice.

Note that whichever word introduces it, a defining clause is not enclosed in commas. The inappropriate use of commas, thus making a defining clause non-defining, can have a drastic impact on meaning.

Psychologists who know little about statistics make poor scientists.

Psychologists, who know little about statistics, make poor scientists.

Here the use of commas turns a trite comment about some psychologists (limited to those who know little about statistics) into a contentious one about all psychologists.

Non-defining clauses can be introduced by *which* or *who* (never *that*) and are always enclosed in commas.

Their research results, *which have since been replicated many times,* were published in 1965.

Smith and Jones, *who were independent pioneers in this field,* later established a research institute together.

To avoid the possibility of ambiguity it is recommended that, in general, defining relative clauses should be introduced with *that*, except where idiom, clarity or euphony strongly prefers *which* or *who*; and that the use of *which* and *who* should otherwise be restricted to non-defining clauses.

11.5 *And* and *But* at the start of sentences

There is no rule of English grammar proscribing the use of *And* at the start of sentences; there is a 'rule' of English style to be sparing with it. The same applies to *But*.

12 Spelling and hyphenation

12.1 Spelling

In general British English spellings are used.

a. –ise *or* –ize?

All BPS publications apart from journals now use the *–ise* termination in preference to *–ize*. Where *–ize* is used, some words are nevertheless always spelt *–ise*, such as:

advertise	despise	improvise
advise	devise	incise
apprise	disguise	revise
chastise	enfranchise	supervise
comprise	enterprise	surmise
compromise	excise	surprise
demise	exercise	televise

The following words are spelt *–yse* not *–yze*:

analyse	dialyse	paralyse
catalyse	electrolyse	

b. *–ment*

Use *acknowledgement* and *judgement* in all contexts.

c. *practice or practise*?

Use *practice* for the noun and *practise* for the verb. As a noun, *practice* inflects only to the plural form *practices*; as a verb, *practise* inflects to *practises*, *practising*, *practised*.

This distinction between the *c* (noun) and *s* (verb) forms applies also to *licence/license*, *advice/advise*, *device/devise* and *prophecy/prophesy*. Though with the last three pairs confusion is unlikely because of their differentiated pronunciation.

Note: American usage is different – *practice* and *license* for both noun and verb forms.

d. *Foreign place names*

Established anglicised spellings of foreign place names should be used where such exist, unless the names appear in their native language context. Some examples:

Basle	*not*	Bâle *or* Basel
Brussels	*not*	Brussel *or* Bruxelles
Cordoba	*not*	Córdoba
Dusseldorf	*not*	Düßeldorf *or* Duesseldorf
Lyons	*not*	Lyon
Marseilles	*not*	Marseille
Quebec	*not*	Québec
Zurich	*not*	Zürich

Similarly, use the English form of a foreign place name if it is the familiar form:

Copenhagen	*not*	København
Gothenburg	*not*	Göteborg
Florence	*not*	Firenze
The Hague	*not*	's-Gravenhage
Prague	*not*	Praha

But *Braunschweig* and *Livorno* are probably now preferred to *Brunswick* and *Leghorn*.

e. Chinese names

Chinese place names and personal names are usually nowadays romanised according to the pinyin system introduced by the Chinese in the 1950s to replace the Wade–Giles system. The pinyin system (by which, for example, *Beijing* and *Mao Zedong* replace *Peking* and *Mao Tse-tung*) is recommended for general use. Though the Chinese philosopher Confucius is probably still best referred to by this romanised version of his name rather than by the unfamiliar *Kongfuze* (pinyin) or *K'ung Fu-tzu* (Wade–Giles).

For further advice on this complex subject, refer to the *Oxford Dictionary for Writers and Editors* (for some commonly occurring names) or to an authoritative Chinese–English dictionary.

f. Plural formation of Latin and Greek nouns

Latin or Greek nouns form their plurals in irregular ways, but once naturalised into English they tend to adopt an ordinary English plural by adding *s* or *es*. If there is a regularly used English plural, this is the preferred form, even where a Latin or Greek version may also be in common use.

appendixes	*not*	appendices
aquariums; stadiums	*not*	aquaria; stadia
dogmas	*not*	dogmata
formulas	*not*	formulae
forums	*not*	fora
memorandums; referendums	*not*	memoranda; referenda
syllabuses	*not*	syllabi

Some words (often for reasons of euphony) retain a Latin or Greek plural:

basis (bases)	crisis (crises)	criterion (criteria)
curriculum (curricula)	diagnosis (diagnoses)	genus (genera)
maximum (maxima)	neurosis (neuroses)	phenomenon (phenomena)
psychosis (psychoses)	radius (radii)	species (species)
stimulus (stimuli)	symposium (symposia)	thesis (theses)

Note: The plural of *criterion* is too often incorrectly used as the singular, though its corollary, the plural 'criterias', would no doubt be shunned by all but the most careless writers.

Some words vary their plural form according to meaning:

indexes [at the back of books, etc.]	indices [all other senses]
stigmata [referring to Christ's wounds]	stigmas [all other senses]
vortexes [whirlpools, etc., literal and figurative]	vortices [mathematical and technical senses]

g. Other non-English plurals

As with Latin and Greek words (paragraph 12.1(f)), other non-English words that have become firmly established as English nouns deserve ordinary English plurals. Some examples:

bureaus	concertos	plateaus	tableaus

h. Accents in foreign words

Where words appear clearly as foreign words within an English text they are italicised and retain their native spellings, accents, capitalisation (e.g. German nouns) and plural formation, They normally retain their grammatical function (i.e. nouns should be treated as nouns, etc.).

Many foreign words that have become naturalised English words no longer need to be italicised and, as part of the process of anglicisation, often lose their accents and capitalisation. For a time the original form may coexist with the new. Where there is such a choice, use the form without any accent or original capitalisation:

role	*not*	rôle
elite	*not*	élite
creche	*not*	crèche
gestalt	*not*	Gestalt
naive	*not*	naïve (or naïf)
naivety	*not*	naïveté
zeitgeist	*not*	Zeitgeist

Some words have successfully resisted cutting such ties with their origins:

blasé	café	cliché	señor

These examples probably retain their accent because pronunciation might be ambiguous without them. In many other cases the fact that foreign words or phrases retain their accents can be a sign that they have not been fully assimilated into English, and that they should therefore be set in italics (See section 3b).

Note that, if it must be used, *apropos* is the fully English version of *à propos*.

i. Ligatures

The vowel pairs *æ* and *œ* in English words derived from Greek or Latin should not be used. They are replaced by *e*, *ae* or *oe*.

aesthetic	encyclopedia	Oedipus
archaeology	homeopathy	paediatric
economy	medieval	palaeontology

Note: American usage favours *e* over *ae* or *oe* in many more words than in British English (e.g. paleontology, pediatric). British spellings are preferred.

In a French context the ligature *œ* (or *Œ)* may be used:

Mauriac's novel *Le Nœud de Vipères*… The visual effect was a *trompe l'œil*.

Some Anglo-Saxon names (e.g. *Ælfric*, *Ælfryth*) may retain the initial *Æ*. But *King Alfred the Great* is preferred to *King Ælfred the Great*.

12.2 Hyphenation

a. Aid to syntax

If a sequence of words is capable of being misread, hyphenation should be used to connect words into single concepts to clarify meaning. Without a hyphen the following either would be ambiguous or could throw the reader momentarily off the track:

> The long-lost documents were discovered last year.
>
> He was a hard-working man.

In the above examples the hyphenated compound is used attributively (the compound immediately precedes the noun). Where the use is predicative (the noun comes first) there is usually no potential ambiguity and therefore no need for a hyphen:

> The documents, having been long lost, were discovered last year.
>
> The man was hard working.

Compounds consisting of *–ly* adverb and participle or *–ly* adverb and adjective never need a hyphen, whether used attributively or predicatively. Because the adverb cannot be mistaken for an adjective there is no possible confusion over which word is modified by the adverb.

> In an elegantly devised experiment…
>
> The highly motivated students…
>
> The rapidly approaching exams… [but The fast-approaching exams…]
>
> A mostly cautious interpretation…

By convention the adverbs *well* and *ill* always take a hyphen when used attributively, regardless of whether there is a possibility of misunderstanding.

> The well-attended lectures and the ill-planned social events… [a lack of hyphens here would be misleading, though amusing]
>
> The article was written by a well-known proponent of the technique. [small chance of this being even momentarily misread without the hyphen]
>
> She was wearing an ill-fitting dress. [no possible ambiguity without the hyphen]

But predicatively the hyphen is not used.

> The lectures were well attended and the social events ill planned.
>
> The proponent of the technique was well known.
>
> The dress was ill fitting.

The usefulness of a hyphen to show the correct relationship of words can be lost when a part of the compound itself consists of two or more words.

> Various British research-led initiatives were suggested…

It is not clear whether these were initiatives led by British research or were British initiatives led by research. Omitting the hyphen does not help. Adding a hyphen between *British* and *research* is possible for the first meaning, but is a rather clumsy construction. The preferred solution is to rephrase:

Various initiatives led by British research were suggested…

Various research-led British initiatives were suggested…

Hyphens have an important role in compounds that include numbers and should always be used with precision. Note the difference in meaning in the first two of each of these groups of examples. The third example in each group shows the ambiguity arising from the omission of hyphens.

two-year-old children	two year-old children	two year old children
six-foot soldiers	six foot-soldiers	six foot soldiers

b. Compound words

The life history of compound words often shows a tendency to develop from two distinct words through hyphenation to spelling as one word (e.g. book shop, book-shop, bookshop). Where has been reached in the development of any one compound is often a matter of judgement or opinion. This can lead to considerable difficulties in maintaining a certain style over time, being consistent across a range of publications, and making sure that the same approach is used for similar word compounds. The position can be further confused by usage varying according to whether a phrase acts as a noun or a verb. Usage also varies between British and American English, with the latter having a strong influence particularly in psychology and the social sciences, and most particularly with technical and scientific terms. New forms arise continually.

Some compounds used in *The Psychologist* are given in Appendix 3a. Otherwise when in doubt the only practical answer is to seek the advice of a good spelling dictionary and follow it (the *Oxford Dictionary for Writers and Editors* is recommended).

c. Prefixes

The common prefixes over which the question of hyphenation arises are:

anti	intra	non	self
bi	macro	out	semi
co	mega	over	socio
counter	meta	post	sub
cross	micro	pre	super
ex	mid	pro	supra
extra	mini	proto	ultra
infra	multi	pseudo	un
inter	neo	re	under

Stylistic consistency over hyphenating prefixes is difficult to achieve for much the same reasons as for compound words (above). And the problem for technical and scientific terms is aggravated by the two facts that many such terms are constructed using prefixes and that American usage, with its influence in the social sciences, strongly favours joining prefix and word without a hyphen in cases that British readers may find aesthetically disagreeable (e.g. the suggestion of *cow* in the American form *coworker* leads to *co-worker* being the preferred British form).

Since achieving consistency over all publications is impossible, those responsible for maintaining an orthographic style for any one publication should at least try always to treat the same word in the same way, and as far as possible treat the same and similar prefixes in a similar way. To do this,

there is no substitute for keeping a constantly updated list of words. (For a selection from the word list of *The Psychologist* see Appendix 3a.) What is beyond reach here is the coordination of innumerable separate editorial decisions on these questions. The best that can be offered is a few points of guidance and the hope that these will more often than not result in the same treatment of the same compound by different users of this guide.

The general position to start from is a willingness to discard the hyphen in favour of joining prefix and base word. But use a hyphen:

- where the prefix ends and the base word begins with the same vowel

  anti-intellectual meta-analysis pre-empt
  pre-existing re-enter

  Note: The familiar words *cooperate* and *coordinate* are nevertheless written solid. This avoids having to write *unco-operative* and *unco-ordinated*.

- where there is a suggestion of an odd pronunciation without the hyphen

  contraindicate coworker deice deskill
  prolife reuse subedit

- to avoid confusion with other words

  pre-date re-cover re-creation re-form
  re-present re-publication [but republish] un-ionised

- where a prefix is a 'living prefix' (that is, it has been recruited to do a job with a word that it is not permanently associated with)

  anti-psychiatry counter-example non-social post-empiricist
  post-qualification pre-injury pre-scientific

Note: This is a most subjective consideration. It is to do with what feels right in context. Such occasional uses are not normally found in dictionaries; and if they are found they will often be listed under the prefix itself, rather than having their own entry.

- where the base word begins with an initial capital, even when the whole compound is set in capitals

  anti-Semitism ANTI-SEMITISM pro-French PRO-FRENCH
  neo-Darwinism NEO-DARWINISM un-English UN-ENGLISH

  Note: One exception here is transatlantic, doing away with both hyphen and capital.

- with an abbreviation or a number (even where the number is a word)

  non-UK mid-sixties pre-1990

- in all *self-* compounds (except *selfsame*, *selfhood*)

  self-analysis self-conscious self-esteem self-report

  Note: This gives rise to a difficulty with adding *un* giving *unself-conscious*. The recommended form is unselfconscious.

- in most *cross-* compounds

  cross-contamination cross-fertilisation cross-modal cross-sectional

  Note: Some cross- compounds are not strictly prefix plus base word, rather an ordinary compound of two words. Most of these are set as one word (e.g. crossbar, crossroad crossword).

- in all *e-* compounds where *e* stands for 'electronic'

  e-commerce e-journals e-mail

- in *ex-* compounds where *ex* means 'former'

  ex-boss ex-wife

- in words with prefixes joined for an established technical use that have a more everyday or occasional use when it might be felt that the prefix is 'living' and the hyphen more appropriate in context:

  nonhuman non-human nonverbal non-verbal
  nonword non-word preschool pre-school

  Note: This advice will no doubt give different results with different people in different contexts. The question of hyphenating prefixes is usually treated as one of spelling only. In cases of frequently used words and settled compounds, this must be right (but there is less difficulty with such words). However, if hyphenation is also imagined as akin to punctuation, being an aid to the proper reading of a text, it is need not be disconcerting to those sensitive to such things occasionally to have the same compound treated in different ways in different contexts. For example, the hyphen can be used to place emphasis on the prefix; this may be particularly useful with *anti-*, *non-* and *pro-* prefixes.

- when the prefix is attached to an already hyphenated compound

  pseudo-self-esteem ultra-high-quality research

  Note: Where a term modified by a prefix consists of two or more words that are an open (non-hyphenated) compound, join the prefix to the first word with an en rule instead of a hyphen (e.g. ex–head psychologist, post–Gulf War).

The use of 'floating' hyphens (connecting different prefixes to a common second element) is sometimes frowned upon as a literary device, but is useful and acceptable in technical writing.

In both pre- and post-test questionnaires…

The researchers recruited a cohort of 40- and 50-year-olds who had been diagnosed with generalised anxiety disorder.

It is also acceptable when there would be no hyphen in either of the two terms used on their own.

In both pre- and postnatal development…

13 Tables

13.1 Presentation in typescripts

The main points of the data presented in tables should be discussed in the text, but every item in the table should not be re-presented in text format. Likewise, tables should not repeat readily understood information given in the text. Tables should be comprehensible in themselves without further reference to the text. Tables are useful for displaying precise values and many small data sets, whereas patterns and exceptions may be more clearly demonstrated as a figure.

Authors should indicate the position of a table by stating it in the typescript as follows:

---

insert Table 3 about here

Type each table double spaced on a separate sheet of paper and number with arabic numerals in the order they are mentioned in the text (e.g. Table 1, Table 2).

Separate related items sensibly by using horizontal and vertical space rather than rules, and do not be concerned if the table does not take up the full width or depth of the page.

13.2 Captions

The caption should as briefly as possible describe the content of the table. It should not imply or express the results shown in the table, or repeat information given in column or row headings.

> Degree performance and socio-economic status for psychology and non-psychology graduates 1996–2001
>
> *can be cut to*
>
> Degree performance and socio-economic status

The caption should be substantive in form without relative clauses. That is, avoid verbs other than participles and infinitives.

> The effects of positive mood on evaluations in a crossed categorisation context
>
> *is preferred to either*
>
> Positive mood affects evaluations in a crossed categorisation context
>
> *or*
>
> The effects of positive mood on evaluations that are made in a crossed categorisation context

13.3 Tables from other sources

If a table (or part of a table) is to be reproduced from a copyrighted source, permission to use the item must be sought from the copyright holder (see section 15.4).

The source of the table can be cited either in a footnote to the table or after the table caption, with the full reference appearing in the reference list. Any permission to reproduce or adapt copyright tabular material should be acknowledged in a footnote to the table giving the name of the copyright holder.

14 Figures, graphs and illustrations

14.1 Presentation in typescripts

Provide figures (diagrams, graphs or other illustrations) on separate sheets. Photocopies of figures are acceptable with an original submitted typescript, but high-quality camera-ready copy or an acceptable electronic version will need to be supplied for publication. Number all figures consecutively with arabic numerals in the order they are mentioned in the text (e.g. Figure 1, Figure 2, etc.). Indicate the position of a figure in the text by stating it the typescript as follows:

---

insert Figure 2 about here

In the text itself say, for example, 'as shown in Figure 2' or 'the data are related (see Figure 2)'. Do not refer to 'the figure above/below' or 'the figure on page 12' because the position and page number of the figure cannot be determined until the typesetter makes up the pages.

14.2 Captions

Captions to figures should be concise and explanatory.

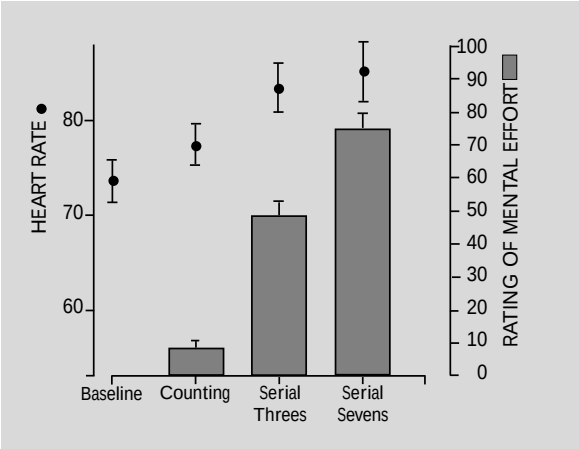

Figure 1 Ratings of mental effort and changes in heart rate during tasks with differing cognitive loads (means and standard errors are shown)

Any information that is needed to clarify the figure – such as an explanation of the abbreviations used or of units of measurement – may be added in parentheses after the caption. The reader should not have to refer to the text to decipher the figure.

Do not place the caption to the figure on the figure itself. Instead, list all the captions – each with its figure number – on a separate single sheet of paper.

14.3 Formats

For illustrative material a hard copy of each image on a separate sheet of paper should be submitted. Figures referred to in the text should be clearly identified (Figure 1, Figure 2, etc.).

Submitted material must be of publishable quality. For graphs, supply the data from which the graph was drawn so that the graph can be redrawn if necessary. In general, for figures, graphs and illustrations images should be supplied in electronic form from the originating software.

Images can be supplied as camera-ready copy or as tif, jpeg, eps, or QuarkXPress (Mac format) files. If you are unable to supply in these formats directly, then you may need to seek assistance from a reprographics department. Electronic files may be sent in on floppy disks, CDs and Zip disks, via ISDN or as e-mail attachments.

14.4 Figures, etc. from other sources

Authors must get copyright clearance for all images (including graphs and diagrams) that are integral to an article or paper. This is a legal requirement, and images will not be used unless it is clear that there is no risk of breaching copyright (see section 15.4).

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A sample form for assignment of copyright is shown in Appendix 4.

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Appendix 1

Abbreviations commonly used within the BPS

AFBPsS	Associate Fellow of the British Psychological Society
AM	*Appointments Memorandum*
APA	American Psychological Association
BJCP	*British Journal of Clinical Psychology*
BJP	*British Journal of Psychology*
BJDP	*British Journal of Developmental Psychology*
BJMSP	*British Journal of Mathematical and Statistical Psychology*
BJSP	*British Journal of Social Psychology*
BJEP	*British Journal of Educational Psychology*
BoD	Board of Directors
BoEQE	Board of Examiners for the Qualifying Examination
BPS	The British Psychological Society
CORE	Centre for Outcomes Research and Effectiveness
CPD	continuing professional development
CPsychol	Chartered Psychologist
CSICQ	Committee for the Scrutiny of Individual Clinical Qualifications
CTCN	Committee for Training in Clinical Neuropsychology
CTCP	Committee on Training in Clinical Psychology
CQAPT	Committee for Quality Assurance in Psychology Training
DCP	Division of Clinical Psychology
DCoP	Division of Counselling Psychology
DECP	Division of Educational and Child Psychology
DFP	Division of Forensic Psychology
DoN	Division of Neuropsychology
DOP	Division of Occupational Psychology
DTRP	Division for Teachers and Researchers in Psychology
EBMH	*Evidence Based Mental Health*
E&CR	*Educational and Child Psychology*
EFPA	European Federation of Psychologists Associations
FBPsS	Fellow of the British Psychological Society
GBR	graduate basis for registration
GQAC	Graduate Qualifications Accreditation Committee
HGS	Honorary General Secretary
HPC	Health Professions Council

HPU	*Health Psychology Update*
IUPsyS	International Union of Psychological Sciences
JLCP	*Journal of Legal and Criminological Psychology*
JOOP	*Journal of Occupational and Organizational Psychology*
MPTB	Membership and Postgraduate Training Board
MQB	Membership and Qualifications Board (now MPTB and PEB)
PAB	Professional Affairs Board (now PPB)
PASS	Special Group of Psychologists and Social Services
P&CB	Publications and Communications Board
PCB	Professional Conduct Board
PDC	Postgraduate Degree Committee
PEB	Psychology Education Board
PER	*Psychology of Education Review*
POWS	Psychology of Women Section
PPB	Professional Practice Board
PPC	The Psychologist Policy Committee
PSC	Personnel Subcommittee
PSIGE	Psychologists Special Interest Group for the Elderly
PsyPAG	Psychology Postgraduate Affairs Group
PTC	Psychology Testing Centre
PTR	*Psychology Teaching Review*
QE	Qualifying Examination
RB	Research Board
RCOT	Register of Competences in Occupational Testing
RPAC	Regional Psychology Advisory Committee
SAB	Scientific Affairs Board (now RB)
SACWAP	Standing Advisory Committee on the Welfare of Animals in Psychology
SCC	Standing Conference Committee
SCPEO	Standing Committee for the Promotion of Equal Opportunities
SCCPD	Standing Committee for Continuing Professional Development
SCCPDP	Standing Committee on the Continuing Professional Development of Psychologists (now SCCPD)
SCTS	Steering Committee on Test Standards
SDEP	Scottish Division of Educational Psychology
SDR	*Selection and Development Review*
SIG	Special Interest Group
SMG	Student Members Group
SPR	*Social Psychology Review*
TOP	*The Occupational Psychologist*
TPR	*Transpersonal Psychology Review*

Appendix 2

Abbreviations of state names and other US territories

Alabama	AL	Missouri	MO
Alaska	AK	Montana	MT
American Samoa	AS	Nebraska	NE
Arizona	AZ	Nevada	NV
Arkansas	AR	New Hampshire	NH
California	CA	New Jersey	NJ
Canal Zone	CZ	New Mexico	NM
Colorado	CO	New York	NY
Connecticut	CT	North Carolina	NC
Delaware	DE	North Dakota	ND
District of Columbia	DC	Ohio	OH
Florida	FL	Oklahoma	OK
Georgia	GA	Oregon	OR
Guam	GU	Pennsylvania	PA
Hawaii	HI	Puerto Rico	PR
Idaho	ID	Rhode Island	RI
Illinois	IL	South Carolina	SC
Indiana	IN	South Dakota	SD
Iowa	IA	Tennessee	TN
Kansas	KS	Texas	TX
Kentucky	KY	Utah	UT
Louisiana	LA	Vermont	VT
Maine	ME	Virginia	VA
Maryland	MD	Virgin Islands	VI
Massachusetts	MA	Washington	WA
Michigan	MI	West Virginia	WV
Minnesota	MN	Wisconsin	WI
Mississippi	MS	Wyoming	WY

Appendix 3

a. Selection from the word list of *The Psychologist*

ADHD (no oblique)
adviser (not –or)
aesthetic
aetiology
aftercare
after-effect
age group
A-level
all right (not alright)
Alzheimer's disease
antenatal
anticlockwise
anticonvulsant
antidepressant
anti-discrimination
anti-epileptic
antipsychotic
anti-racist
anti-Semitism
antisocial
archaeology
Asperger's syndrome
attention deficit hyperactivity disorder (ADHD)
audiovisual
autocorrelation
backdrop
backroom
backup (n.)
bar graph
bar-room
baseline
basolateral
bedfellows
best seller
best-selling
bidirectional
bilingual
bi-monthly (but is ambiguous, so best avoided)
biodeterminism
biosocial
bipolar
birdsong
brain scan
brainstem
breakup (n.)
bypass
byproduct
Byrne Repression-Sensitization Scale
callout
caregiver
casenotes
case study
casework
catchphrase
CD-ROM
cf.
chair elect
chatline
chatroom
checklist
child care (predic.)
childcare (attrib.)
cock-up
coedit
coexist
colour-blind
cognitive behaviour therapy
cognitive-behavioural
common sense (n.)
commonsense (adj.)
comorbidity
continuing professional development (CPD)
contra-indicate
cooperate
coordination
counterargument
counterintuitive
countertransference
co-worker
cross-contamination
cross-cultural
cross-disciplinary
cross-modal
crossover
cross-section
cut-off (n.)
cut-out (n.)
daytime
de-individuation
demystify
deoxygenated
downplay
Down's syndrome
DSM-IV
Duchenne's muscular dystrophy
earwitness
e-commerce
eigenvalue
e-journal
e-mail
encyclopedia
etc.
extramarital
extravert (but introvert)
eye-opener
eyewitness
fault-line
fetus, fetal
film-maker
fingertip
first-born (adj.)
firstborn (n.)
firsthand (adv. and attrib. adj.) (but at first hand)
fist-fight
folk music
follow-up (adj. and n.)
fragile-X syndrome
frontline (adj.)
frontoparietal
functional magnetic resonance imaging (fMRI)
General Health Questionnaire
graduate basis for registration (GBR)

handover (n.)
handwriting
handwritten
hangup (n.)
hardwired
hay fever
headset
headteacher
health care (predic.)
healthcare (attrib.)
helpline
homepage
home-work (employment or self-employment at home)
homework (what schoolchildren do)
homeopathy
homeostasis
homogeneous (not homogenous except in the specialised biological sense)
hyperactive
hyperarousal
Huntington's disease
ICD-10
ill health
in so far (not insofar)
ingroup
in-patient
interdisciplinary
intergroup
internet
interpersonal
interracial
intrapersonal
jet lag
judgement (all senses)
Junior (after name) use Jr (no preceding comma, no period)
left-hand (adj.)
left-handed
letterbox
leukaemia
lifespan
lifestyle
line-up (n.)
lipreading
long-standing
magnetic resonance imaging
manic-depressive
manoeuvre
marketplace
master's degree
medico-legal
medieval
meta-analysis
metacognition
meta-imagery
metapsychology
microsociology
midday
midlife (adj. and n.)
mindreader, mindreading
mind-set
multiaxial
multicultural
multibillion
multidimensional
multidisciplinary
multi-ethnic
multifaceted
multilingual
multimillion
multimodal
multiracial
multisensory
multisystem
narcissism
nationwide
National Curriculum, the
neonatal
neuroanatomy
neurobiological
neurodevelopment
neuroimaging
neurorehabilitation
neurotransplantation
newborn
newsreader
news-stand
night-time
no one
non-adaptive
nonconformist (Nonconformist when referring to the religious separation from the Church of England)
non-conscious
nonexistent
nonhuman/non-human
non-medics
non-pathological
nonrepressor
non-science
non-smoker
non-social
nonspecific
nonstereotypical
nontraditional
non-typical
nonverbal/non-verbal
obsessive compulsive disorder
Oedipal
Oedipus complex
offbeat
OFSTED
OK (not okay)
O-level
ongoing
online
orbitofrontal
outgroup
outpatient
outperform
overarching
overcritical
overemphasis
overestimate
overgeneral
overprotect
overspecialised
overreact
overreliant
overrepresent
overuse
paediatric
palaeoanthropology
palaeontology
Parkinson's disease
Parliament (when referring to Westminster, otherwise parliament)
pay-packet
per cent (not % or percent; but % in tables)
perinatal
phone (not 'phone)
pinpoint (v.)
policy maker
positron emission tomography
postdoctoral
post-empiricist
post-experimental

postgraduate
Postgraduate Certificate of Education
postholder
postmodern
postnatal
post-qualification
post-structuralist
post-traumatic stress disorder
postwar
potholing
pre-adolescent
predefined
predispose
pre-empt
prefrontal
premenstrual
premorbid
prenatal
pre-operative
preschool
pre-scientific
presuppose
proactive
proofread
pro vice chancellor
pseudodementia
pseudoscience
pseudoword
psychoeducational
psychomedical
psychoneuroimmunology
Psychopathy Checklist
psychophysiological
psychosocial
reacknowledge
reanalysis
reapply
reappoint
re-creation (meaning creation again)
reinforce
reintegrate
reinterpret
reinvent
reoffend
re-present (meaning present again)
Research Assessment Exercise (RAE)
resit
resubmit
retest
rethink
re-use
right-hand (adj.)
right-handed
roundtable (discussion)
school leaver
scratchcard
screensaver
seatbelt
second-hand (adj.)
sensorimotor
shell shock
shock wave
shortlist (n. and v.)
side-effect
sidetrack (v.)
sociobiology
sociocultural
sociodemographic
socio-economic
sociohistorical
sociopolitical
spatiotemporal
spin-off (n.)
statement of interest form
stepchild
stepfather
stepmother
step-parent
stomach-ache
subcommittee
subcortical
subdiscipline
subdivision
sub-editor
subgroup
subhypothesis
subnucleus
suboptimal
subpopulation
subscale
subsystem
supranational
takeover (n.)
tape-record (v.)
tape-recorder
taxpayer
techie
teleworking
textbook
t test
thank you (short for I/we thank you)
thank-you (n. or adj.)
throwaway (adj.)
time lag
timeframe
timescale
toolkit
torchbearer
Tourette's syndrome
trade-off (n.)
transsexual
'Troubles', the (in N. Ireland)
troubleshooter
twofold, threefold (etc.)
uncooperative
under way
underachieve
under-age
underdeveloped
underrate
underrecognition
underreport
underresearch
underuse
unselfconscious
upbeat
vice chair
vice chancellor
vice president
video camera
video recording, video recorder
video-clip
video-conference
video-game
video-link
video-record (v.)
videotape
viewpoint
visuospatial
walkabout
website
well-being
willpower
wordprocessing, wordprocessor
workload
world view
worldwide
worldwide web`

b. Foreign and Latin words and terms

a posteriori
a priori
ad hoc
ad hominem
ad infinitum
ad lib
aficionado
aide-memoire
blasé
bona fide
café
cliché (also clichéd)
coup de grâce
de rigueur
déjà vu
elite
en masse
en route
ersatz
façade
forte
gestalt
idiot savant (pl. *idiots savants*)
imprimatur
in situ
in utero
in vitro
in vivo
inter alia
junta
laissez-faire
naive
non sequitur
par excellence
par example
per se
post hoc (adv.)
post-hoc (adj.)
post mortem (adv.)
post-mortem (adj. and n.)
post partum (adv.)
post-partum (adj.)
prima facie (adv. and adj.)
qua
raison d'être
Schadenfreude
séance
sic
sine qua non
status quo
tête à tête
tour de force
ultra vires
verbatim
versus, vs. (use v. in legal citations only)
vice versa
vis-à-vis
volte-face
zeitgeist

Some of the above are best avoided altogether, either because there are ready English alternative expressions (e.g. for *par example*, *per se*, *raison d'être*, vis-à-vis) or they are imperfectly understood and sometimes misused (e.g. *ad hominem*, *a priori*).

Appendix 4

Assignment of copyright form

In consideration of the publication in [name of publication]

of my article entitled _____

Manuscript number _____

1) I hereby assign to The British Psychological Society worldwide copyright in the work named above in all forms of media, whether now known or later developed.

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Appendix 5 Proof-correction marks

Instructions to typesetter	*Textual mark*	*Marginal mark*
Correction made in error. Leave unchanged	------ under character(s) to remain	✓
Remove extraneous marks or replace damaged character(s)	Encircle marks to be removed or character(s) to be changed	×
(Wrong font) Replace by character(s) of correct font	Encircle character(s) to be changed	⊗
Insert in text the matter indicated in the margin	⅄	New matter followed by ⅄
Delete	Stroke through character(s) to be deleted	ⅆ
Replace character or replace part of one or more words	/ through character or ⟷ through word(s)	New character/words
Set in or change type to italic type	_____ under character(s) to be set or changed	⌊⌊⌋
Change italic to roman type	Encircle character(s) to be changed	⌊⌊⌋
Set in or change to small capital letter(s)	═══ under character(s) to be set or changed	═══
Change small capital letter(s) to lower-case letter(s)	Encircle character(s) to be changed	═══
Set in or change to bold type	∿∿∿ under character(s) to be set or changed	∿∿∿
Set in or change to bold italic type	∿∿∿ under character(s) to be set or changed	∿∿∿
Invert type	Encircle character(s) to be inverted	∩
Substitute or insert character in 'superior' position	/ through character or ⅄ where required	⅄ under character (e.g. ⅄g)
Substitute or insert character in 'inferior' position	/ through character or ⅄ where required	⅄ over character (e.g. ⅄g)
Insert full point or decimal point	⅄ where required	⊙
Insert colon, semicolon, comma, etc.	⅄ where required	⊙/;/,/(/)/[/]/
Rearrange to make a new paragraph here	⌐ before first word of new paragraph	⌐
Run on (no new paragraph)	⌐ between paragraphs	⌐
Transpose characters or words	⌊⌋ between characters or words to be transposed, numbered where necessary	⌊⌋
Insert hyphen	⅄ where required	⊢⊣
Insert rule	⅄ where required	1 em 4 mm (i.e.give size of rule)
Insert oblique	⅄ where required	⊘
Insert space between characters	| between characters	Y
Insert space between words	Y between words	Y
Reduce space between characters	| between characters	T
Reduce space between words	T between words	T
Equalise space between characters or words	| between characters or words	X

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- accredits over 150 postgraduate professional training courses;
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- publishes books in partnership with Blackwells;
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- services – the Society has offices in Scotland, Wales, Northern Ireland and England;
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