# Hampshire Achieves

# Standards of Presentation

# 2023-24

| Date of last review/update | April 2023 |
|---|---|
| Review Frequency | Annual |
| Reviewer(s) | Kait Roberts<br>Sue Muldowney |

**Contents**

**Hampshire Achieves (HA) Standards of Presentation**

**Introduction**
Working in HA across a variety of different settings, teams, and programmes you are likely to hear and use language which is specific to either education, the setting or the team you are working in.

These standards of presentation have been developed to highlight our Services expectations, and to ensure we all adopt a professional one-team approach in the range of communications we use.

Please see Appendix A for common language terms that you can expect to hear and the shared language we use across the various settings/teams.

When producing documents, please follow this common approach in the use of language, as well as in the presentation of documents by using the following protocols.

Please use agreed HA templates for **Agendas, Minutes, Reports & Policies.** These documents should follow the agreed HA guidelines for font style, size etc., as set out in this document – see appendix B.

**Font Style & Size**
- All fonts must be in **Arial** as the two alternatives for headings and body copy do not appear to be an option for use in MS Word
- **Arial Bold** should be used for headings, and to highlight body copy
- Regular Arial for subheadings and body copy
- All text must be left aligned (no justified text), and no italics.

A helpful tool is to change your default font to Arial 12pt so that this matches the required body font and size every time you open a new document. Guidance on this can be found on Microsoft's website – Change the default font in Word. You can also do this for your emails using the following guidance – Change the default font in Word. There is also step by step guidance with pictures in Appendix C of this document on page 21.

**Logos**
Wherever possible, the HA logo, or the area logo that is being used, should be in the top right corner of the design. The Hampshire County Council branding should be applied to the bottom of the page (taken from the Branding Guidance – see below). These only need to be applied to the first page.

**Report & Policy Guidance**
All reports being submitted to COG/PMG/COPG are required to use the standard **Report Template** using the agreed 'rules' of font/style. These reports will be checked for formatting etc., before being saved to the relevant Team folder. Reports not using the agreed format and style will be returned and will need to be re-submitted correctly.

In addition, for reports and policies a numbered main paragraph heading should be used with numbered subheadings to follow in a list level i.e., 4.0 – 4.1, 4.2 etc. Numbering each paragraph is too much.

In HA Reports:
- When using percentages, always include the number in brackets after the % i.e., 50% (12)
- When referring to a post always capitalise the first letters i.e., Skills Coach
- Never use learners' names, use initials instead

**Policies**
**Contents pages:** automatic contents pages may be used but these will need to be checked in case they do not correctly list headings.

**Titles:** policy header pages should read either Secure & Specialist followed by policy title or Adult Learning Programme, Young People's Learning & Apprenticeships followed by policy title. NB where policies include all HA provision titles will need combining.

A review box should be included on all policy documents.

| Date of last review/update | |
|---|---|
| Review Frequency | |
| Reviewer(s) | |

**Referring to Hampshire County Council**
(taken from the [Hampshire County Council Style Guide](#))
We should refer to the organisation as `Hampshire County Council'. However, after the first reference to Hampshire County Council, we can use `the County Council' or `the Council' if necessary.

Hampshire County Council is a single organisation, so use 'Hampshire County Council is…', not 'Hampshire County Council are…'

Abbreviating our name to HCC could cause confusion and should not be used. We can also cause confusion if we use `Hampshire', `the County' or `the local authority' when we actually mean the County Council. Many other organisations use Hampshire or County in their names and there are many other local authorities.

**Information on bullet points**
(taken from the [Corporate Style Guide](#))
Bullets are very useful for displaying lists and breaking up large sections of text. Make sure that:
- if you have an introductory sentence, you add a colon (:) at the end of the sentence – as we've done above;
- the bullets make sense from the introductory sentence;
- after a colon, individual bullet points start with a lowercase letter (as each bullet point forms part of the sentence) unless the first word is a proper noun, such as a place name – and end with a semi-colon;
- only the last bullet point ends with a full-stop, unless there was no introductory sentence (in which case, see below);

- if there is no introductory sentence, bullet points start with an upper-case letter (as the list items could be standalone sentences in their own right) and each end with a full stop.

**Headers and Footers**
(taken from the Corporate Style Guide):
- These are very useful in larger documents and enable any photocopied or printed pages to be easily identified.
- It is good practice to put the document title and publication date on all documents. This information could appear at the top or the bottom of the page.
- If a document is longer than two pages, each page should be numbered.
- Headers and footers are often in a smaller point size or different font so that they are clearly subsidiary to the main text.

**Spacing**
(taken from the [Corporate Style Guide](#)):
- After full stops – only one space after full stops.
- Between lines of text – the spacing between lines of text is called leading. If you use single line spacing in Word, the leading will be adjusted automatically to suit the text size.
- It is particularly important for large-print documents to have adequate leading, so consider using between 1.5 and 2.0 line spacing for large print.

**Branding Guidelines**
([Participation & Lifelong Learning Business Support SharePoint](#))
If you go to the P&LL Business Support home page (link above) and scroll halfway down the page, you will find:
- PowerPoint Templates; Report covers; and Letter templates for your area of the Service.
- Branding Guidelines booklet (updated Jan 2023) which includes Participation & Lifelong Learning – Brand architecture; Logos; Using the Hampshire County Council and Participation & Lifelong Learning brands together; Logo variants; Logo exclusion zone; Minimum sizing; Improper logo usage; Logo positioning; Logo holder; Swirls symbol; Colour palette; Imagery; Typefaces; Example applications.
- And a quick link to all the different logo types.

For Hampshire Learns (ACL) Branding Guidelines please use the following link: [Hampshire Learns Branding](#). For further information, you can access the standard Word Document, PowerPoint, and logos on the [Participation & Lifelong Learning VLE](#).

**Emails**
**Email addresses**
When publishing an email address for customers, always try to use shared team email addresses, not personal ones. That way we can ensure that response times will be met, even if someone is on holiday or changes roles.

Write email addresses in full and in lower case, for example: corporate.marketing@hants.gov.uk.

**Email signatures**
taken from Corporate style guide - contact details
All emails should be in Arial 12pt and include an automatic signature showing your name, job title, department, and telephone number. You must include an email signature on all emails whether it is a new, reply or a forward email.
Your signature should look this this:
**Your Name – in bold**
**Job Title – in bold**
Team, Department
Hampshire County Council
Address
Tel:
Email: your.name@hants.gov.uk

**Reply and forward messages** – these should be shorter than the full signature with your name, title and telephone number only.
**Your Name – in bold**
**Job Title – in bold**
Tel:

**MS Teams**
There is a link that can be added into email signatures so you can be contacted on Teams. There is a step by step guide to set this up.

**Graphics & Approved icons and email signature banner**
Corporate style guide - contact details
Instructions for use
To help position the graphic, please note:
The image dimensions in relation to the amount of text in the email should significantly favour the text
It should be included as part of the signature rather than as a linked image
It should not be used in reply emails
**Email – out of office messages**
When you are away from the office and unable to deal with your email, you should use the Out of Office Assistant (Automatic Replies) in Outlook to send an automated response.

This will let the sender of the email know you are unable to respond quickly and help the help them decide if they need to contact someone else.

**Your 'Automatic Reply' message should:**
- include an alternative contact with full telephone number and/or email address;
- indicate when you will be returning to the office – include a date if happy to do so, but exercise care with personal information, do not indicate you are away from home;

- give a contact number for yourself if you are not on leave and can be contacted;
- should be in Arial 12 pt as listed within the branding guidelines
- include the following statutory Freedom of Information Act enquiry (FOI) statement on both your internal and external out of office message:
  If you have a freedom of information request please redirect to the following e-mail address – foi@hants.gov.uk. Any statutory timeframe will not commence until the request is received at that address.

**Telephone numbers**

We can help our customers when we write our telephone numbers by always giving both the number and the STD code, separated by a space. For example, 01962 876415 or 023 8081 2113 or 0800 028 0888.

**Textphone**

If you wish to include a textphone contact detail in your publications or correspondence for customers with hearing or speech difficulties, please note that it should be referred to as a textphone rather than a minicom. Our contact centre, Hantsdirect, has one that you can use, and the number is 0300 555 1390.

**Appendix A          Hampshire Achieves Common Language**

Working in Hampshire Achieves across a variety of different settings, teams, and programmes you are likely to hear language which is specific to either education, or the setting. Listed below are some of the terms that you can expect to hear and the shared language we use across the various settings/teams.

| Terminology | Descriptor |
|---|---|
| 1:1/1:1s | Line management sessions which focus on professional and personal needs, will also include mid-year and annual performance conversations against set performance targets. |
| Adult & Community Learning (ACL) | Adult Community Learning (ACL) enables more than 400,000 adults a year across England to access education, training, and retraining. A large proportion of these learners are considered 'hard to reach' and include the long-term unemployed, vulnerable families, and young people classed as NEET (not in education, employment, or training). |
| Apprenticeships or Apprentices (APP) | Apprenticeships are first and foremost a job, but with the addition of formalised training, and are available to anyone aged 16 and over who is not in full-time education and is eligible to work in the UK. |
| Attendance codes | The codes used to code attend or absence to sessions, as outlined in the Attendance and Punctuality Policy. |
| Awarding Organisation Awarding Body Exam Boards | These are all different terms that are used to describe the role of an organisation than designs, develops, delivers, and awards the recognition of learning outcomes (knowledge, skills and/or competences) of an individual following an assessment and quality assurance process that is valued by employers, learners or stakeholders. They are experts in developing high-quality qualifications that meet the needs of employers and learners.  They approve centres and work with them to ensure high quality delivery of qualifications and they carry out activity designed to assure the quality of the qualifications awarded.  They also develop innovative products and services to support their centres and learners. |
| Book or Work scrutiny | Observation of learner books and files in order to identify progress, best practice and to ensure all are accessing an equitable provision. |

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| Care Leaver (CL) Child in Care (CiC) | A care leaver is an adult who has spent time living in the care system, away from their family. This could be with a foster family, in a children's home or supported housing service, or under another arrangement as agreed by their social worker. |
| Care Programme Approach (CPA) | Care Programme Approach that takes place for learners in Southern Health setting, involving the full, multi-disciplinary team. |
| Curriculum Operations and Performance Group | Group of senior staff from Secure and Specialist, Hampshire Achieves and the wider service who review curriculum, performance and standards |
| Curriculum Operations Group (COG) | Provide curriculum leadership and a forum for discussion to support Curriculum Managers, Coordinators and Development Managers, to ensure we have a highly effective provision which promotes high expectations and meets the needs of learners and stakeholders. |
| Curriculum pathway | The curriculum provision available for learners determined by need and curriculum stage. |
| Curriculum Plan / Map | Refers to documents that shape the content to be covered when teaching. |
| Destination | Where learners move on to next / the intended next steps for the learner outside of HA |
| Direct Claim Status (DCS) | DCS enables the centre to claim qualifications approved with DCS without the need to be quality assured by the EQA |
| Education, Health & Care Plan (EHCP) | An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. |
| Education provision | The education that is provided. We are not registered schools and therefore can't use this terminology but are providing an educational provision measured in the same manner as schools and alternative provisions. |
| End Point Assessment (EPA) | End-point assessment (EPA) tests the knowledge, skills, and behaviours that an apprentice has gained during their training. Unique to each standard, EPA demonstrates the competence of an apprentice in their role. This competence is valued by current and future employers. |

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| End Point Assessment Organisation (EPAO) | An EPAO plays a crucial role at the end of the apprenticeship, taking responsibility for the final assessment of the apprentice against the requirements of their apprenticeship standard. |
| English Speakers of Other Languages (ESOL) | ESOL is an acronym for English for Speakers of Other Languages or English as a Second or Other Language. |
| e-portfolios - OneFile | A OneFile account is a portfolio platform that you can log into anytime, anywhere, on any device to complete work and collaborate with your learners and training providers. |
| e-learning platform – NCFE Skills Assessment (previously SkillsForward) | HA currently use the Skills Builder product which is a comprehensive initial assessment solution which we use to determine a learner or apprentices' current level in Functional Skills maths and English, Essential Digital Skills. |
| Equality, Diversity and Inclusion (EDI) | EDI (Equality, Diversity and Inclusion) **ensures fair treatment and opportunity for all**. It aims to eradicate prejudice and discrimination on the basis of an individual or group of individual's protected characteristics. |
| Essential Digital Skills (EDS) | In April 2019, the Government updated the 'Essential Digital Skills framework' intended to be used by everyone in the UK involved in supporting adults to improve their essential digital skills. The framework sets out 5 categories of essential digital skills for life and work: • communicating • handling information and content • transacting • problem solving • being safe and legal online. |
| External Quality Assurer (EQA) | The EQA is a person assigned by the Awarding Body to ensure protocol is followed by the Internal Verifier. EQAs are also known as; Standard Verifier, External Quality Assurer or External Moderator. |
| Functional skills (FS) | Functional Skills are qualifications designed to help both young people and adults develop their essential Maths, English, and ICT. Often abbreviated to FS followed by the subject and level. |
| Gateway | Gateway takes place before an EPA can start. The employer and training provider will review their apprentice's knowledge, skills, and behaviours to see if they have met the minimum requirements of the apprenticeship set out in the apprenticeship standard and are ready to take the assessment. |
| Gateway Declaration | A form completed by the apprentice, their employer, and the training provider when agreement has been made that the apprentice is ready to progress to EPA |

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| Handover | Feedback from other partners regarding learners and any challenges which may require adjustments for the day ahead. |
| Individual Learning Plan (ILP) | A plan that outlines the education provision and strengths and development areas for a learner. These plans are used to inform planning and reviewed on a regular basis (minimum every 6 weeks). |
| Individualised Learner Record (ILR) | A national data system operated by the government to record all learners' details and their achievements. |
| Informal Learning Walk<br>Learning Walk<br>Supportive Learning Walk | Informal but regular session visits which are used to monitor the quality of provision whilst providing support to all. Feedback should be sought from these. |
| Internal Quality Assurer (IQA) | The Internal Verifier is a person employed by the training organisation to ensure that the Assessors have followed the Awarding Body's criteria for the qualification being assessed. Also known as Internal Quality Assurers. |
| Joint Council for Qualifications (JCQ) | The Joint Council for Qualifications is a membership organisation comprising the eight largest providers of qualifications in the UK |
| Knowledge Skills and Behaviours (KSB) | Knowledge Skills and Behaviours which is the areas of assessing an Apprentices competency in their Apprenticeship |
| Learners | Term used for those who attend a setting or class. We do not use the word student. The term Young People is also used to describe those who attend depending on which is most appropriate for the situation. |
| Learning Coach | Team members who support learners inside and outside of sessions. Knowledgeable in a range of SEND needs in order to support appropriate adjustments for learners. |
| Skills Coach | A Skills Coach supports not only in the classroom but within the wider community developing skills for life through work experience. |
| Learning journey | Overview or outline of the learning package that is shared with learners to ensure they are confident as to where their learning is headed, assessment points and success criteria. |
| Learning Support Assistant (Adult learning) | We do not employ but may fund and see reference to learning support assistants through our ACL sub-contracted provision. LSAs work closely with teachers and other staff involved in education. ... helping with persons learning and development. |

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| Mental Health Act | 1983 Act that many patients are detained under. Section numbers vary. Some of the most frequently seen are: Section 2 (28 days), Section 3 (6 months), Section 17 leave (permission to leave the hospital setting for an agreed amount of time). |
| Moderation | Moderation - to ensure consistency of judgment decisions |
| MOODLE | Moodle is a learning platform designed to provide educators, administrators, and learners with a single robust, secure, and integrated system to create personalised learning environments. |
| Observation<br>Observation of Teaching, Learning & Assessment (OTLA)<br>• Developmental<br>• Peer<br>Session Scrutiny | Pre-planned session review that is known about in advance and may have a more formalised approach to the feedback and follow up. Tutor files will be expected to be shared as a part of this. |
| Partnership Board | Senior colleagues across Southern Health, Education, and Children's Services who monitor performance and standards. |
| Performance Management Group (PMG) | Provides Quality Assurance (QA) and audit leadership support for Hampshire Achieves' regulated and non-regulated learning provision, including ESF and full cost programmes, and monitors that standards of delivery and assessment are maintained to the highest standard. |
| Planning | The process of identifying the curriculum progression and its delivery. |
| Preparation for Independence and Employment (PIE) | Hampshire Achieves Preparation for Independence and Employment is designed for young people with Special Educational Needs (SEN) or who are Not in Employment, Education or Training (NEET) but who are hoping or expecting to be ready to move into a Supported Internship, Traineeship or on to a further education provision at the end of the offer. |
| Professional Discussion (PD) | A part of the End Point Assessment criteria for the Adult care and Lead adult care worker, a professional discussion led by the End Point Assessor where the Apprentice is required to answer the questions |
| Professional Witness Testimony (PWT) | Used by a professional who can verify an apprentice's competency in one or more areas of their apprenticeship |
| Progress | The improvement that is made in a specific area on in a specified time frame. |

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| Progression | The movement of one level of attainment to the next. Or, into work, Further education, or onto an Apprenticeship or |
| Progression map | Planning that outlines how the curriculum is developed and the progression of skills and knowledge in the subject area. |
| Quality Improvement Plan (QIP) | Also referred to as the QIP. Live document which is produced on an annual basis which outlines the areas of improve and the actions and performance standards that will be used to achieve and measure impact. |
| Recognising and Recording Progress and Achievement (RARPA) | RARPA is a means of validating the outcomes of programmes which do not result in qualifications or other outcomes certified by awarding bodies |
| Re-sit | A process where a learner is required to undertake a complete re-sit of their Exam or EPA due to not meeting the criteria to gain a pass |
| Re-take | A process where a learner is required to undertake a part of their Exam or End Point Assessment to achieve a pass for their Apprenticeship |
| Scheme of Work (SOW) | A SOW is used to organise and plan the content of the course into a logical sequence.  It provides evidence of planning and will show your intended teaching and learning activities/strategies, English and maths input, assessment methods, resources required and review/evaluations notes. |
| School Pod | Management information system (MIS) used to hold all key information on learners, assessment, tracking and reporting. |
| Self-Assessment Report (SAR) | Also referred to as the SAR. Document which is produced at the end of an academic year that reports on the areas of progress from the QIP and identifies the evidence which supports these judgements. The document is used to inform the QIP for the following academic year. |
| Senior Tutor with SEND responsibility | Senior Tutor who has completed the SEND qualification and takes responsibility for all areas related to SEND in the setting. |
| Session | Period of time when learners receive their education delivery, often referred to as lessons in mainstream settings. |
| Session Plan | The session plans should reflect the needs of your learners and should be adapted to meet individual goals following initial assessment. It is a 'live' document, and you may find that you need to adjust it depending on previous weeks learning and any learner needs |

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| Situational Judgement Test | Part of the criteria an Adult Care and Lead Adult Care worker takes part in for their End Point Assessment, the apprentice is given a series of questions based on care and they are required to answer the test incorporating all the criteria of that standard to demonstrate their KSB's |
| SMART | **S**pecific – the activity relates only to what is being assessed and is clearly stated.<br>**M**easurable – the activity can be measured against the assessment requirements, allowing any gaps to be identified.<br>**A**chievable – the activity can be achieved at the right level.<br>**R**elevant – the activity is suitable and realistic, relates to what is being assessed and will give consistent results.<br>**T**ime bound – target dates and times are agreed. |
| Stakeholders | Those who have some sort of stake in the education setting including employers; training providers; learners, parents/carers, other partner agencies e.g. Job Centre Plus, DWP, referring schools/colleges. |
| Standardisation | A process which ensures all staff, for example, tutors and quality assurers interpret and follow the requirements of a programme or qualification in the same way. |
| Supported Internships (SI) | The Supported Internship is flexible programme aimed to prepare young people for the world of work, developing and using appropriate behaviours for work, improving maths and English and helping them to learn skills for independence. Supported Internships aim to support young people to move into paid employment at the end of the programme. |
| Teaching Backwards | The pedagogical framework used as the foundation for delivery in the Specialist and Secure settings. |
| The Children's Act<br>Section 25 Welfare Order & Section 47 | 1989 Act reformed to enable local authorities to protect children in need.<br>Section 25 gives the local authority power to use secure accommodation to restrict the liberty of a child who is at risk.<br>Section 47 gives the local authority power to investigate and if need be, to take action to safeguard a child. |
| Tribal ebs | Management information system (MIS) used to hold all key information on learners and tutors |
| Triggering Gateway | Terminology used when the apprentice's evidence has been uploaded and has met the criteria of the standard of the apprenticeship, triggering, initiates the apprentice |

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| | through to their end point assessment after quality assurance has been carried out and approved by the EPA |
| Tutor | Education subject specialist who plans and leads sessions, and who assesses and reports on learners. We do not use the term teacher. |
| Unique Learner Number (ULN) | Used to identify a learner on the Individualised Learner Record |
| VARCS | Following VARCS will help ensure assessment is conducted and assessed correctly.<br>**V**alid – the work is relevant to what has been assessed and is at the right level.<br>**A**uthentic – the work has been produced solely by the learner.<br>**R**eliable – the work is consistent over time.<br>**C**urrent – the work is still relevant at the time of assessment.<br>**S**ufficient – the work covers all of the requirements at the time. |
| Virtual Learning Environment (VLE) | A VLE in educational technology is a web-based platform for the digital aspects of courses of study, usually within educational institutions. |
| Wall of Fame (WoF)Template | A template sent to learners on completion of their study and achievement to request a brief overview of their experiences and to offer advice to other learners on similar courses. Learner achievements are celebrated on a Wall of Fame on the VLE. |
| Ward Round | Hospital setting weekly meeting for Young Person and team working around them to review needs and adjustments that are required for recovery to take place. |
| Witness Testimony (WT) | Used by a person who can verify an apprentice has carried out a task within their apprenticeship |
| Young People's Learning (YPL) | YPL is HA provision for 16–18-year-olds (19-24 with EHCP) and currently includes Study Programmes in the form Pathways Yr 1 & Yr 2 and a Supported Internship. |

**Mental Health Difficulties and Neurodevelopmental Differences**

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| Adverse Childhood Experiences | Significant events in the early years (some may be remembered but some not) which will have impacted on the development of the brain. Trauma from the experiences will have affected brain development and therefore impacts on a person's ability to manage their mood, behaviour, and social relationships. |

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| Anxiety Disorder | A disorder which means the sufferer will feel anxious regarding multiple situations and the anxiety is not at a level that makes it manageable and therefore interrupts daily functioning. |
| Attachment Disorder | Disorders of mood, behaviour and social relationships arising from unavailability of normal socialisation, care and attending in the early years. |
| Autism | Developmental disorder that affects communication and behaviour. Occurs as a result of neurodevelopmental differences in the brain. |
| Depression | Mood disorder linked to feelings of sadness, loss and anger which interfered with a person's normal functioning. |
| Eating Disorder | Disordered rating behaviour which is used as a coping mechanism for different situations and feelings. This can include: Anorexia Nervosa where food is limited or Bulimia Nervosa where large quantities are ingested before excessive purging. |
| Emerging Personality Disorder | Severe mental disorder that first presents in adolescence or young adults. Longstanding difficulties arise in managing relationships and emotions. |
| Post Traumatic Stress Disorder | Symptoms include traumatic memories, dreams, avoidance, insomnia, anxiety and isolation. The development of the illness is dependent not on the experience but how it is deal with. |
| Psychosis | Episodes where the person loses touch with reality as others see it. This could include hearing voices, seeing or feeling things which aren't there, paranoia and inability to make rational sense of situations. |
| Sensory Processing Disorder | A typical response to sensory input. This can manifest through mood swings, extreme outbursts and flight and fight responses to situations. |
| Suicidal Ideation | Thoughts about ending life which may be passive or active. |

**Appendix B**  **Agendas, Minutes, Reports & Policy templates**

**Hampshire Achieves**
**XXX Meeting**

**Date:** XXX

**Time:** XXX

**Location:** XXX

**Agenda**

**1.** Welcome/Apologies                    XX

**2.** XXX                                    XX

**3.** XXX                                    XX

**4.** XXX                                    XX

**5.** XXX                                    XX

**6.** XXX                                    XX

**7.** XXX                                    XX

**9.** XXX                                    XX

![Hampshire Achieves - Participation & Lifelong Learning]

**XXX Meeting Notes**

| Date of meeting | XXX | | Time | XXX |
|---|---|---|---|---|
| Venue | XXX | | | |
| Attendees | XXX<br>XXX<br>XXX<br><br><br><br>Cc. XXX | | Apologies | XXX<br>XXX |
| Agenda | 1. XXX<br>2. XXX<br>3. XXX | | | |

| Item | Notes & comments | Action for |
|---|---|---|
| 1.0 | **Minutes/Actions**<br>XXX | XXX |
| 2.0 | **XXXXX**<br>XXX | |
| Distribution: | | |

Add page number if over two pages!

**1.0 XXX**
XXX

**2.0 XXX**
XXX

**3.0 XXX**
XXX

**4.0 XXX**
XXX

**5.0 XXX**
XXX

**6.0 XXX**
XXX

**7.0 XXX**
XXX

**8.0 XXX**
XXX

**Name:** XXX
**Role:** XXX

Add page number if over two pages!

**Policy Template**

**See above guidance for header, contents page and paragraph numbering.**
XXX Policy and Procedures 'the contents of this policy are an integral part of the HA Quality Improvement Framework.'

**1.0 Introduction**
XXX

**1.1 Related policies**
XXX

**2.0 XXX**
XXX

**3.0 XXX**
XXX

**4.0 XXX**
XXX

**5.0 XXX**
XXX

**6.0 XXX**
XXX

**7.0 XXX**
XXX

**8.0 XXX**
XXX

Add page number if over two pages!

**Appendix C**         **How to set your default font and size**

**Word Documents**
To change your default font and size, go to the toolbar and select the circled arrow below:
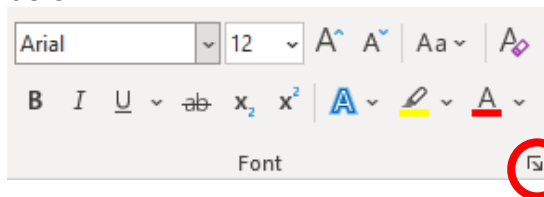
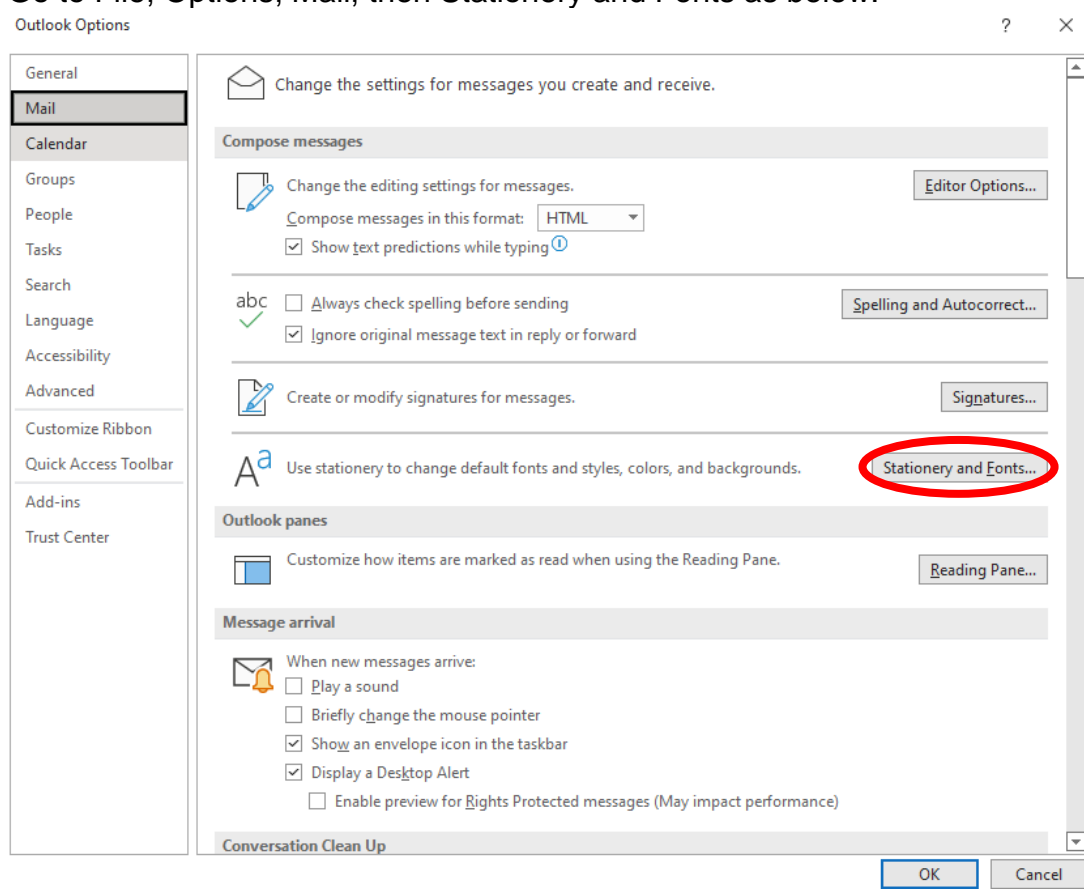Once this has been selected, the below Font Dialog Box will open:
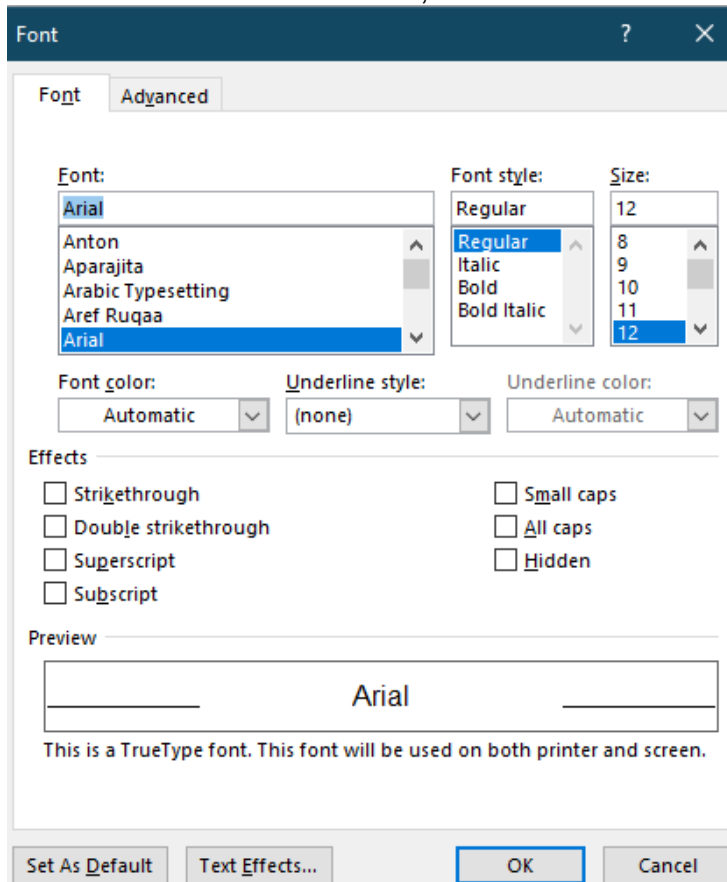
Select the font type as 'Arial' and the size as '12'. Once complete, select 'OK' which will open the below dialog box:
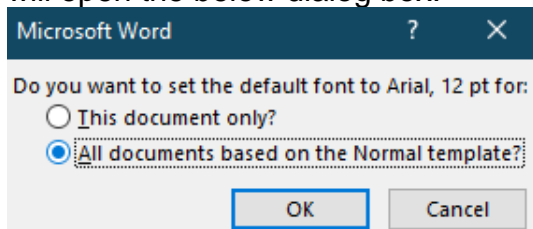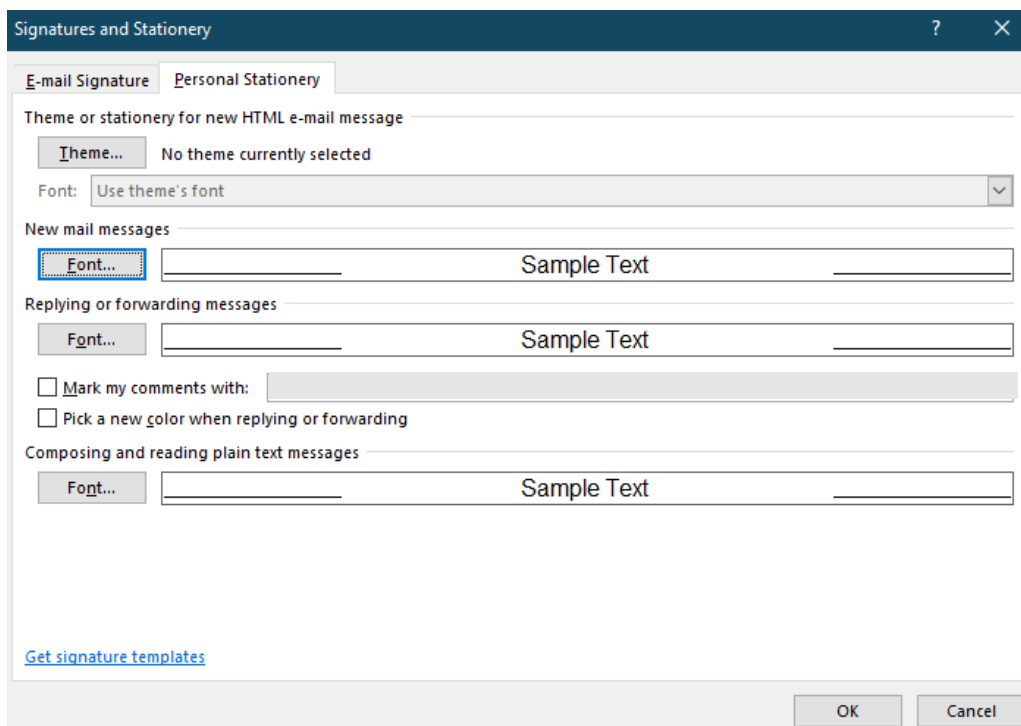
Select the second option selected above and your font and size will be saved for all future documents.
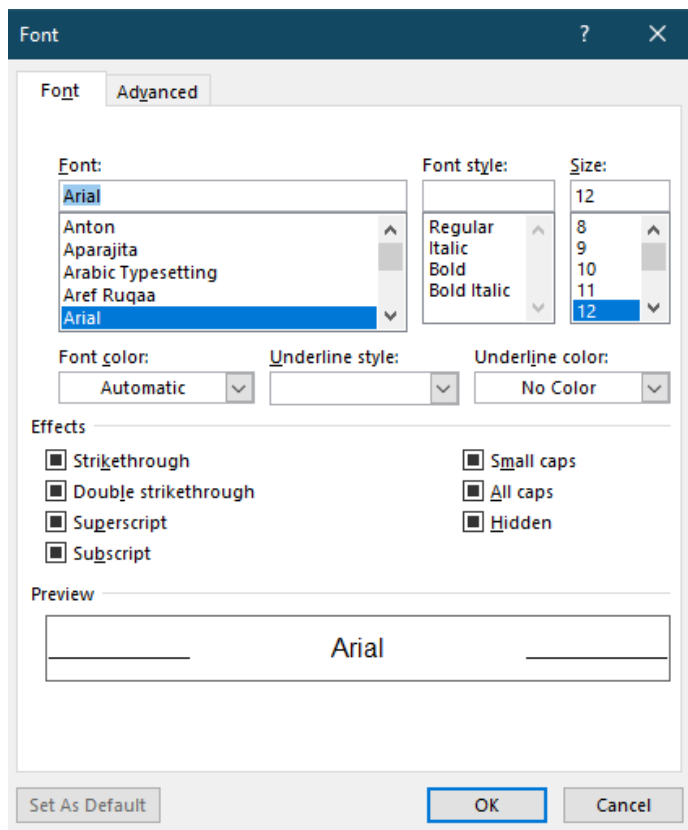
**Emails**
Go to File, Options, Mail, then Stationery and Fonts as below:



You should change the default on all 3 areas ('New mail messages', 'replying or forwarding messages' and 'composing and reading plain text messages').

Select default options that you wish to apply as default (font type 'Arial' and size '12').



Select 'OK' all the way out to save your changes.