

Impact: Journal of the Chartered College of Teaching **Author guide**

Style

Impact is aimed at providing a link between research and practice, for a teacher readership. When presenting research / perspectives please offer, where possible, practical applications for classroom teachers, focusing on the usefulness of the research presented in practical terms. Please feel free to break up the text with features and lists.

Article types and word counts [do not exceed, word counts include references]

- **Original research** – 1,000-2,000 words
- **Perspectives** – 1,000-2,000 words
- **Case studies** – 500-1,000 words
- **Teacher reflections** – 500-1,000 words

Submitted articles that do not adhere to above limits may not be accepted. All articles that are accepted for print may be edited down by the publishing team, according to the needs of the journal. Approved unabridged versions will be published online. All versions will not be published without author approval.

Figures are welcome but should allow for 300 words from the article allowance, per figure. All figures for the print edition will be re-drawn to match the journal design. We do not accept photographs.

Article criteria

Original research articles help to expand or further research in a particular area. Note that it is acceptable for research articles to outline new research projects, initiatives or frameworks, and to report on preliminary findings. The aims, methods, analysis and conclusion should be clearly explained, supported by any relevant data and references.

Perspective articles offer a useful, interesting and balanced perspective on the topic they describe. They should demonstrate a thorough knowledge and understanding of the research, supported by relevant, recent references.

Case studies describe in-depth research into a particular topic or issue. The aims and scope of the case study should be explicit, and the methodology, analysis and conclusion clearly explained, supported by any relevant data and references.

Teacher reflections discuss how a particular research paper or area of research has informed classroom practice and the potential impact of this on learning outcomes.

Submission and review

Please declare any conflict of interest before submitting your article. A conflict of interest may arise if, for example, you (or your employer) have a commercial, legal, or professional relationship with other organisations, or with the people working with them, that could influence your research. We may communicate this in a disclosure statement in the published paper.

Once submitted, your article will be reviewed by the publishing team to ensure that it relates to the theme of the journal issue and meets the requirements outlined in this guide. After this initial stage, it will either be sent back to you with recommendations or sent for peer review.

Peer reviewers are experts in their field and help us to improve the quality of articles and support authors to develop them, by providing constructive comments for authors. Peer reviewers, including teachers and educational researchers, are asked to assess the originality, clarity and accuracy of submissions and evaluate their relevance for classroom practice. In addition, they are asked to consider the criteria of the specific article type they are reviewing.

You may be asked to provide the names of peers who could be called upon to review your article. Recommended reviewers should be experts in their fields and should be able to provide an objective assessment of the article. Please be aware of any conflicts of interest when recommending reviewers. They should not have prior knowledge of your submission and they should not be someone you have recently collaborated with. Please note that the publishing team are not obliged to invite any recommended/opposed reviewers to assess your article.

Revisions and publication

Comments from peer reviewers will be shared with you in a review report. This is confidential and should not be made public.

When revising your article, please make tracked changes within the document and/or include a document explaining how you have responded to each comment. Authors often find it convenient to annotate the review report, noting, under each comment, how they have responded to it within their article. If you disagree with a comment, please explain why.

Copyright

If your article is accepted for publication, you will be asked to sign a contributor's publishing agreement. This acknowledges you as the owner of copyright for your article and grants the Chartered College of Teaching the **exclusive** right and license to produce, publish, make available and further sub-license the article.

Material required

- A full reference list [formatting details below]
- A one-line affiliation, including department or faculty [where relevant], institution, country
- 3 - 5 keywords

Spelling, punctuation, formatting

- Define an abbreviation the first time that it is used
- '...ise' rather than '...ize'
- Oxford or series comma are not generally used; only use an Oxford / series comma if essential for clarity
- Parentheses can be used throughout. Double sets of parentheses are acceptable, e.g. (see Figure 2(a)). Do not use square brackets in the text
- Use single quotes, with double quotes within quoted material.
- Spell out numbers one to nine; for numbers 10 and over use numerals, except at the beginning of a sentence
- Write out dates in text and references as follows: 30 September 2003
- Do not use abbreviations in the title of a paper unless the full version is very long and clumsy or the abbreviation is better known than the full term
- Use 'student' rather than 'pupil'

References – general

- Please use Harvard referencing style
- Please limit the amount of references to those that are absolutely necessary to the understanding of the article. **If referencing over 20 sources, please discuss with one of the publishing team prior to submission.** Please reference recent publications with as many as possible from open access sources
- Initials should be used without spaces or full points
- Up to three authors may be listed. If more are provided, then list the first three authors and represent the rest by et al. Fewer authors followed by et al. is also acceptable
- All references in the text and notes must be specified by the authors' last names and date of publication together with page numbers if given. E.g. '....AUTHOR LAST NAME (YEAR) has argued....' or '...several works (AUTHOR LAST NAME, YEAR) have described...'
- Do not use *ibid.*, *op. cit.*, *infra.*, *supra.* Instead, show the subsequent citation of the same source in the same way as the first
- Where *et al.* is used in textual citations, this should always be upright, not italic

References – styles

Book

Clark JM and Hockey L (1979) *Research for Nursing*. Leeds: Dobson Publishers.

Book chapter

Gumley V (1988) Skin cancers. In: Tschudin V and Brown EB (eds) *Nursing the Patient with Cancer*. London: Hall House, pp.26–52.

Journal article

Huth EJ, King K and Lock S (1988) Uniform requirements for manuscripts submitted to biomedical journals. *British Medical Journal* 296(4): 401–405.

Journal article published ahead of print

Huth EJ, King K and Lock S (1988) Uniform requirements for manuscripts submitted to biomedical journals. *British Medical Journal*. Epub ahead of print 12 June 2011. DOI: 10.1177/09544327167940.

Website

National Center for Professional Certification (2002) Factors affecting organizational climate and retention. Available at: www.cwla.org./programmes/triechmann/2002fbwfiles (accessed 10 July 2010).

Thesis/dissertation

Clark JM (2001) Referencing style for journals. PhD Thesis, University of Leicester, UK.

Newspaper/magazine

Clark JM (2006) Referencing style for journals. *The Independent*, 21 May, 10.

Conference article (published or unpublished)

Clark JM and Smith P (2002) Latest research on car exhaust manifolds. In: 17th international conference on strain analysis (ed L Macadam), London, UK, 23–25 September 2010, pp.12–14. London: Professional Engineering Publishing.

Blog

Clark JM (2006) Article title. In: Blog title. Available at: www.blogit.com/johnmatthewclark (accessed 20 August 2011).

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If you have any questions on the above, or further queries on preparing your manuscript, please contact Alice Kirke (akirke@chartered.college), Publishing Editor