

# Publicity Guidelines



[www.yusu.org](http://www.yusu.org)

TALK  
TO US!

The University of York / The Student Centre  
James College / Newton Way  
Heslington / York / YO10 5DD







---

# Publicity Guidelines

---

## 02

Reaching More People

## 04

Print Media

## 06

Web Media

These guidelines have been compiled using information from the RNIB website, WCAG 2.0 guidelines, JISC TechDis and the University web-pages.

### Reaching more people

Designing accessibly makes publicity easier to read not only for those with disabilities, but for everyone.

By increasing the reach of your message, this could lead to more votes, more ticket sales and more importantly an inclusive students' union. We have put together some simple tips for achieving this.

### Our obligation as YUSU

Special Educational Needs And Disability Act 2001

- » "...Not to treat students less favourably, without justification, for a reason which relates to their disability."
- » "...To make reasonable adjustments to ensure that people who are disabled are not put at a substantial disadvantage."
- » Anticipatory not reactive.



## Key concerns

8-10% of students have some form of disability. These guidelines have been constructed with the following in mind:

- » Visual impairments
- » Learning disabilities, such as dyslexia
- » Audio impairments
- » Motor impairments
- » For inclusivity, technical restrictions (such as students not having the latest computer systems) and language barriers

## Alternative formats

No matter how accessible we attempt to make publicity, there may be students with specific requirements. Alternative formats, where appropriate, may include:

- » Large print
- » Braille
- » Transcripts
- » Website
- » Campus media (e.g. radio, podcasts)
- » Face to face

### General

- » Ensure the text stands out from the background.
- » Use thick paper if printing double sided.
- » Ensure ink levels are even across the page.
- » Print in high resolution.
- » Ensure any folds in the paper do not obscure text.
- » Print on pale coloured paper.
- » Group similar information together (e.g. contact details).
- » Use consistent formatting, language and design.
- » Use plenty of “white space” (e.g. between lines, blocks of text, around images).

Avoid:

- » Gloss finishes.
- » Bright paper.

### Text

- » Use a clear font, e.g. sans-serif rather than serif fonts.
- » Use a font size of at least 12-14 point, larger for posters.
- » Left align large chunks of text.
- » Use bold to emphasise important words.
- » Include page numbers.
- » Use sections, clear headings and include a table of contents.
- » Be concise and straight to the point.
- » Keep to one idea per sentence, using short sentences.
- » Use bullet points.
- » Finish sentences on the same page.
- » Use plain language.  
([www.plainenglish.co.uk/free-guides.html](http://www.plainenglish.co.uk/free-guides.html))
- » Spell out acroyms and abbreviations when you first use them, unless it is better known as the acroym or abbreviation, e.g. BBC.

Avoid:

- » Blocks of capital letters.
- » Italics.
- » Underlining words (except for links).
- » Text over detailed images.
- » Using different orientations of text.
- » Full justification in documents (where every line of text stretches from one side of the page to the other).



## Images

- » Use clear images, which are not blurred.
- » Summarise any complex images.
- » Describe any information conveyed solely by image or colour.

Avoid:

- » Small images.
- » Images being close together.

## Colour

- » Have clear colour contrast and tonal contrast, e.g. dark against light colours.
- » Use different tones or patterns for charts, diagrams and graphs.

Avoid:

- » Using red and green together to convey information.
- » Referring to coloured items in diagrams and images, e.g. 'shown by the blue line'.
- » Make use of online accessibility simulators to simulate colour blindness on web-pages and images.  
[www.vischeck.com/vischeck/](http://www.vischeck.com/vischeck/)

### Web design

Students who have a visual disability may use a screen reader to access web-pages. You can preview how a website looks using WEBBIE [www.webbie.org.uk](http://www.webbie.org.uk), which acts as a screen reader simulator. Some students may also use the JISC toolbar to assist with using websites: [www.techdis.ac.uk/gettoolbar](http://www.techdis.ac.uk/gettoolbar).

### Social networking sites and web tools

When using social networking sites for publicity, bear in mind their limitation with regards to accessibility. A good site, which contains reviews on the accessibility of a variety of web tools and social networking sites, including facebook, is: [www.web2access.org.uk/product/](http://www.web2access.org.uk/product/)

### Non-technical

- » Create Word documents with headings (from the style menu) and export to PDF with settings to preserve document structure for easy navigation.
- » When using lists integrate a description / the number of items in the preceding text. e.g. Choose one of the following ten options.
- » Use appropriate punctuation and don't over-use punctuation marks (too many exclamation marks or asterisks). Screen readers pause at full stops and briefly at commas. They can pronounce – as “ndash”, “minus”, or sometimes not at all.
- » Use descriptive links. Avoid ‘click here’ and use a descriptive link, or text to describe the link immediately adjacent. Avoid links with the same name.
- » Include warnings of file sizes for downloading
- » Ensure any non-text material has a text equivalent (e.g. multimedia, images, etc).
- » Keep image files small in size (never use an image straight from your camera) and always include a description.



## Content development (technical)

- » The Firefox Developer toolbar has options to disable CSS and disable Javascript in a quick and easy way, this will allow site builders to see how their website would look to users who can't use a mouse or keyboard, using a screenreader, etc or a mobile phone.
- » In addition to the 'alt=' attribute for images (required), you can use 'longdesc=' or preferably a [D] link for detailed description if not included in the main text or a suitable alt full description.
- » Summaries should be provided for data tables / graphs with the 'summary=' attribute or include detailed description in main text.
- » Use tables for table data, not for layout.
- » Include warnings of new windows as this can cause confusion for screen readers / magnifiers, e.g. use 'title=' attribute.
- » Break consecutive links using a list or separation character.
- » Do not use time-critical interfaces.
- » If links are embedded within multimedia/ flash content, ensure these links feature in plain text outside the embedded material.
- » Browser-side scripted responses and controls (e.g. JavaScript) also require a static text equivalent.
- » Multimedia content requiring a plug-in or programme should be indicated with a link to the plug-in.
- » Contrasting colours (using the WAI contrast / colour ratios guidelines). A tool to check web-pages can be found here:  
[www.webaim.org/resources/contrastchecker/](http://www.webaim.org/resources/contrastchecker/)

h t t p s : / /

