

## UWS–Web Design Style Guide



# Web Design Style Guide

## Contents

Section 1: Legislation, policies and process	3
Preface	3
Relevant legislation and standards	3
Page display HTML/CSS	4
Section 2: Web Style Guide	5
Metadata requirements	5
Search Engine Optimisation	7
Web Page Content	8
Section 3: Specifications for Images, Video and Audio	18
Section 4: Glossary of Terms used in this document	20
Index to Appendices	21
Section 5: Contacts and help	21

# Section 1: Legislation, policies and process

## Preface

The website of the University of Western Sydney (UWS) is an important communication tool. It constitutes arguably the most widely visible presence of the University and is often the first point of contact for those interested in the University. The site plays a vital role in ensuring UWS meets its strategic goals and it should reinforce the University's reputation and image.

UWS is committed to providing a website which is informative, engaging and accessible. The Web Design Style Guide is designed to enable web designers, content authors, subsite managers and web coordinators to develop appropriate, accessible content for UWS.

This document is written to be independent of any specific web editing package or Web Content Publishing system. The guidelines will apply, regardless of the media used to produce pages and documents.

Whilst primarily these guidelines are designed to apply to the pages which constitute the UWS website, they should also be taken into consideration and applied to any documents which are attached to those pages.

Websites and applications owned by UWS should comply with:

- UWS Web Publishing Policy
- UWS Web Technical Style Guide and,
- Section 2: Web Style Guide from this document.

## Relevant legislation and standards

The Australian Human Rights Commission (AHRC), formerly known as Human Rights and Equal Opportunity Commission (HREOC), administers the Disability Discrimination Act (DDA) and has advisory notes that cover websites. Extracts from the advisory notes:

### World Wide Web Access: Disability Discrimination Act Advisory Notes

It has been widely recognised for over a decade that the Web Content Accessibility Guidelines (WCAG) developed by the World Wide Web Consortium (W3C) represent the most comprehensive and authoritative international benchmark for best practice in the design of accessible websites.

#### **2.2 Equal Access is Required by Law**

The provision of information and online services through the web is a service covered by the DDA. Equal access for people with a disability in this area is required by the DDA where it can reasonably be provided. This requirement applies to any individual or organisation developing a website or other web resource in Australia, or placing or maintaining a web resource on an Australian server. This includes web pages and other resources developed or maintained for purposes related to employment; education; provision of services including professional services, banking, insurance or financial services, entertainment or recreation, telecommunications services, public transport services, or government services; sale or rental of real estate; sport; activities of voluntary associations; or administration of Commonwealth laws and programs. All these are areas specifically covered by the DDA.

In addition to these specific areas, provision of any other information or other goods, services or facilities through the internet is in itself a service, and as such, discrimination in the provision of this service is covered by the DDA. The DDA applies to services whether provided for payment or not.

The notes refer to the Web Content Accessibility Guidelines 2.0 – WCAG 2.0, that was approved in December 2008, and is the current standard for web development. Extract from the AHRC website:

**World Wide Web Access: Disability Discrimination Act Advisory Notes Version 4.0 - October 2010**

There is still however a need for much more effort to implement accessible web design, by government, industry, and community organisations. In this context it is noteworthy that the Australian Government, working in collaboration with the states and territories, has developed a Web Accessibility National Transition Strategy for improving the accessibility of government websites through a phased implementation of WCAG 2.0.

This guide has been written with regards to the WCAG 2.0 standards.

More information about the Web Content Accessibility Guidelines can be found at:

WCAG 2.0 <http://www.w3.org/TR/WCAG20/>

## Page display HTML/CSS

Each page should consist of a:

- » header, which has a DOCTYPE specified, calls the approved UWS style sheets and Livery, and provides metadata for each page
- » body, which has the approved navigation styles and content layout
- » footer, which contains copyright, disclaimer, privacy and contact links.
- » UWS Analytics tracking code must be applied where appropriate (not required for all apps).

Note that page display, including colours, fonts and layout, will generally be governed by approved style sheets in Cascading Style Sheet (CSS) format. The approved styles will be implemented via the calls to the approved CSS in the header part of your pages.

For issues relating to the UWS Web Technical Style Guide, please contact the Applications Support Web Support Team (Information Technology Services) for details.

## Section 2: Web Style Guide

### Metadata requirements

Metadata is mainly used as a record-keeping mechanism which is a legal requirement under the State Records Act. The definitive guide which UWS uses for metadata is AGLS Dublin Core. However, all generated UWS web pages must have a minimum set of metadata, as proscribed by the Australian Government Information Management Office (AGIMO):

“The AGLS Metadata Standard is a set of descriptive elements which government departments and agencies use to improve the visibility and accessibility of their services and information.”

“Under the Government Online Strategy, departments and agencies are required to adopt the AGLS standard. The AGLS was published as Australian Standard (AS 5044) by Standards Australia in December 2002.

AGLS Metadata Element Set (National Archives of Australia)

Australian Government Implementation Manual: AGLS Metadata (National Archives of Australia)”

To assist web authors and developers, the minimum requirements are detailed here:

#### **Australian Government Implementation Manual: AGLS Metadata**

Version 2.0      May 2006

ISBN            1 920807 37 3

Status        current – endorsed 2007

AGLS element	Australian Government agency obligations
Creator	Mandatory
Date	Mandatory
Description	Mandatory
Title	Mandatory
Type	Mandatory Examples: Type=“image” Type=“sound” Type=“text”
Function	Mandatory for collection-level resources Mandatory for service description Mandatory (if no Subject element)
Subject	Mandatory (if no Function element)
Availability	Mandatory for descriptions of offline resources (ie no Identifier element)
Identifier	Mandatory for descriptions of online resources (ie no Availability element)
Publisher	Conditional Mandatory except for service descriptions
Audience	Conditional Mandatory when the target audience of the resource is not ‘All’
Coverage	Conditional Mandatory when the spatial coverage of the resource content is not the whole of Australia
Language	Conditional Mandatory when the resource is in a language other than English

#### **Minimum set of resources that require**

### **AGLS metadata**

The list below comprise the minimum set of resources to be described with AGLS metadata in order to comply with the online information service obligations endorsed by Cabinet as a component of the Government Online Strategy. The following categories of resources should receive priority in AGLS metadata creation:

- a) home pages (defined as the major entry point to an organisation or those distinct business units where there is likely to be a public perception that they stand alone);
- b) topics/services in high demand by the community that the organisation serves (this can be based on usage statistics but may also include topical or publicized resources with potential public interest);
- c) information required by agency clientele to understand their entitlements to government assistance or obligations;
- d) pages that provide an actual online service to the public (such as payment forms, application forms etc);
- e) pages required to meet a prescribed community/legal/service obligation by the organisation;
- f) entry points to specific online services and indexes (eg an entry point to a legal database);
- g) major formal publications (eg annual reports, corporate strategic plans, public policy and accountability documents, etc);
- h) media releases (this means every media release on a site, however, if an agency has a large number of media releases it is sufficient to describe the most recent ones, say the previous three months, and every new media release as it is added to the website.);

- i) major entry points or indexes and menus to a range of closely related topics, programs or policies;
- j) information about agency powers affecting the public, and manuals and other documents used in decision-making affecting the public; and
- k) substantial descriptive or marketing information about agencies, their services, activities and collections.

(From the Government Online Strategy)

**Metadata - keywords** - used to be a focal point of metadata and were a critical component in the process for directing search engines to your pages. While the capacity to include keywords and phrases still exists in metadata, it is no longer required for search engines, instead all content should be optimised as per the following section.



## SEO 5. Link Data

Backlinks are important in determination of the value/equity of a web page. In simple terms, a web page gets a backlink when an external web page links to it. Like law citations, the quality of source providing the inlink matters a lot. A link from a source of high quality is considered better than a number of links from sources of low quality. If a high quality source considered it worthwhile to link to (vote for) your page, search engines consider your page of high importance.

Notes:

1. Google's PageRank is a measure of page quality/ importance.
2. Other terms to connote backlinks include incoming links, inlinks, inward links etc.

## Web Page Content

For all print published material, UWS complies with the AGIMO Style Manual for the writing and editing of text content and design layout for pages. However with creating and writing for a web based audience we need to be mindful of the following:

- WPC 1. Date formats
- WPC 2. Time stamp formats
- WPC 3. Number formats
- WPC 4. Commonly used special characters
- WPC 5. Address standards
- WPC 6. Telephone number standards
- WPC 7. Fonts, size and colour
- WPC 8. Headings
- WPC 9. Formatting of text
- WPC 10. Writing style
- WPC 11. Spelling and Grammar
- WPC 12. Hyperlinks
- WPC 13. Creating user-friendly and search friendly pages
- WPC 14. Forms and documents
- WPC 15. Surveys
- WPC 16. Links to external sites providing a link back to UWS site
- WPC 17. Use of frames and tables
- WPC 18. Naming conventions
- WPC 19. Endorsements

### WPC 1. Date formats

The AGIMO says:

“In correspondence and running text, dates are best presented using numerals for the day and the year but with the name of the month being shown in full:

9 September 1999”

“The same structure can also be used when either the day or year is omitted” e.g. 18 February, January 1998.

The above standard date format applies to headings, ordered and unordered lists as well as in running text.

The only exception is for tables. When dates are used in tables, the above rule applies only where practicable. Where tables are used that are 500 pixels (or less) in width, dates can be abbreviated in tables if necessary e.g. 21 Nov 08 or Fri. 21 Nov 08.

### Accessibility Tips:

Punctuation such as a comma after the name of the day, but before the date, can be useful in assisting screen readers in relaying the correct information. For example: "Monday, 9 September 1999".

Avoid using abbreviated year formats; 08 or 09, express the year in full 2008 or 2009. This is important for screen readers which may ignore the leading zero in the number and either misrepresent the date or make it useless.

The use of delimited date format is not permissible, for example, 5/12/09; this could be interpreted as either AUS date format as 5th December 2009 or in the US date format as 12th May 2009 or the European date format would read 9th December 2005.

As a great number of students are international students and could be using either the AUS, US or European format or may even have English as a second language, it is unreasonable to expect them to know which one we mean.

### WPC 2. Time stamp formats

Time or time stamps should be entered in the following formats:

10 o'clock for formal text

10 am (or 10.00 am), 5.45 pm in explanatory text and timetable applications

### WPC 3. Number formats

Numbers one (1) to nine (9) should be written as words within sentences. For example: "The University of Western Sydney has six campuses in the Greater Western Sydney region."

Always use words when a number begins a sentence (no matter how high the number). For example: "Fifteen students were recognised for their outstanding achievements at last night's presentation evening".

Otherwise numbers 10 and above appear as numerals. For example: "A total of 35 students showcased their designs at the annual design exhibition".

Use commas to break numbers 1,000 and above. For example: "Approximately 8,000 students turned up to the event".

### WPC 4. Commonly used special characters

Wherever possible the web author or developer should avoid the use of special characters in paragraph text or headings.

The familiar &, -, and ... are not always interpreted accurately by all browsers and operating systems possibly resulting in the text looking unprofessional and difficult to read.

### Accessibility tips:

Screen readers often do not know what to do with special characters and simply ignore them, which means that two lines of text may run into each other and render the content confusing or misleading. Where the use of these characters is appropriate try using the (name) code for the character which all systems can interpret. **Caution:** when using a content management system the code must be entered in the HTML view. Use the term html character entities.

### Some examples:

&	&amp;
—	&mdash;
-	&ndash;
...	&hellip;
©	&copy;

A more comprehensive listing can be found at: <http://www.visibone.com/htmlref/char/ceralpha.htm>

### WPC 5. Address standards

The correct and only postal address for UWS is:

University of Western Sydney  
Locked Bag 1797  
Penrith, NSW 2751

To facilitate the timely and accurate delivery of mail within UWS, it is appropriate to use the following as a guide if requesting mail be sent to a specific person or place:

Attention: [Enter the recipients Title and/or Name]  
[School or Business Unit]  
[Enter the relevant Building Number] [Campus Location]

University of Western Sydney  
Locked Bag 1797  
Penrith, NSW 2751

## Sample

Attention: Web Coordinator  
Web Services Unit  
Building AF Werrington North Campus  
University of Western Sydney  
Locked Bag 1797  
Penrith, NSW 2751

## WPC 6. Telephone number standards

When quoting telephone numbers, always include the country code as well as the area code. Avoid using the abbreviated forms for Telephone (Phone or PH:) as this may lead to confusion for users whose first language is not English/Australian.

Example:

Telephone: (02) 9852 5222 (within Australia)  
Telephone: (+61 2) 9852 5222 (outside Australia)

Mobile telephone: 0434 676 416

1300 and 1800 numbers should be entered in the following formats:

1300 897 669  
1800 897 669

## WPC 7. Fonts, size and colour

Fonts are set with a view to producing the best and most readable user experience. We need to do this because not all browsers or operating systems support the same fonts. This way we guide the system to a font that it may have that will best display our content.

Font Families: Helvetica, Geneva,  
Verdana, Sans Serif

Font size: Normal 11

Font colours:

Body Text #222222 (charcoal)

Heading Text h1=#555555 h2=#444444  
h3=#333333 h4=#333333

Footer Text #888888 (light  
grey)

## Font Colour

The value for the colour of the font is expressed as hexadecimal code and not a name, e.g. "light blue". Each colour, and shade of colour has a corresponding hexadecimal code. We use this code in web development as it avoids browsers and operating systems determining what they "know" as "light blue" which may be quite different to the colour/shade you have chosen. Have a look at the example table below of some of the various shades of "light blue". Note how the background colour of a page changes the visibility/readability of the text.

Light Steel Blue1	#C6DEFF	UWS Home Page	UWS Home Page
Light Blue	#ADDFFF	UWS Home Page	UWS Home Page
Light Blue1	#BDEDFD	UWS Home Page	UWS Home Page
Light Blue2	#AFDCEC	UWS Home Page	UWS Home Page
Light Sky Blue	#82CAFA	UWS Home Page	UWS Home Page
Light Sky Blue	#A0CFEC	UWS Home Page	UWS Home Page
Light Sky Blue3	#87AFC7	UWS Home Page	UWS Home Page

## WPC 8. Headings

### Heading Sizes

H1 = 124% colour = #555555  
H2 = 116% colour = #444444  
H3 = 108% colour = #333333 (bold or strong)  
H4 = 100% colour = #333333 (bold or strong)

The values for the font size for each heading is given a percent (%) value, rather than a point (pt) value. This means that if a non-standard font size for normal text is used, that the headings will always be given the respective percent value larger than the normal content text.

## Heading Structure

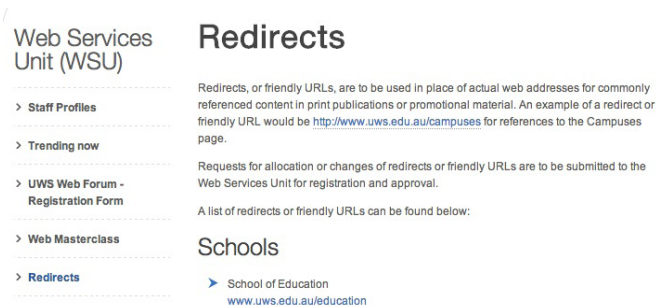
Web authors should limit the number of heading sizes to be those listed above. Headings must be hierarchical throughout each page i.e. H1 should precede the use of a H2 tag, a H2 should precede a H3 and so on. There can be only one H1 tag on a page. There can be multiple H2 tags each having H3 tags underneath. There should not be any H3 tags that are not under an H2 tag. Use of H4 tags should be avoided, and the page re-organised instead.

For example:

```
<h1>Main Heading</h1>
```

```
<h2>Headings under h1</h2>
```

```
<h3>Headings under h2</h3>
```



## WPC 9. Formatting of text

**Bold:** Text can be made bold to emphasise words or phrases. However, its use should be limited as bold text can be difficult to read on screen.

The `<strong>` tag is preferred in HTML as it is the term screen readers use to change the tone of voice for a selected section. Try to avoid using `<b>`.

**Italics:** Italics should be avoided except where necessary:

- » titles of books, periodicals, films, videos, television and radio programs, works of art, legislation and legal cases
- » scientific names of animals and plants.

Use of italics can cause accessibility issues, due to the unpredictable manner in which end user browsers render fonts.

The `<em>` or `<emphasis>` tag is preferred in HTML as it is the term screen readers use to change the tone of voice for a selected section. Try to avoid using `<i>`

**Underline:** To avoid confusion with hyperlinks, underlining of text should be avoided.

**Capitalisation:** Sentence case should be used as a standard on the UWS website. Using UPPERCASE text in a web context is considered or perceived, to be the equivalent of shouting or yelling at your audience. Exceptions would be using uppercase where appropriate for abbreviations or acronyms, writing in uppercase should be avoided.

For information regarding the management of, and what constitutes allowable content for the UWS website, please read the UWS Web Policy. Any queries should be directed to your Web Coordinator or email: [webteam@uws.edu.au](mailto:webteam@uws.edu.au)

## WPC 10. Writing Style

Writing style should be consistent throughout the site. Inclusive language, using common terminology where possible, is important in creating an engaging site. Discriminatory, abusive and defamatory language cannot be used.

Set the tone of your content to suit the target audience. When introducing a new concept, aim for a friendly, conversational tone, without becoming overly familiar. Use of the second person is preferable to use of the third person.

When you move on to the more technical content, or policy and procedure content, adjust your tone accordingly. Where a policy applies, or a procedure is required to be followed, make sure all steps and consequences are clearly stated.

Terms which may be considered uncommon, technical in nature or University-specific should have accompanying explanatory text as appropriate, for example:

- » undergraduate course (a program of study leading to an award that does not require students to have already completed a degree course).
- » MyUWSAccount (username and password required to access student specific areas)
- » iPay (an application which allows online payments for services)
- » Where accompanying explanatory text is not appropriate, the term is to be linked to a glossary with explanatory text.

## WPC 11. Spelling and Grammar

Punctuation and sentence structure should be checked by content authors and subsite managers. Proof-reading for spelling (generally Australian English - AUS/ENG), grammar and readability is the responsibility of content authors and subsite managers. Where the web editing package/system being used to create a page or document does not provide a spell checker, as a minimum, the content of that page must be run through a program such as MS Word (available to both Mac and PC users). The facilities provided there should be used to make corrections to spelling before content is published.

Acronyms and abbreviations should be expanded on first use, either in the text of the page or using the HTML ACRONYM and ABBR tags; e.g.

```
I go to <acronym title="University  
of Western Sydney">UWS</acronym> to  
study.
```

```
I go to <abbr title="University">Uni</  
abbr> to study.
```

As such, use of acronyms in menu items should be avoided where possible.

## WPC 12. Hyperlinks

Hyper-linked text should be meaningful in the context of the paragraph and should clearly reflect the destination to which they link. It is recommended that statements such as "click here" and "more information" as link text should be avoided wherever possible and file size and type information be included when linking to documents. See WPC 14 for more information on linking to documents.

### Reconciliation Statement

The [Reconciliation Statement](#) is a formal declaration of UWS's commitment to the reconciliation process.

Where it is not possible to include a meaningful link within the paragraph text, hyperlinks should be listed separately as a list and identified as being related to the content. The links can be used in an unordered or ordered list; for more information on the structure of lists and list items, refer to the UWS Web Technical Style Guide. The text of the link should clearly reflect the destination of the link. e.g. the page title or the document title.

## Pop up windows

Links that, when selected, open in a new browser window (or tab), need to provide a warning to the end-user prior to the link being selected. UWS has decided that all links that open in a new window (or tab) must include the text:

(opens in a new window)

This warning text can be replaced using CSS (Cascading Style Sheets) with the external link image:



If the external link image is used, the text needs to still display when style sheets are either disabled or not available to the end-user.

Refer to the UWS Web Technical Style Guide for information on how this can be implemented.

Links to documents and to non-UWS external content should be set to open in a new window, however all links to UWS content should be set to open in the same window. Some exceptions like information links on forms and tables may open a new window.

## Link Structure

The ability to link resources such as other pages, documents or providing links to additional references is what makes the web a powerful information source. Each user needs to be able to clearly identify each link, apart from any text around it. It is also vital that the link text be useful to the user.

The use of verbs as link texts, such as 'click here', 'read more' or 'download here' should be avoided on the UWS website. Each link must describe the destination to which it is pointing. This is a very important accessibility requirement under WCAG 2.0. A user who is visually impaired may be using a screen reader and/or link reading software which picks up the links within a page to allow the user to choose where to go next or where to find more information. A page which to this user simply says "Click Here" gives the user no clue as to why they should choose this link and in fact, may be taking them away from what they are looking for. them away from what they are looking for.

**Example:** "For more information on creating UWS websites [click here](#)"

This should be:

“For more information on creating UWS websites, please see the [UWS Web Style Guide](#)”.

Full URLs should not be used for link text as assistive devices such as screen readers will be forced to read the entire URL as the description for the link.

### Best practice:

- » If two or more links refer to different targets, but share the same link text, distinguish the links by specifying a different value for the “title” attribute of each element.

For example the words “style guide” in this document could be used to link to either the Web Style Guide, a CSS Style Guide or the Technical Style guide:

Refer to the [style guide](#):

```
<a href="wsg.doc" title="web style guide">style guide</a>,
```

```
    <a href="css.doc" title="CSS style guide">style guide</a>,
```

```
    <a href="tech.doc" title="Technical Style Guide">style guide</a>
```

- » Always have text or characters between links which occur consecutively in text. In lists, the use of the pipe character is normal. In paragraphs, links should have text between them so that two links are not read as one by a screen reader. For example: “Use these links for more information relating to [tutorials results timetables](#) or [courses](#)”. Could be read by a screen reader as: link “tutorials results timetables” (select link) link “courses” (select link).

By adding characters or text the result would be more accurate: “Use these links for more information relating to [tutorials](#), [results](#), [timetables](#) or [courses](#)”. This would result in the following be read by the screen reader link: “tutorials” (select link) link “results” (select link) link “timetables” (select link) link “courses” (select link).

## WPC 13. Creating user-friendly and search friendly pages

The most important information should be placed at the top of the page. Long pages (pages which when printed would be more than 3 x A4 pages in length) should, where possible, be reduced into smaller information sections with links from the navigation options across multiple pages as appropriate to reduce scrolling. Web users tend to jump between pages, rather than read sequentially down long pages.

An image should only be used where it enhances or clarifies the content of the page. Always ask yourself if an image is required, and the purpose it will serve on the page. See Section 3: Specifications for Images Video, and Audio for more information.

A screen that is filled with text is harder to read than if it is broken into manageable sections which could relate to each paragraph. Use white space around an item to draw attention to it. However, a screen that has too much white space loses the reader’s interest.

When considering how to layout your page, plan your layout on plain paper first and then create your web page. Make sure that you match the content and page design with your intended audience. An example of using white-space around paragraphs to make them easier to read.

### Web Services Unit (WSU)

- > Staff Profiles
- > Trending now
- > UWS Web Forum - Registration Form
- > Web Masterclass
- > Redirects
- > Promotional Space Requests

## Accessibility

### What is Accessibility?

The Web is fundamentally designed to work for all people, whatever their hardware, software, language, culture, location, or physical or mental ability. When the Web meets this goal, it is accessible to people with a diverse range of hearing, movement, sight, and cognitive ability.

When websites or web tools are designed badly, they can create barriers that exclude people from using the Web.

### Why is Accessibility Important?

It is essential that the Web be accessible in order to provide equal access and equal opportunity to people with diverse abilities. The UN Convention on the Rights of Persons with Disabilities recognizes access to information and communications technologies, including the Web, as a basic human right.

## WPC 14. Forms and documents

### Forms

Long forms need to have periodic save points to allow the end-user to take a break and come back to continue. Also, ensure that the end-user has sufficient time to complete the form.

Explicitly associate form labels with inputs using the “for” attribute in the “<label>” tag and a matching “id” attribute in the form field. Position labels before text inputs, and after radio buttons and checkboxes. Labels can be hidden using CSS (Cascading Style Sheets) if needed.

Similar items on a form should be grouped together in easily identifiable sections. This is achieved with the “<fieldset>” tag and an associated “<legend>” tag labelling the section. Legends can be hidden using CSS (Cascading Style Sheets) if needed.

Clearly identify mandatory (required) fields. If providing a symbol (such as an asterisk) to indicate that a field is mandatory, place it with the input label and not after the input, and provide the key indicating what the symbol means at the top of the form (and not at the bottom). If a particular format is required to be entered (e.g. dd/mm/yyyy) in a form field, clearly indicate this to the end-user.

Make sure that forms are still usable if scripting is turned off or not available to the end-user.

Make sure that the collection of information in a form adheres to the UWS Privacy Policy, or otherwise indicate to the end-user what you are planning on doing with the information collected in the form.

### Best practice:

Online forms should have the appropriate form labels applied to each form element. Text boxes should have either sample text in the form field, or a holding character, to ensure accessibility for all older versions of screen reading software.

### Accessible Document Hierarchy

1. HTML
2. MS Word
3. Accessible PDF

Refer to the latest WCAG guidelines for making sure your document is accessible.

### Naming files

File names should be a continuous string of characters where spaces are replaced with dashes or underscores. Dashes are more likely to aid with document visibility in search engines as underscores can be misinterpreted as characters. The file name should not contain any special characters and the only period in the file name should be the period that precedes the file extension. It is advisable to check if the application has any limitations to the inclusion of either dashes or underscores in file names.

### Formatting Documents

When creating documents, attention must be paid to the formatting of MS Word documents with appropriate headings and the use of styles, including bookmarks, to ensure that if those documents are then saved as a PDF, that they will be useful and usable documents for people who rely on screen readers to experience content.

Use style elements to mark up your content e.g. hierarchical heading styles, list styles for lists and paragraph styles for paragraphs.

The benefits of formatting documents using style elements:

- » Easier to make global changes to a document i.e. simply changing the format of a particular style results in every instance automatically changing.
- » Creates the necessary tags needed by screen readers to navigate content.

### Hyperlinks and Email Addresses

Hyperlinks should be active when copied into a document. If this is not the case the link can be made active by using the “Insert Hyperlink” command.

This allows users to simply click on links or email addresses to activate the link, instead of having to retype the link.

### Images

Alt attributes should be given to all images by right-clicking on the image in MS Word and selecting the size, then alt text tab. Meaningful text should be used to describe the image.

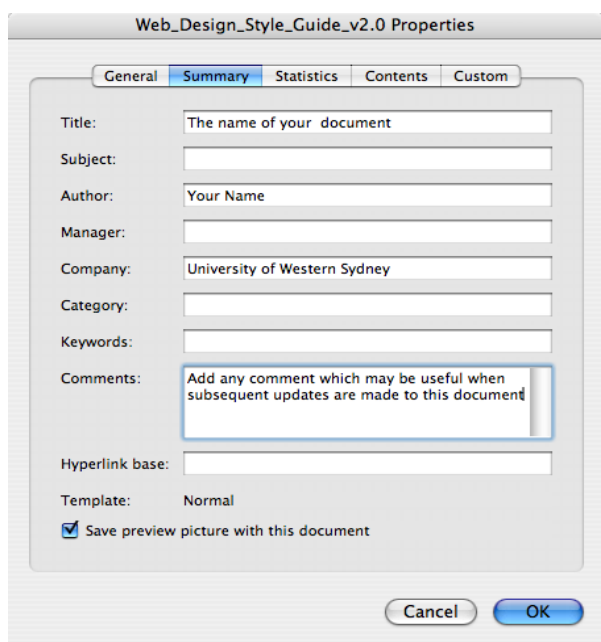
### Complex Layouts

Avoid using text boxes and tables for layout as this can make content completely inaccessible.

## Document Properties

All documents must have the **Properties** section completed with meaningful text, which acts as a version history of the document and identifies it as UWS document. The properties box also advises who the author is, to contact if there is a problem with the document or the content.

Include full details in the document properties dialog box including Title, Subject, Keywords, Author, Company and Comments. This information is used by screen readers to find and identify content in documents.



The screenshot shows a dialog box titled "Web\_Design\_Style\_Guide\_v2.0 Properties" with a "Summary" tab selected. The dialog contains the following fields and options:

- Title:** The name of your document
- Subject:** (empty)
- Author:** Your Name
- Manager:** (empty)
- Company:** University of Western Sydney
- Category:** (empty)
- Keywords:** (empty)
- Comments:** Add any comment which may be useful when subsequent updates are made to this document
- Hyperlink base:** (empty)
- Template:** Normal
- Save preview picture with this document

Buttons for "Cancel" and "OK" are at the bottom right.

## Exporting to PDF

When exporting MS Word documents to PDF use the PDF menu within MS Word.

All documents which are attached to web pages must open in a new window or tab and must display as part of the link reference:

Their file type (eg: DOC, XLS, PDF) and file size (in KB) and the (opens in a new window) text.

For example, Campbelltown campus map [PDF, 100KB] (opens in a new window)

All new documents uploaded should include these details. All existing documents should be amended to include these details.

## WPC 15. Surveys

The University has several system alternatives for creating surveys depending on one's needs. For information on survey support and systems available, please see [www.uws.edu.au/surveys](http://www.uws.edu.au/surveys) or contact your Web Coordinator.

## WPC 16. Links to external sites providing a link back to UWS site

Any site which is affiliated and/or sponsored by UWS which is linked to from within the UWS website, must provide a means for the reader to return to the UWS website.

The UWS website should not open within the frame of another website. The link to UWS must always open the site as a full page, either in place of the host site or in a new browser window.

Returning links priority:

1. Back to original page
2. To main page for section left
3. The UWS home page

## WPC 17. Use of frames and tables

### Frames

The use of frames and tables as a tool for the layout of web pages is not accessible or best practice. Frames create accessibility and browser issues e.g. screen readers are unable to view/read them. CSS elements must be used to define layout; the UWS authorised style sheet alternatives ensure that pages are displayed in a consistent and accessible format. Authorised style sheets and how to apply can be found in UWS Web Technical Style Guide.

### Tables

Tables can be, and should be, used for data dissemination (display of tabular data). Background colour and other table attributes should come from your CSS. The HTML mark-up of the table must include the following:

#### Table Summary

```
<summary="List of events, dates and times">
```

#### Captions

```
<caption>Summer School</caption><thead>
```

#### Table Headers

```
<th>Event</th>
```

```
<th>Date</th>
```

#### Example:

```
<table cols="2" width="360px" height="100px"
summary="List of events, dates and times">
```

```
<caption>Summer School</caption>
```

```
<thead>
```

```
<tr>
```

```
<th>Event</th>
```

```
<th>Date</th>
```

```
<th>Time</th>
```

```
</tr></thead><tbody>
```

```
<tr>
```

```
<td>Orientation</td>
```

```
<td>1 Dec 2009</td>
```

```
<td>10 am</td>
```

```
</tr></tbody>
```

```
<tr>
```

```
<td>Lecture 1</td>
```

```
<td>2 Dec 2009</td>
```

```
<td>10 am</td>
```

```
</tr>
```

```
</table>
```

Summer School

Event	Date	Time
Orientation	1 Dec 2009	10 am
Lecture 1	2 Dec 2009	10 am

Table rows should also be grouped into a table head (“<thead>”), table foot (“<tfoot>”), and one or more table body (“<tbody>”) sections.

The table head section and, if needed, the table foot section should contain information about the table’s columns, and the table body should contain rows of table data. Advantages of using table head and table foot sections include allowing information to be repeated on each page when printed, as well as enabling independent scrolling of table bodies.

While table headers (“<th>”) tags work well with single level row and column headers, tables that have two or more levels of row and column headers require the use of the “headers” attribute in data cells to associate with “id” attributes in header cells.

## WPC 18. Naming conventions

### URL Document name

This refers to the “web address” which a user needs to access a document/page directly. Example: <http://www.uws.edu.au/>

All url names must consist of a combination of lower case alpha characters and, where necessary, numbers; spaces are not acceptable. The only other acceptable character is the underscore “\_” to denote a space. The use of any other characters may result in the page not being able to be displayed.

The naming of web pages for use in the url needs to consider the following:

- » Length of the url needing to be entered by a user  
eg: it is better to have [http://www.uws.edu.au/biomedical\\_health\\_sciences/sbmhs](http://www.uws.edu.au/biomedical_health_sciences/sbmhs)  
rather than  
[http://www.uws.edu.au/school\\_of\\_biomedical\\_health\\_sciences/sbmhs](http://www.uws.edu.au/school_of_biomedical_health_sciences/sbmhs)
- » Keep names meaningful and relevant to content

### Title or Document name

These names are viewed by the outside world and therefore need to be grammatically correct and have relevance to the content of the document/page. The title or document name is also required for effective search results.



The name should be as concise as the above guidelines allow, but should never be more than 50 characters long including all characters and spaces.

**Symbols and characters** - other than alphanumeric characters, can be used in the title/document/page name, but should be restricted as they will affect the SEO results.

## Redirects (friendly URLs)

Underscores can become hard to distinguish when hyperlinks are active, therefore it is advised to avoid the use of underscores in friendly URLs where possible. For eg. <http://www.uws.edu.au/campuses> is the friendly URL for the Campuses page.

A list of friendly URLs can be accessed at:  
[http://www.edu.au/friendly\\_urls](http://www.edu.au/friendly_urls)

## WPC 19. Endorsements

UWS cannot be seen to endorse proprietary products or services; however, where an activity of UWS is sponsored or funded by an external business or organisation, it is appropriate to acknowledge such sponsorship. The inclusion of links to the website of companies sponsoring official University conferences or projects is permitted, as long as the information is within University guidelines - see **Section WPC 14 Links to external sites providing a link back to UWS site.**

These links must be included on a specified sponsors page, available as a link from the relevant page, and not appear on the front page or main entry point to a UWS site. If it is desirable to include a company logo (and copyright permits), the logo size should not exceed the dimensions of the UWS logo published on the UWS website.

More detail is available in **UWS Web Policy**.

## Section 3: Specifications for Images, Video and Audio

UWS aims to maintain consistency of user experience across the UWS website. This is critical in the way we include images, video and audio in our content. If you are in any doubt as to whether or not an image, video or audio content meets standards, please liaise with your web coordinator or contact the Web Services Unit team ([webteam@uws.edu.au](mailto:webteam@uws.edu.au)) for assistance. The standards are:

### Image Quality

The quality of images on mainstream media sites should be used as a benchmark for images published on the UWS website e.g. [www.smh.com.au](http://www.smh.com.au), [www.news.com.au](http://www.news.com.au), [www.dailytelegraph.com.au](http://www.dailytelegraph.com.au).

Images should only be used where they provide a clear benefit for end-users e.g. convey information better than using text, provide context to the text etc. Ask yourself “what does the image tell the user” and always provide a text alternative for screen-reader software.

Pages should not be overloaded with images to ensure pages load quickly. Images should be resized/cropped in an image editing program e.g. Photoshop. It is not permissible to allow the application or code you are using to resize the image on the fly. This results in the delays in page loading times as the image has to be fully loaded at the original size and then the application/code alters the image size. This can also be visible as the page loads and is not professional.

Photographic images should be saved as JPG (or JPEG) file format and optimised for publication on the web. The image quality should be reduced as low as possible without pixelating the image and ensuring image definition is maintained.

Where a software package gives the option to optimise for web delivery, this option should be used as long as the quality of the output is acceptable.

### JPG v GIF

#### JPG

- » Best format for photographic images
- » Ability to have millions of colours
- » Best for colours that blend and fade into each other

#### GIF

- » Best format for non-photographic images (e.g. icons, logos, graphs, illustrations)
- » Restricted to 256 colours
- » Best for images that have few colours and flat areas of colour
- » Number of colours effects size of file
- » Does not compress well if several colours are present

A photographic image saved as a GIF will look washed out and have a bigger file size, increasing download time.

Avoid converting GIF to JPG if possible (image quality will be lost), or continually resizing and saving a single JPG, as quality suffers. It is best to save your original image as a ‘loss-less’ file such as TIFF or PNG and always use this original to edit the image size or resolution. When your image is ready for placing on the page, then convert it to the appropriate image format.

Graphic images with large areas of solid colour e.g. logos, images with transparent areas, should be saved as 128 dithered GIF file format.

A text equivalent should be provided for all images using alt text. The alt text is used as an alternative to the image and is important for end-users who turn off images and who use assistive devices such as screen readers.

The recommended dimensions contained in this document ensure images can be viewed using a monitor with a screen resolution of 1920 x 1080 without the image wrapping underneath the left navigation which may result from the use of large images. This recommendation is not simply in place to accommodate older technology, it is very important to the future users of the web who are now using much smaller devices such as mobile devices to view web content.

### Portrait Photographs

Portrait photographs should be head and shoulder shots and resized/cropped to a ratio of 2:3 e.g. 120 x 180 pixels, not exceeding 180 pixels on either dimension. Preferred size is 120 x 180 pixels.

Photographs should be aligned to the right and contain no border or frame.

## Borders and Frames

To maintain a consistent look across UWS web pages, borders and frames should not be added to images.

## Graphs and Charts

It is recommended that graphs and charts be added as PDFs to the UWS website rather than uploaded as graphics. This allows the installed PDF reading software to easily resize the PDF to suit the end-user who can either view or print the graphs and charts.

## Image Placement

For images other than portrait photos, it is recommended that the image intended to be used on the web page is inserted in the page content, aligned to the right hand margin, and allow padding of 10 pixels vertically and horizontally around each image to provide defining white space between any text and the image.

The positioning of the photograph should be in line with the text layout i.e. the right side of the image should not exceed the last character in the longest line of text on the page.

The width of images should not measure less than 25% or more than 50% of the width of the page content.

## Banner-Type Images in Body Copy

Banners added in the body copy are no wider than the width of the body text of the page content and the height no more than 250 pixels and no less than 60 pixels.

## Image formats for the web

The standard image formats supported by most web browsers are **GIF** and **JPG (or JPEG)**. Images in any other format (e.g. PICT, PSD, TIFF, BMP, EPS) should be converted to a GIF or JPG using a graphics software package such as Paintshop Pro or Adobe Photoshop.

## General notes on images

Both pixel dimensions and resolution contribute to the size or “weight” of an image. Image resolution should be 75ppi and the colour mode must be RGB (red, green, blue – standard for use on monitors and televisions) not CMYK (cyan, magenta, yellow, black – used for high quality colour printing).

More pixels per inch = higher resolution = more information = bigger file size = longer download time

There is no benefit in making images for the web higher than 75ppi. Few computer screens can display any more dots than this, though there are a limited number which can display 120ppi.

## Scanning images

It is best to set your scanner to a higher resolution (eg 300dpi) and then reduce the size of your image to 75dpi after you have adjusted it (e.g. cropped, colour-corrected). This gives you more image information to work with initially and a better end result.

## Digital Images

If using a Digital Camera, set the resolution to the highest setting. You won't be able to fit as many photos on the camera, but the benefit is that you will get photos that have more information to work with for adapting for the web.

For assistance in obtaining UWS supported image editing software, please contact the ITS Service Desk, [servicedesk@uws.edu.au](mailto:servicedesk@uws.edu.au)

## Video and Audio

Video and Audio content uploaded to the UWS web needs to meet the standards specified in the UWS Digital Production Guidelines.

These guidelines should be considered from the initial planning stage as they include instruction relevant to the planning and creation of content. They also outline the preferred hosting and embedding techniques.

A copy of these guidelines is available from Section 5 of the Web Policy.

## Section 4 : Glossary of Terms used in this document

ALT Attributes	Alternate text in image tags. Provides information about an image or link, beyond what is displayed on the page itself. Essential to ensure accessibility and usability for all web visitors
Alpha Numeric	A mix of letters and numbers
Browser	The software used to view websites and web pages. It may be a graphical browser which displays the text, images and banners (such as Internet Explorer, Firefox, Safari), a voice browser (such as JAWS, which reads the screen aloud) or a text browser, which displays the page as lines of text only, without the images (such as Lynx)
Cascading Style Sheet (CSS)	A standard for specifying the appearance and layout of text and other elements on a web page. CSS is typically used to provide a single “library” of styles that are used over and over throughout a website. A CSS file might specify that all headings are a certain colour and size. By changing that single specification, the look of a large number of pages can be easily changed
Characters	May be letters, numbers or symbols
CMS	Content Management System
Document	A file (word, excel, rtf, text, csv, etc) that is created for the purpose of embedding or attaching to a web page
Frames	Frames allow the screen to be ‘split’ into different areas, which can operate independently of other areas of the page. Sometimes used for navigational menus and contents lists. Frames are a major hindrance to standards compliance and the accessibility of web pages
HTML	Hypertext Markup Language - describes the language that is understood by browsers to determine how to display a web page and its content
Internet	This is the term most people use to refer to the World Wide Web. The Internet is made of publicly available websites or pages. It also refers to the processes of uploading and accessing files using FTP, SSH and other protocols
Intranet	Generally, intranets are restricted access sites and pages. They may be restricted to a specific user group, organisation or organisational area
Pixel Dimension	Refers to the ‘physical size’ of the image: how many pixels wide and how many pixels high. This will determine how big it will look on screen
Platform	The operating system used. On desktop machines this may be Windows, Mac OS, Linux. In the server context, this may be Unix, Windows, Linux, or others
Resolution	Refers to the number of pixels per inch (ppi) displayed on screen for an image
Symbols	Non-alpha numeric characters
URL	Universal Resource Locator, this is the ‘web address’ of the web page
Web Page	A single page of information on the internet or intranet
Website	Multiple, inter-related and interlinked pages. Generally, a website belongs to a single entity - person, business or organisation
XHTML	Extensible Hypertext Markup Language. A stricter version of HTML, which allows for the implementation of standards for display of web pages in all formats and browsers

## Section 5: Contacts and help

### Web Services Unit

Web Coordinators

email: [webteam@uws.edu.au](mailto:webteam@uws.edu.au)

### Information Technology Services

Service Desk

email: [servicedesk@uws.edu.au](mailto:servicedesk@uws.edu.au)

### Organisational Development Unit

email: [odu@uws.edu.au](mailto:odu@uws.edu.au)

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AGIMO Style Manual Sixth Edition (pg 170)

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Screen Readers: Dates and Time

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<http://lab.dotjay.co.uk/tests/screen-readers/date-time/>

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Metadata

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