CELT Style Guide

For text based items e.g. reports, word documents, slides

## Writing style

Give the full explanation of an acronym the first time it is used. Thereafter just use the acronym.

A glossary of unfamiliar terms (including acronyms) should be provided as part of the document or a link to a central glossary must be given.

Avoid using gendered pronouns where they are not strictly necessary ie when not referring to a specific person. Use the singular “they” rather than saying “he or she”.

## Font and background

Keep the background plain and use a dark coloured font to ensure good contrast.

Avoid using red, green or yellow text as this can be difficult to read. Colour should not be the only means of differentiating text (or any object). Make use of headings, bold, or other features as well.

Use a sans serif font (Arial or other if not available) with a minimum size of 12 for documents and 16 for slides.

Use **bold** for emphasis but keep it to short lengths of text.

Do not use italics.

Underlining should only be used to indicate hyperlinked text.

Left align all text. Do not justify.

## Numbers and measurements

When discussing large units it is acceptable to use k, m, bn as a shorter way of writing 1000/1,000,000/1,000,000,000 or one thousand/one million/one billion, as long as you are consistent throughout the text.

When writing for the web, numbers are preferred to the text version of a number (99, not ninety-nine) but either is acceptable.

When writing long numbers make sure to use commas (1,000,000 not 1000000).

## White space and paragraphs

Make use of white space to increase the readability of a document. Use shorter paragraphs rather than a few very long ones and break longer documents into sections (and subsections) using headings.

Paragraphs should be separated by white space. Do not indent the first line of new paragraphs.

Create headings using the styling options available in most word processing software rather than by just increasing the font size/using bold to help screen readers identify them as such.

In very long documents headers should be numbered/ordered and a contents page created to help navigation.

Use bullet points for lists or numbers where ordering is required. Avoid using roman numerals where possible.

Use a semi-colon or a full-stop (as appropriate) at the end of each bullet-point.

## Quotes and referencing

Referencing should be done according to the USW Harvard Referencing Guide. This is maintained by the library and is available at: <http://studentlibrary.southwales.ac.uk/referencing/>

Short quotes (1-2) lines should be surrounded by quote marks and kept within normal paragraph structure.

Long quotes should be indented.

## Links and email addresses

Hyperlinked text should be meaningful – link text which describes what is being linked to rather than simply linking “click here”.

Where embedded content is used a link to the original content location should be provided (in full).

Email addresses should be written out in full and hyperlinked.

## Images and tables

Provide alt-text for all images, tables, audio-visual material and embedded content.

If a spreadsheet or table must be used it should be created within the document itself rather than using an image of a table taken from another document. If this is not possible a link/guidance to the original should be provided.

Table headers must be identified to differentiate them from the data cells.

## Webpage guidance

Webpages should adhere to guidance for written style but must also comply with accessibility guidelines (2.0) set out by the [W3C (World Wide Web Consortium) Accessibility Initiative](https://www.w3.org/WAI/).

Information should be provided on the page itself where possible in addition to (or in preference to) downloadable documents, pdfs, etc.

## Useful guidance

If using Word, Microsoft have created [a guide to creating Accessible documents](https://support.office.com/en-gb/article/Creating-accessible-Word-documents-d9bf3683-87ac-47ea-b91a-78dcacb3c66d) that covers how to achieve many of these points.

# Formatting guide – documents

Margins: 2.54cm (all)

Font: Arial

Paragraph/normal: 12

Title: 36 CAPS

Subtitle: 14

Heading 1: 18

Heading 2: 16

Heading 3: 14

Heading 4: 12

These are a guide only and can be modified as appropriate but font should generally be no smaller than size 12.

# Formatting guide – slides

An off-white background is preferable but not currently available using the USW templates. Either use the template or, if desired, use a cream background and manually add the USW logo.

Font: Arial

Main title (first slide): 54-60

Slide title/header: 44

Paragraph/normal: 26

These are a guide only and can be modified as appropriate but font should generally be no smaller than size 16.

Example Document:

Subtitle text is quite small.

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# Heading 1

This is paragraph text. This is a sentence. This is another one. I’m writing more until the line breaks so I can see what happens.

Line breaks make a gap.

## Heading 2

This is paragraph text. This is a sentence. This is another one. This is an important bit. I’m writing more until the line breaks so I can see what happens.

Line breaks make a gap.



Figure

### Heading 3

This is paragraph text. This is a sentence. This is another one. I’m writing more until the line breaks so I can see what happens.

This is a long quote. So we see a nurse, or a teacher or a policeman or policewoman going about their business and tend to judge them as being particular types of people rather than as people being constrained by the roles that they are playing in their work. (Strongman, 2006, p. 94).

Line breaks make a gap.

#### Heading 4

This is paragraph text. This is a sentence. This is another one. I’m writing more until the line breaks so I can see what happens. This is an important bit.

Line breaks make a gap.

# Heading 1a

This is paragraph text. This is a sentence. This is another one. I’m writing more until the line breaks so I can see what happens.

Line breaks make a gap.

## Heading 2a

This is paragraph text. This is a sentence. This is another one. This is an important bit. I’m writing more until the line breaks so I can see what happens.

Line breaks make a gap.

### Heading 3a

This is paragraph text. This is a sentence. This is another one. I’m writing more until the line breaks so I can see what happens.

Line breaks make a gap.

#### Heading 4a

This is paragraph text. This is a sentence. This is another one. I’m writing more until the line breaks so I can see what happens. This is an important bit.

Line breaks make a gap.

# Heading 1b

This is paragraph text. This is a sentence. This is another one. I’m writing more until the line breaks so I can see what happens.

Line breaks make a gap.

## Heading 2b

This is paragraph text. This is a sentence. This is another one. This is an important bit. I’m writing more until the line breaks so I can see what happens.

Line breaks make a gap.

### Heading 3b

This is paragraph text. This is a sentence. This is another one. I’m writing more until the line breaks so I can see what happens.

Line breaks make a gap.

#### Heading 4b

This is paragraph text. This is a sentence. This is another one. I’m writing more until the line breaks so I can see what happens. This is an important bit.

Line breaks make a gap.

# Heading 1c

This is paragraph text. This is a sentence. This is another one. I’m writing more until the line breaks so I can see what happens.

Line breaks make a gap.

## Heading 2c

This is paragraph text. This is a sentence. This is another one. This is an important bit. I’m writing more until the line breaks so I can see what happens.

Line breaks make a gap.

### Heading 3c

This is paragraph text. This is a sentence. This is another one. I’m writing more until the line breaks so I can see what happens.

Line breaks make a gap.

#### Heading 4c

This is paragraph text. This is a sentence. This is another one. I’m writing more until the line breaks so I can see what happens. This is an important bit.

Line breaks make a gap.

# Heading 1d

This is paragraph text. This is a sentence. This is another one. I’m writing more until the line breaks so I can see what happens.

Line breaks make a gap.

## Heading 2d

This is paragraph text. This is a sentence. This is another one. This is an important bit. I’m writing more until the line breaks so I can see what happens.

Line breaks make a gap.

### Heading 3d

This is paragraph text. This is a sentence. This is another one. I’m writing more until the line breaks so I can see what happens.

Line breaks make a gap.

#### Heading 4d

This is paragraph text. This is a sentence. This is another one. I’m writing more until the line breaks so I can see what happens. This is an important bit.

Line breaks make a gap.

# Heading 1e

This is paragraph text. This is a sentence. This is another one. I’m writing more until the line breaks so I can see what happens.

Line breaks make a gap.

## Heading 2e

This is paragraph text. This is a sentence. This is another one. This is an important bit. I’m writing more until the line breaks so I can see what happens.

Line breaks make a gap.

### Heading 3e

This is paragraph text. This is a sentence. This is another one. I’m writing more until the line breaks so I can see what happens.

Line breaks make a gap.

#### Heading 4e

This is paragraph text. This is a sentence. This is another one. I’m writing more until the line breaks so I can see what happens. This is an important bit.

Line breaks make a gap.