

9.0 Publications

9.1 Printed Materials

This checklist is for all printed materials, free or sold, and targeted for the general public and staff. This includes, but is not limited to, general brochures, catalogues, staff training brochures, staff and public newsletters, books, magazines and educational materials.

9.1.1 Design

- The main body of a text is to be set in a minimum 12 point type. Complicated, decorative fonts are to be avoided and instead fonts with easily recognised characters, such as sans serif, Helvetica, swiss and arial fonts, which are generally acceptable should be used. Serifs can add another dimension to the print, particularly when it is small. If there is sufficient contrast, sans serif typefaces work well at larger sizes surrounded by white space.
- Line drawings and floor plans are to be clear and bold, with only the necessary detail and using a minimum of 8 point type.
- Heading is to be at least 20% greater than the font size used.
- Letter spacing leaves letters uncrowded.
- Ordinary typeface using upper and lower case is to be used, as it is more readable than some less frequently used styles such as italics, slanted, small capitals or all capitals only text. Italics should be avoided where possible as the slanting of the type may distort some characters depending on font type, reducing the readability and ease of reading. Bolded and underlined versions of any typeface are preferred methods for highlighting text as they are often more legible because the letters are thicker and less distorted. Underlining should not connect with the letters being underscored.
- Oblique or italic type styles should be used only for foreign words and publication citations.
- There should be a maximum of 60 characters (average) per line.
- No hyphenation is to be used at ends of lines.
- Text with close letter spacing can be particularly difficult to read for people with print disability, especially those with central visual-field defects. Where possible, spacing should be even and not dense.
- Spacing between lines of text should enhance the clarity of the text and not make it look too busy. Many people with mild print disabilities have difficulty finding the start of the next line whilst reading, so spaces between words should be consistent.

- Text should be justified to the left-hand margin to retain legibility and neatness. Justifying left and right margins results in wide and variable spaces between words, and therefore should be avoided unless right justification can be accomplished without causing greatly uneven spacing within the text line.
- Indented paragraphs should be avoided. Indenting paragraphs may result in difficulty in finding the first word of the paragraph as the left margin is used to orientate the reader.
- A wide binding margin is especially helpful in books and other bound material, as it makes it easier to hold the volume flat. Many visual aids, such as stands and video magnifiers, are easiest to use on a flat surface.
- The colour contrast of type to background, either dark on light or light on dark, is to be high. The clearest colour combinations are black and white. Dark text on light background is ideal. However, light (white or yellow) letters on a dark (black) background is acceptable and is more readable than dark letters on a light background. To retain legibility, a high contrast between light and dark should be maintained (a 70% contrast is recommended). A readable combination might be dark text on a light pastel background, while a less readable choice would be pink on a blue background. The use of other different colours should be restricted for larger or highlighted text, such as headlines and titles.
- The colour contrast of drawings or other illustrations to background is to be as high as the type contrast.
- Photographs meant to convey information should have a wide range of grey scale variation.
- Line drawings and floor plans are to be clear and bold, with only necessary detail and minimum 8 point type.
- No type or illustrations are to be printed over other designs, photographs, graphics or text.
- Ink coverage is to be dense.
- A glossy finish can reduce legibility because many people with print disability have difficulty with glare and light reflecting off glossy paper. A matt stock is recommended and dull-coated stock is acceptable. Ensure paper has sufficient weight to avoid show through on pages printed on both sides.
- Type is to be oriented horizontally not vertically.
- If your publication does not meet all of the above criteria, you must provide a separate, large-print version of this publication.
- The large-print version shall meet all of the following criteria:
 - ⊕ type size minimum 18 points
 - ⊕ for 18 point type there must be a minimum of type 4 points of leading between lines
 - ⊕ sans serif or simple serif typeface

- ⊕ the main body of text is to be set in capitals and lower case
 - ⊕ a maximum of 50 characters (average) are to be used per line
 - ⊕ no oblique or italic typefaces to be used
 - ⊕ underlining should not connect with the letters being underscored
 - ⊕ no broken letters to be used
 - ⊕ ink coverage is to be dense
 - ⊕ the colour contrast of typeface to background, either dark on light or light on dark, is to be high (a 70% contrast is recommended)
 - ⊕ the colour contrast of drawings or illustrations to background is to be as high as the type contrast
 - ⊕ photographs should have a wide range of grey scale variation
 - ⊕ line drawings or floor plans are to be clear and bold, with limited detail and minimum 14 point type
 - ⊕ no type or illustrations are to be printed over other designs, photographs, graphics or text
 - ⊕ stock is to be off-white or natural with matt finish (maximum size 210 mm x 297 mm [A4])
 - ⊕ paper is sufficient weight to prevent show-through printing
 - ⊕ margins are to be flush left and ragged right
 - ⊕ no hyphenation is to be used at ends of lines
 - ⊕ gutter margins are a minimum of 22 mm and outside margins smaller but not less than 13 mm
 - ⊕ document has to have a flexible binding, preferably one that allows the publication to lie flat
 - ⊕ the printed material is to be available in a word processing format, such as on disc text file (.txt) format.
Note: Portable Document Format (.pdf) is generally not accessible for people who use screen readers.
- The printed material is also to be available in Grade 2 Braille. (For those materials available on demand, such as information in the Visitors Centre, two copies should always be available. For those materials ordered by phone or letter, a statement in them that Braille copies are available in the same turnaround time as regular print is sufficient.)
 - The printed material is also to be available in DAISY format, disc or on audio cassette. (For those materials available on demand, two copies should always be available. For those materials ordered by phone or letter, a statement in them that audio copies are available in the same turnaround time as regular print is sufficient.)
 - The audio cassette or disc should meet all of the following criteria:

- ⊕ the audio cassette version is sound-indexed for easy choice of starting and stopping points for listening
- ⊕ the audio-cassette or disc version presents clear, high-quality sound. DAISY discs will generally provide clear high quality sound.
- Availability of the alternative formats is to be prominently advertised within the text.
- A print disability often makes it difficult to find a book or document that is buried among similar publications, for example sets of books and brochures that differ only in title or volume number. Use of distinctive colours, sizes and formats on the covers of such series can be especially helpful.

9.1.2 Large Print

The large print guidelines listed below should be read in conjunction with section 9.1.1.

- Large print font size should be at least 18 points.
- Line drawings or floor plans should be clear, bold, with limited detail and a minimum of 14 points in size.
- A typeface without serifs is the most readable. Sans serif fonts include Arial, Helvetica and Swiss.
- Bold and underlining should be used to highlight specific sections in the text, such as headings, quotations or crucial areas that need identifying. Italics should not be used under any circumstances as this distorts the typeface, making information potentially difficult to read.
- Line spacing within the print that allows spacing between lines of print of at least 1¹/₄ spaces is preferable.
- Large print headings and subheadings should be larger and bolder than regular large print text. Bold or underlined text can be used in these instances.
- Paragraphs in large print should be block style and use 25 mm margins. The left margin should be justified and the right-hand margin should not be justified. There should be no indentations to delineate paragraphs.
- Where possible, columns and divided words should be avoided.
- To increase readability, black print should be used on white, ivory, cream or yellow paper with a dull finish to avoid glare.
- Large print should not be used over a background design or other graphical material, as it will be too hard to read.
- Large print materials that are highly graphical in nature, such as maps, graphs and charts, should adhere to the guidelines outlined earlier regarding size of print and font used.
- Paper size should be no larger than 210 mm x 297 mm (A4 paper size).

9.1.3 Braille and Audio

Printed material should also be provided in Grade 2 Braille and audio CD. For those materials available on demand, such as information in the Visitors Centre, two copies should always be available. For those materials ordered by phone or letter, a statement in them that Braille copies are available in the same turnaround time as regular print is sufficient.

9.1.4 Electronic Documents

Printed material should be provided in an electronic format on CD. The following guidelines should be followed when producing electronic documents:

- Style sheets should be used for titles, headings and paragraphs of text to provide structure to a document. Styles allow you to pre-set all formatting options such as the font, spacing, bold and italics. Once the file is exported to a rich text format (RTF) it will then be accessible to a wider range of screen-reader users on different operating systems.
- Create a table of contents to provide orientation and quick navigation to sections of a document.
- Avoid text boxes. Text boxes are inaccessible to screen readers.
- Table layouts should only be used if they make sense when created in a linear format and when headings used for columns are contained within the same table cell as the associated text or information. This is because screen readers read across the page table cell by table cell.
- Columns are difficult for cognitive impaired and screen-magnifier users to navigate. Never make columns discontinuous (in other words, never continue a column several pages later).
- Use footnotes rather than endnotes. Font size for footnotes is often small and may have to be manually reset.
- Use relative positioning for all graphs, diagrams and images to ensure that they stay with the appropriate heading or paragraph if the text is resized. If a document is going to be created as a PDF file, then add a text equivalent to all graphs, diagrams and images.
- RTF enables the user to exchange text files without losing the format of the source document. It is usually the preferred format, as files can be transferred between different desktop publishing programs, word processing programs and operating systems.
- PDF files are read only and can only be viewed in Adobe Reader. PDFs preserve fonts, images, graphics and the layout of any source document and are ideal for printing exactly as the author intended.

- It is only possible to make PDF documents fully accessible with Acrobat 5 or 6. It is preferable to create documents of a complex nature in HTML as less work is required to achieve the same level of accessibility.
- Documents are not automatically accessible to screen readers and may require conversion tools. To make the content in the PDF more accessible, provide an HTML version or a Microsoft Word version in addition to the PDF file. If this is not possible, create a tagged PDF file. Adobe has built in support for converting well-structured Microsoft Office documents directly into tagged PDF format. The document must first be marked up for accessibility. This means applying the structural elements as listed above, such as style sheets, and adding other elements as prescribed by Adobe.

9.1.5 Language that Appropriately Describes Persons With Disabilities

Language that appropriately describes persons with disabilities should always be used, as follows:

Yes	No
People with disabilities	The handicapped, the disabled
People who are deaf or hard of hearing impaired	The hearing impaired, deaf-mute
People who are blind or have low vision	The blind, the sightless
Wheelchair users	Those confined to wheelchairs, wheelchair bound
People with mobility impairments / disabilities	The crippled, the lame
People with cognitive disabilities	The retarded, the mentally deficient
People with mental illness or a psychiatric disability	Schizophrenic (as a generic), the insane
People with learning disabilities	Dyslexic (as a generic), the retarded

- People with disabilities are not suffering from, victims of, or afflicted by their disabilities. They are neither saints nor the worst of sinners – they do not want to be portrayed as courageous or tortured, but rather as individuals who find alternative means to accomplish everyday activities.
- They are not overcoming their disabilities so much as the barriers that the rest of society puts in front of them.

- People with disabilities do not have special needs, but do require certain accommodations to make the best use of venues, and these changes will help everybody, especially as the population includes increasingly large numbers of older people.
- There are over 20 million people in Australia. It is us, not them.

9.1.6 Content

- Text is to be written in clear, plain English (acknowledging the need for subject-specific, technical language in professional journals).
- Pictorial information should support the text.
- Information on access for people with disabilities is to be integrated into other service and venue information.
- If a separate access publication is required, it should make reference to other service and venue information.
- As with cultural and gender equity, where appropriate, information about the life experiences of people with disabilities is included in the content.
- When included, information regarding people with disabilities should use language that is correct and appropriate.

9.2 Website

- Design web pages to maximise accessibility to people with disabilities.
- Provide a text-based version of the website for users with a print disability.
- Provide meaningful text in the alt attribute of every graphic to describe the graphic and the message it intends to convey. Where a graphic is used as a link, a text link should also be provided.
- Provide descriptive comments to convey the information contained in photographic images.
- Ensure that the text is properly punctuated, as screen readers interpret punctuation for the reader.
- Provide an online HTML version of documents that are in Portable Document Format (.pdf). PDF documents are not readily accessible to users with screen readers.
- Display links as vertical lists as they are more accessible to users with screen readers. Screen readers have problems distinguishing consecutive links on the same line.
- Provide separation between links where they have to be displayed consecutively. For example, use a minimum of two spaces to separate links.

- Offer a non-frame version if using frames, as this makes navigation of the site easier for people with low vision using adaptive technology.
- Where graphics are used to indicate navigation paths, provide a separate graphic for each navigation path. For example, one graphic with 26 hotspots to represent each letter of the alphabet for an A to Z index will limit accessibility to only those entries starting with the letter A for people using Lynx browsers. The solution is to implement an A to Z index with a graphic for each letter of the alphabet. Where a graphic is used as a link, a text link should also be provided.
- Provide a text transcript or subtitles of video clips for users who have low vision or a hearing disability.
- Avoid the use of animation that may trigger epileptic fits, for example spiralling, throbbing or flashing graphics or buttons.
- Avoid the use of blinking text as this may trigger epileptic fits and it can also cause problems for Braille or speech output.
- Be aware that while colour can be used to direct attention to important or time-critical information, indicate changes in status of data, differentiate between discrete types of information as well as convey similarity in information, this indicative information is subtle and not readily accessible to people with low vision.
- Avoid the use of red and green together to accommodate people with a colour disability.
- Use **Lynx** to test the internet site for its accessibility to people using screen readers and text-only browsers and fine tune the site to maximise accessibility for people with low vision.
- Use **Bobby** to test the internet web pages for their accessibility to people with disabilities as well as their compatibility with different web browsers or HTML specifications. Bobby is a free service created by the Centre for Applied Special Technology (CAST). Avoid colours with a similar level of saturation, hue and/or brightness, for example, royal blue with hot pink or dark grey on black. ‘Mouse over link’ colour change should comply with colour contrast regulations.
- Avoid pop-up menus on the internet site as these are difficult to access for people with low vision.
- The colour, font and Accessibility Internet Options in Internet Explorer are very helpful in testing the readability of the website for someone with low vision.
- www.cofa.unsw.edu.au (Accessible Arts website) is an excellent example of provision of alternative formats. Please refer to the link below for the most up to date information on accessible websites:
<http://www.w3.org/WAI/WCAG20/quickref>

9.3 Use of Symbols *

Any language accompanying the international symbols should focus on the accommodation or service, not on who uses it. For example: 'Ramped Entrance' may accompany the wheelchair symbol. This is important because not only do individuals in wheelchairs use ramps, but so do people with baby carriages, luggage, etc. Language that fosters dignity is important too. For example, 'Reserved Parking' or 'Accessible Parking' may be used with the wheelchair symbol to indicate parking spaces designated for people with disabilities.

* Adapted from the Smithsonian Guidelines for Accessible Exhibition Design