



University of
Central Lancashire
UCLan

Brand Guidelines

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Our brand

Our brand is more than a logo, a name or a typeface; it is woven into the fabric of who we are and plays an essential role in telling the world what we stand for. It is made up of an extensive range of assets and content (including, but not limited to, our logo, fonts, photography, colour palette and tone of voice) which are published through various media. These guidelines outline the basic principles to enable you to utilise our brand effectively.

The strength of our brand relies on consistent implementation and creating positive perceptions and experiences meaning that every touchpoint and moment matters. As a result it is essential that our brand is safeguarded and consistently applied to ensure our professionalism and reputation is maintained.

Our brand narrative and tone of voice

Our brand narrative

Fact/functional positioning

The University of Central Lancashire is the international, multi-campus university tracing its roots back to 1828 and leading the way in modern learning today.

Emotional positioning

We believe in helping people to seize every opportunity to flourish in education, at work and for life.

Story development and proof

We're proud of our mission and we take it seriously. With our universal, second to none support, whatever your goal, together we'll make it happen. We're innovative by nature, offering more choices and creating more possibilities. Combining academic excellence and real-world teaching, we give our people the skills and experience industry needs. That's why our talented graduates are in such high demand across the world.

Whoever you are, wherever you are in life, there's always a way.

Brand line

Where opportunity creates success.

Our brand line

Our brand line *'Where opportunity creates success'* can be used as a headline or to sit as a sign off.

When using the brand line as a sign off it should sit under the headline, be aligned to the left hand edge of the copy and sit anywhere on that axis. The brand line should be sized to visually match the sizing of 'UCLan' in the logo.

When using it as a headline it should align to the copy within the logo.

These approaches can be used in equal weighting on applications, keep in mind the purpose of the document and choose the best approach.



Words are branding too

Our tone of voice is as important to our identity as our visual look and feel. Each reinforces the other, creating brand consistency and longevity.

It is essential that we have a strong and distinct tone of voice which flows through all of our marketing and communications materials.

Expressing our brand with one voice

- makes us believable
- avoids confusion
- helps our audiences easily understand who we are and what we stand for

The more we apply our tone of voice, the more natural it will become

- verbally as well as written
- internal as well as external

It is essential to ensure that the content meets the needs of the right target audience. Be clear on who the audience is and what their intentions are when reading and what they are likely to do next. Keep the audience in mind at all times.

Be positive and reassuring - use positive and friendly language as this helps build a rapport and will reflect well on the University brand eg 'We're more than happy to help.'

Be professional when referring to professional aspects like accreditations or research, it's important to use the correct terminology.

Our tone of voice

Our brand narrative epitomises our tone of voice. It is inspiring, reflecting our innovative approach to education, research and the way we interact with our world. It is supportive, focusing on how, by working together, our people can make the most of their opportunities. It is human, shown by our simple language and friendly tone, which expresses the kind of people we are. And it is purposeful, because we have always believed that everyone who has the ability to learn should be given the chance to do so.

When we communicate, our writing follows these four guiding principles. We talk to many and varied audiences, each with different needs. There are also times where a more formal tone is needed. So, these principles should be used flexibly, for instance, you may want to sound more purposeful with a business audience, and more inspiring and supportive when talking to prospective students.

Inspiring

Positive, motivating, enthusiastic, encouraging challenge, curious

The role of an inspiring piece of writing is to encourage an ongoing thought process beyond the original piece of communication, and to motivate the reader into action. Speak directly to your audience.

Get them thinking to encourage active engagement with what you are saying. Ask questions like 'Have you ever thought...?', 'Did you know...?', and 'Do you want...?'

Focus on the positive; start sentences and conversations with what's possible, rather than what's not.

Supportive

Respectful, tactful, enabling, helpful, trustworthy, understanding, nurturing, reassuring

We are known for our welcoming nature and this should be reflected in our writing. We want to make sure that everyone feels supported when studying or working at the University, or by partnering with us.

Use first and second person pronouns (I, we, you) to emphasise that we work with people to help them help themselves. Make sure you mix the pronouns – using just one makes the reader/writer relationship one-sided and unsupportive. Avoid command words and phrases like should, must and have to – this will only alienate readers and can be offensive to some.

We speak to a diverse range of people from a variety of different backgrounds and it's important to communicate with sensitivity and respect at all times. So, write as you would like to be spoken to.

Human

Clear, accessible language, concise, authentic, genuine, real

We pride ourselves on our Lancashire spirit, which is friendly and straightforward – our writing should reflect this, being clear and accessible to everyone. This approach is especially helpful to many of our audiences that don't have English as a first language.

Use everyday words that everyone understands, writing in a personable manner, as if you are face-to-face with one person. But don't be flippant, or use clichés, idioms or slang. Avoid jargon or complicated terminology and don't use words that have a different meaning in common use than they do in a specific field.

Circumlocution (using more words when less are fine) will distance you from your reader, making genuine connection more difficult. So, say 'to', not 'in order to' etc.

Remember, written communication is always between two human beings – a reader and a writer.

Purposeful

Determined, independent, leading, focused, practical, dedicated, professional

Since our foundation we have believed passionately in our purpose.

This is best expressed by writing with clarity and confidence, using the active voice, and keeping copy concise and focused. If five words will do the job of ten, without sounding arrogant, use them.

Avoid similes or metaphors - these muddy your message. We are a modern university fit for the modern world, so speak its language without waffling, being verbose or using overly technical language.

Be definitive. State facts and avoid non-committal phrases like 'we aim to' or 'our goal is'. Start with a positive view or fact, then qualify.

Write with yours, and your reader's goal in mind; what do they need to know and what do you want them to do next? And always ask yourself, is this copy really needed?

Tips for becoming a better brand writer

Reading whatever is put in front of us is hard wired into our brains.

Try not to read this sentence and you'll see the point.

If we're compelled to read and decipher words, we can use that compulsion to help us become better writers. Because, before you can be a good writer, you need to be a good reader.

Being a good reader isn't about speed, either of reading itself or your comprehension of the words. Nor is it about knowing every minutiae of grammar and punctuation (although it is important).

'Buffalo buffalo Buffalo buffalo buffalo buffalo Buffalo buffalo' is a grammatically correct sentence but it doesn't make any sense to most of us.

Reading as a writer is about gathering a broad reference toolkit that you can use in your own writing. Read widely across different fields, genres and media. Analyse what you read – are the messages clear; what does the author want you to think, feel and do next; do you get a sense of a sincere person behind the words, or of a corporate entity protecting its interests? Review your own writing in the same way or ask a colleague for a fresh opinion.

English is not always the first language of those we are talking to.

We should use plain English wherever possible so that our communications and the information we provide is accessible to everyone. Our audiences are many and varied and we have more technical conversations with some than others. But we should still aim to write clear, to the point communications using everyday language. By using straightforward, short sentences and uncomplicated words.

Use plain English

Writing in plain English has a few golden rules:

- Write as if you are having a face to face conversation with your reader.
- Don't refer to the University as a third person organisation. Wherever possible say 'we' and 'us'.

Speak in the first person plural:
Check out our range of courses
Find out why we'll be the perfect choice
You can visit us for help and advice
- Use language your reader will understand.
- Use the active voice. 'David took the test, not 'the test was taken by David'.
- Don't be afraid to use contractions like 'we're', 'we've', etc. This helps create a more personable, approachable writing tone.
- Avoid using buzzwords, jargon and complex language. Using business or course jargon can alienate audiences and make the content unclear.
- Keep sentences short – 15-25 words is ideal.
- Avoid being 'down with the kids' at all costs - including slang and culture specific references.
- Avoid negative language which can detract from the outcome you're aiming for. Use positive language and express benefits rather than negatives. For example, instead of 'It's not too late' use 'There's still time'.
- Avoid cliches or OTT language -using cliches or OTT language like 'this is the best course ever' or 'you're guaranteed to be satisfied' can appear unprofessional, naive and opens up avenues for criticism, so it's best avoided.
- Don't repeat yourself.
- Avoid switching tenses - when writing copy it's important to stay in the same tense, otherwise the copy can become jarring and difficult to understand.
- Avoid tautologies. Keep to your subject – don't waffle.
- Only use technical terminology where you really have to and only once to explain the term.
- Don't use pompous, overly formal or long words if there's a shorter, more human alternative (use 'buy' instead of 'purchase', 'help' instead of 'assist', 'about' instead of 'approximately' and 'like' instead of 'such as').
- Don't use words that have a different meaning in common use to the specific subject in which you are writing. For instance, pizzas and post are 'delivered', not abstract concepts like improvements (which are carried out or made), or priorities (which are set, agreed or had). See further examples at the end of this section.
- Avoid using metaphors – they do not say what you actually mean and lead to slower comprehension of your content. With all of these words you can generally replace them by breaking the term into what you're actually doing. Be open and specific.
- Avoid circumlocution. This adds to your word count and takes longer to make your point. It can also sound overly formal, even officious.

Common mistakes in plain English

Say what you mean - avoid words which mean different things in different fields.

Agenda (unless it's for a meeting)
Advancing
Collaborate (use working with)
Combating
Commit/pledge (we need to be more specific - we're either doing something or we're not)
Countering
Deploy (unless it's military or software)
Dialogue (we speak to people)
Disincentivise (and incentivise)
Empower
Facilitate (instead, say something specific about how you're helping)

Focusing
Foster (unless it's children)
Impact (do not use this as a synonym for have an effect on, or influence)
Initiate
Key (unless it unlocks something. A subject/thing is not key - it's probably important)
Land (as a verb only use if you're talking about aircraft)
Leverage (unless in the financial sense)
Liaise
Overarching
Progress (as a verb - what are you actually doing?)

Promote (unless you're talking about an ad campaign or some other marketing promotion)
Robust
Requirements (say needs)
Slimming down (processes do not diet)
Streamline
Strengthening (unless it's strengthening bridges or other structures)
Tackling (unless it's rugby, football or some other sport)
Transforming (what are you actually doing to change it?)
Utilise

Common circumlocutionary phrases and better alternatives

Circumlocution	Correct
along the lines of...	like
a large number of...	many
as a consequence of...	because of
as to whether...	whether
at the conclusion of...	after
based on the fact that...	because
despite the fact that...	although
give consideration to...	consider
in spite of the fact that...	although
in the absence of...	without
it is often the case that...	often/usually
in the event that...	if
the great majority of...	most
in order to...	to

Examples of inappropriate metaphors

- Drive (you can only drive vehicles, not schemes or people)
- Drive out (unless it's cattle)
- Going forward (it's unlikely we are giving travel directions)
- In order to (superfluous - do not use it)
- One-stop shop (we are a university, not a retail outlet)
- Ring fencing

Further reading

For further examples of Triple-A guidance regarding content and copywriting, there are a variety of online resources you can refer to, including:

[Gov.uk >](#) [Readability Guidelines Wiki >](#) [The WCAG Overview >](#)

For more detailed information on good writing style, see the [Guardian and Observer style guide](#)

Plain English Campaign's A-Z of [alternative words](#) and [Drivel Defence](#)

[Hemingway editor](#) - a free online tool to help you make your writing simple and clear

Mark Forsyth and Lynne Truss write very accessible books explaining the simple rules of grammar and how to write eloquently and elegantly:

Forsyth, M. (2013) *The Elements of Eloquence*, Icon Books Ltd

Truss, L. (2003) *Eats, shoots & leaves*, 4th Estate

A

A Level

Not hyphenated. Use an uppercase L.

Abbreviations

Try to avoid. Terms used within the University may not be understood outside it, especially by prospective international students:

February not Feb, Tuesday not Tue, postgraduate certificate not PGCert (apart from in course titles), Higher Education Funding Council for England (HEFCE), Professor not Prof. The only exception is Dr but no full stop is used.

Accommodation

Note it is spelt with a double ‘c’ and double ‘m’.

Acronyms

When you use an acronym, write out the phrase or title in full the first time it appears, followed by the acronym in brackets. After that, you can use the acronym on its own, eg Students’ Union (SU). Exceptions to the rule are acronyms better known than what they stand for, such as BBC or NATO.

Ampersand (&)

In running text, use the word and instead. This applies to School and Faculty names, however, an ampersand can be used in titles.

The ampersand is used when already in a course title, eg Religion, Culture & Society.

And/or

Try to avoid. Check that you can’t use one or the other. Alternatively, rewrite the sentence. The same applies to his/her.

Apostrophes

Where not to use apostrophes.

Never use an apostrophe to form a plural with numbers and letters:

1990s not 1990’s.
Three As at A Level, not three A’s at A Level.
CDs not CD’s.

Asterisks*

Sometimes used in running text to refer the reader to an important footnote. The practice does not lend itself to writing for the web where the footnote in question may not be immediately apparent. Use sparingly and only if absolutely necessary.

C

Campus

Use an uppercase C when saying Preston Campus but a lowercase ‘c’ when discussing ‘the campus ...’

Campus Masterplan should always be uppercase ‘C’ and ‘M’.

Use uppercase M when referring to the Masterplan.

Capital letters

Proper nouns, official titles and course titles use initial capitals when written in full, eg BA (Hons) History.

When you refer to such titles in running text or use a word such as history in a generic sense, don’t use an initial capital: Applicants must study history at A Level.

Programme is not capitalised unless it is part of a full course title: Honours Degree Programme in Computer Science. This programme covers units in...

School names use initial capitals, eg the School of Nursing. Our School has an excellent reputation...

The same applies when referring to a Faculty/ Faculties (initial caps).

When you refer to the University of Central Lancashire, as the University use an initial capital. When you refer to a university use lowercase.

City centre

Never use capital letters when mentioning city centre.

Contact details

For telephone numbers, we advise that you write out the full international number, eg +44 (0)1772 201201. Please remember that weblinks are subject to change and you need to keep these up-to-date.

Course titles

We write out a course title as follows: BA (Hons) History. Note there is a space between BA and (Hons).

Only full course titles are capped up eg BA (Hons) Fashion Design.

General mentions of subjects are always lowercase, eg interested in studying accounting?
All sports courses involve...

Award abbreviations: A Level (not hyphenated), GCSE, BA (Hons), PGCert, BEng (Hons), PGDip, BSc (Hons), MA, MPhil, PhD.

D

Dates and times

To express an academic year, or range of years, use the following format: 2000–01, or 2001–2002, using an en-dash not 2000-1 or 2000/1.

Use am and pm, not the 24-hour clock.
Use full stops not colons as separators.

9.30am not 09:30, 11.30pm not 23:30, 9.00am in most cases, however for social media purposes, it would be 9am and not 9.00am.

Note there is no space between the number and am or pm.

12 noon, 12 midnight. Note there is a space between the number and word here.

For specific dates, use the following format: Monday 31 December as opposed to Monday December 31st.

Degree class

First, 2:1, 2:2, 3rd. Never use 1st. Use a capital when referring to a First, but lowercase initial for first-class degree. Never use first degree, as this can be confused with an undergraduate degree:

She was awarded a First in biology.
He was awarded a 2:1 in English.
She was awarded a first-class degree in art.

E

eg
No full stop. Use a comma before:

We offer part-time courses in a range of subjects, eg computing, languages and the environment.

Email

Not hyphenated. If an email address comes at the end of a sentence don’t follow it with a full stop. You don’t want the reader to think the full stop is part of the address.

Exclamation marks

Do not use exclamation marks unless absolutely necessary - 99 percent of exclamations marks are not needed.

F

Freshers’

The apostrophe is placed after the ‘s’ to show belonging to more than one person but it depends on the context. Eg If you are saying Come along to Freshers there would be no apostrophe but if you are saying Check out our Freshers’ events you would need the apostrophe.

G

Graduate

Use lowercase ‘g’ for graduate, eg Our graduate is now working abroad.

H

Halls

Use lowercase ‘h’ halls/halls of residence.

Has/have

Use has for single entities, eg the University has..., the School of Health has..., LIS has...

Only use have for plurals eg the University and NASA have..., Marketing and HR have...

Hashtags #

Hashtags (#) should always use capital letters for the start of words, for example:

#UCLanOpenDay
#UCLanFunFriday
#TheUCLanExperience
#MotivationalMonday

Headings and titles

For page headings, headlines and sub-headings use an initial capital for the first word only.
Never use all capital letters:

Fees and funding, not Fees And Funding or FEES AND FUNDING.

For book, film, and journal article titles, only use initial capitals (except for small words such as in, at, of, the) where they are included within the title of the book, eg Down and Out in Paris and London. Follow normal academic referencing style where possible.

See uclan.ac.uk/lis/referencing.doc

Book, film and journal article titles in body copy should be italicised.

Hyphen (-)

Common hyphenated words include:
Work-based learning, full-time study, part-time study, drop-in, first-class state-of-the-art, e-learning, multi-national, award-winning, real-life, en-suite.

The following words are never hyphenated:
Postgraduate, multidisciplinary, online, website, ongoing, email, wellbeing, lifelong, multimedia.

I

Italics

Try to avoid, unless you’re using them to present a book title or certain foreign words/terms.
Try not to use italics for emphasis.

M

Master/master’s

When writing the word in a full title it is Master in English Literature, eg Rachel holds a Master of Fine Art. It is lowercased with an apostrophe when writing the word in all other situations, eg Alison is studying on a master’s course. Eg We offer a range of master’s courses at the University.

MBBS

When referring to the MBBS course, please note there is no space between the MB BS, it is all one acronym without a space.

N

National Student Survey (NSS)

Spell out in the first instance then refer to NSS throughout. Note you cannot write NSS survey as that means National Student Survey survey.

North West

North West is always two words with capital N and W and is never hyphenated.

Numbers

Write zero to nine as words and 10 onwards in figures, unless a sentence begins with a number over 10: Sixty-five years ago, this country was at war.

Other exceptions are numbers that have technical significance or need to stand out for quick comprehension, such as: tables, statistics, money, times, ratios, academic grades and where reference to made to Year 1, Year 2 or Stage 1, Stage 2 etc.

Where a number from one to nine is part of a phrase or title that you didn’t create, stick with the convention. Key Stage 2.

For larger numbers, use the following formats: 2,000, £1 million, 10,000, 1 billion, 100,000, 1 million. If shortening, eg £1m, £32m there is no space between the number and the letter.

O

Open Days

Uppercase ‘O’ and ‘D’ used for Open Day, when referring to our events.

P

Percent

Write out percent in letters, rather than using the symbol %. For consistency’s sake, we advise ‘percent’, rather than per cent, unless using a table of statistics (which is unlikely within a course information entry), when % would be more appropriate.

Plain English

Aim to be as clear and concise as possible. Using plain English does not mean you are dumbing down your text. You’re simply

delivering your message in the clearest way possible. Don’t forget that often you are writing for a mixed audience – English may not be the first language of many of your readers.

Postgraduate

Postgraduate is one word, not hyphenated, not PostGraduate and never PG unless in a course title, eg PGDip Publishing. Referred to as lowercase ‘p’ postgraduate when used in a sentence, eg Our postgraduate courses...

Professor

Always write out the word Professor in full. Also see ‘Abbreviations’ on page 18.

R

Ranges (numerical)

Children aged 12–16 or children aged from 12 to 16 not children aged from 12-16.

S

Students’ Union (SU)

Students’ Union always has an apostrophe at the end of the word students. It can be shortened to SU after it is first mentioned.

T

Team names

Names of teams should be upper caps
eg, Internal Communications Team,
Communications & Engagement Team.
Use lowercase when referring to the team.

U

UCLan

Should UCLan be written use uppercase
UCL and lowercase an. Use ‘is’ rather than
‘are’. Example: UCLan is opening a new
research centre.

References to UCLan should be limited
where possible and replaced with either the
university name in full, eg University of Central
Lancashire, or referred to as our/the University,
as appropriate.

Undergraduate

Undergraduate is one word, not hyphenated,
and referred to as lowercase ‘u’ undergraduate
when used in a sentence, eg UCLan’s
undergraduate courses...

University

When you refer to the University of Central
Lancashire as the University use an initial capital.
When referring to a university use all lowercase.

V

Vice-Chancellor

Vice-Chancellor is hyphenated with capital
V and C.

W

www

Web addresses/links should not have the
‘www’ preceding the link, for example:

uclan.ac.uk/alumni
uclan.ac.uk/opendays

Web shortlinks

When using web shortlinks, only one / should
be used in the link, for example:

uclan.ac.uk/study
uclan.ac.uk/accommodation

Wi-Fi

Wi-Fi contains a hyphen and uses uppercase
W and F.

Y

Year

Use Year 1, Year 2, rather than year one,
year two, but third year, not Third Year.

Our logo

How we've created our logo

We show ourselves as an international forward-looking university leading the way in modern learning, enabling our people to flourish, by taking inspiration from our crest.

Creating a contemporary and unique marque drawn from distinct elements that come together to hero the spirit of opportunity the University of Central Lancashire offers all its people.

Shaping an innovative and modern visual language that is uniquely placed to tell our story to the world.

University crest



Chosen elements



Our primary logo

The University of Central Lancashire logo consists of an emblem and a wordmark. Our logo should appear on all print and digital collateral produced.

Our primary logo can sit on white.

The only exception for this is on the PowerPoint text slides when it sits on a tint of slate due to accessibility.

The Primary logo files will be shared directly with suppliers through the Marketing team. Please email brand@uclan.ac.uk with the suppliers details and the nature of the request. Marketing will then liaise with the supplier and provide the necessary artwork files and sign off the artwork.



**University of
Central Lancashire**
UCLan

Our reverse primary logo

The University of Central Lancashire logo consists of an emblem and a wordmark. Our logo should appear on all print and digital collateral produced.

Use the reverse primary logo when using a red or blue background.

If neither the primary logo or reverse primary logo can be used, a single colour logo should be used. See the next page for details.



Single colour logos

The single colour logos should only be used in exceptional circumstances and with the prior approval of Marketing and only when it is not possible to use the primary logo options.

If a single colour logo needs to be used always use the white on red whenever possible.

If using the white single colour logo, it can only ever be used on red or black. If this is unavailable use the black logo.

Only use the artwork files, do not attempt to recreate the logo.

Any exceptions to this must be approved by emailing brand@uclan.ac.uk



White on red



White on black



Black logo

Stacked logos

When space is limited a stacked logo should be used.
When the space is very restricted, use the stacked logo extreme.

These should only be used in limited space circumstances, for example portrait screen lockups and skyscraper banners.

The primary logo should be used whenever possible.

The stacked logos are available in colour or reverse.



Stacked logo

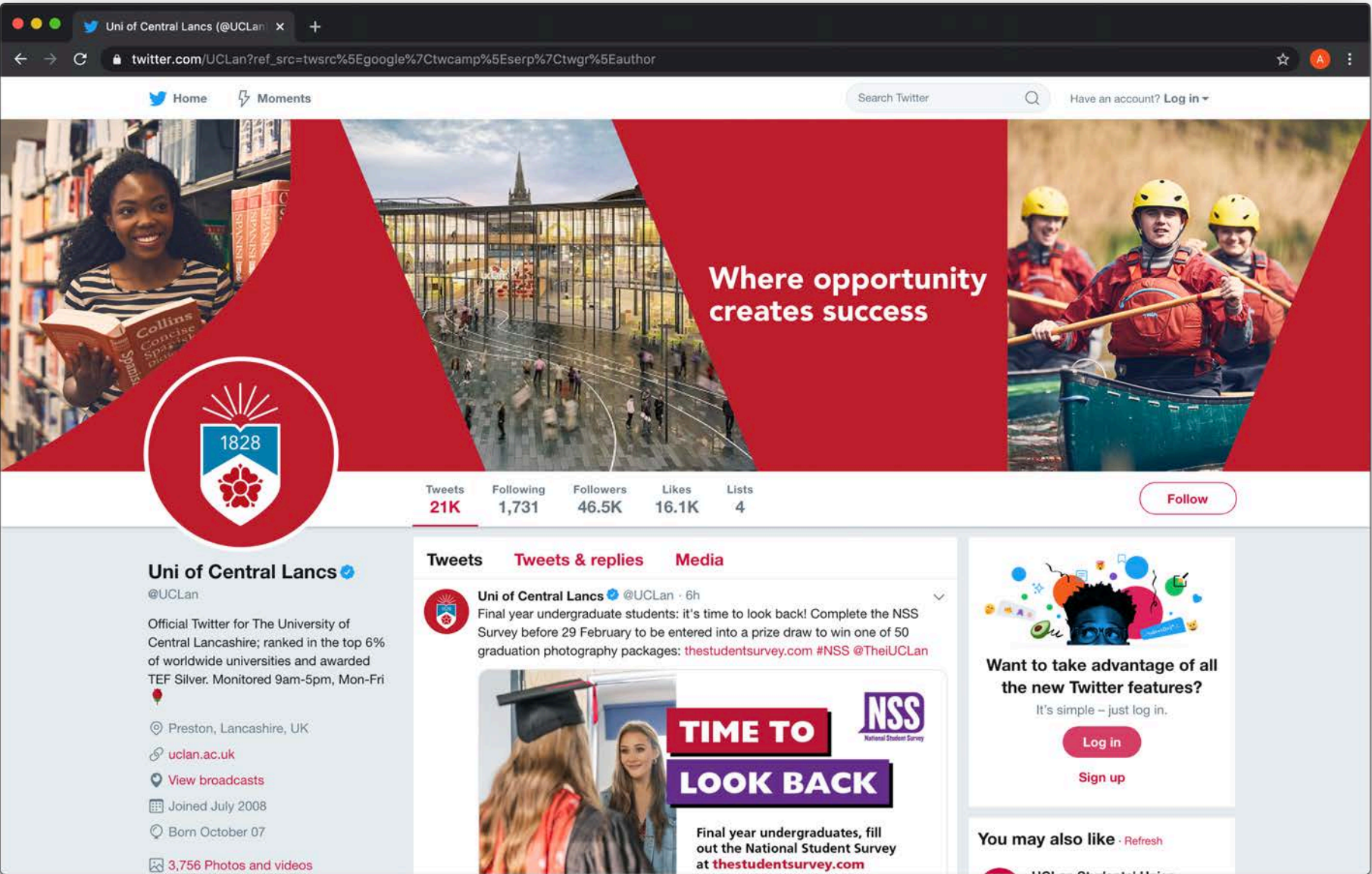


Stacked logo extreme

Using the shield alone

For digital applications such as Twitter, where no other logo would fit the space available, the shield can be used on its own.

If the primary logo and space saver logos cannot be used please contact brand@uclan.ac.uk to discuss other options.



Logo don'ts

Always follow the guidance on logo use stated in this document. These rules apply to all variations of the logos.

Only use the artwork files, do not attempt to recreate the logo.

If you're ever unsure contact brand@uclan.ac.uk



✗ Don't reconfigure the logo



✗ Don't tint the logo



✗ Don't change the logo colour



✗ Don't use elements in isolation



✗ Don't rotate the logo



✗ Don't distort the logo



✗ Don't use on a busy background

Exclusion zone and minimum size

Our logo is always surrounded by a minimum area of space. The area of exclusion ensures that headlines, text or other visual elements do not encroach on the logo.

The area is defined by using 'U' which is the height of the letter U in the logo. A margin of clear space equivalent to 'U' is drawn around the logo to create an invisible boundary of the exclusion zone. This is a minimum amount and should be increased wherever possible.

The minimum size the logo should be reproduced at is 35mm or 98 pixels in width, 11.5mm or 44 pixels in height from the top to the bottom of the shield.

There is no maximum size it can be reproduced at.

The approximate ratio is 3:1.



Exclusion zone



11.5mm / 44px

35mm / 98px

Minimum Size

Approximate ratio 3:1

Exclusion zone and minimum size

Stacked logos

Our stacked logos are always surrounded by a minimum area of space. The area of exclusion ensures that headlines, text or other visual elements do not encroach on the logo.

The area is defined by using 'U' which is the height of the letter U in the logo. A margin of clear space equivalent to 'U' is drawn around the logo to create an invisible boundary of the exclusion zone. This is a minimum amount and should be increased wherever possible.

There is no maximum size it can be reproduced at.



Stacked logo exclusion zone



Stacked logo extreme exclusion zone



Minimum Size

Approximate ratio 2:1.5



Minimum Size

Approximate ratio 1.5:2

The University crest

The use of the University crest is restricted to very formal communications. It is predominantly used by the Vice-Chancellor's office and for prestigious occasions, such as graduations.

For any other information relating the University crest, please contact brand@uclan.ac.uk



Brand architecture and key principles

As previously highlighted the primary logomark should be used consistently. Please contact Marketing should there be specific reasons for the use of the below.

Campuses - Being a multi-campus University there may be call to use a campus logomark.

Sub-brands - To be a named 'sub brand' (i.e. in the logo lock up) the offering needs to be:

- Wholly owned/controlled by University of Central Lancashire
- A tangible entity, sub division or place
- Permanent (not a temporary initiative or campaign)
- More than a simple navigational term for the core product proposition

Please, note a department or a school (eg School of Medicine) are not brands.

We encourage all names to be **literal** descriptors, whereas **conceptual** names or phrases (eg 'your way into China) are campaigns, not brands, so should not be in a logo. Any and all future new names/descriptors can only be developed once approved by Marketing.

Top level



Campuses



Sub-brands



Additional sub-brands may be created following further proposition work to highlight key University assets.

Brand architecture and key principles

Examples of Schools, Research Centres and Institutes



Examples of partnerships

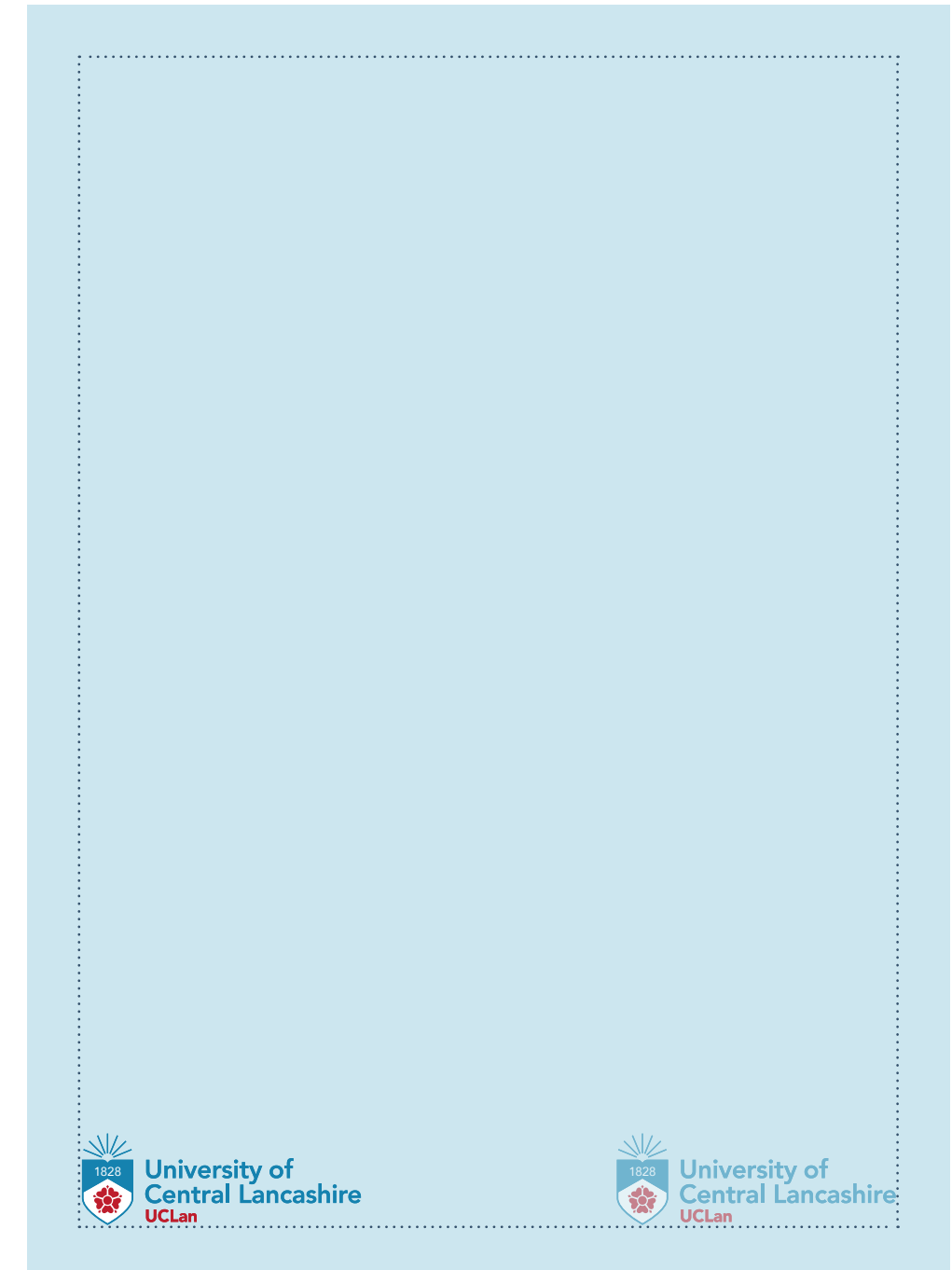
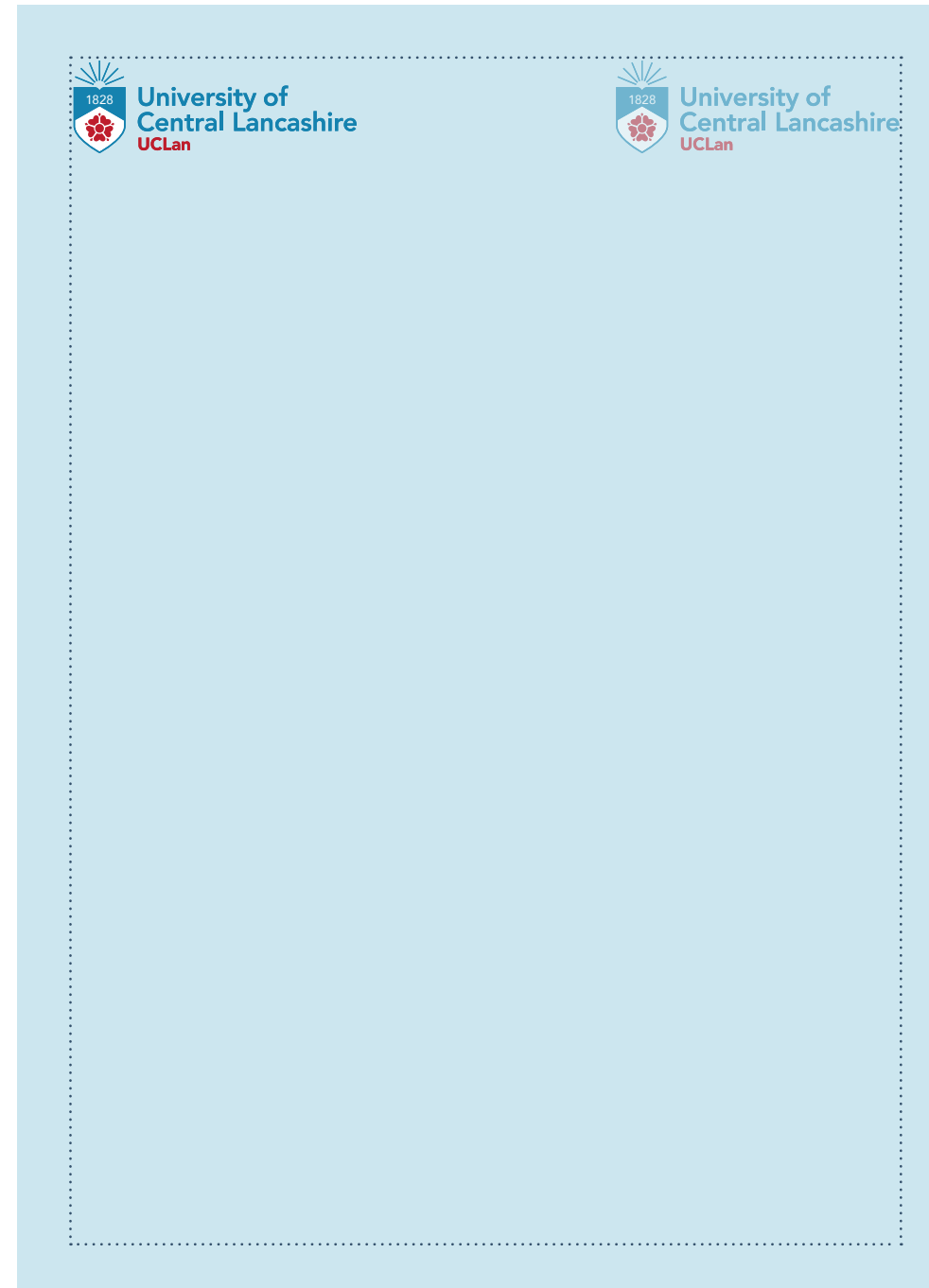


Positioning

Our logo should always be positioned in either of the four corners. Position the logo in the most suitable area for the design.

In circumstances when the space saver logo is used, position it to the most appropriate area.

Contact brand@uclan.ac.uk for further advice if unsure on best positioning.



Animated logo

For start and end frames on videos produced for the University of Central Lancashire the following animated logo could be used.

The total length would be 3 seconds.

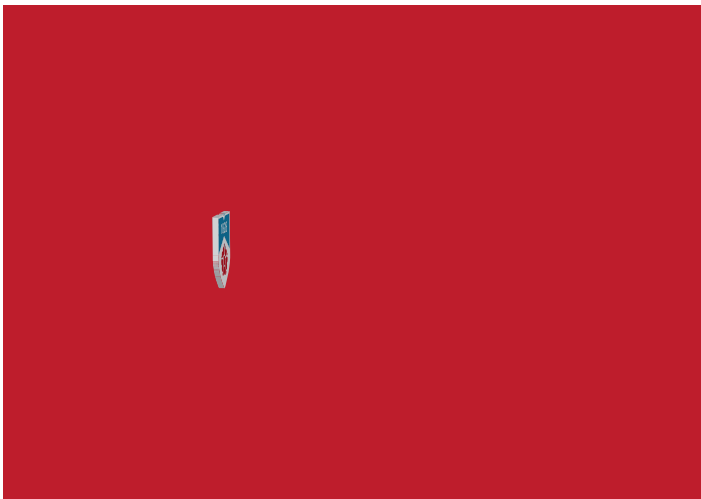
The primary logo reverse can sit on a blue or red background.

This can be created with the primary logo if the background needs to be white.

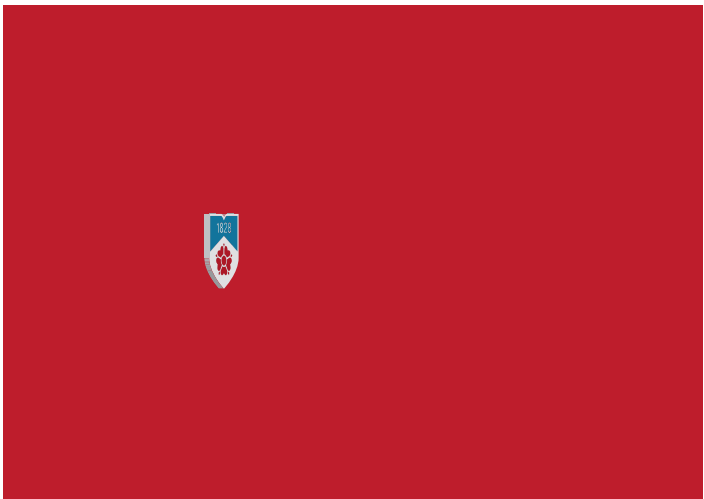
Contact brand@uclan.ac.uk for artwork files.



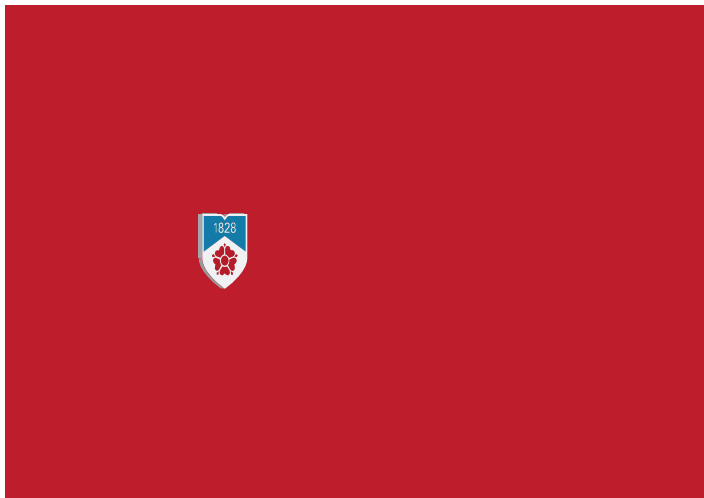
The frame starts with the side of a 3D shield.



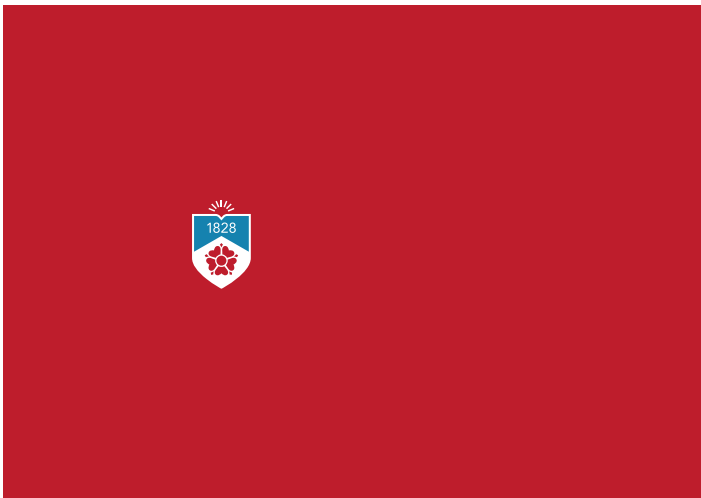
The shield starts to rotate around.



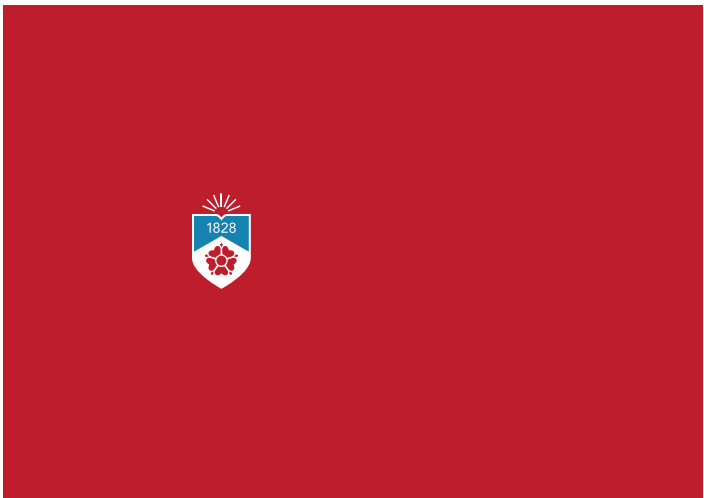
It continues to rotate.



Finally ending front on with the full shield.



The sunrays start to grow from the top.



The sunrays continue to grow.



The full shield emblem completes.



The University name appears.



Ending on the full logo.

Animated logo – stacked logo

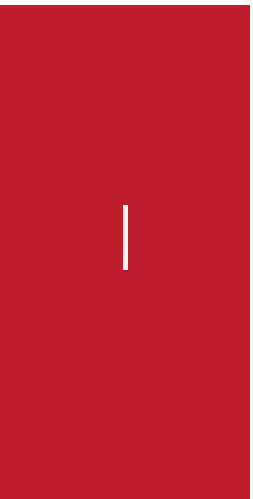
Use the stacked logo for start and end frames that dictate its use (where width is restricted). For example for Snapchat and Instagram stories, the alternate logo could be used for the animation.

The total length would be 3 seconds.

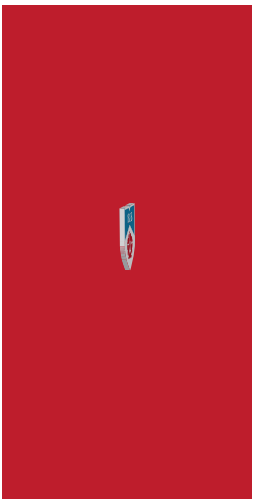
The primary logo reverse can sit on a blue or red background.

This can be created with the primary stacked logo if the background needs to be white.

Contact brand@uclan.ac.uk for artwork files.



The frame starts with the side of a 3D shield.



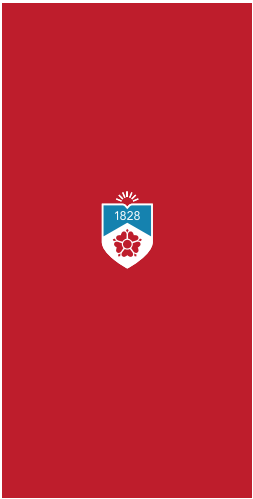
The shield starts to rotate around.



It continues to rotate.



Finally ending front on with the full shield.



The sunrays start to grow from the top.



The sunrays continue to grow.



The full shield emblem completes.



The University name appears.



Ending on the full logo.

Partnerships

The University works in partnership with many organisations in a variety of different ways, this could include being a sponsor, a lead partner or involve co-branding.

Any requests for partnerships which include the use of the University logo, please contact brand@uclan.ac.uk with details about any partnership branding requirements. Please include details of the relationship between the external organisation and the University and we will work with you to establish which is the most appropriate branding approach.

Sponsorship

Any sponsorship opportunities which involve the use of the University logo require prior approval from brand@uclan.ac.uk

This is to ensure that we are aware of any sponsorship that the University is involved with and also to maximise the opportunities for the University that are accessible through the sponsorship.

ERDF projects and logos

Projects with ERDF funding should adhere to the guidance issued in the project guidelines regarding the use of the EU logo and any additional marketing requirements. Where, however, there are no additional marketing requirements listed, the University logo should be used and the wording of the project must appear in the Avenir Next font. No new logos should be created unless specified as part of the project documentation and all requests for new logos should be sent to brand@uclan.ac.uk for prior approval.

Colour Palette

Primary colour palette

Our primary colour palette features red, blue and slate. Red is the lead colour, with blue and slate used in equal weighting of each other.

Typography generally should be in slate, with red and blue used to add emphasis in headings and captions.

When designing for web, keep in mind accessibility, so if unsure use the **contrast checker** to check this.

These colours have been chosen to be accessible when using white type on top. When using white as a background the other primary colours can be used for typography.

Red

Pantone 1807

C:15 M:100 Y:90 K:10

R:190 G:22 B:34

HEX: BE1622

Blue

Pantone 7690

C:84 M:38 Y:15 K:2

R:0 G:127 B:176

HEX: 007FB0

Slate

Pantone 7546

C:84 M:60 Y:36 K:25

R:52 G:81 B:108

HEX: 34516C

White

C:0 M:0 Y:0 K:0

R:255 G:255 B:255

HEX: FFFFFFFF

Full colour palette

Our secondary colour palette has drawn inspiration from our motto ‘from the earth to the sun’.

These colours should be used thoughtfully to help create interest and add variety. These colours should not be overused, they can be used for background floods, typography pull-outs or on charts and graphs.

Colour combinations in the same tonal range work best together. Blue and slate hues should be the lead colours with green and orange hues being used as highlight colours. It is important not to overuse this palette, so please take a ‘less is more’ approach.

When designing web assets keep in mind accessibility, so if unsure use the **contrast checker** to check colour pairings.

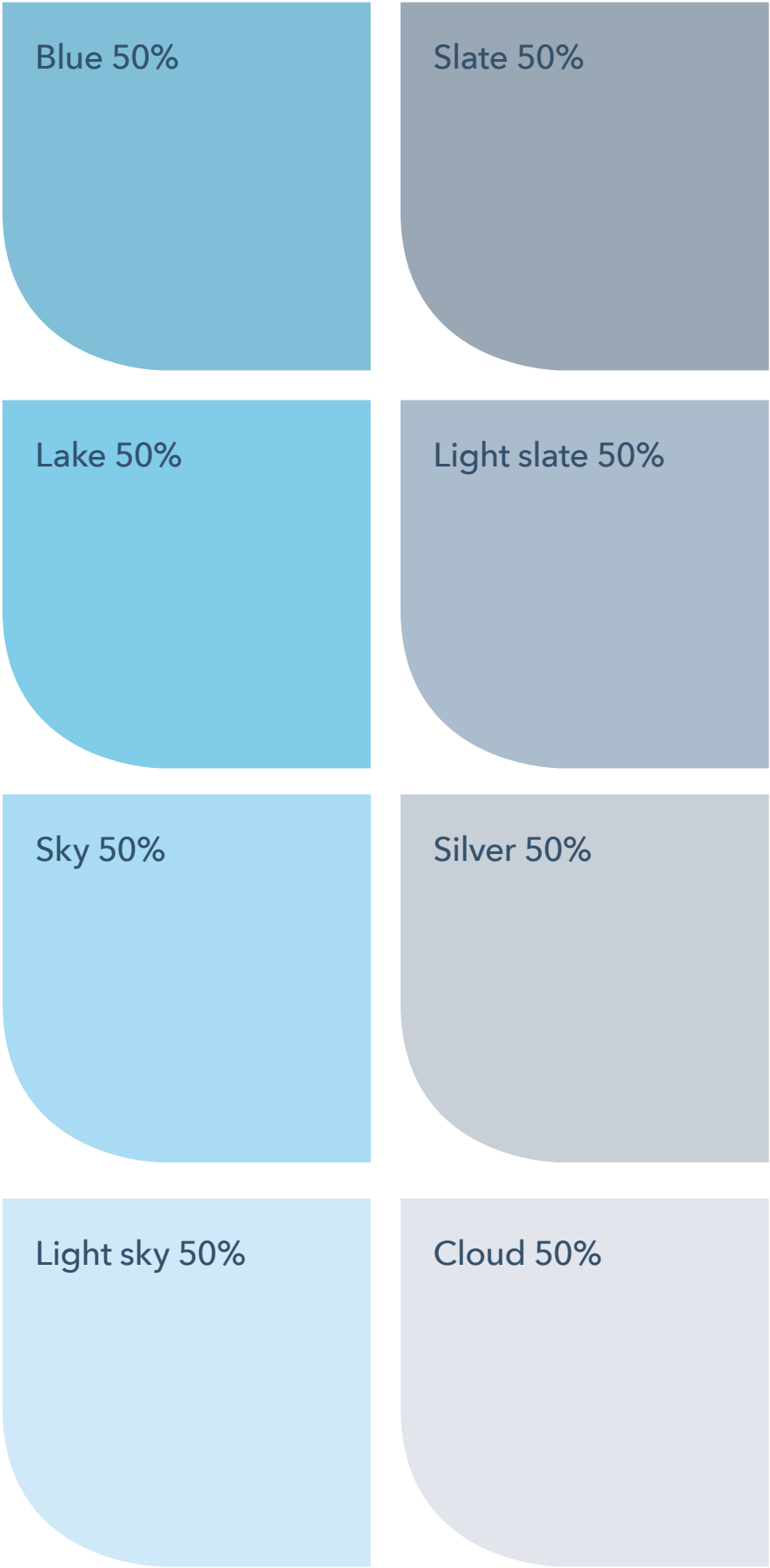
For extra guidance on use of secondary colour palette contact brand@uclan.ac.uk

<div>Red</div> <div>Pantone 1807 C:15 M:100 Y:90 K:10 R:190 G:22 B:34 HEX: BE1622</div>	<div>Blue</div> <div>Pantone 7690 C:84 M:38 Y:15 K:2 R:0 G:127 B:176 HEX: 007FB0</div>	<div>Slate</div> <div>Pantone 7546 C:84 M:60 Y:36 K:25 R:52 G:81 B:108 HEX: 34516C</div>	<div>White</div> <div>C:0 M:0 Y:0 K:0 R:255 G:255 B:255 HEX: FFFFFFFF</div>
<div>Sunrise</div> <div>C:0 M:66 Y:100 K:0 R:244 G:119 B:33 HEX: F47721</div>	<div>Lake</div> <div>C:80 M:24 Y:2 K:0 R:0 G:153 B:210 HEX: 0099D2</div>	<div>Light slate</div> <div>C:68 M:42 Y:20 K:10 R:87 G:122 B:155 HEX: 577A9B</div>	<div>Forest</div> <div>C:90 M:33 Y:70 K:33 R:0 G:98 B:80 HEX: 006250</div>
<div>Gold</div> <div>C:5 M:25 Y:100 K:0 R:242 G:190 B:26 HEX: F2BE1A</div>	<div>Sky</div> <div>C:60 M:10 Y:0 K:0 R:83 G:183 B:232 HEX: 53B7E8</div>	<div>Silver</div> <div>C:43 M:30 Y:20 K:4 R:145 G:159 B:173 HEX: 919FAD</div>	<div>Grass</div> <div>C:75 M:7 Y:90 K:0 R:51 G:153 B:51 HEX: 339933</div>
	<div>Light sky</div> <div>C:33 M:5 Y:0 K:0 R:161 G:211 B:242 HEX: A1D3F2</div>	<div>Cloud</div> <div>C:21 M:15 Y:7 K:0 R:199 G:203 B:218 HEX: C7CBDA</div>	<div>Olive</div> <div>C:44 M:0 Y:90 K:0 R:155 G:203 B:78 HEX: 9BCB4E</div>

Using tints of colour

The blues and greys in the colour palette can be tinted to add extra flexibility if needed. They can be used for charts and tables.

The tints available to use on these colours are 50%.



Typography

Primary typeface

Avenir Next is our primary typeface and should be used whenever possible. It should be used for all typography, from headings to body copy. Italics can be used when needed but should be used sparingly - only to highlight the occasional word or sentence.

It can be used in the weights shown. All body copy should be in the slate. Primary and secondary colours can be used to pull out key pieces of information or headings to add variation to a document.

When choosing colours and weights for typography keep in mind accessibility. Avenir Next Regular should be used for body copy whenever possible.

Avenir Next

Avenir Next Regular
abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890!@£\$%^&*().

Avenir Next Medium
abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890!@£\$%^&*().

Avenir Next Demi Bold
abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890!@£\$%^&*().

Avenir Next Bold
abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890!@£\$%^&*().

Montserrat should be used on the website and digital applications. Italics can be used when needed but should be used sparingly – only to highlight the occasional word or sentence.

Montserrat is a highly legible font and can be used in the weights shown, allowing for flexibility. Montserrat is a Google font and available to download [here](#).

Keep in mind legibility when choosing the weight of the typeface.

Montserrat

Montserrat Regular

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890!@£\$%^&*().

Montserrat Medium

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890!@£\$%^&*().

Montserrat SemiBold

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890!@£\$%^&*().

Montserrat Bold

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890!@£\$%^&*().

Montserrat ExtraBold

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890!@£\$%^&*().

Alternative desktop typeface

If Avenir Next is unavailable, Arial is the default typeface for desktop users. Please note that this font may also be called Avenir Next LT Pro.

A considerate internal typographic approach has been created to help ensure full compatibility across all platforms. Italics can be used when needed but should be used sparingly – only to highlight the occasional word or sentence.

It is suggested that colleagues use size 11 both in email signatures and as the main email font – instructions of how to change your email font can be found in the Outlook help tool. Also note that Arial Black, Arial Nova, and other Arial variations are not brand compliant.

Arial

Arial Regular
abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890!@£\$%^&*().

Arial Bold
abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890!@£\$%^&*().

Styling type overview

Avenir Next should be used on all printed applications. Use a selection of weights and sizes to add hierarchy to the design.

The following sizes and weights relate to a 175mm x 240mm document, they would also be appropriate for an A4 document. Use this overview as a starting point when designing documents. Ensure legibility and consistency throughout.

These type styles are only a guide and creative consideration should be applied when designing.

Colleagues can make design requests using the booking form on [Sharepoint](#), or for further advice contact marcoms@uclan.ac.uk.

Heading
Avenir Next Medium
58pt/56pt

Intro paragraph
Avenir Next Regular
15pt/18pt

Body copy
Avenir Next Regular
10pt/13pt

Discover together

Our Open Days are an ideal opportunity for you to visit our friendly campuses and find out what they have to offer.

There's nothing quite like a visit to campus to bring to life all that you've read about us here and on our website. Explore our campus, talk to academics and students, and get a real feel for studying in Preston and Burnley. You can also visit Westlakes Campus.

Contact enquiries@uclan.ac.uk

Book your Open Day
uclan.ac.uk/opendays

Preston
Thursday 19 March 2020
(4pm-7.30pm)
Sunday 21 June 2020
Sunday 4 October 2020
Sunday 15 November 2020
Sunday 20 June 2020

Burnley
Sunday 5 July 2020
Sunday 27 September 2020
Wednesday 18 November 2020
(4pm-7pm)
Sunday 4 July 2021

Subhead
Avenir Next Medium
15pt/18pt

Body copy heading
Avenir Next Medium
10pt/13pt

Body copy:
Avenir Next Regular
10pt/13pt

Heading
Avenir Next Bold
29pt/34pt

Pull out
Avenir Next Bold
17pt/20pt

Body copy
Avenir Next Regular
9pt/13pt

Footer and page number
Avenir Next Regular
7.5pt

Academic success in the face of adversity: inspiring stories from the class of 2018

Caitlin Tattersall is a prime example of what can be achieved against all odds. The young mum from Blackpool had to deal with an enormous personal tragedy during her studies at UCLan and yet still achieved a first-class degree. She battled through her degree in social work with support from family and UCLan tutors after her five-year-old son, Kaden, lost his fight against systemic onset arthritis in November 2016.

Although she initially studied sport and exercise science at Loughborough University, following the death of her mother Caitlin had a change of heart and decided to instead come to UCLan and pursue her dream of becoming a social worker. It was during her time at the University that Kaden became ill and sadly died of sepsis as a result of his arthritis.

Heartbroken, Caitlin knew she couldn't give up on her dream of being a social worker and in the January, following Kaden's death, she continued her studies and undertook the remainder of her work placement outside of class time to make up for the hours she had lost.

She said: "I used January 2017 as a turning point and a fresh start to get back on track; nothing will ever help me get over what happened to Kaden, but I had to be positive for my daughter and Kaden's sister, Taylor, who was so brave throughout.

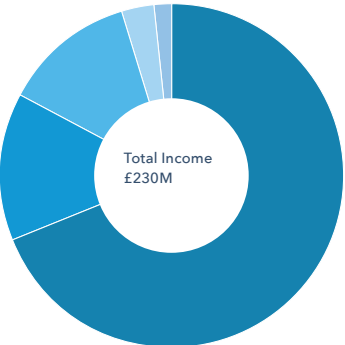
"I'd like to thank my family, UCLan and the Fylde Coast Women's Aid who gave me the support I needed to get through an extremely difficult time in my life. I hope to go on and make a difference to those who need it the most."



Facts and figures

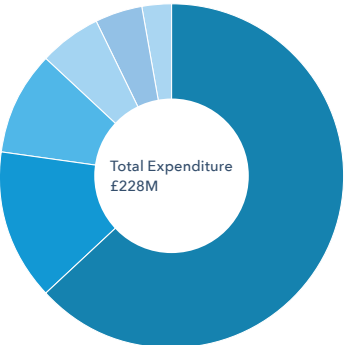
Financial results 2017/18

Breakdown of Income 2017/18



Tuition fees & education contracts 158.2
Other income 32.6
Funding body grants 28.5
Research grants 6.9
Investments 3.5

Breakdown of Expenditure 2017/18



Core academic expenditure 144.1
Support services 32.2
Accommodation & commercial services 22.8
Other expenditure 13.0
Premises 10.0
Research expenditure 6.2

Key Performance Indicators

0.62% operating surplus as % of total income

Target: 5%-10%

0.0% annual debt servicing cost as % of turnover

maximum: 4%

60% staff costs as % of total expenditure

maximum: ≤60%



Surplus for the year
£1.4m

Sub heading
Avenir Next Medium
29pt/34pt

Stat large number
Avenir Next Bold
24pt

Stat descriptor
Avenir Next DemiBold
17pt

Graph title
Avenir Next Medium
9pt/13pt

Graph figures
Avenir Next Regular
9pt/13pt

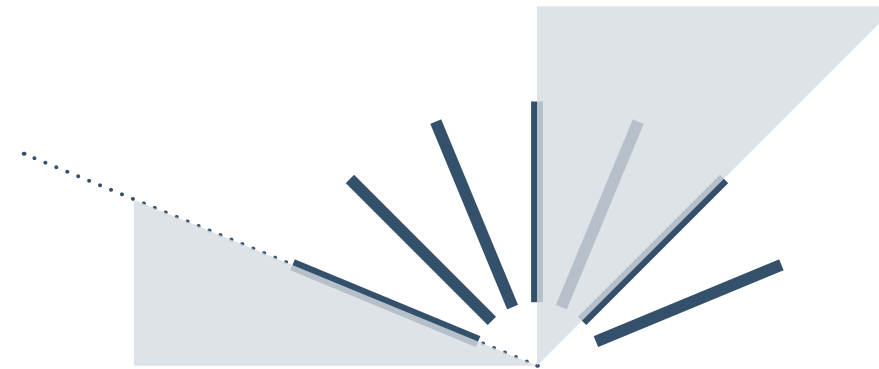
Graphic Devices

Graphic devices

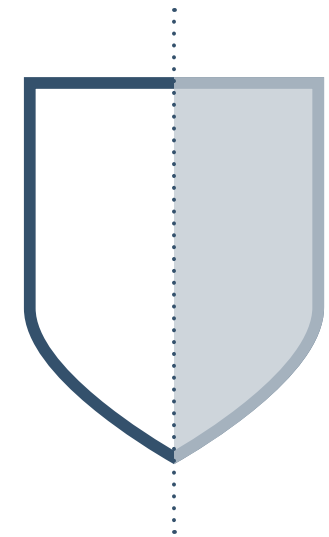
The visual identity system for the University of Central Lancashire has been influenced by the new logo, reflecting the crest and the sunrays/open book.

These graphic devices can be used as single elements to create interesting graphic applications, printed and digital. The shield should predominantly be used on all applications. The angle can be used as a supporting device, on advertising, inner spreads and covers.

Always use the elements thoughtfully and don't over complicate the designs. On documents that are copy heavy these elements should be used sparingly and aim for a clear information hierarchy. This will ensure all collateral has the right balance, pace and impact.



The angle

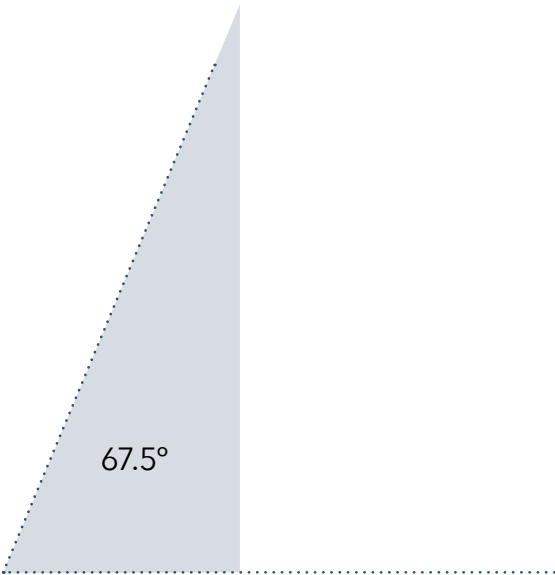
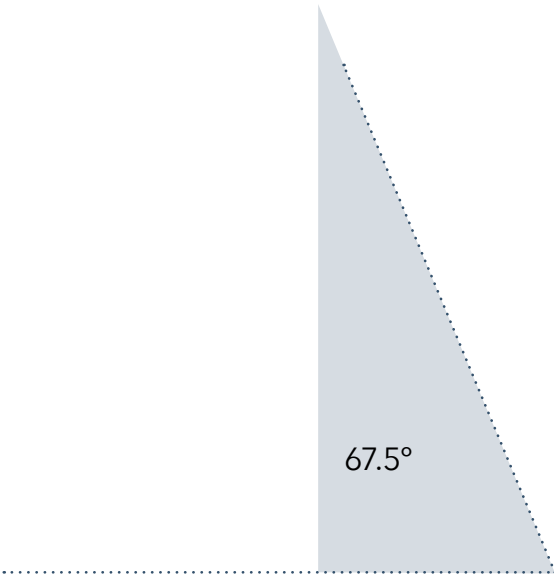
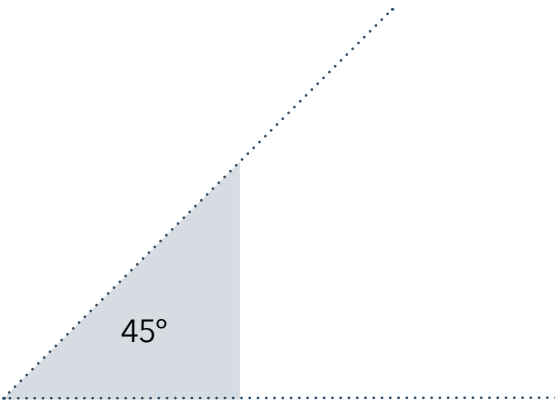
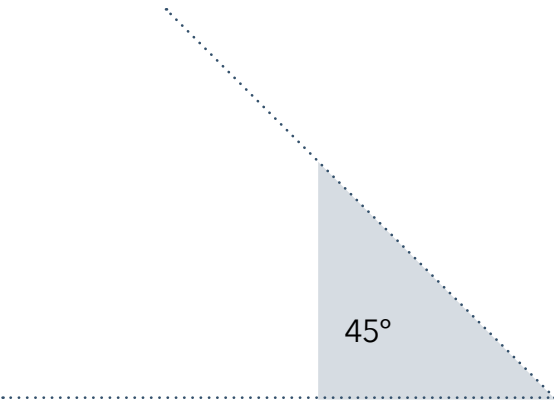
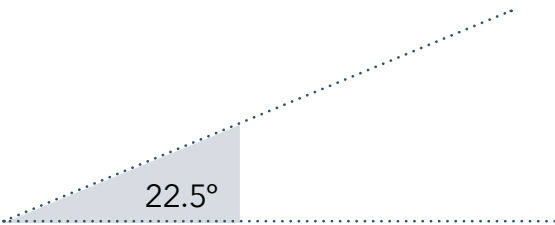
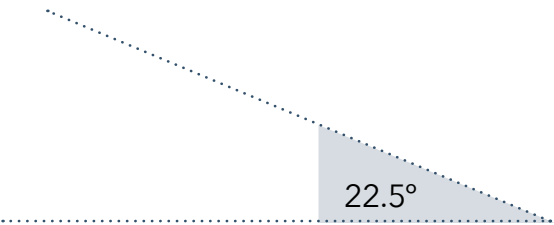


The shield

Graphic devices The angles

There are six graphic angled shapes available to use. These are formed from three angles of the sunrays/open book; 22.5°, 45° and 67.5°. They can then be reflected horizontally to create three more angled shapes.

You should only use one angled shape at a time on an application or a page.



Graphic devices The shield

Either half of the shield can be used as a graphic device. You should only use one shield shape at a time on an application or a page.

Always ensure the full width of the shield is shown but it can be cropped at any height and size.



Graphic devices How to use

Only feature one shield shape or one angled shape per application or page. They can be in any of the primary colours, however, it is not advised to pair red and blue together on the same page.

The system has been developed so it can be used with and without imagery to ensure flexibility throughout the brand.

You can reflect both shapes vertically but do not reflect the shapes horizontally.

On occasion the shape can be multiplied to allow some of the image to show through.

Should more than one graphic device be required, this will be at the discretion of the Marketing team.

Example layouts are provided on the next page.



Graphic devices Overview



[illegible]

Photography

General photography

For all general photography the aim is to ensure that images are authentic, natural and vibrant whilst capturing the emotions that we undergo taking part in various activities.

The images should portray the vibrancy of our University and cover a wide breadth of courses, facilities, events and activities.

The following guidance should be used for photography of students, buildings, facilities, careers, city life, student life, events, accommodation and speaker events.

- Images should always be natural and candid, the people featured in the images should appear comfortable and express emotions, whether that be concentrating on an activity or laughing in conversation. Images of happy and welcoming faces naturally draws the user into the content.
- Never should they appear to be staged or negative.
- Where possible, models should be captured doing things together, with one person always the focus. Where not possible to show more than one person, the scene should suggest togetherness rather than isolation.
- For images of facilities in particular, it is beneficial to show these as dynamic, active setting and being used by students and colleagues. This will help more effectively showcase what is on offer. However, avoid overly busy scenes. Whilst we want to show people in the vibrant University environment, the people should be the focus.

- Each photographic shoot should ensure an adequate gender balance, age range and representation of minority groups. This is to demonstrate our commitment towards the Athena Swan Charter, showcase our diverse community campus and challenge stereotypes. Pay special consideration to subject areas which are currently under represented, for example – females in STEM subjects and males/ BAME students in allied healthcare professions.
- Ensure the student groups chosen for photographic shoots adequately reflect the areas of study – for example age ranges when photographing postgraduate or CPD courses.
- A GDPR Photography release form should be fully signed and returned by each and every individual within a shot. This can be found on Sharepoint in External Relations in Brand.
- All images should be correctly and extensively tagged for use across the University Image Bank, Alt Text requirements, photo captions, SEO requirements and tagging across the website. For further guidance please contact ImageBank@uclan.ac.uk

General photography

A range of shots from the same scene should be taken in various sizes and orientations for use across all marketing materials – such as narrow horizontal images for the web and digital, versus long vertical images of billboards and large format.

When shooting specific courses and equipment, it is essential that an academic or technician is on hand to advise on the quality and accuracy of the scene to ensure our courses and facilities are depicted in a professional and credible way.

For example, is the equipment being used correctly?

Is the correct attire being worn?

Is jewellery to be removed or gloves worn for particular practical sessions?

For all imagery, the final output should follow a similar style of our photography to the ‘Together’ campaign. Create a colour grade to replicate this by following these simple steps...

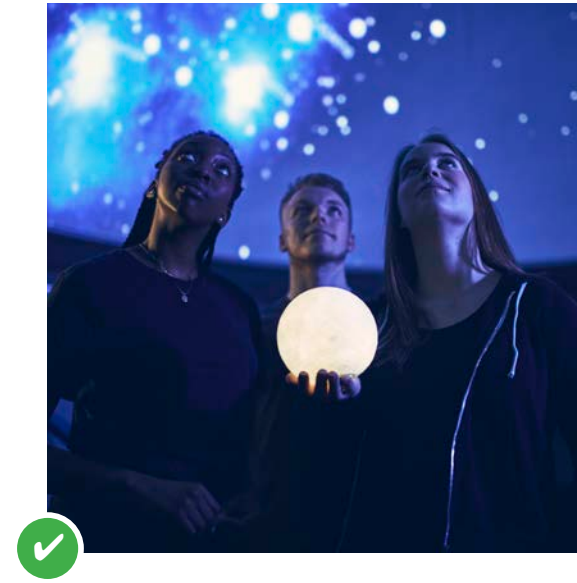
- Blacks crushed slightly
- Small amount of blue tone added to shadows
- Small amount of red added to highlights
- Any overlay music should meet current licensing requirements.
- Utilises the University of Central Lancashire brand correctly and effectively.



Imagery pitfalls

Bad practice with images can affect the success of the content in terms of the overall tone, how users may respond to it and how well it conveys our messaging behind the content. As such, there are image practices to avoid. This helps to ensure that the images used across the site and across all the content produced are consistent in terms of their style, as well as how and where they are used.

- Never should images appear to be staged or negative. However, it is important to ensure the individuals within the shot are engaged to ensure the best possible outcome.
- Stock photography should not be used under any circumstances - using off-brand images will be inconsistent with the rest of the site in terms of style and quality and will look jarring to users.
- Avoid shots from behind or focus on backs of heads.

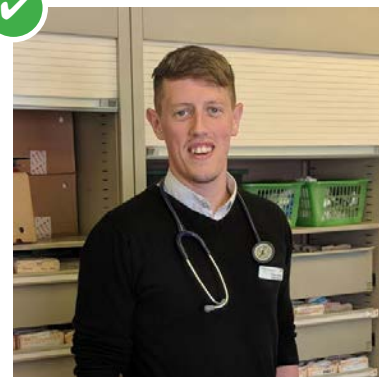


Student and alumni case study/testimonial Images

Student and alumni case studies and testimonial images should always be taken regardless of whether filming is also taking place.

These individual and portrait profile images should:

- Follow the same natural style and colour grade as general photos.
- Be relaxed and candid but professional.
- Consider that the person featured does not necessarily need to be looking at camera but can be relaxed and engaged in conversation or light work.
- Ensure the image can be shot in an informal setting, and if it adds context, preferably in a work or alternative setting which captures their role/story.
- Avoid awkward expressions, and instead try to capture a natural smile or laughter.
- Be clear by the captioning if more than one person is in the photo.
- Avoid selfies at all costs.



Colleague profiles

Across the corporate website we host a number of colleague profiles for academics to host their credentials, published work and areas of expertise.

These individual and portrait profile images should:

- Follow the same natural style and colour grade as general photos.
- Be relaxed and candid.
- Be taken in a professional setting, preferably in a work setting which captures their role or area of expertise.
- Avoid awkward expressions, and instead try to capture a natural smile or laughter.



Further considerations

- For all photography shoots, a full risk assessment should have been undertaken and signed off prior to shoot. For photography in specialist areas such as labs, facilities etc, additional risk assessments may need to be provided by the academics and/or technicians for use of equipment. Please check before filming.
- All students/ad hoc workers who take part in shoots should have undertaken a 'Right to Work' check. This includes individuals who are working in a volunteer capacity due to student immigration and compliance for Tier 4 students.
- Additional guidance will be provided for images submitted by Schools or individuals in regard to profile shots, student trips and student portfolio work where a professional photographer has not been present.



Using imagery with the graphic device

The graphic devices can be used to hold imagery. Always keep in mind the cropping of imagery when using the shapes.

If the section for photography is a smaller space use an abstract, close up image. Avoid cutting people off at odd angles. When choosing abstract imagery use imagery that suggests a subject, for example for science, use an image of molecules. Ensure chosen imagery is bright, dynamic and visually interesting.

University images to be used. For any exceptions contact brand@uclan.ac.uk



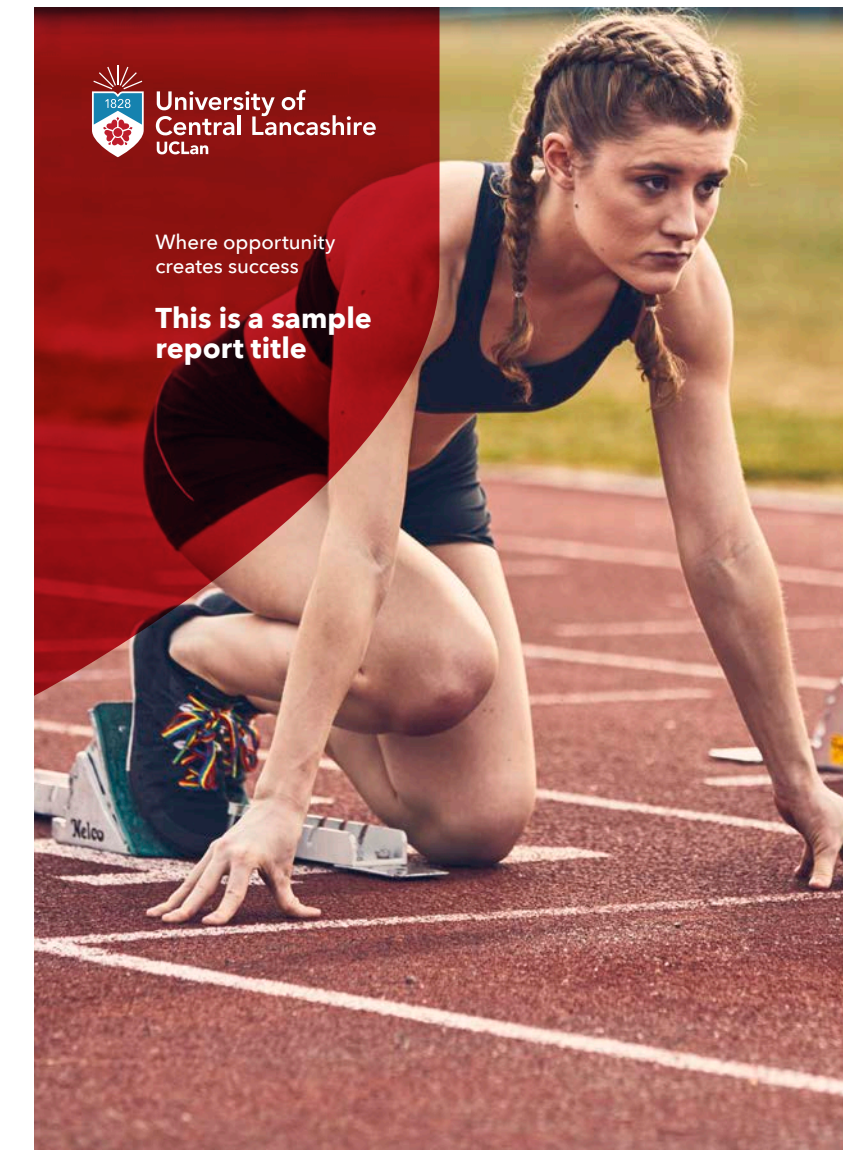
Using imagery with the graphic device

Imagery does not always have to be contained within the graphic devices. The graphic devices can be overlaid onto full bleed imagery creating an area that can be used to hold copy or colour.

They can be in any of the primary colours, however do not pair blue and red together. They can be a solid colour or an overlay. If a coloured overlay is chosen and copy needs to be placed on it, ensure it is legible.

Use one shield shape or one angled shape per cover or spread.

University images to be used. For any exceptions contact brand@uclan.ac.uk



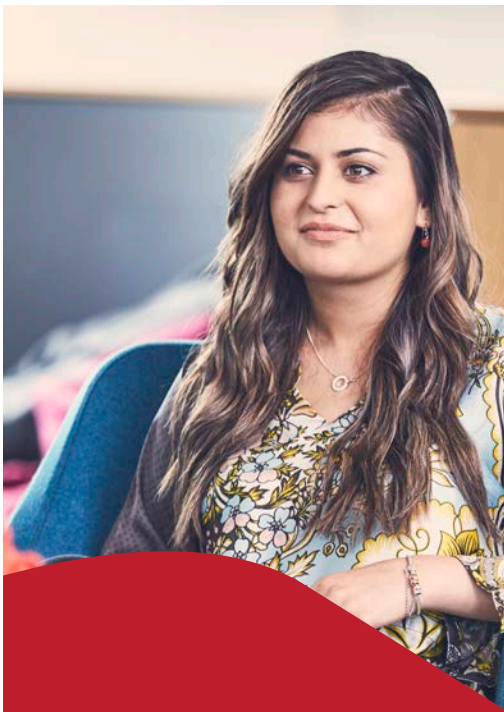
Things to avoid

Always follow the guidance on photography and the visual system stated in these guidelines.

If ever unsure, contact brand@uclan.ac.uk



✗ Avoid using red and blue together



✗ Avoid rotating the shapes



✗ Avoid awkward cropping of photography



✗ Avoid layering photography

Videography

General website videos

Video content is hugely important for engagement and for showcasing what the University has to offer.

Recent statistics claim that shares are 1200% more likely with this format, and videos leave a lasting impression on users that can lead to return visits and future conversions.

Much like imagery, this type of content is important for the University site, but there are specific guidelines that can improve our overall video quality.

Video and rich media content can be used to demonstrate campus tours, student life and experience, transport and commuting options, buildings and the surrounding areas, facilities, interviews and events.

When commissioning video of this nature, the following guidance should be adhered to:

- Footage should always be natural and candid, the people featured in the images should appear comfortable and express emotions, whether that be concentrating on an activity or laughing in conversation. Footage of happy and welcoming faces naturally draws the user into the content.
- Use real people and stories - the content of the videos should involve real people from the University telling us their stories. These honest and 'human interest' accounts are more engaging and will help convey the 'life-changing' messaging we want to put forward.
- Where appropriate, include statistics and messaging - the videos do not have to be led by people talking and stats can be put over the top of shots to again emphasise key messaging.
- Where possible, models should be captured doing things together, with one person always in the foreground as the focus. Where not possible to show more than one person, the scene should suggest togetherness rather than isolation.
- For facilities in particular, it is beneficial to show these as a dynamic, active setting and being used by students and colleagues. This will help more effectively showcase what is on offer. However, avoid overly busy scenes. Whilst we want to show people in the vibrant University environment, the people should be the focus.
- Ensure the student groups chosen for filming adequately reflect the areas of study - for example, appropriate age ranges when filming postgraduate or CPD courses.

General website videos

- Each filming opportunity shoot should ensure an adequate gender balance, age range and representation of minority groups. This is to demonstrate our commitment towards the Athena Swan Charter, to showcase our diverse community campus and to challenge stereotypes. Pay special consideration to subject areas which are currently underrepresented, for example – females in STEM subjects and males/BAME students in allied healthcare professions.
- Every video should contain a variety of shots - having a variety of shots makes the videos more engaging, beyond simple talking head footage. A variety of shots should be taken at every opportunity such as “set up/ wide shot” to set the scene and give context followed by a number of close up detailed shots. Videos with lots of short clips create energy and signify the diverse range of experiences and emotions.
- Authenticity is key for all our videos to ensure the content resonates with the audience. Never should footage appear to be staged or negative. However, it is important to ensure the individuals within the shot are engaged to ensure the best possible outcome.
- External stock video should not be used under any circumstances - using off-brand footage will be inconsistent with the rest of the site in terms of style and quality and will look jarring to users. In some instances, footage for elsewhere, such as drone footage or footage from overseas events may be used. The Marketing, Communications and Engagement service will review the available rushes and agree the best way forward.
- All videos to be hosted on the external-facing website and/or our official YouTube channel must meet the following criteria and must have final approval from Marketing:
 - Targeted toward prospective students and/or a clear external audience.
 - Produced by an approved internal/external supplier to ensure quality audio/visual quality meets minimum standards.
 - Is fully captioned for accessibility purposes. Please note this is the responsibility of the person commissioning the video.
 - Any overlay music should meet current licensing requirements.
 - Utilises the University brand correctly and effectively.

Additional guidance will be provided for videos submitted by Schools or individuals in regard to profile shots, student trips and student portfolio work where a professional videographer has not been present.

General website videos

When shooting specific courses and equipment, it is essential that an academic or technician is on hand to advise on the quality and accuracy of the scene to ensure our courses and facilities are depicted in a professional and credible way.

For example

Is the equipment being used correctly?

Is the correct attire being worn?

Is jewellery to be removed or gloves worn for particular practical sessions?

A GDPR Photography release form should be fully signed and returned by each and every individual within a shot.

For all filming shoots, a full risk assessment should have been undertaken and signed off prior to shoot. For filming in specialist areas such as labs, facilities etc, additional risk assessments may need to be provided by the academics and/or technicians for use of equipment. Please check before filming.

All students/ad hoc workers who take part in shoots should have undertaken a 'Right to Work' check. This includes individuals who are being paid or working in a volunteer capacity due to student immigration and compliance for Tier 4 students.

Video types and specifications

The length and style of your video content can have an effect on its success and how well audiences engage with it. There’s no ‘perfect’ video length or style, but there are recommendations we can make depending on their subjects and platform.

A general rule of thumb is to try and make videos as concise as possible, so users do not disengage - but again, this depends on the content, objectives and final publishing destination.

Hero Video

15-30 seconds

A silent, looped video to appear on course or key landing pages which provides a flavour of the subject matter it is introducing.

The main selling points should be the core focus – individuals and groups should feature heavily.

This video should be curated from multiple elements and various types of footage, be fast paced and provide a continuous background colour and tone.

Student Testimonial Video

60 seconds

A short, talking head personalised video which may include student opinion, a ‘day in the life’ insight but more frequently a personal endorsement of the course, content and University experience.

It is advisable not to make these too long to hold the viewers’ attention.

For further guidance, see ‘Top Tips for Talking Heads’ in this document.

[Example: University of Central Lancashire](#)

Student or Alumni Case Study Videos

60-120 seconds

A video focused on a personal experience which isn’t necessarily attached to course content. May include learning and teaching experience, lifestyle, study abroad or placement opportunities.

A longer style piece of content with a clear human-interest focus and key takeaways for the watcher. Should be adequately paced, and can include cutaways in the form of video or photography to add context to the case study.

For further guidance, see ‘Top Tips for Talking Heads’ in this document.

[Example: University of Central Lancashire](#)

Video types and specifications

Course Content Videos

60-120 seconds

A promotional video to clearly articulate the course content, USPs, learning and outcomes.

This would include a variety of talking heads and short 10-15 second soundbites from both student(s) and academics alongside cutaways of facilities, learning environments etc.

Try to involve multiple viewpoints to avoid having just one person talking at length about one subject.

The quickest way to maintain the energy of this type of video is to use lots of individuals or couples and cut between them during the conversation and using voiceovers over cutaways.

Example: Manchester Metropolitan University

Example: University of Brighton

Instructional Videos

45-90 seconds

This includes campus tours, building tours or facility information videos. These should be long enough to show viewers the key points, but not too long which leads to users being deterred by information overload. These videos shouldn't include talking heads, but a voiceover to add context or text captioning to explain details captured within the video.

Example: University of Central Lancashire

Internal Project or Topical Videos

180+ seconds

Examples include recapping research or discussing particular discussion projects. These can be shorter or longer videos as they will most likely cover more technical subjects that the user will already be invested in, so they are less likely to lose interest and engagement.

Example: University of Central Lancashire

Example: University of Central Lancashire

Creative Videos

15-60 seconds

Examples of promotional videos and adverts which promote the University and the student experience - these need to be shorter than most videos, fast paced, and should focus on storytelling.

Be brave, innovative and unique with creative content and ensure that it drives emotion and resonates with your core audience.

Example: University of Central Lancashire

Example: Bradford

Example: Western Sydney University

Top tips for talking heads

Talking head videos, should be relaxed, natural and authentic with the subject of the video looking slightly off camera.

- Cutaways can be used which feature the individual engaged in conversation or light work with their testimonial used as a voiceover.
- The image can be shot in a relaxed, informal setting – however, a work-related setting which adds context and captures their role, experience or story is preferable. Ensure the background is clean from clutter and is appropriate for professional filming to be conducted.
- Soundbites should be taken of around 10-20 seconds, which then can be edited into longer pieces where necessary, but can also be used as standalone.
- Avoid awkward expressions, and instead try to capture a natural smile or laughter.
- Most individuals may become wooden once the camera starts rolling – individuals may feel more comfortable sitting rather than standing.
- Where appropriate, use more than one camera to create a dynamic video. By alternating viewpoints your user is more likely to be engaged. In addition, using a second, floating camera allows more creative cinematography.
- Avoid a static feel to the video, whereby the distance between the camera and individual never changes. Switch between tight shots to wider ones and vary your depth of field to improve the pace of the video and highlight key points.

Student and alumni case studies and testimonials photography should always be taken at the same point as filming is undertaken.

Video production

In addition to having a variety of video length, there are some best practices for video production that can help improve the quality and potential engagement rates of what you produce.

- When filming, use the highest quality codec available on the camera you are shooting on.
- When creating video try to record at a minimum of 1080p, 25fps at an aspect ratio of 16:9 - this is the most flexible option as the higher resolution and frame rate lead to a smooth video. This helps make the videos more enjoyable to watch and therefore more engaging – this is also a standard option for YouTube.
- When recording interviews, sound should be captured using lapel microphones. Where it is not possible to use lapel microphones, directional microphones may be used but the sound quality must be maintained.
- Interviews in 4k at 25p as this allows us the option to reframe a shot or even crop in for an alternative view.
- Style choice, cutaways at 50p then you have the option to use slow motion.

For delivery

For every video produced, there should be three exports:

1. Final raw export of the video free of text overlays, entry and exist slates and no music. Footage only.
2. Final raw export with full captions or hard coded text overlays and end slate.
3. Final video export with full captions or hard coded text overlays and end slate. Highest quality MP4 compressed ready for publishing.

Further web specifications can be provided for each type of video, including clear direction on intro and end slate requirements.

Captioning and subtitles

All videos produced by the University of Central Lancashire should include full subtitling and captioning as a standard requirement. Adding subtitles is important for accessibility and can improve engagement rates as the videos can be viewed without sound. This is also useful for mobile and across other platforms such as social media.

A standard style of font, size and background colour which is accessible will be provided as a guide when not utilising YouTube's in-built SRT files. Please read in conjunction with the 'How To Add Subtitles' guide.

Website guidance for videos

By including additional content around videos, we can help improve their visibility in search engines and make them more accessible for users – this again ties into Google’s best practices.

- Have a clear title - like any other piece of content, the title should be concise, explain the content and be within 30-60 characters, eg ‘Take a Guided Tour of Our Science Labs’.
- Have a descriptive subheading - if there are opportunities to include a subheading, this should also be added to further explain the content and encourage the user to click and view the content. This again needs to be concise and within 150 characters, eg ‘Dr John Smith shows you around the labs that he and his Chemistry students use, take a look.’
- Include SEO mark-ups - like with the imagery, technical SEO mark-ups should also be included on video content (eg VideoObject).

- Thumbnails are the still images that display before you play the video and it should be something that reflects the theme or messaging of the video content, which also helps encourage clicks. These should be created for every video for when using across social media and they should entice the user.
- During filming, and to assist with post-production and rushes tagging, all footage should be correctly and extensively tagged for use across the LIS Video Bank for re-use at a later date, alt text requirements, captions or voice overlays, SEO requirements and tagging across the website.

An example of tagging should include:

- Subject grouping Tier 0
- Subject grouping Tier 1
- Subject grouping Tier 2
- School Name
- Faculty Name
- Course Title
- Specific equipment name
- Room/Building Number
- Modules, disciplines or other areas/ course the equipment is also used.

Please adhere to final web governance guidance for tagging at WCMS stage.

Further considerations

Social media guidance

At the University of Central Lancashire, we are fully committed to ensuring social media improves the way in which we communicate with both our internal and external audiences. There are numerous benefits and opportunities that social media can bring. However, there are also risks involved which can, at times, adversely affect both our staff, students, stakeholders and wider reputation of the University.

All social media channels operating under the University brand, must be approved by the Marketing team within the External Relations prior to set up. This is to ensure that all University social media channels have a clear purpose and objectives which are not already fulfilled by an existing platform.

In most instances, colleagues will be asked to utilise existing platforms or channels appropriate for their intended audiences. Any service or colleagues who wish to establish a new social media presence, including blogs, must first submit an application to the Marketing team for approval.

Please read and consider the questions contained in the approval form prior to submission – which include guidance on generating engaging visual content, intended audiences and resources required to operate and maintain a successful social media presence. The approval form can be found via SharePoint along with further information and guidance.

If you are seeking to promote exciting news, an event or other initiative via existing social media channels operated by the University, you can do so by submitting a news request to socialmedia@uclan.ac.uk

Please include as much information as possible, including any videos, photos and interactive content you may have.

Website guidance

Leading on the University's external facing web presence we work closely with stakeholders across the University to maintain and develop our digital presence. The team are here to provide advice, support and guidance to colleagues on any aspect of the University website and are happy to assist in improving and updating the quality of online information we provide. However, it is the responsibility of individual teams to ensure that information relating to their area is as accurate and up to date as possible.

To submit updates to the University website, please email webco-ordinator@uclan.ac.uk

Paper stock

A good quality, bright white paper stock should be used. Ideally, **Splendorgel Extra White**. Always avoid using a high gloss paper stock, as these don't best reflect the brand. Use a matte or uncoated stock if Splendorgel Extra White isn't available.

For inner pages, ensure to not go below 140gsm to ensure there is no show-through.

Always perfect bind documents large documents, avoiding staples.

Avoid foiling and embossing, a matte varnish or spot UV can be used where appropriate to give a premium effect.

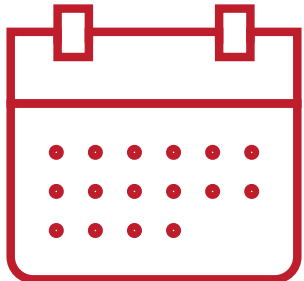
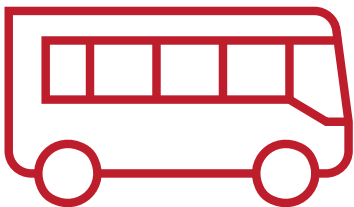
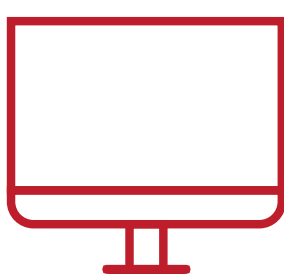
Icons

Icons

Icons can be a helpful addition to a design, allowing complex information to become more digestible. They can be used on both print and digital applications. Don't overload the page with them, keep it simple and informative.

Our icon style is a single line weight. Allowing the icons to be as simple as possible whilst still being recognisable.

Icons can be in any of the primary colours, or white reversed out of the primary colours. They feature a mixture of curved and angled corners to reflect the shield device within the identity.



Contact
brand@uclan.ac.uk