

Visual Identity and Messaging
Brand Guidelines

Edinburgh Napier
UNIVERSITY



This guide

This guide explains the elements of Edinburgh Napier's Visual Identity and Messaging, and how to use them to create our 'look and feel' in a unified, consistent and relevant way. It is important for everyone who uses the brand to understand and respect it.

The Edinburgh Napier brand is more than a logo. It is the platform for how we communicate and the foundation of all our relationships with all our audiences. It also supports the University's ambitions as laid out in the Strategy 2014-2020.

The document is split into three key sections:

Words – what we should say or write in marketing and communications activities

Visuals - how our marketing and communications materials should look

Full examples – showing how to bring the words and visuals together

External Relations and Communications Team

Edinburgh Napier University

March 2015

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Background

This version of Edinburgh Napier University's Visual Identity and Messaging guidelines has been approved by the University Leadership Team.

The guidelines aim to:

- Complement the new University Strategy 2020, informing the positioning of the University and its value proposition.
- Update the University's previous brand guidelines which were created in 2009 at the time of the name change. These did not give the University the flexibility or approach we need.
- Establish messaging which is well received by our stakeholders and has longevity. In past years the University has used its top ranking graduate employability rating and league table ranking as key positioning statements, but given the fluid nature of these the University should not rely on these alone.

The Visual Identity and Messaging final outcomes were informed by a comprehensive market research programme, including face to face interviews with: prospective undergraduate and postgraduate students, parents of prospective undergraduate students, teachers, businesses, donors, alumni, Edinburgh Napier University staff, existing Edinburgh Napier University students and the Napier Students' Association.

Alignment with University Strategy 2014-2020

A key aim for the Visual Identity and Messaging is for it to articulate key elements of the University Strategy 2014-2020 in a way that appeals to key audiences.

In particular the revised visuals and messaging aim to demonstrate the **University Vision**:

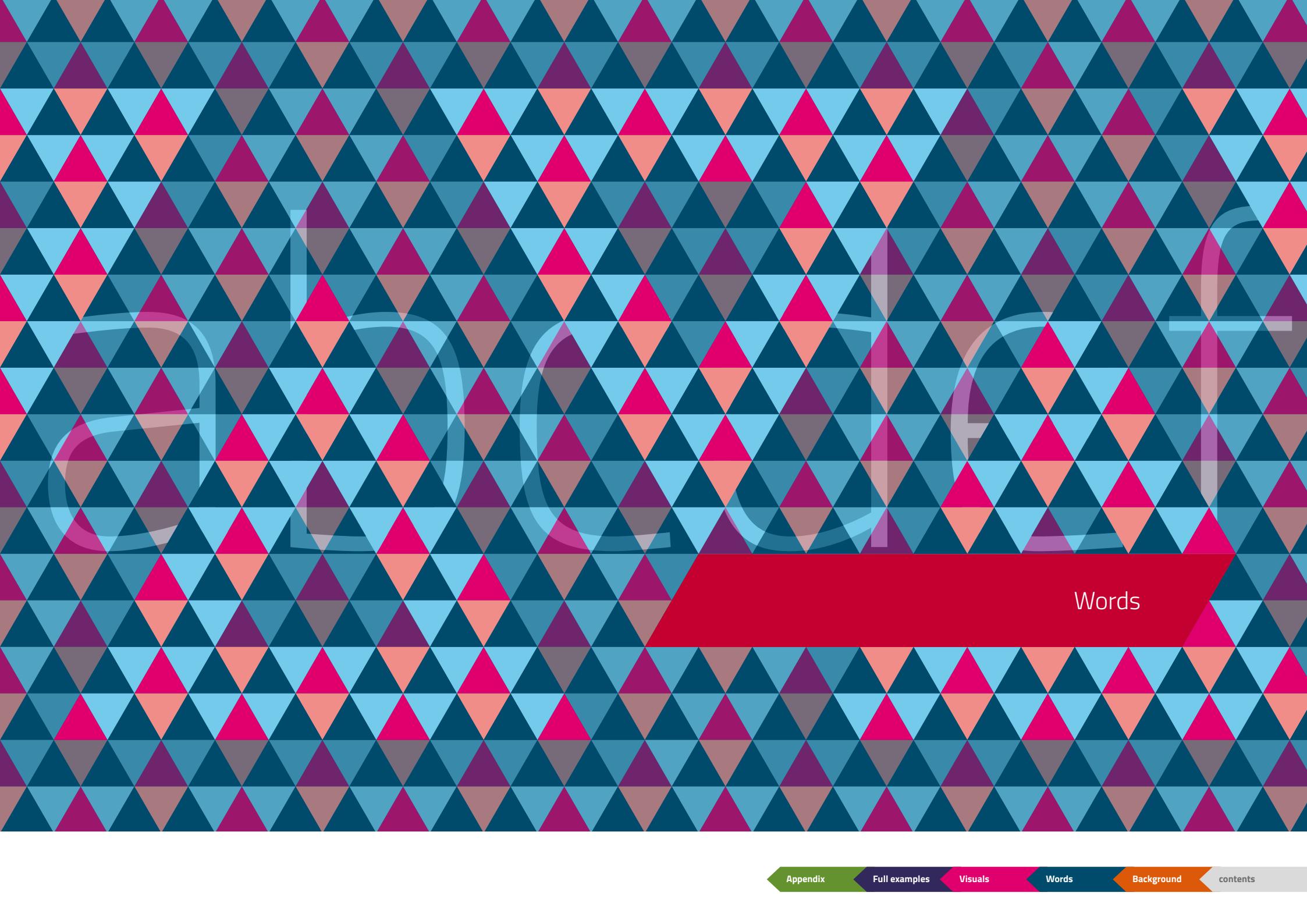
"An enterprising and innovative community renowned internationally, with an unrivalled student learning experience. Our distinctiveness will be founded on the focus of our academic disciplines connected to contemporary challenges; our engagement with employers and business; a student learning environment that integrates academic theory and challenge with work-related experiences; our active approaches to engaging students in learning; and a deep connection to the world around us. We will work at the leading edge of our academic disciplines in research, pedagogy and professional practice, developing highly valued graduates and delivering research outcomes that together contribute to transforming communities."

It also aims to clearly demonstrate the University's four **Strategic Objectives**:

- Grow our academic reputation
- Deliver an excellent personalised student experience
- Internationalise our work
- Build innovation, enterprise and citizenship

Resulting marketing and communications materials will emphasise expertise, research, staff and students aligned to the agreed **Academic Themes**:

- Innovative Sustainable Communities
- Wellbeing
- Information Society



Words

Underlying essence

Connected Academic Community

At the heart of all our marketing and communications will be the essence of Edinburgh Napier as a 'Connected Academic Community'. We will never use these specific words in the form of a strapline, but it should underpin the images and copy we use on all materials.

'**Connected**' indicates that we work with industry, business and other partners.

'**Academic**' reflects the University's desire for us to focus more on our academic credentials. It also responds to feedback received from external audiences who said that the academic reputation of a University was one of the most important features.

'**Community**' shows that people work well together and there is a friendly environment.

Prospective students' views

The above tie in with the most important key messages for prospective students as found in market research exercises:

- **Forging future careers/employability**
- **Academic quality**
- **Creating connections with new friends, businesses, staff etc**

Note that prospective postgraduate students are also looking for messages around the **flexibility** on offer eg. to allow them to work alongside their studies, start at different points in the year or take a module-by-module approach.

How to demonstrate the essence

To demonstrate the "Connected Academic Community essence" in copy and images we should show and talk about tangible examples which highlight the following:

Connected:

- Our business and industry focused courses, where students learn practical and relevant skills
- Our links with industry and businesses such as work placements, live projects, advisory boards and talks from business people
- Inter-disciplinary teaching and learning
- Our awareness and teaching of topical issues and subjects
- International connections through opportunities to study abroad and meet people from around the world

Academic quality:

- Innovative teaching methods
- Subjects learned by students
- Staff serving on government or industry advisory boards
- Staff editing research journals
- Staff reviewing journal paper submissions
- Research Awards
- Accreditation by Professional bodies
- Partnerships with other Universities
- Books, articles and research published by staff and students

Community:

- Good relationships between staff, students and each other
- Group learning, working and social spaces on campus
- Online communities

Academic Themes

Note that, where possible, marketing and communications materials should emphasise expertise, research, staff and students aligned to the agreed Academic Themes:

- **Innovative Sustainable Communities**
- **Wellbeing**
- **Information Society**

Key messages and headlines

Extensive market research has been undertaken to establish the over-riding key message for each of our audiences. These are shown over the page.

Note that the example headlines shown are just that; they are examples and should be considered in detail for each and every piece of material. We will not use the same headline or strapline time and time again for each audience, as the aim is to keep materials fresh whilst also adhering to a key underlying message.

A word about 'friendly'

Whilst staff and students do regularly state that they find the University 'friendly', 'caring' and 'supportive' this should not be an explicit message in marketing and communications as students fed back that this makes the University look 'easy' and less challenging. This attribute can be subtly evoked through imagery and can be used in body copy where appropriate though.

Current students

Key message: Edinburgh Napier is a place where the academic world influences current and emerging issues to create great solutions. For example, headlines could include:

Where innovative minds develop great solutions
Where open minds develop great solutions
Finding solutions to societal problems
Inspired solutions from inspiring individuals
Research which impacts society and individuals
Where theory meets practice
Forward thinkers, fast forwarding society

Staff

Key message: Edinburgh Napier is a place where the academic world influences current and emerging issues to create great solutions. For example, headlines could include:

Where innovative minds develop great solutions
Where open minds develop great solutions
Finding solutions to societal problems
Inspired solutions from inspiring individuals
Research which impacts society and individuals
Where theory meets practice
Making a difference with our knowledge

Prospective undergraduate students

Key message: [Friendly] staff and students who have a wealth of academic knowledge and industry experience. For example, headlines could include:

Here I'm more than a first year student, I'm Sarah.
More than a Professor
Our people stand out

Prospective postgraduate students

Key message: [Friendly] staff and students who have a wealth of academic knowledge and industry experience PLUS Edinburgh Napier is a place where the academic world influences current and emerging issues to create great solutions. For example, headlines could include:

More than a PhD student
My Research Matters
Where innovative minds develop great solutions
Where open minds develop great solutions
Finding solutions to societal problems
Inspired solutions from inspiring individuals
Research which impacts society and individuals
Where theory meets practice

Note that prospective postgraduate students also wanted to hear messages about the flexibility of the study mode, eg. part-time/full-time, ability to work and study, distance learning etc.

Prospective international students

Key message: Edinburgh Napier is a place where the academic world influences current and emerging issues to create great solutions, though they also want the friendliness of the University to be subtly denoted. For example, headlines could include:

Where innovative minds develop great solutions
Where open minds develop great solutions
Finding solutions to societal problems
Inspired solutions from inspiring individuals
Research which impacts society and individuals
Where theory meets practice

Research community

Key message: Edinburgh Napier is a place where the academic world influences current and emerging issues to create great solutions.
For example, headlines could include:

Where innovative minds develop great solutions
Where open minds develop great solutions
Finding solutions to societal problems
Inspired solutions from inspiring individuals
Research which impacts society and individuals
Where theory meets practice

Note that prospective PhD students also wanted to hear messages about being perceived and valued as an academic member of staff, and not just a student.

Businesses, alumni and fundraising contacts

Key message: Transforming our world together, using Edinburgh Napier's knowledge and experience in influencing new and emerging local, national and international issues. For example, headlines could include:

Influencing the world
Influencing the future of.... [insert academic theme or subject]
Transforming people, business and society
Inspiring the world around us

Boilerplate

A boilerplate is an organisation's standard description that is used repeatedly without change, for example when supplying an 'About Us' statement to partners or for use in our online and offline materials.

Edinburgh Napier's boilerplate is:

'Edinburgh Napier University is home to forward-thinking people inspired by the world around them. We create and support personalised learning and research opportunities that develop talent and solutions that really work and matter in today's and tomorrow's world.'

Where space allows, there should also be accompanying proof points which will change each year and can be adapted for different audiences. For example, as at January 2015, the following is true:

With over 12,000 UK and EU students and more than 6,300 overseas students, Edinburgh Napier is a truly international University with students from 110 countries. We have over 3,000 students based in Hong Kong, where we are the largest UK provider of higher education. As a testament to our commitment to being connected with business and industry, we are in the top 20 in the UK for graduate employability, with 95.4% of our undergraduates in further work or study within six months of graduating (HESA 2013). It also means that our courses are accredited by over 100 Professional Bodies. We are also ranked the top UK Modern University for a number of courses such as Law, Engineering and English whilst our Building courses, Computer Science and Sociology all rank in the UK top 10. (Complete University Guide 2015, Times and Sunday Times 2015 and Guardian University Guide 2015).

Use of our name

'Edinburgh Napier University' should be written in full on all marketing and communications.

'Edinburgh Napier' can be used where the full name of the University has already been introduced.

Use of abbreviations, such as ENU or EdNap, is not permitted. Extensive market research with prospective students and businesses found that the use of abbreviated forms were extremely disliked. Reasons cited by those who disliked it were:

- Edinburgh Napier is not established enough for people to know what ENU means (ie. we are not LSE, NYU, UCLA) and we would be constantly explaining it.
- The location of 'Edinburgh' is important.
- The University undertook a major rebrand of 'Edinburgh Napier University' in 2009; why undermine this?

Market research also shows that location is among the top considerations for students in selecting a university. As a vibrant, cosmopolitan city with all the buzz and 24 hour student-friendly culture you could ask for, our Edinburgh location is a huge marketing asset. Market research shows that people outside Scotland often have limited or no knowledge of us, so it is important that we make them aware of our great location which is a huge selling point.

Social media

Where a shortened version is required for social media, in order to maximise the character count for example, '**EdNapier**' should be used.

Tone of voice

When writing marketing and communications or presenting to people you should ensure that you evoke the following attributes about the University and its people:

Confident and ambitious

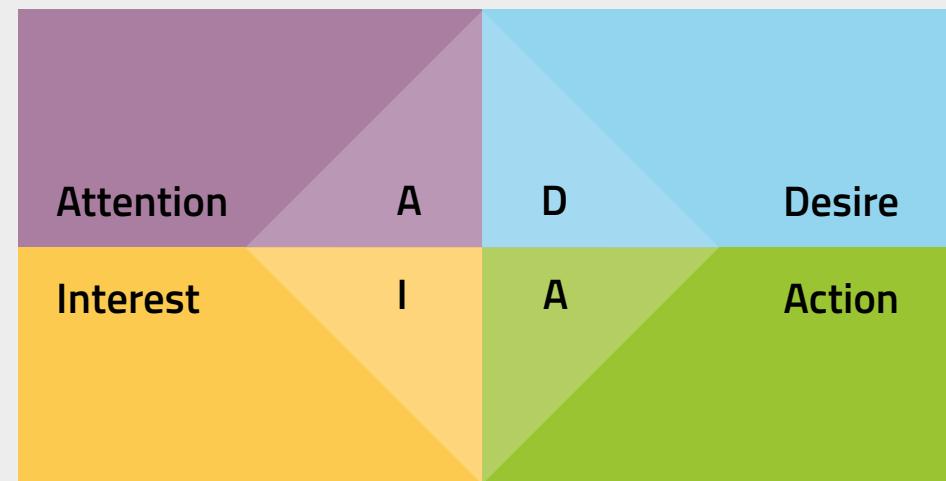
Intelligent and interested in the world around us

A people person: friendly, welcoming and supportive.

Writing for impact

There's an oldie but a goody in copywriting that everyone who is creating content for their business should know: AIDA. It's a simple formula that's designed to grab people's attention and take them through your content to the point that they take action on what they've read.

What is AIDA?



A = Attention

The first hurdle for any piece of writing is to capture the reader's attention, so make sure you consider:

- Who is reading this piece? Gender, location, family status, employment, income, interests, etc.
- What is their most pressing problem relating to the topic that I'm writing about?
- What kind of solution is this piece offering to their problem?
- How does my audience talk about their problems?
- What are powerful words or concepts that would immediately create resonance?

I = Interest

Once you've hooked a reader, it's time to show them how well you understand their problem. For example, you may have done research into the specifics of a health condition and know of reputable medical studies that suggest little known treatments or successful cures. You may have personal experience that you can use to create more of a rapport.

The key here is to use information, persuasion techniques, and as much proof as you can find to hold the reader's attention once you've captured it.

D = Desire

At this point you want the information (interest) customers have about your product to create a desire for your product. A unique selling point will help customers desire it over competitor products. Specific features and benefits, case studies and customer testimonials are all effective ways to back up your claims. Finally, by tapping into an emotion that the person has felt, you'll start to create a desire to have access to your product.

A = Action

Once you've stirred up enough desire to get your prospect thinking about taking action, it's time to close the deal. This focuses primarily on using a powerful call to action: simple statements that let readers know what you want them to do next such as buy a product, sign up for a newsletter, watch a video, or share your tweets for example. **Everything you write should have a call to action.**

Key writing principles

01. Keep sentences short (average length about **twelve** words or 60-70 characters).

02. Prefer the simple to the complex – don't use jargon or acronyms (without first explaining them). For example, talk about graduations rather than degree ceremonies, and courses rather than programmes of study.

03. Prefer the familiar word and write as you would talk, using terms the reader can picture.

04. Avoid unnecessary words, like superfluous adjectives and adverbs.

05. Use active rather than passive verbs, ie. saying 'you, we and I'.

06. Avoid puns and metaphors – these probably won't work for international audiences.

07. Give instructions clearly. Avoid long sentences of explanation.

08. Be informal and friendly, without straying into cringey chumminess, slang or word play. Don't try to increase your perceived authority by over-writing.

09. Font size should ideally be 12-14 point. Some dyslexic readers may request a larger font.

10. Avoid underlining and *italics* in body copy: these tend to make the text appear to run together. Use **bold** instead.

11. AVOID TEXT IN BLOCK CAPITALS: this is much harder to read.

12. Always include a relevant URL.

13. More detailed writing guidelines, including writing for the web, are in the appendix of this document.

Visuals

The visuals section of the brand guidelines deliberately has some flexibility built in regarding design.

It is not intended to be completely rigid as we want to encourage professional and well received creative designs which evolve and allow our materials to continue to be fresh. There are some fundamental principles which need to be adhered to though:

- **Visible evidence of the creative use and evolution of the grid system in designs**
- **Correct usage of the logo**
- **Adherence to the stated colour palette and rules attached**
- **Adherence to the agreed fonts**
- **Use of appropriate photography, including commissioning new imagery where appropriate**
- **Demonstration of a clear understanding and creative and considered application of the guidelines**

Logo

This is the Edinburgh Napier University logo. It consists of the typographic mark and the triangle.

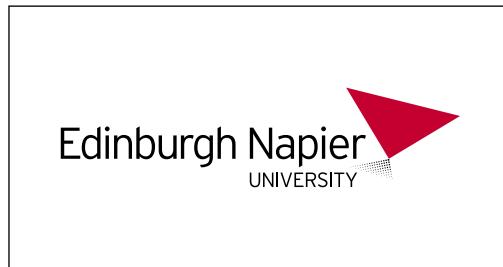
The logo is a very important asset of the organisation. It provides a legal trademark and guarantee of quality for all of the products and services that carry the mark. It is also a visual expression of our brand, and as such should be valued and used in accordance with the examples shown in this document.



There are different versions of the logo that should be used:

Positive logo

White background



Other colours



Images / other backgrounds



Reversed out logo

Black background



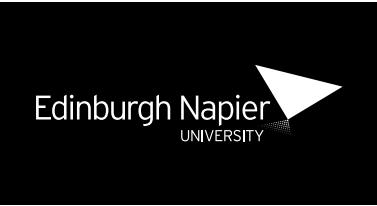
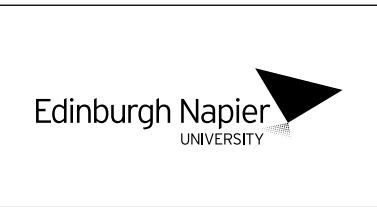
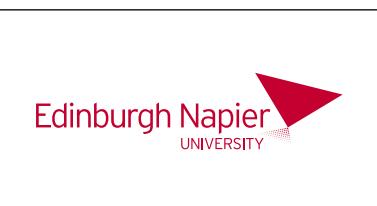
Other colours



Images / other backgrounds



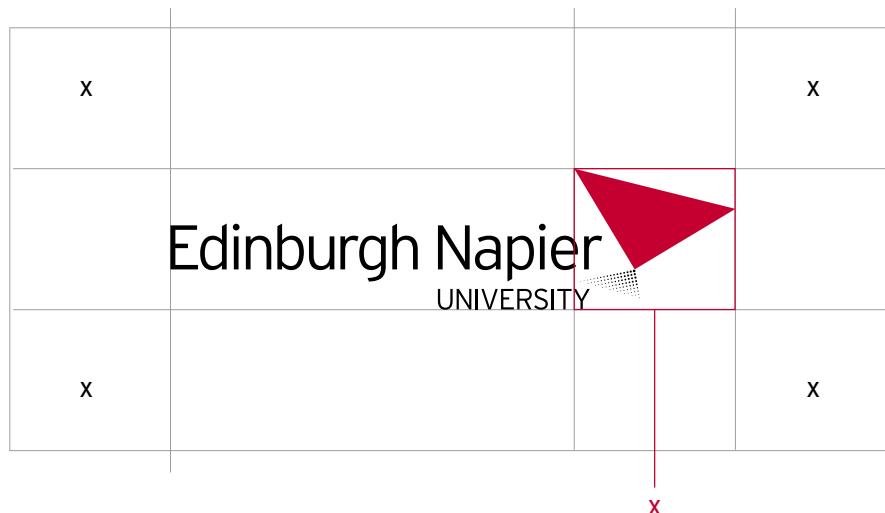
One colour logo



When using the logo always ensure that there is at least a 30% tonal difference with the background.

Logo position

The logo requires an exclusion zone around it in order to maximise its visual impact.



Also, remember that the position of the logo on any marketing or communications material should be given thorough consideration. Adhering to one specific location is not mandatory and users should consider where it would give the best impact, for example:

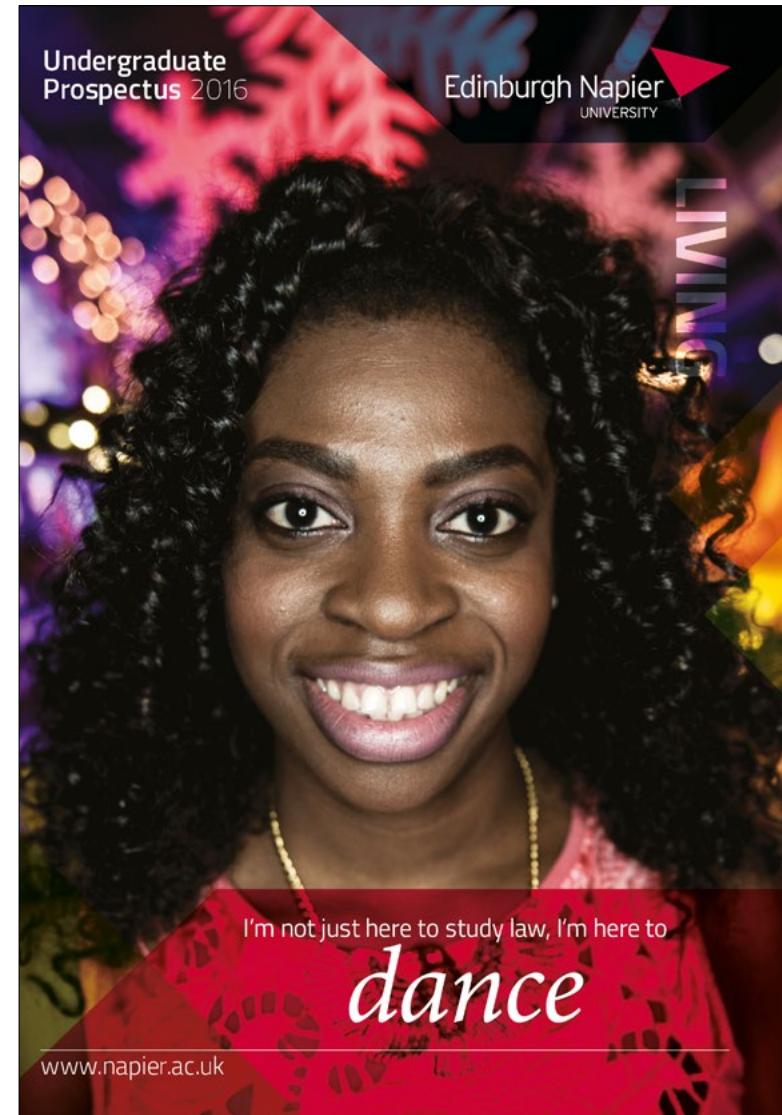
- Think about how the person will read or use the material. For example, a person will read a pop-up banner at around eye level, so putting the logo at the very bottom could minimise its impact. If designing a bookmark then putting the logo at the top could make sense as the top is designed to peek out of a book. However, also think about how someone would read an advert in a magazine where the copy is at the bottom; maybe the logo would flow on straight after it.
- The design of material sometimes guides where the logo should be, so place it where you think it most fits the design and has the most impact.
- Sometimes, you may want the University logo to be a surprise, as perhaps placing the logo too prominently would stop people reading on. On such materials you may want to put the logo at the end or bottom of your collateral.

Example of logo at the bottom



Booklet cover

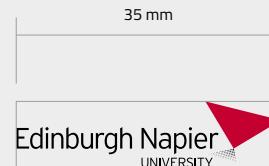
Example of logo at the top



Prospectus cover

Minimum size

There is a minimum size for the logo to prevent problems with reproduction and legibility. The minimum size for the Edinburgh Napier University logo is 35mm width.



When using the logo in less than 35mm wide, this version should be used:



Partner logos

For advice on where to position partner or accreditation logos alongside ours please contact marketing@napier.ac.uk

Secondary logos

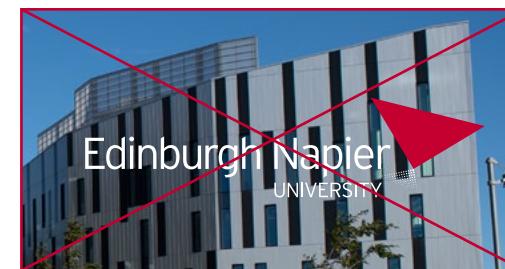
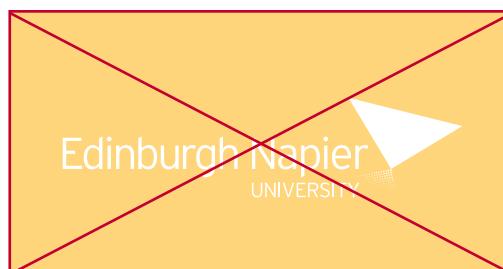
For advice on developing logos for individual projects or areas of the University based on our logo please also contact marketing@napier.ac.uk

If you are in any doubt about using the logo, please ask us on marketing@napier.ac.uk

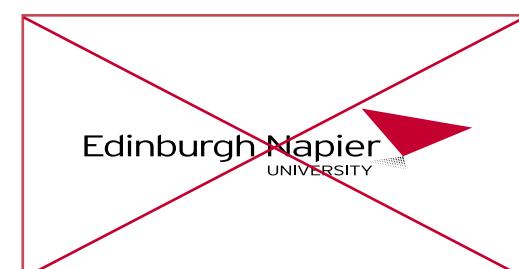
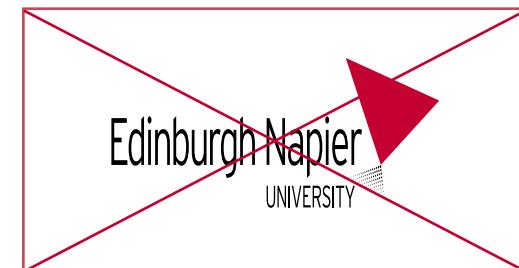
Logo: Key principles

01

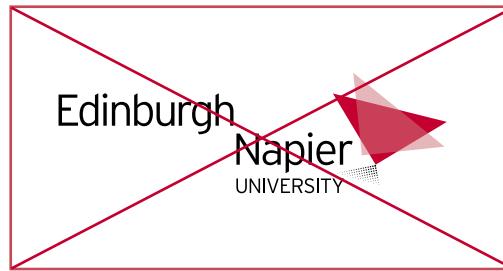
Always ensure there is adequate contrast between the background and foreground to guarantee legibility.

**02**

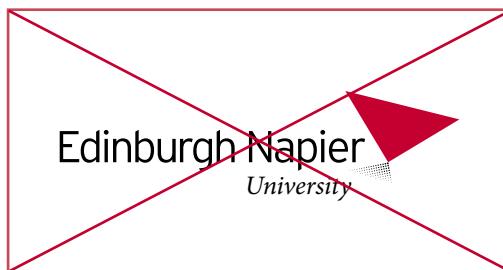
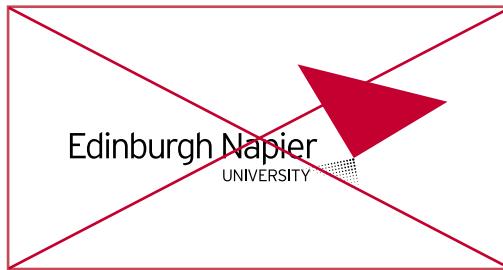
Both the triangle and logotype must always be proportionately scaled.



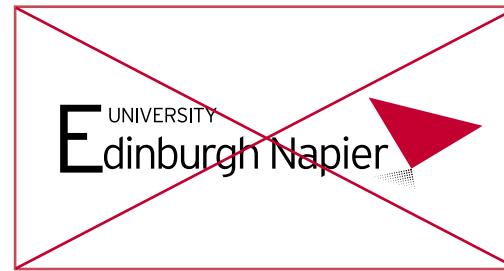
03 No modification can be made to either the triangle or logotype as any deviation will undermine the status of the brand.



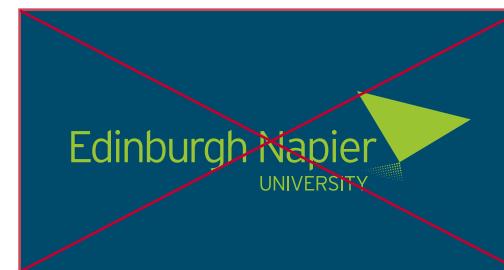
04 Do not redraw or change the proportions of the logo.



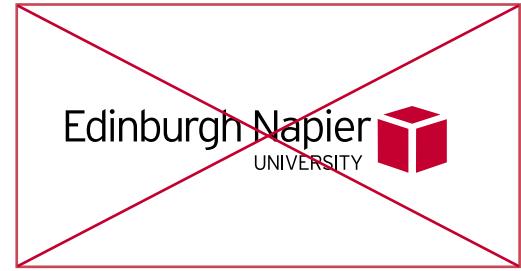
05 The relationship between the letters in the logo must not be changed.



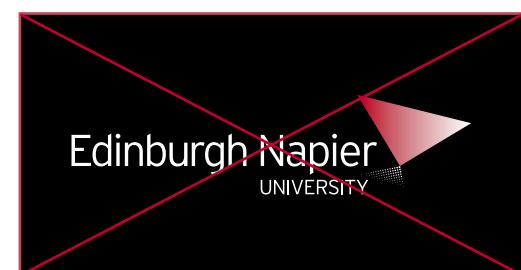
06 The logo can only be used in the colours shown on pages 20-21. Do not use any other colours, even those shown in the colour palette on pages 42-43.



07 Do not use other symbols in place of the triangle.



08 Always use the logo as 100% solid colours.



University Crest

Whilst the red triangle logo is to remain the main core identity, to be used by itself in the majority of marketing materials, the University Crest can also be used in specific materials.

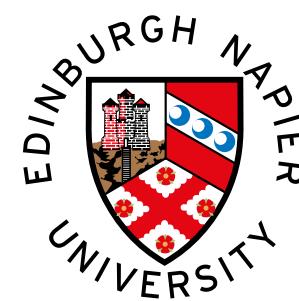
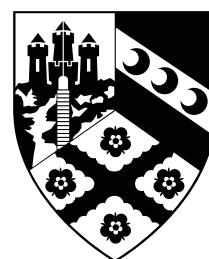
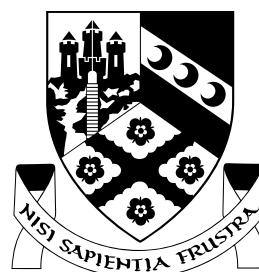


Our University Coat of Arms is drawn from the wooden ceiling of the entrance hall of the fifteenth century Merchiston Tower. The shield is split into three sections, each of which originates from a different part of our heritage:

- In allusion to the city of Edinburgh: a triple towered castle sitting on a rock.
- In allusion to the ancient Ensigns of Napier of Merchiston: a red background with three blue crescents sitting on a white diagonal stripe.
- In allusion to the later Arms of Napier: a scalloped red saltire with four red roses with green barbs and gold seeds in between.

The motto "NISI SAPIENTIA FRUSTRĀ" means 'Without wisdom, all is in vain.'

Other versions of the crest that can be used:

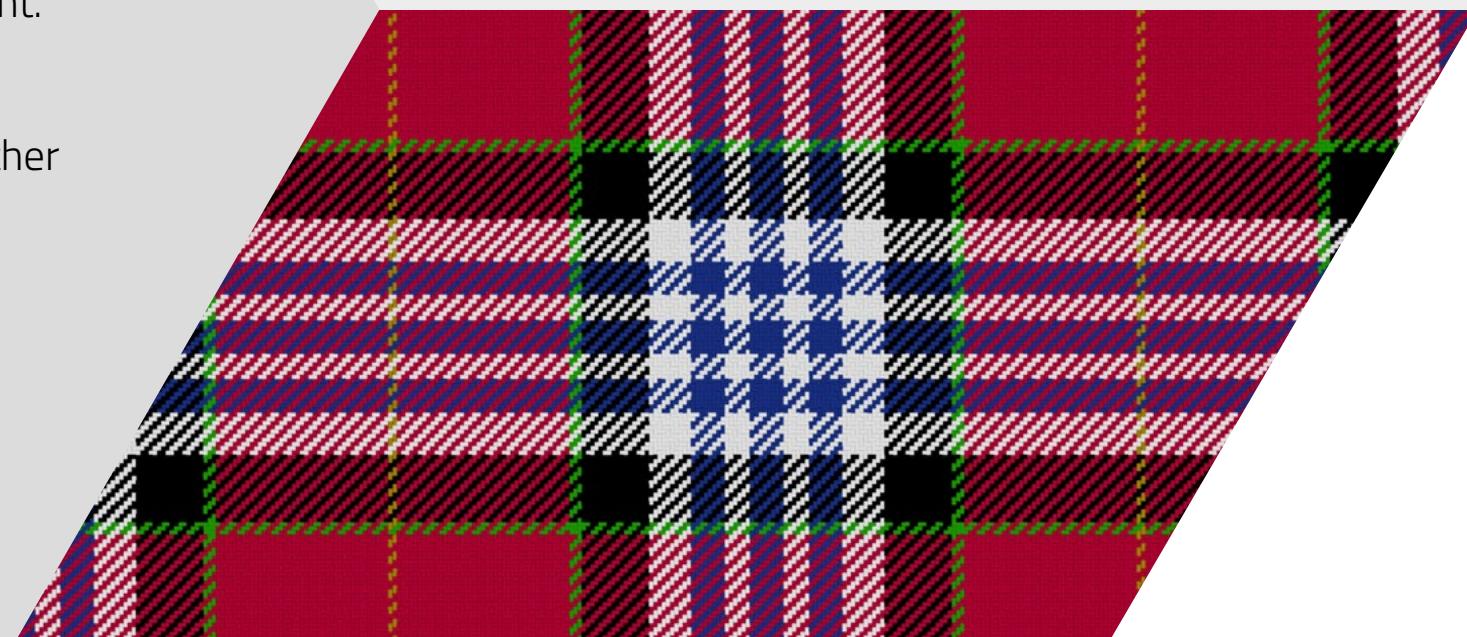


Tartan

The Edinburgh Napier tartan has been specially designed for the University by Kinloch Anderson, tailors and kiltmakers by Royal Appointment. It is based upon the existing Clan Napier tartan, and then further developed to reflect the features of the University's Coat of Arms.

Red is predominant against a white background. The red square, divided by a gold line, with a border of green, corresponds to the four red roses with fine green leaves and gold seeds featured on our Coat of Arms. This red also represents the main colour of our logo, the dynamic triangle, while the three azure blue lines correspond to the three crescent moon shapes.

The Tartan is mainly used for items such as gifts (scarves and ties, for example), table cloths and table runners.



Typefaces

Titillium

Use for display purposes, document titles, headline copy, body copy.

Titillium

AaBbCc 0123 .!?#

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
0123456789 \$%&@#(!?,,:)

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
0123456789 \$%&@#(!?,,:)

Titillium Thin

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890±!@£\$%^&*()_+{}:"|<>?

Titillium Light

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890±!@£\$%^&*()_+{}:"|<>?

Titillium Regular

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890±!@£\$%^&*()_+{}:"|<>?

Titillium Semibold

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890±!@£\$%^&*()_+{}:"|<>?

Titillium Bold

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890±!@£\$%^&*()_+{}:"|<>?

Titillium Black

**abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890±!@£\$%^&*()_+{}:"|<>?**

Titillium Thin Italic

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890±!@£\$%^&*()_+{}:"|<>?

Titillium Light Italic

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890±!@£\$%^&*()_+{}:"|<>?

Titillium Regular Italic

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890±!@£\$%^&*()_+{}:"|<>?

Titillium Semibold Italic

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890±!@£\$%^&*()_+{}:"|<>?

Titillium Bold Italic

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890±!@£\$%^&*()_+{}:"|<>?

Typefaces

Minion Pro

Use for: break out quotes and headlines. Note that this should be used sparingly and as a complement to other fonts, in order to evoke a sense of academic tradition and quality.

Only to be used throughout publications in well considered circumstances.

Minion Pro

AaBbCc 0123 .!#

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
0123456789 \$%&@#(!?,.;:)

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
0123456789 \$%&@#(!?,.;:)

Minion Pro Regular

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890±!@£\$%^&*()_+{}:”|<>?

Minion Medium

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Minion Semibold

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1234567890±!@£\$%^&*()_+{}:”|<>?

Minion Pro Bold

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ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890±!@£\$%^&*()_+{}:”|<>?

Minion Pro Italic

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Minion Pro Medium Italic

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Minion Pro Semibold Italic

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Minion Pro Bold Italic

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ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890±!@£\$%^&*()_+{}:”|<>?

Alternative typefaces

(If Titillium or Minion Pro are not available)

Interstate

Interstate has historically been used by the University and it is the font included within our logo.

Interstate

AaBbCc 0123 .!/?#

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
0123456789 \$%&@#(!?,.;:)

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
0123456789 \$%&@#(!?,.;:)

Interstate Hairline

abcdefghijklmnoprstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890!@£\$%^&*()_+{}:"|<>?

Interstate Thin

abcdefghijklmnoprstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890!@£\$%^&*()_+{}:"|<>?

Interstate Extra Light

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ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890!@£\$%^&*()_+{}:"|<>?

Interstate Light

abcdefghijklmnoprstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890!@£\$%^&*()_+{}:"|<>?

Interstate Regular

abcdefghijklmnoprstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890!@£\$%^&*()_+{}:"|<>?

Interstate Bold

abcdefghijklmnoprstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
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Interstate Black

abcdefghijklmnoprstuvwxyz
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1234567890!@£\$%^&*()_+{}:"|<>?

Interstate Ultra Black

abcdefghijklmnoprstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890!@£\$%^&*()_+{}:"|<>?

Interstate Hairline Italic

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ABCDEFGHIJKLMNOPQRSTUVWXYZ
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Interstate Thin Italic

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ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890!@£\$%^&*()_+{}:"|<>?

Interstate Extra Light Italic

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ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890!@£\$%^&*()_+{}:"|<>?

Interstate Light Italic

abcdefghijklmnoprstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890!@£\$%^&*()_+{}:"|<>?

Interstate Regular Italic

abcdefghijklmnoprstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890!@£\$%^&*()_+{}:"|<>?

Interstate Bold Italic

abcdefghijklmnoprstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890!@£\$%^&*()_+{}:"|<>?

Interstate Black Italic

abcdefghijklmnoprstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890!@£\$%^&*()_+{}:"|<>?

Interstate Ultra Black Italic

abcdefghijklmnoprstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890!@£\$%^&*()_+{}:"|<>?

Alternative typefaces

Arial

This is the default typeface when Titillium, Minion Pro or Interstate are not available, which will be the case for many staff and students using Outlook and Microsoft packages, and not able to access design packages.

Use for: all general correspondence such as letters, reports and emails.

Arial

AaBbCc 0123 .!#?

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
0123456789 \$%&@#(!?,::)

ABCDEFGHIJKLMNOPQRSTUVWXYZ
abcdefghijklmnopqrstuvwxyz
0123456789 \$%&@#(!?,::)

Arial Regular

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ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890±!@£\$%^&*()_+{}.:;"|<>?

Arial Bold

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890±!@£\$%^&*()_+{}.:;"|<>?

Arial Black

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ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890±!@£\$%^&*()_+{}.:;"|<>?

Arial Regular Italic

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890±!@£\$%^&*()_+{}.:;"|<>?

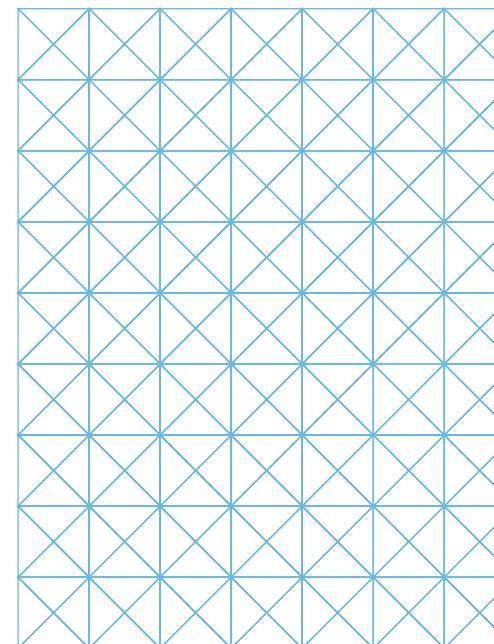
Arial Bold Italic

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
1234567890±!@£\$%^&*()_+{}.:;"|<>?

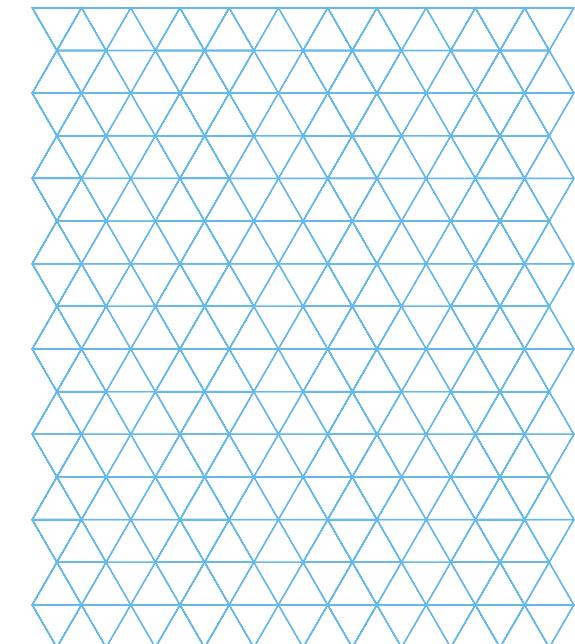
Grid system

Designs will be created using one of the grid systems, which aim to evoke the triangles which are a key part of the Edinburgh Napier identity and history.

The grid is also reminiscent of the Napier's bones device created by our namesake, John Napier, for the calculation of products and quotients of numbers.

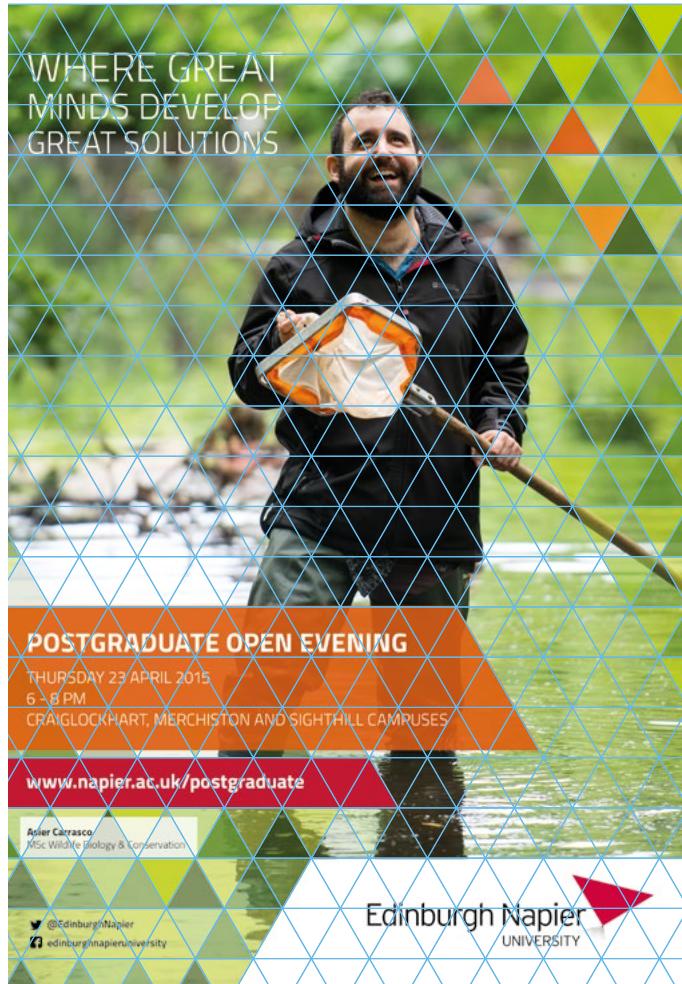


45° Grid



30° / 60° Grid

These grids should be imaginatively used,
and examples are shown below:

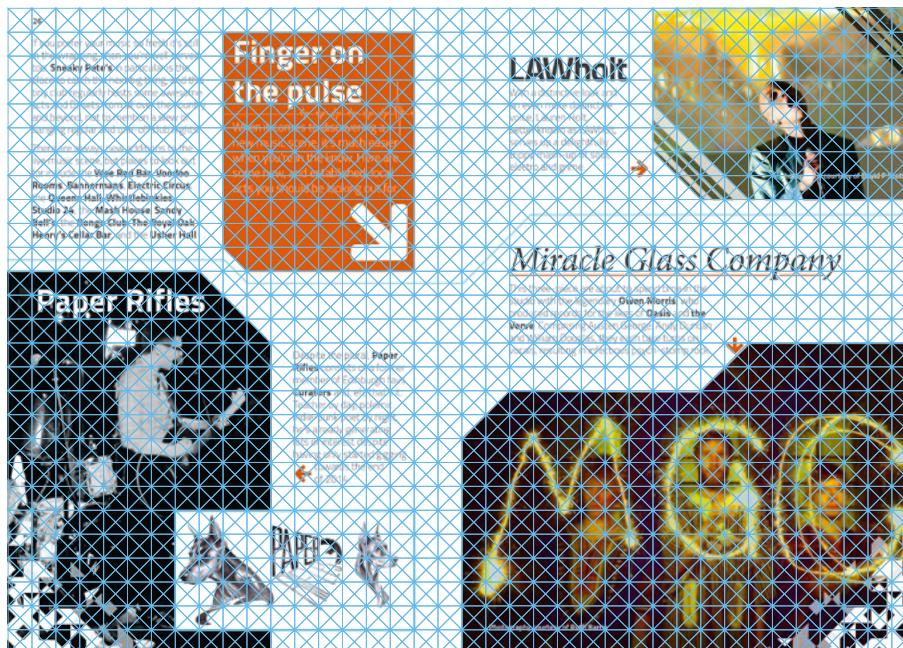


30° / 60° Grid



How to use the grid:

- The use of the grid has to be visibly evident through the use of angles, lines or triangles in designs.
- We do not have set templates, but encourage graphic designers to utilise their training, experience and creativity to use the grid in innovative ways. This will help to keep our materials fresh.
- If you are regularly creating designs do not keep to the same grid formula for each project or regularly copy other grid designs, as our aim is to keep it fresh and evolving.
- The grid is scalable so can be used at different sizes.
- Be considerate when creating suites of materials to ensure that there is consistency between them.



45° Grid

26

Finger on the pulse

LAWholt

Miracle Glass Company

Paper Rifles

If you prefer your music so fresh it's still in the wrapping, then you'll have served too many years in particular, and this place to search the next big thing, and this tiny club regularly hosts some awesome acts and DJ sets from all over the country and beyond, not to mention a slew of banging regular and one-off club nights.

There are always new additions to the live music scene, but places to look out for include the Wee Red Bar, Voodoo Rooms, Bannermans, Electric Circus, the Queens Hall, Whistlebinkies, Studio 24, the Mash House, Sandy Bell's, the Bongo Club, The Royal Oak, Henry's Cellar Bar, and the Usher Hall.

When it comes to discovering a new music scene, it's much easier when you're in the know. Here are some new, and established, local acts you should be looking out for.

26

Finger on the pulse

LAWholt

Miracle Glass Company

Paper Rifles

This three-piece are about to spend time in the studio with the legendary **Owen Morris**, who produced records for the likes of **Oasis** and the **Verve**. Comprising Auster George, Andy Duncan and William Douglas, they each take turns on vocals, resulting in infectious psych-stomp rock.

Photography courtesy of David P Scott

Photography courtesy of Ruth Barrie

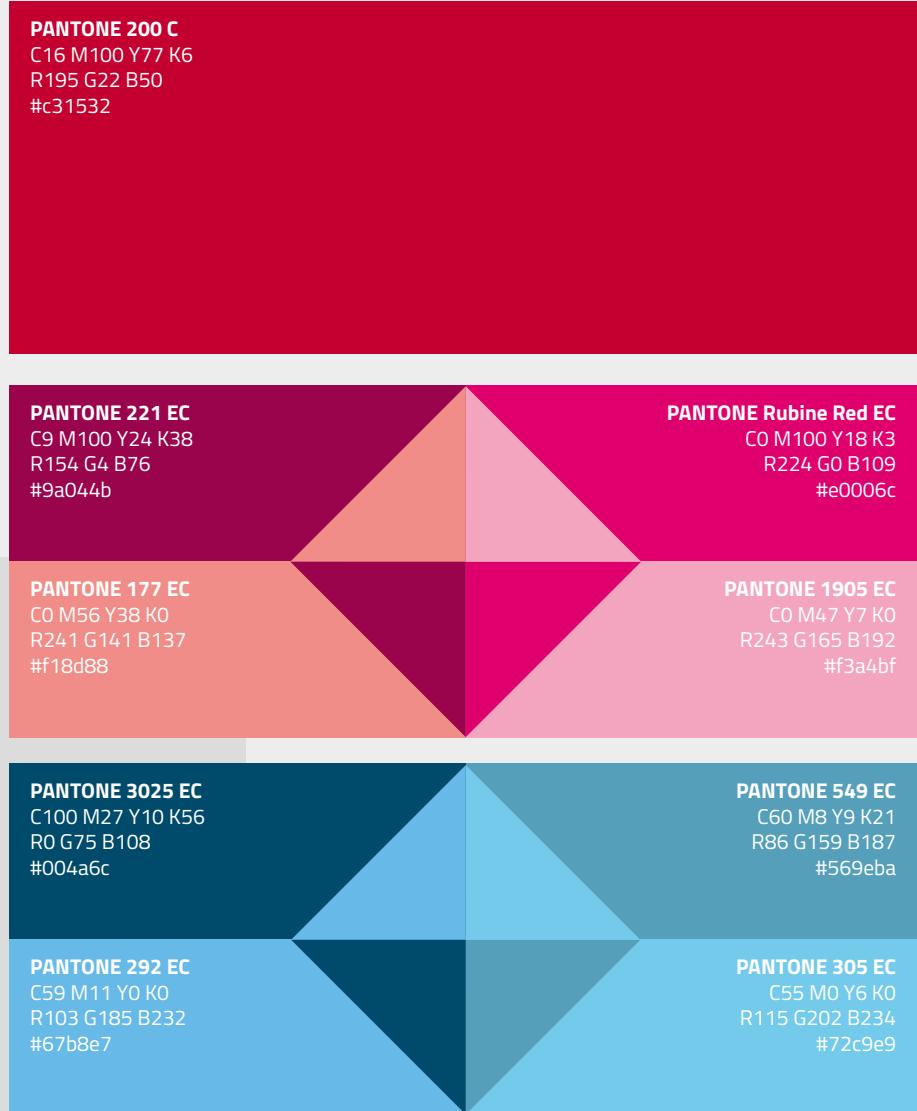


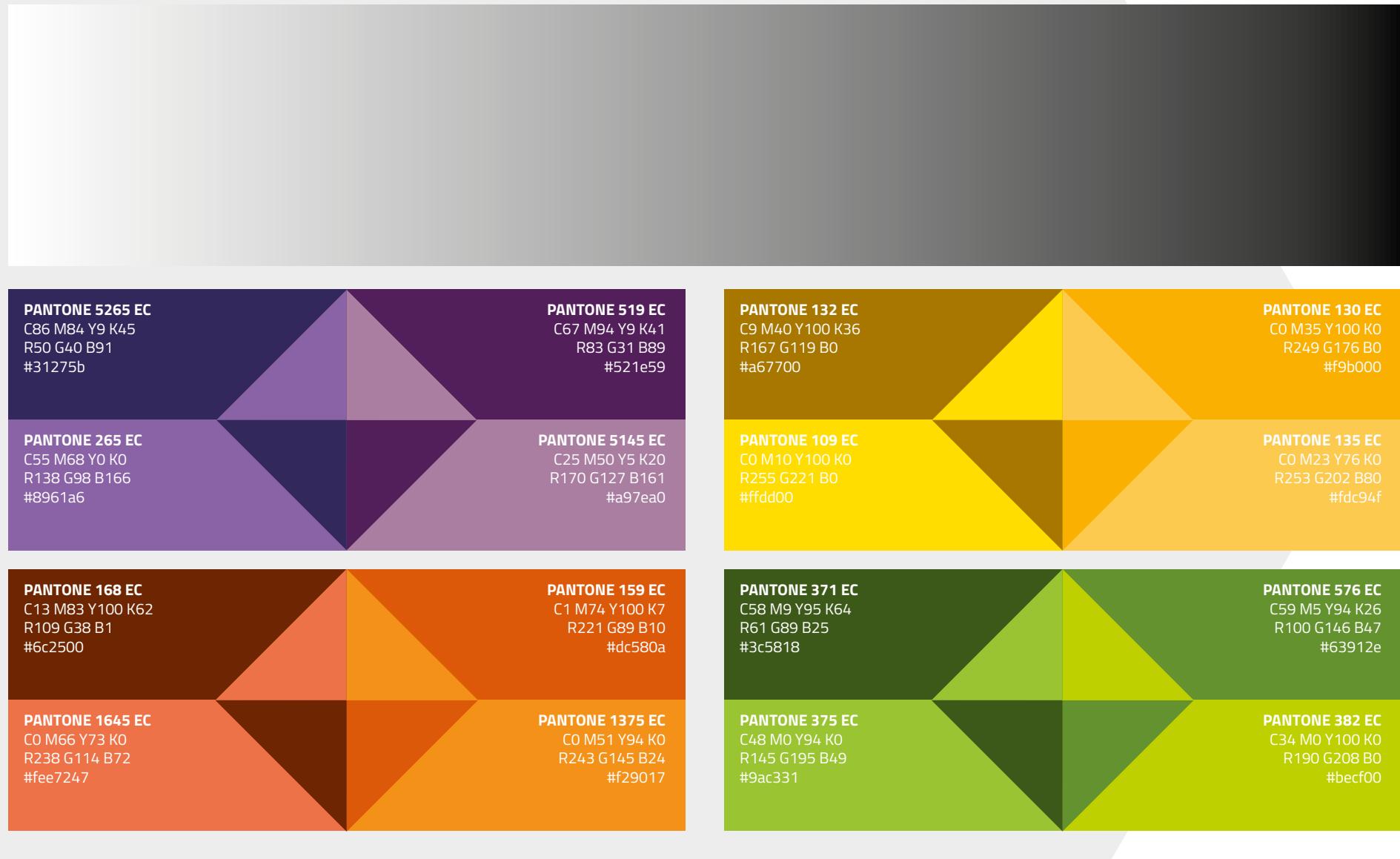
45° Grid

Colour palette

The colour palette on the following pages should be used. This has been tested with external and internal audiences who agreed that bright and vibrant colours reflected the kind of University we are.

Please see page 44 for the rules on colour usage.





The rules

Adhering to the following will ensure that we respond to feedback gained during the market research phase:

01. Use an element of red in all marketing and communications materials as this is inherently associated with the University, though do not use it as a large complete block as this can be viewed as overwhelming.

02. Ensure that the palette used complements colours used in accompanying photography.

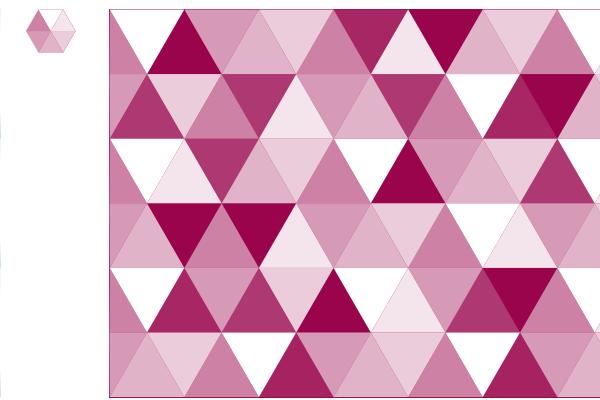
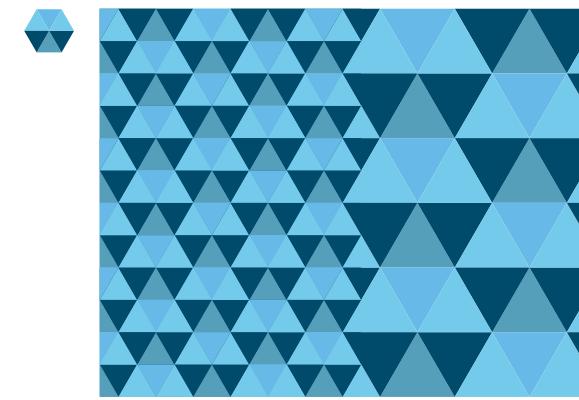
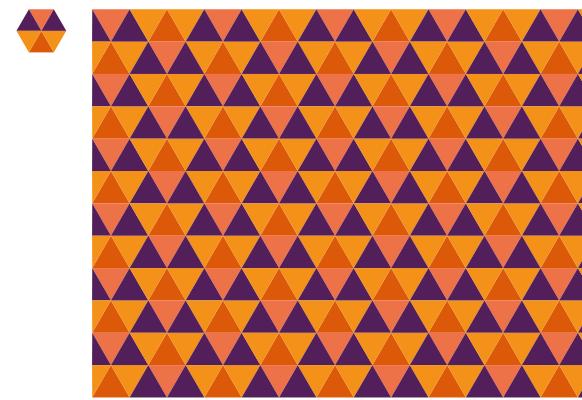
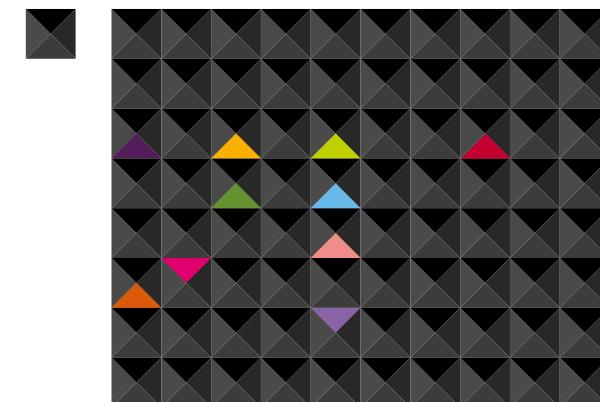
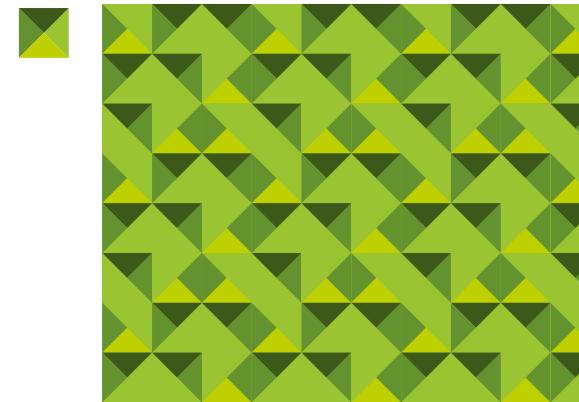
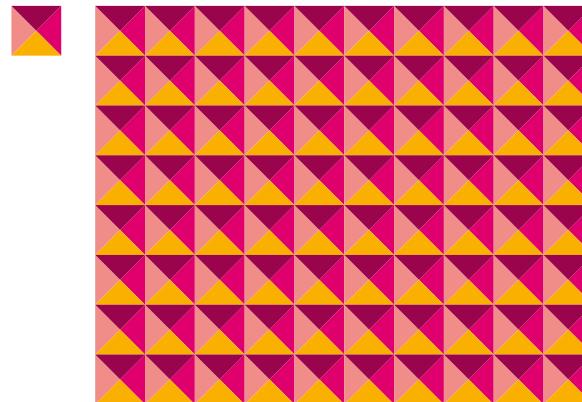
03. Ensure that colour combinations do not clash and could not be viewed as 'brash' or too 'young' or 'fun'. We are aiming for an air of quality and modernity.

04. Note that the more muted colour combinations should be considered for certain audiences, such as business or corporate.

05. Ideally aim for no more than 2-3 colours in any one piece of marketing or communications materials, though there may be some exceptions to this.

06. Be mindful of colour blindness issues. The most common form of colour blindness is known as red/green colour blindness and most colour blind people suffer from this. Although known as red/green colour blindness this does not mean sufferers mix up red and green, it means they mix up all colours which have some red or green as part of the whole colour. For example, a red/green colour blind person will confuse a blue and a purple because they can't 'see' the red element of the colour purple.

The grid can be used in combination with the colour palette.
Examples are shown below:

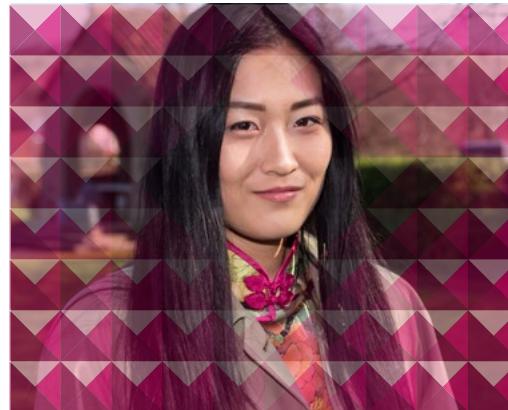


Explore different colour combinations.

Different configurations of triangles are possible
changing the colour and size of the grid.

More muted combinations and added colour details.

The grids can create different effects using transparency with colour backgrounds or photography:

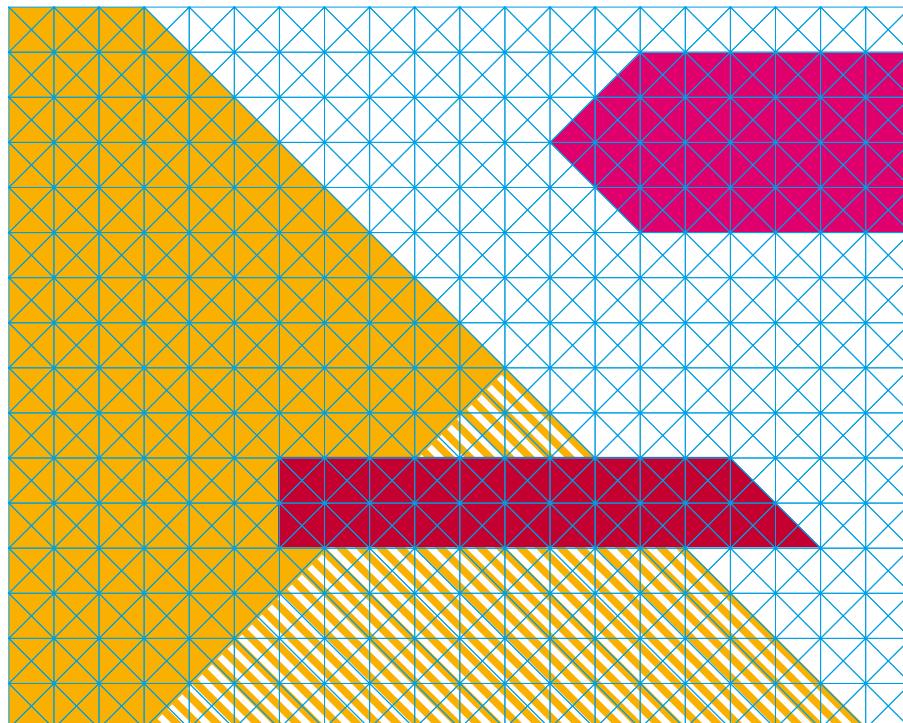


Transparency over an image

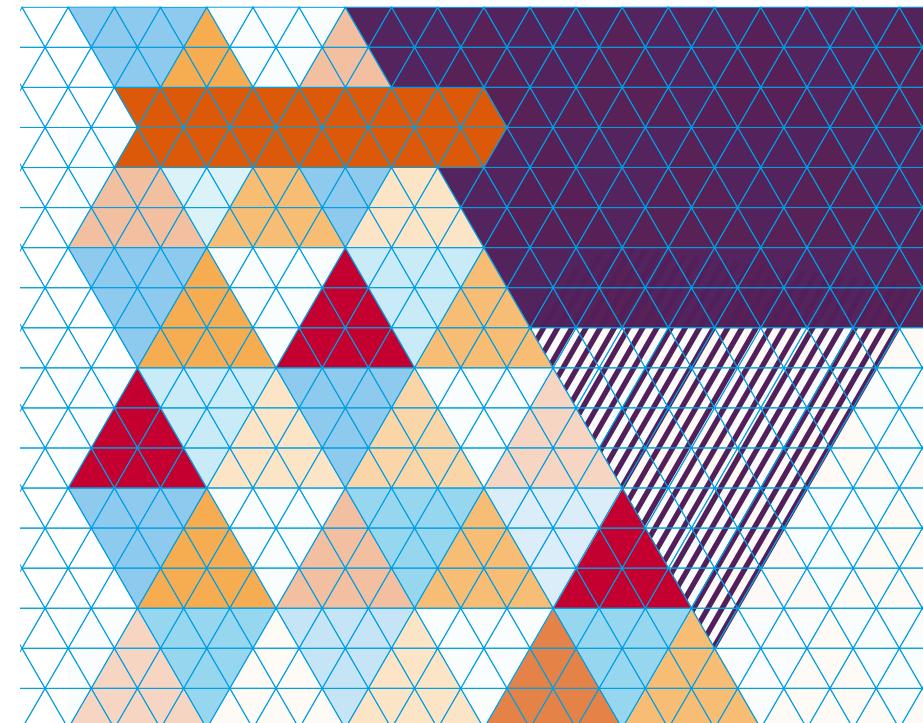
Transparency over coloured backgrounds

Using the grid in one colour and making it visible by changing the transparency of the triangles.

The grids also allows to create different shapes using the colour palette:



45° Grid



30° / 60° Grid

Stationery

Letterhead

Format
A4 (210x297mm)

Address information

Registered details
Titillium Light 6p

Letter set in Arial 10pt, arranged left

Sits 20mm in from left hand edge

Positioned to fit window envelopes

10 mm margin

20 mm margin

Mr Target Sample
Target Direct Scotla
116 Dundas Street
Edinburgh
EH3 5SE

Admissions & International Support
Student & Academic Services
Edinburgh Napier University
Merchiston Campus
Edinburgh
EH10 5D

T +44 (0)8455 20 30 50
F +44 (0)131 455 2447
E ugadmissions@napier.ac.uk
E pgadmissions@napier.ac.uk
E internationalsupport@napier.ac.uk

Donec ut mauris sed lectus ornare pellentesque.

Aenean orci. Nullam tincidunt, lorem in euismod varius, mauris orci vestibulum purus, id commodo nisl ipsum quis elit. Pellentesque fermentum, metus ut commodo rhoncus, diam dolor sollicitudin lectus, vitae tempus lorem lorem quis tellus. Curabitur ut odio. Ut urna. Nullam lorem lorem, vulputate et, varius vitae, convallis a, elit. In sit amet metus in augue placerat mattis. Aliquam aliquet. Aliquam dolor nulla, euismod in, posuere sed, vestibulum nec, nunc. Curabitur sodales cursus ipsum.

Nullam consectetuer elementum magna. Sed interdum leo at pede. Pellentesque pede. Etiam pulvinar dapibus sapien. Praesent velit risus, ullamcorper in, blandit vitae, gravida eget, nibh. In ullamcorper. Mauris scelerisque pellentesque quam. Pellentesque dignissim, diam vitae mattis consequat, pede mi eleifend eros, ut imperdiet leo arcu at lacus. Etiam scelerisque, ligula eu et vulputate feugiat, felis nunc ultricies ipsum, ac fermentum justo tortor at nibh. Quisque enet lirupia

Cum sociis natoque penatibus et magnis dis parturient montes, nascetur ridiculus mus. Donec sit amet magna.

Yours Sincer

AN Other

1



Edinburgh Napier University is a registered Scottish charity Reg. No. SC0192

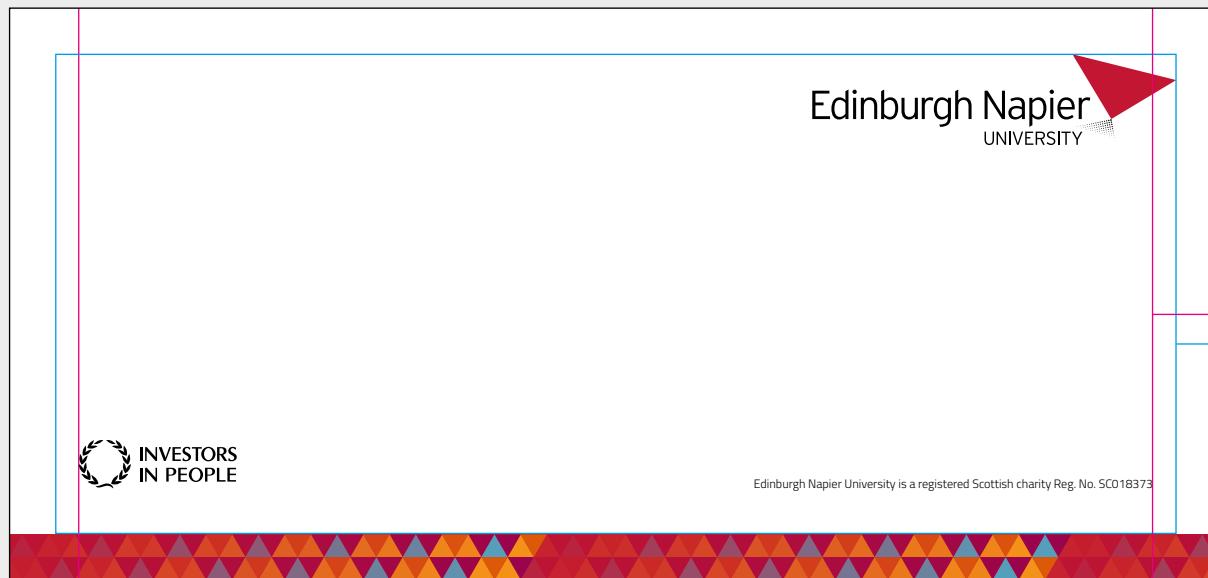
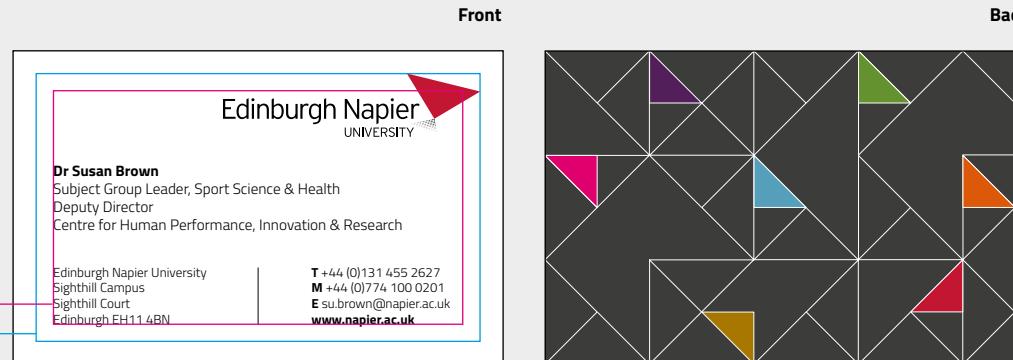
Business Card

Format: 85mm x 55mm

Name: Titillium Bold 7.5pt
Title: Titillium Light 7.5pt

Address information:
Titillium Light 6.5pt
Website: Titillium Bold 6.5pt

7 mm margin
4 mm margin



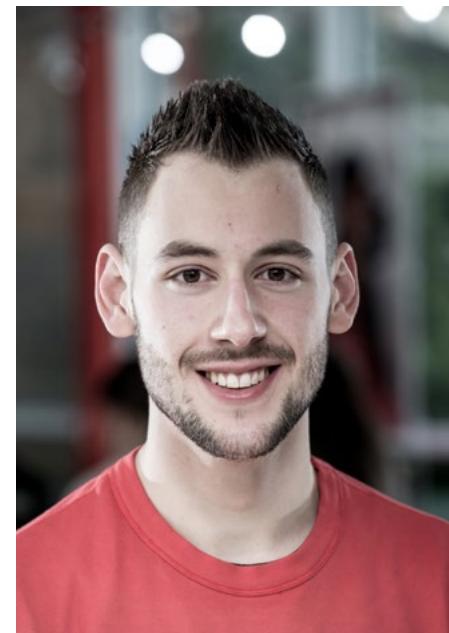
Photography and film

Whether you are filming or taking photos for a publication, website or are using the existing library stock you should consider the following:

Reflecting our key messages

Every image we use should capture and communicate our underlying essence and key messages for each audience (see pages 10-11). In particular, this will mean using imagery showing:

- **Strong 'real' life scenarios at the University.** They should feature a distinctive Edinburgh Napier or other city/industry location to distinguish them from stock shots. By doing so, we also make sure that they are accurate, representative and not misleading.
- **Edinburgh Napier people, and never stock shots of people, models or actors.** These people can be shown in two different ways:
 - **Our ideal preference is to show students and lecturers together to show the 'community' aspect to the University.** Collaboration is key to content, and it could mean depicting a lecture or ad hoc meeting in the foyer. If the focus is on one subject then they should be 'doing' something and making eye contact off camera. We can use direct eye contact with the lens but the emphasis should be about what is happening elsewhere.
 - **Individuals by themselves** where they are being used in case studies for example or where individual shots fit the messaging of a project.
- **Students, staff and graduates engaged in academic activities** to demonstrate our excellence and expertise, as well as our facilities within our campuses. These should capture excitement and show the University as a living, breathing place, full of life and activity.
- **Students, staff and graduates engaged in work related or practical situations,** to show that we are connected with the industry.
- **A good mix of people from different nationalities** to show that we are global.



Aesthetic considerations

The grid (see page 38) offers a flexible template for our images and our emphasis should be on colour and shape. The grid also allows for headlines and copy so a clear space should exist around images to facilitate this.

Colours, although strong, should not necessarily be primaries - tones of one colour are acceptable. It is intended that recruitment collateral will generally be more colourful than corporate business materials.

Differential focus can be used to bring the focus to a point for both people and objects.

Backgrounds and foregrounds can still be blurred but still recognisable and pin locations to Edinburgh Napier University where possible.





Technical

Images should be shot at maximum resolution allowing maximum flexibility in usage.
Any commission should include blanket usage and with full descriptive meta data.
All photography should be compliant with the terms and conditions of the University.

Where to find great photos

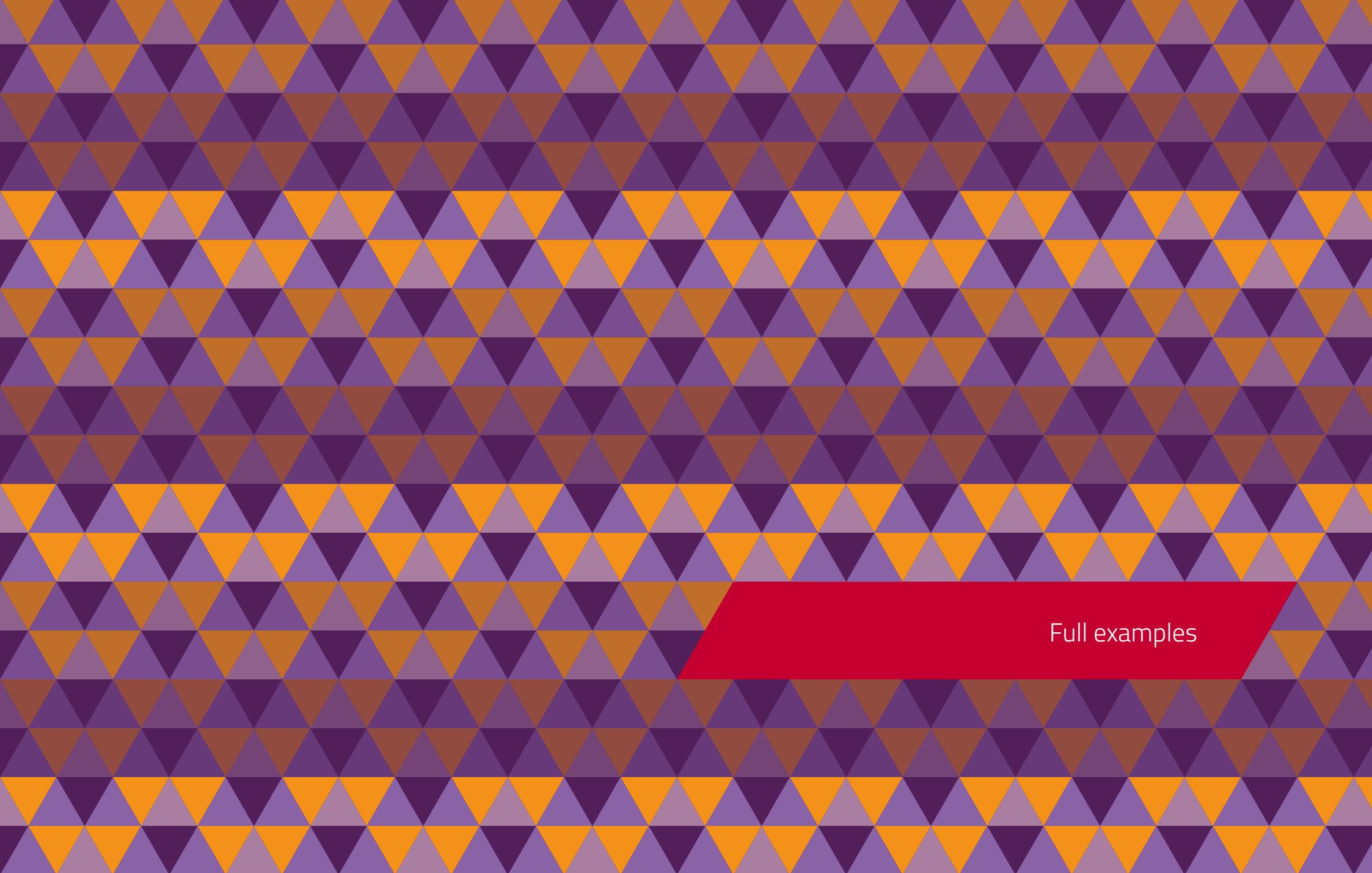
Powerful imagery comes from good
photographers - check our growing
image library:
www.napier.ac.uk/imagebank

Further information

Please contact **photography@napier.ac.uk** if you want to discuss any specific photographs
you would like to be taken or need assistance with.

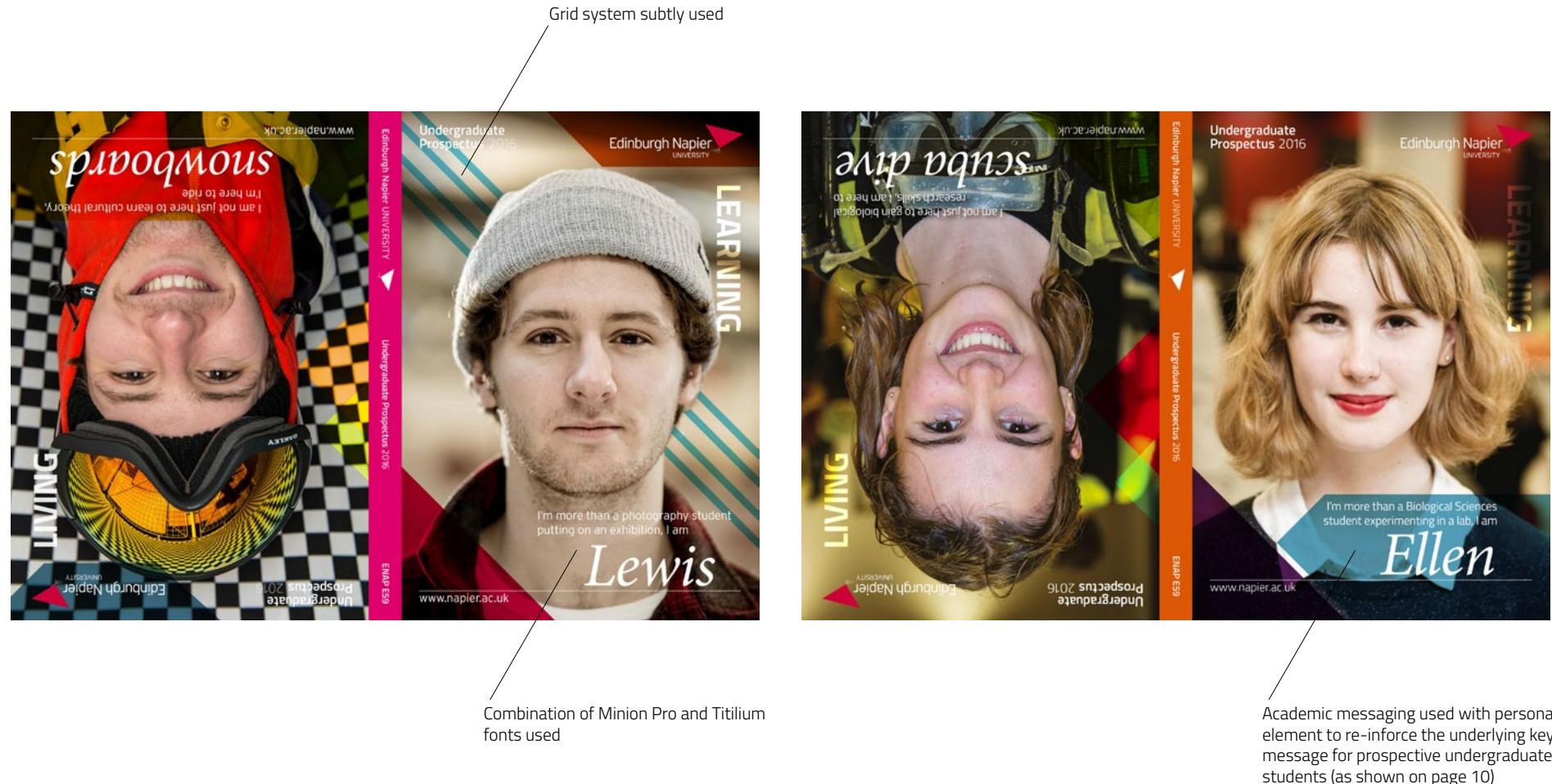
Email **marketing@napier.ac.uk** with any film requests or queries.

View our existing films at www.youtube.com/EdinburghNapierUni



Full examples

Editorial



The grid system and colour palette used on inside pages.

Gaining confidence

Mix of theory and practice is key to success

Beybun Kilic
Student, International Business Studies

"Completing a placement as part of my degree gave me the best of both worlds; the academic knowledge and the practical experience."

I was drawn to Edinburgh because I saw opportunity to complete my degree and gain a great place to start my career and get involved in lots of different activities. My first year involved a lot of group activities, sharing ideas, collecting data, processing it and then presenting it. It was all about getting used to university life, getting to know the different modules and meeting new people. I really enjoyed the placement because it was the perfect way to fit the concepts on the first day. Second year involved more academic work, but I also got involved in a lot of work at working with other people and how to communicate in difficult situations. I had many voluntary modules which got me ready for my placement. I included International Business, Marketing and PESTEL, in my marketing module which helped me with my placement creating reports and writing proposals. The placement was a great experience and I now know how to do it.

My third year was spent on placement and I chose to go to the University of Edinburgh. I used the university's career service when applying so that I could get the most out of my placement. I did another job, I worked in an environment where I could learn and grow. I completed a work-based learning plan with my employer and I was very ambitious both personally and professionally and achieved planning my portfolio. I completed a degree.

100+
Our courses are accredited by more than 100 professional bodies

School of Computing

Our graduates become highly sought after and well-reputed for a wide range of traditional computing and information systems-related professional opportunities particularly in the creative computing sector.

The evolution of our courses reflects the demand for computing skills and application in industry, supported by our placements and other initiatives, ensure you have the opportunity of up-to-date skills and knowledge and learn 'real world' skills needed by employers. We offer the opportunity of a year's paid work placement and previous placement opportunities have included Microsoft, IBM, NCR, Standard Life, Atkins, BT, and many others.

In addition, we offer courses such as Creative Computing and Interactive Media Design, which will prepare you for a wide range of creative fields. You'll also be able to change between courses during your studies, study English or French for free, and study in Europe or further abroad.

Do it there!

We're at the forefront of Computer Security & Forensics and have been ranked in the top 10 to postgraduate level. Our Advanced Security & Forensics programme is one of the few in the UK and only we're to be accredited by the International Association of Computer Forensic Investigators (IACFI).

You can make use of our 24/7 computer facilities, including PCs, Macs, media labs equipped with Macs, our custom-built video games lab, and our mobile game development and embedded systems labs.

James Bracken
Mclaren Formula One Driver

Getting vital experience

Whether it's for a week, a month or a year, an internship, work shadowing or a work-based placement are all great ways to get a head-start in your career. At Edinburgh Napier, many of our courses come with the option of work-based learning and the staff here will help you find, apply and prepare for your position in the real world. Here, some current students talk about their experiences of working in their chosen industries.

McLaren Formula One Driver James Bracken talks about the chance of a lifetime when he was offered a seat in the team and what it's like to work with the McLaren Formula One team.

"I study Mechanic Engineering which is quite a technical subject of engineering. It's quite a mix of theory and practical. Everything involves it. I now practise what I've learned in the classroom and you can think of that when there are mechanical and electrical parts."

The experience of working in Formula One is much sought after with thousands applying. After submitting a CV whilst still at university, James' placement at the University helped him, and getting offered a seat in the team. "When I was invited to have a face-to-face interview with the team of McLaren, I was so excited. One of the things I liked about McLaren's headquarters was eye-opening to say the least, the team. I came up to the pit garage and I was looking around. Look one way and you've got Jenson Button, look the other way and you've got Lewis Hamilton. I was so impressed with the team, the other way you've got Mike McRae, Lewis Hamilton, and Lewis Hamilton. They're the guys that drive the fastest cars in the world. It's a real privilege."

Look one way and you'll see Jenson Button and Lewis Hamilton

James is now doing his Honours project at the University of Edinburgh, studying for a Masters in Sports Management. He hopes to continue racing, maybe in Formula One, but what was most important to him was the whole experience. "I still don't think I get the chance to sit in a Formula One car around you!"

Getting around Edinburgh

Edinburgh is easy to get around, be it by bus, train, bike or foot. The city offers exceptional public transport services with regular buses, trams and trains, making travel around the city, and beyond, as easy as possible.

Bus

Edinburgh boasts a very efficient network of over 100 bus routes, with 100 buses per hour taking you right across the city and beyond. Edinburgh's bus network is the largest in Scotland, giving you the best choice for getting around the city.

Walking

Edinburgh is as compact that getting around the city on foot is a great option. So fast, in fact, you can as much more in a day as you would in a week by car. Taking a walk to the train station to make the most of the city's rail network is a great way to explore the city.

Cycling

The popularity of people opting to cycle to work or for leisure has grown over the last few years, along with the city's move in developing the cycling network.

Train

132 new electric trains have been delivered to Edinburgh since 2010, and now operate on a full-time basis, with services running from Edinburgh to the majority of Scotland's cities and towns.

32 countries you can fly to from Edinburgh

130 direct flights worldwide

42 flights to London daily

1.3 million international visitors a year

Sporting chances

Whether you prefer to watch or play, Edinburgh is a true sporting capital.

Like many big cities, Edinburgh is home to two football teams, and the city's footballing history is reflected in its nickname, the 'Hoofers'. But the city's passion isn't just football. Rugby Union has a huge following in the city, both at club and international level. From the Edinburgh Sevens to the national side and when the Six Nations is in town, Edinburgh Rugby, also plays their home games at Murrayfield and Edinburgh Rugby is proud to support them.

Tom Walsh, Kris Reid and Marty Bell met while studying different subjects at Edinburgh Napier before launching Found Tens Sunglasses. Here, Tom tells us their story

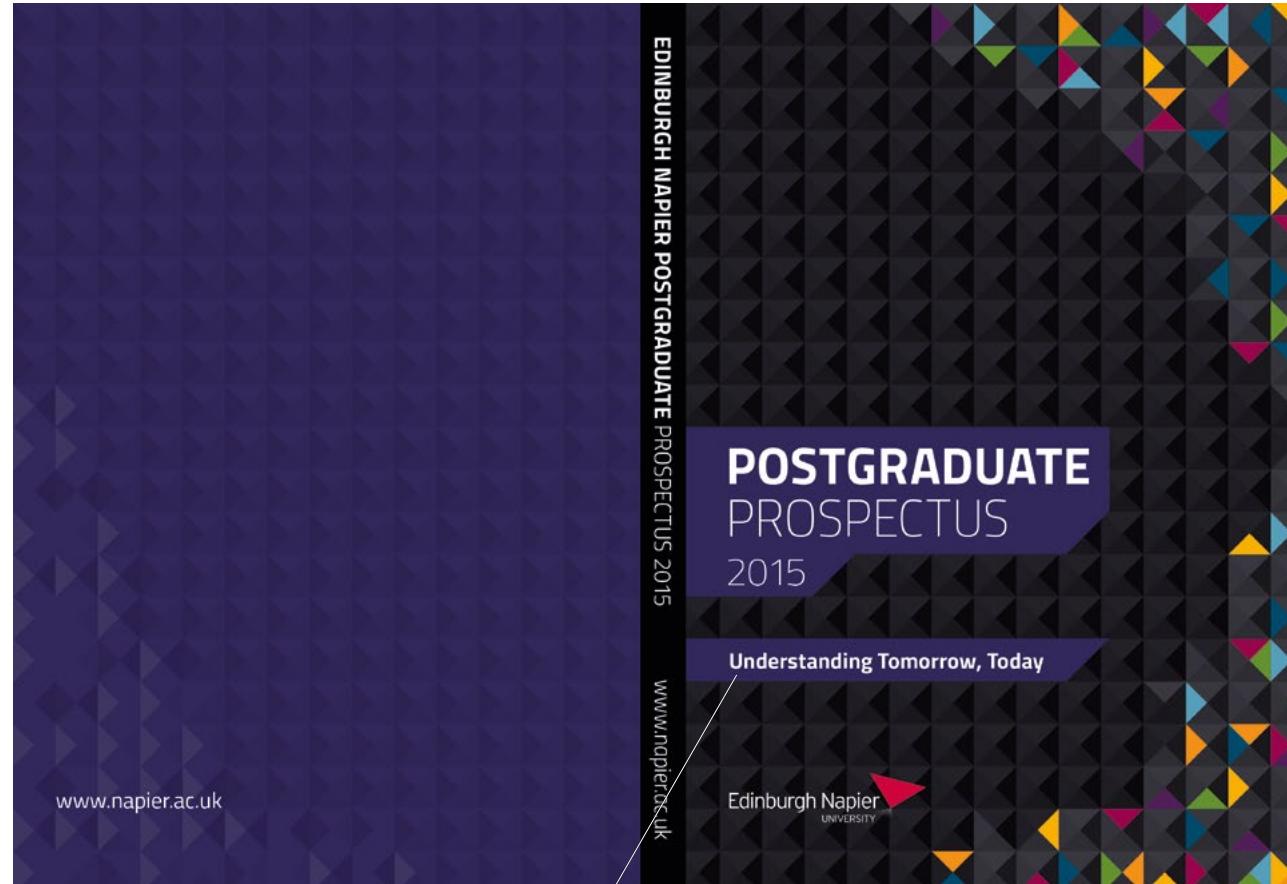
They didn't set out to start a company but we had the Tens idea in 2011. These are sunglasses that are made from recycled plastic that makes the world look like a better, cleaner place. We sat on it initially, and then when we got the idea we thought we'd need to manufacture and sell them. Once this was decided, we began to do market research and creative content.

By 2013, we'd decided to launch via Indiegogo. We had a target of £10,000 but the reality was £15,000 to cover manufacturing costs and we had a month to raise the money. We hit the £15,000 target and within 12 days of launching the campaign, we'd reached nearly £40,000! It was the wildest month of my life - a real whirlwind.

If it wasn't for Edinburgh Napier, Tens would not exist.

I really enjoyed my time at the university and loved Edinburgh as a city. I've always had a passion for the creative industries and my course gave me the chance to develop my skills in a more supportive learning environment. I think that's why Edinburgh Napier suits our needs, takes our own photos and designs our own products. We don't need any agency to do it.

We're now working on developing a whole new range of sunglasses and we hope to have them available next year. We're going to offer a really polished product and prove that we can be a real force in the eyewear industry.



Strapline aligned to key messaging for prospective postgraduate students.

Postgraduate Prospectus 2015

THE SCHOOL OF ARTS & CREATIVE INDUSTRIES	THE SCHOOL OF COMPUTING	THE SCHOOL OF ENGINEERING & THE Built ENVIRONMENT	THE SCHOOL OF HUMANITIES & THE SOCIETY	THE SCHOOL OF LAW, SPORT & SOCIAL SCIENCES	THE SCHOOL OF MEDICAL & DENTAL SCIENCES
14 Advanced Film Practice MFA	116 Advanced Networking MSc	130 Advanced Materials Engineering MSc	139 Mechanical Engineering MSc	154 Biomedical Science MSc	170 Advanced Practice based innovation routes MSc
153 Creative Practice MSc	115 Advanced Security & Privacy MSc	131 Advanced Structural Engineering MSc	140 Polymer Engineering MSc	155 Biotechnology for Health & Sustainability MSc	171 Advanced Research Project MSc
154 Creative Writing MA	116 Advanced Security & Digital Forensics MSc	132 Advanced Technical Technology & Building Services Engineering MSc	141 Architecture & Construction Management MSc	156 Career Guidance & Development PgDip / PgCert / PgDip Guide or MSc	172 International Clinical Research & Training MSc
155 Environmental Graphics MA	117 Advanced Software Engineering MSc	133 Automation & Control MSc	142 Business Administration & Management MSc	157 Conservation & Management of Protected Areas MSc	173 Health Administration MSc
156 Exhibitions MA	118 Business Information Systems MSc	134 Construction Project Management MSc	143 Chemical Engineering MSc	158 Drug Design & Theoretical Drug Science MSc	174 Healthcare Quality Management MSc
157 Interaction Design MA	119 Computer Science MSc	135 Computing MSc	144 Electronics & Electrical Engineering MSc	159 Ecotourism MSc	175 Medical Devices & Pharmaceutical Science MSc
158 Interactive Media MA	120 Computer Systems Development MSc	136 Energy & Environmental Engineering MSc	145 Engineering MSc	160 Environmental Health MSc	176 Medical Devices & Pharmaceutical Science MSc
159 Lighting Design MA	121 Project & Business Management MSc	137 Environmental Sustainability MSc	146 Facilities Management MSc	161 Sport & Exercise Psychology MSc	177 Sport & Exercise Psychology PgCert
160 Media Studies MA	122 Project Management MSc	138 Environmental Sustainability MSc	147 Transport Planning & Engineering MSc	162 Wildlife Biodiversity & Conservation MSc	
161 Product Design Photography MA	123 Professional Practice MSc	139 Environmental Sustainability MSc			
162 Product Design Photography MA	124 Web Development MSc				
163 Journalism MA					
165 Magazine Publishing MSc					
166 Publishing MSc					
167 Screenwriting MA					
168 Screenwriting PgCert					



Pioneering research is changing lives locally and globally

The University's strength in our taught programmes, research and academic research that is benefiting people who live across the world.

Our research is innovative and relevant to today's ever changing world. Our work is making a difference in the economic and social life in the United Kingdom and around the world.

The University's original and unique research is delivered through major research centres and organisations around the world.

The University's original and unique research is delivered through major research centres and organisations around the world.

Find out more about the research we do at the University of Nottingham.

[View our research impact](#)



Social change through sporting spectacle

With eight years used kick-off of the 2012 London Olympic and Paralympic Games, Nottingham Business School at Nottingham Trent University (NTU) on campus will host a series of events on health and fitness during a week-long series of charity and associated health problems.

"Nottinghamshire has the potential to influence the UK's future health and well-being and deliver significant improvements in our regions future public health," says Dr Chris Thelwell, Vice-Chancellor of Nottingham Trent University.

"One of the consequences is the adoption of healthy thoughts amongst the public nationwide, which will have a positive impact on the construction of the project," adds Dr Thelwell.

[Read more about the project](#)

The Business School

Craigochart Campus
Colinton Road, Edinburgh, EH14 1UE

Set within attractive grounds overlooking Edinburgh, these historic, listed buildings, where the poet Siegfried Sassoon studied, have been sensitively restored and now house some of the University's most famous verse, as alongside the ultra-modern architecture of the iconic, silver-skinned Lindsay Stewart 200-seat lecture theatre, there is also a modern library, which also boasts a cafe, Starbucks concessions, multimedia language labs and a 400-seat lecture theatre.

Watch a video tour of Craigochart here
<http://bit.ly/v2g215-cra>

MULTIMEDIA LANGUAGE LABS

LINDSAY STEWART LECTURE THEATRE

400-SEAT LECTURE THEATRE

ATTRACTIVE GROUNDS

Student Profile

Pankhuri Jain

MSc Interaction Design

Previously a graphic designer in India, MSc student Pankhuri Jain has moved to the UK to study Interaction Design at the centre of her industry with plenty of opportunities

Edubridge Niagara is hands-on and not just about theory. Examples like this one where we have to make a lamp in the UK and because there's no lamp in India, we have to learn how to make it. It's been great because you're at the centre of things. Right now I'm working on a project where we can go to different conferences and meet people from all over the world who are at the market. The techniques we're taught here are very useful, especially that they're taught in a practical way.

It's been fantastic as we're in a very creative environment. There's a lot of freedom from a host of disciplines. There's always something going on, lighting, sound, art, food, and so on. There are lots of people here as well as professionals, designers, them and us students. We've got a lot of freedom to do what we want. If we wanted to work in a small team, we get it. If we wanted to work individually, we can. There's lots of cool people here and you can learn a lot from them. They're very nice people. This university also does a lot for the students here have been great.


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FACULTY OF ENGINEERING, COMPUTING & CREATIVE INDUSTRIES

MFA Advanced Film Practice

COURSE INFORMATION

Are you ambitious, tenacious and driven to produce or direct? This course is designed to help you develop your skills as a director to produce great films.

Or perhaps you are looking for a career in film production, marketing, advertising or corporate or event videography. This course will give you the skills necessary to work in the creative industries.

The course gives you:

- the skills and knowledge to plan and complete a short film project
- the skills and knowledge to plan and complete a short film project
- the skills and knowledge to plan and complete a short film project

As you will see by the following, our students' work is highly regarded and receives wide recognition. Our students have won great praise for their work, including awards at international film festivals and competitions, and have been involved in major film projects such as the BAFTA-nominated *Shameless* – a feature film directed by our own student, Tomm Moore.

Apart from acquiring practical skills, you will also learn how to think, analyse and evaluate from the basis of your studies. You'll develop your existing skills, including your writing, editing, directing and producing abilities, and will be encouraged to collaborate with students and staff on a range of projects, including a major final project, which will involve a number of other students and industry partners to create a brand-new feature film.

Your qualification covers Screen Media Production, Media Direction, Media Production, Media Direction in Broadcast and Media Direction in Broadcast throughout the year.

The entry requirements are listed on page 192.

More Information:
0115 951 50000
0115 951 50000
www.mmu.ac.uk/arts

School of Arts & Creative Industries

MSc Creative Advertising

COURSE INFORMATION

The world of advertising is flooded by bright minds and creative managers. Through a combination of theoretical and practical modules, you will be an ever-increasing number of successful advertising professionals. The MSc Creative Advertising programme is designed to develop your skills in advertising, marketing and media. The emphasis we place on what are known as 'soft skills' – communication, leadership, teamwork, problem-solving and personal development – is one of the hallmarks of the industry. If you're aiming at a career as an advertising executive, copywriter, media buyer, marketing programme will help develop the skills you need to succeed.

The course has been developed in partnership with the Royal College of Art's Institute of Publishing, and is taught by leading practitioners. It gives you the skills and knowledge to start your advertising journey. You will learn how to write copy, how to use colour effectively, how to use type, how to work collaboratively, and how to present your ideas. And how to work individually, and how to work independently.

Our professional placement year will give you the opportunity to work in a real-world media, including radio, television, print and digital media. Your critical evaluation skills will be developed through a series of assignments, the themes behind successful advertising campaigns, and the analysis of your own clients' work.

Students have in recent years graduated from the MSc Creative Advertising to work in the BBC's New Blood scheme, and to work for the Royal Creative Awards.

Subjects Include

Planning and Advertising, Campaign Development, Creative Toolkit or Creative Toolkit, Creative Digital, Creative Media, Creative Media, Creative Agency Placement or Production Placement, and Professional Portfolio in Advertising.

Career Prospects

Graduates from the MSc Creative Advertising go on to work in the creative industries, including advertising, marketing, media and publishing. Many of our students have gone on to work for well-known agencies, including Ogilvy, BBH, Saatchi & Saatchi, and WPP. Some have joined the BBC's New Blood scheme, and others have worked for the Royal Creative Awards.

Entry Requirements

In addition to the usual academic requirements, you will need to demonstrate your ability to understand test and English language requirements. Students must demonstrate their English if English is not your first language. You will need IELTS 6.5 or equivalent or a certificate of proficiency in English or an equivalent language.

For details of international requirements see page 193.

More Information:
0115 951 50000
0115 951 50000
www.mmu.ac.uk/international

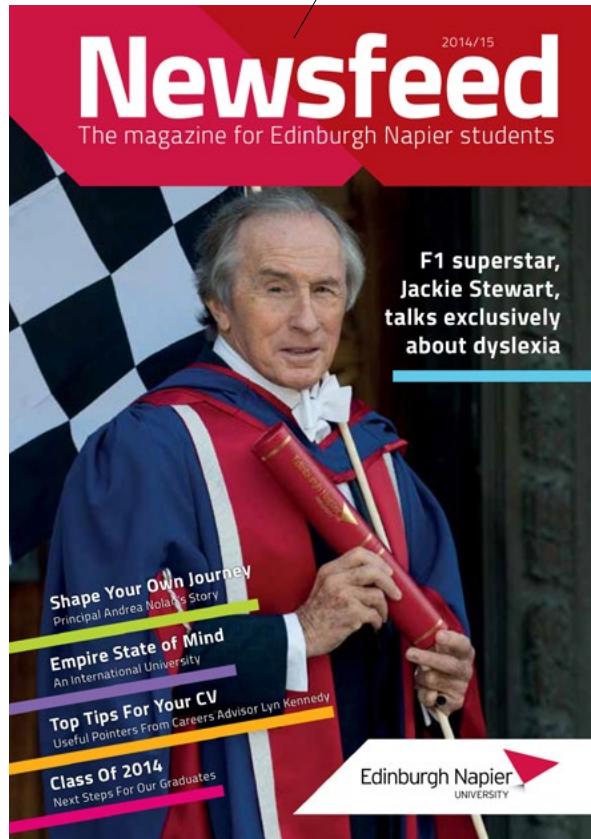
Shapes created with the grid



International Prospectus

International Prospectus

Red appears on all covers.



Newsfeed magazine



The grid system and colour palette used on inside pages.

The Red Triangle magazine

Facts & Figures

2014/15



All data originated from Edinburgh Napier University in December 2014 and was correct at the time of going to press.
Edinburgh Napier University is a registered Scottish charity.
Reg. No. SC018373. IDEA Ref 2433

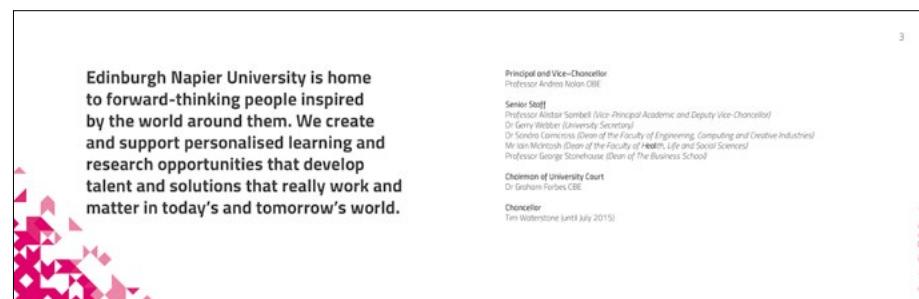
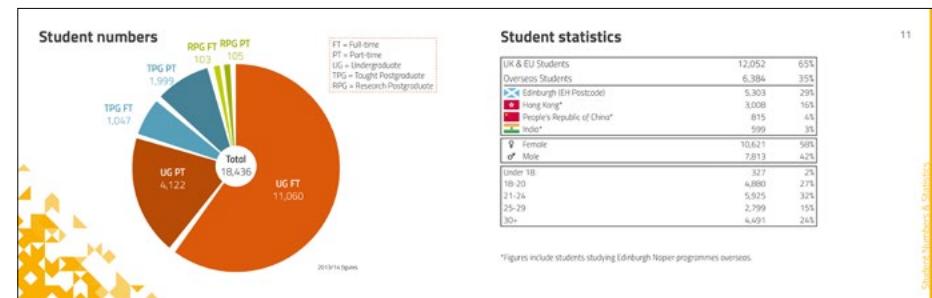
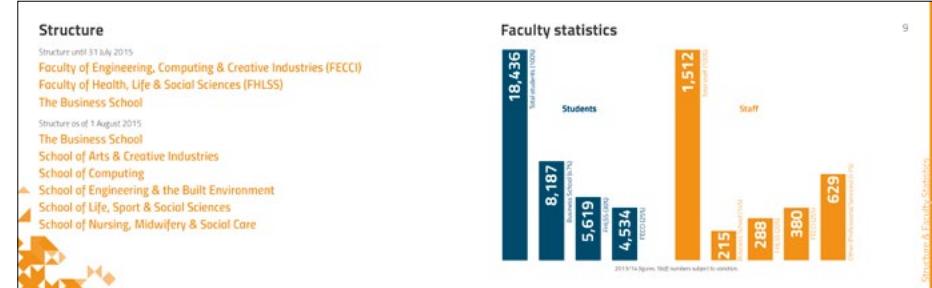
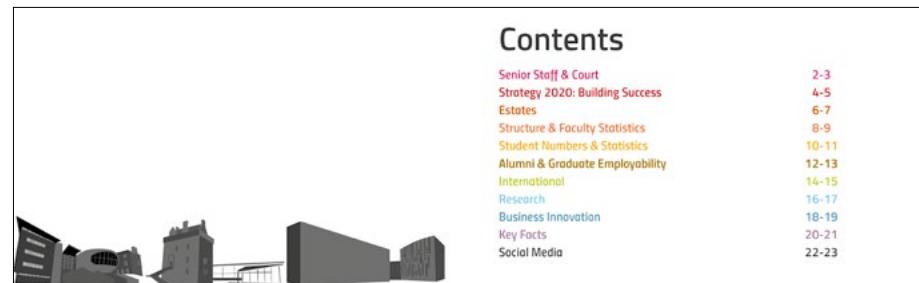
Contact us

- 0333 900 6040
+44 (0) 333 900 6040
- enquiries@napier.ac.uk
- www.napier.ac.uk
- www.linkedin.com/company/edinburgh-napier-university
- Follow us on Twitter: @EdinburghNapier
- www.facebook.com/edinburghnapieruniversity

Edinburgh Napier UNIVERSITY

Facts & Figures

The colour palette applied to illustrations and graphics.



Facts & Figures

The colour palette can match the national colours of other countries

Edinburgh Napier University offers a stimulating education that's all about the personal confidence and professional skills that will help you reach your potential.

We have over 17,000 students on undergraduate and postgraduate programmes and 5,000 international students from over 100 countries worldwide.

90.4% of our postgraduates are in further work or study within six months of graduating. Of those in full time work only, 90% are in managerial/professional jobs. The average salary within six months of leaving us is £30,209 (Postgraduate Taught Survey Experience 2013).

Location
Edinburgh Napier University is located in Edinburgh, Scotland's capital and a major UK city. Edinburgh is lively, diverse and cosmopolitan, home to many exciting attractions, theatres, restaurants and shops. The city has UNESCO World Heritage status and is located less than one hour by air and four hours by train from London. This dynamic capital is an exciting place in which to live and study and is one of the most student-friendly cities in the UK.

Postgraduate Entry Requirements for students from Greece
Generally a Ptychio (awarded by a TEI) 6.5/10 (65%) or above, or Ptychio (awarded by an AII) 5.5/10 (55%) or above is sufficient for entry onto one of our postgraduate courses.

English Language Requirements
If your native language is not English, you will need to present evidence of your English language level. English language criteria for most courses:

- IELTS 6.0 overall with no element below 5.5,
- TOEFL iBT 80 or above with at least 17 in listening, 18 in reading, 20 in speaking and 17 in writing. (accepted from EU applicants only)
- Pearson's Test of Academic English: overall score of 56 with at least a score of 51 in the listening, reading, writing and speaking components.

Applications for postgraduate study at Edinburgh Napier University are now open. Many postgraduate programmes at Edinburgh Napier have start dates in September and in January. Visit www.napier.ac.uk/postgraduate for most up-to-date entry criteria and more information.

Our subject range includes

- Built Environment & Civil Engineering
- Computing
- Communication & Creative Industries
- Business Management
- Tourism, Hospitality & Leisure
- Financial Services & Accounting
- Life Sciences
- Biomedical Science
- Health Science

Tuition Fees and Living Costs
Generally postgraduate students have to pay course fees and these range from £3,750 to £6200 for most of the degrees.

Postgraduate Tuition Fee Loan: The Student Awards Agency for Scotland (SAAS) offer generous loans to help students from Greece who are keen to study on certain postgraduate courses. These loans will cover up to £3,400 of a postgraduate programme cost at Edinburgh Napier University and there must be repaid once you are earning over a certain salary. More information and details on the funding arrangements for postgraduate students is available on the SAAS website: www.saas.gov.uk

Erasmus+ postgraduate loan guarantee: From middle of 2015 the EU will be offering a loan of up to £12,000 for students who would like to study on a Master's programme in a different country from their country of residence, and in a different country from where they took their bachelor's degree. For more information please check the European Commission website.

Living costs (accommodation, food, travel, books, entertainment etc.) are estimated to be around £850-£900 per month but please be aware that it is possible to spend more or less than this amount. These costs are significantly lower than the living costs associated with life in London and students are encouraged to find a part-time job during their studies which will help provide some additional income.

Accommodation
University apartments are located conveniently for the city and University, and are easily reached by public transport. We recognise that a safe and suitable place to live is extremely important to all students particularly those who are new to Edinburgh.

University accommodation is limited and is normally only allocated to postgraduate students who meet the eligibility criteria. The University is happy to assist students who are keen to find private accommodation and this is common practice for many Edinburgh Napier students. For information visit: www.napier.ac.uk/accommodation

Travel Information
Many airlines fly to Edinburgh from Greece via a hub such as Heathrow, Frankfurt or Amsterdam. Easyjet also fly direct to Athens from Edinburgh. National Express and Megabus offer reasonably priced bus tickets to Edinburgh from throughout the UK.

Contact details
We are always happy to hear from students from Greece and would encourage you to get in touch with any questions you have about coming to Scotland and studying at Edinburgh Napier University. Visit our web pages at www.napier.ac.uk/international or email your query to studyabroad@napier.ac.uk and we will be happy to get back in touch with you.

Edinburgh Napier University
European Recruitment & Exchanges Team
Merchiston Campus, EH10 5DT, Scotland
+44 (0) 131 4554544, studyabroad@napier.ac.uk

Postgraduate study at Edinburgh Napier University

Leaflets for international students

TUITION FEES AND LIVING COSTS

Undergraduate students will pay approximately £11,250* (155,971 MAD) per year of their undergraduate course.

Generally the course fees for postgraduate students range from £12,000 – 14,860* (166,369 – 206,201 MAD) and postgraduate courses studied full time in the UK are one year in duration.

Fees are paid as a minimum £3,500 (48,524 MAD) deposit to secure your Confirmation of Acceptance for Studies (CAS) required for the Tier 4 visa application. The remainder of your fees can be paid in two, three or six instalments when you commence your studies.

Living costs (accommodation, food, travel, books, entertainment etc) are estimated to be around £550-£820* (£0.011 – 11,368 MAD) per month but please be aware that it is possible to spend more or less than this amount. These costs are significantly lower than the living costs associated with life in London and many students find part-time jobs in the city during their studies which will help provide some additional income.

*approx. exchange rate of time of print

CONTACT US!

We are always delighted to hear from students from Morocco and would encourage you to contact us with any questions you have about coming to Scotland and studying at Edinburgh Napier University. Visit our web pages at www.napier.ac.uk/international or contact us as below and we will be very happy to assist you.

We also have a local representative Casa Education based in Casablanca who will be able to assist you with your application. Contact them via www.caseducation.com

Contact us direct:
Neil Austin - International Partnership Manager
T +44 131 455 6315 / E n.austin@napier.ac.uk

Find Us on Facebook:
<http://www.facebook.com/ENUinternational>

SCHOLARSHIPS

Students living in Africa are eligible to apply for a merit based scholarship of between £1,000 - £3,000 for entry onto a full-time undergraduate or postgraduate programme in September 2015 and January 2016.

Where great minds develop great solutions

Edinburgh Napier University is home to forward-thinking people inspired by the world around them. We create and support personalised learning and research opportunities that develop talent and solutions that really work and matter in today's and tomorrow's world.

With over 12,000 UK and EU students and more than 6,300 overseas students from 100 countries, Edinburgh Napier is a truly international University. We are in the top 20 in the UK for graduate employability, with 95.4% of our undergraduates in further work or study within six months of graduating (HESA 2013).

ENTRY REQUIREMENTS

Undergraduate

In Scotland undergraduate courses are traditionally four years long.

Moroccan students applying to enter the first year of an undergraduate programme at Edinburgh Napier will require a Diplôme Du Baccalaureat/Diplôme du Baccalaureat with an overall grade of 15/20 or above.

Applications for undergraduate courses at Edinburgh Napier University are handled by UCAS (www.ucas.com) www.napier.ac.uk/undergraduate

Postgraduate

Edinburgh Napier University offers a wide range of postgraduate qualifications. Entrance requirements vary depending on the course you want to study but for most postgraduate courses a Diploma or Licence with an overall grade of 12/20 or above is required.

Applications for postgraduate study at Edinburgh Napier University are made directly to the University and students apply online at www.courses.napier.ac.uk. It is important to note that many postgraduate programmes at Edinburgh Napier have start dates in September and in January www.napier.ac.uk/postgraduate

English Language

We accept the following English language tests and scores:

- IELTS overall score of 6.0 with no individual component below 5.5
- Pearson's Test of Academic English overall score of 56 with at least 51 in listening, reading, writing and speaking
- Some programmes require a higher English score, check www.courses.napier.ac.uk for more details.

Pre-session English Courses

We also offer a number of pre-session English (PSE) language courses for students who do not meet this requirement:

- One year course
September 2015 intake: £7,850
IELTS 4.0 with no component below 4.0
- 12 week course
June & September 2015 intakes: £2,950
IELTS 5.0 with no component below 4.5
- 6 week course
July & November 2015 intakes: £1,240
IELTS 5.5 with no component below 5.0

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Leaflets for international students

Adverts and posters

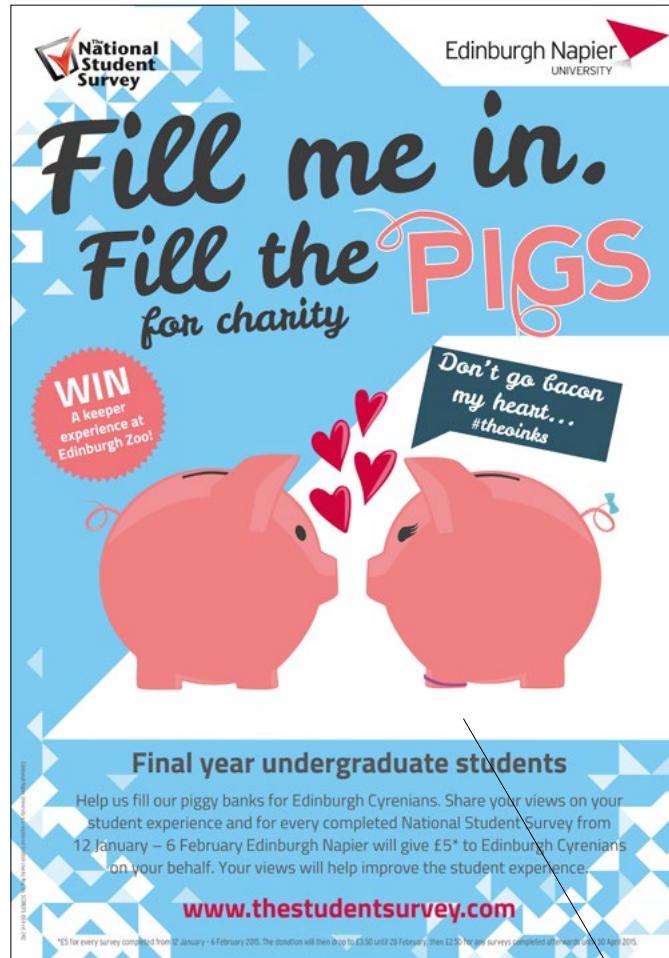


Use of key messages and headlines.



The grid in combination with an image, using transparency.

Postgraduate adverts



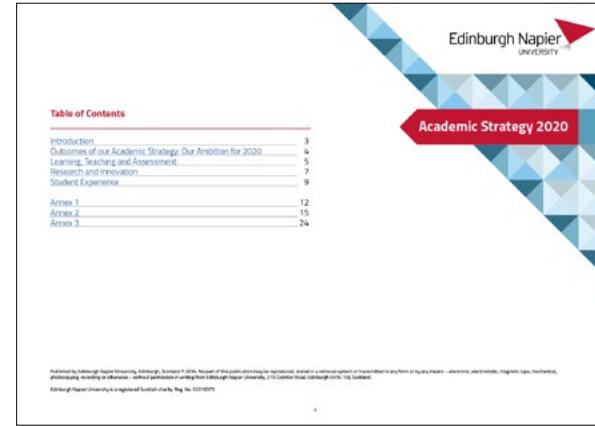
Use of illustrations with the grid and the colour palette.



The grid is visible in the background and in the boxes and shapes used.

Posters

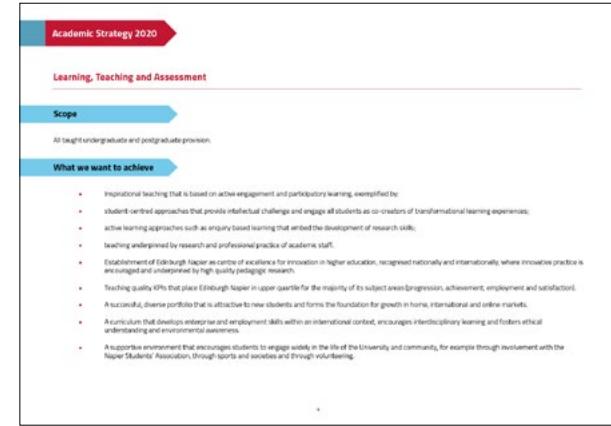
Presentations



Academic Strategy 2020					
Outcomes of our Academic Strategy: Our Ambition for 2020					
Our External Profile	Our Internal Measures	Our Staff Performance	Our Student Opportunities	Our Profile	Our Processes
Internationalisation: 100% of students with student mobility in upper quartile (international, UK and overseas)	Outcomes achievement targets met in relation to access, articulation, retention, progression, and employability.	All academics articulate teaching & scholarly research, enterprise, professional practice or professional practice.	Opportunities available for all students.	Develop a broad university of high performing programmes.	Portfolios review undertaken in annual development process.
Edinburgh Napier ranked DUEE in top 10 in UK and upper quartile for all subjects (95% overall, 96% business)	High GVA and International application rates, achieving intake targets without recruitment.	Students as researchers at all levels in every programme.	Embedded graduate attributes.	100% engagement of staff in PER process, with objectives aligned to strategy.	
University recognised for excellence in HE pedagogy and teaching and learning publications in every School	Good retention and progression (year 1 FT non-contingent) and HESA benchmarking of 93%.	Academic leadership and monitoring encouraged and recognised at all levels.	All programmes supervised by research or professional practice with embedded M&R.	Programme focus with local ownership & holistic view of student journey.	
Top Scottish University for Enterprise, including number of students in upper quartile in business, law and social enterprise.	Good awards D2, 2 and above honours level in upper quartile.	All academic staff undertaking CPD to support learning, teaching and innovation.	Pedagogic approach based on active learning and assessment for all programmes.	Clear performance expectations for all programmes, with CPD based decisions.	
Strong links with business, including 37% publications increased from 2015 to 2016	Strong participation of under-represented groups (including M2021-19).	Support for innovative teaching and learning.	Volunteering opportunities integrated with teaching and learning, with 32 frameworks for use of academic.	QI clear & accountable, fully informed student input through SLCs, MTS and internal audit.	
Research and R&D income increased by 100% (to ca £1.5m)	Articulation routes of HEA at appropriate level of standing.	Academic staff members of HEA at appropriate level of standing.	Peer observation of teaching from college partners.	Peer observation of teaching fully embedded in assess.	
Number of PG students increased by 50% to 3000, with 70% completing in 2 years	20% of academic staff qualified at doctoral level.	Increase in taught postgraduate numbers by 20% to 1800 FTE.	Annual internal satisfaction and engagement survey for all students.		
Strong links with business, including growth in external funding increased to 94%.	Research career support framework from Early Career to Principal investigator.	High quality and accessible support for academic and pastoral issues.	Personalised learning experience through individualised support.	Personalised timetabling, with flexibility of delivery models.	



The system applied to more academic or corporate documents



Annex 2 Academic Strategy 2020					
Academic Performance Measures 1/8					
Measure	1	2	3	4	5
Faculty	PGCS 1 Subject	Handleable	Handleable	Handleable	Handleable
		80% (M1 Year 1)			
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Edinburgh Napier University MA Creative Writing International Residency

In 2015 Edinburgh Napier University plans to launch a high-profile International Residency within our Centre for Literature and Writing (CLAW). Our ambition is to appoint an inspirational, high profile, senior creative practitioner from a different country each year, over a period of three years, to bring practical knowledge of the literary world to Creative Writing students on our Masters of Arts Postgraduate Degree Programme.

Located in Edinburgh, the World's First UNESCO City of Literature, an International Writer in Residence at Edinburgh Napier University has a crucial role to play in recreating dialogue between writers and communities and in acting as an inspirational hub for international dialogue.

Edinburgh Napier University: Transforming Tomorrow... Together

"An enterprising and innovative community renowned internationally, with an unrivalled student learning experience."

Edinburgh Napier University has been transforming lives and communities for over 50 years, as one of the leading modern professional Universities in the UK, with an international reputation for excellence across academic standards, innovation and enterprise, as well as the employability of our graduates.

MA Creative Writing International Residency

The Centre for Literature and Writing (CLAW) is part of the University's School of Arts & Creative Industries, one of the premier centres for creative arts education in Scotland.

Our creative courses cover a full range of arts and design related subjects, including acting, advertising, animation, art, design, PR, creative writing, design, English, film, journalism, music, publishing, screenwriting, sound production and television. In the *Guardian University League Tables* 2015 Edinburgh Napier University ranked as the top UK Modern University for studying English.

The School of Arts & Creative Industries

The Master of Arts in Creative Writing was established at Edinburgh Napier in 2005, and offers radical new opportunities for aspiring writers in Scotland. There are many Creative Writing programmes available at universities across the United Kingdom. Now Edinburgh Napier offers a unique degree course featuring a diverse range of creative, professional and vocational skills, ensuring that students are employable upon graduation – uniquely reflecting the values of the University.

This Creative Writing course is ground breaking. It is the first in the United Kingdom to offer specialist options including: writing for film and television, writing for stage and entertainment, and writing for graphic fiction. Unlike traditional Creative Writing courses, this programme nurtures fresh approaches to commercial genres, giving students the opportunity to focus on science fiction, fantasy or crime fiction.

Writer in Residence Programme 2009–2014

The International Residency will build on the achievements and success of Edinburgh Napier University's recent Writer in Residence programme, which brought together novelist James Robertson, multi-award winning writer for theatre, TV and radio and playwright Rob Shearman, and award winning British Science Fiction author Ken MacLeod to the University over a period of 5 years, 2009 – 2014.

James Robertson, Writer in Residence 2009–2011

"The Edinburgh Napier course does a lot of things differently and has many fantastic resources. The prospect of a Writer in Residence was extremely exciting, but Ken has surpassed my expectations in every way, and I'm incredibly grateful."

"Since my first day, Ken's been one of the best things about studying this MA at Napier. Without him, I know I wouldn't have gained the confidence and drive to succeed. I now have propelling me in my writing career!"

Feedback from MA Creative Writing Students on Ken Macleod, Writer in Residence September 2012 – March 2014

"Let me be honest right from the outset. I've always been rather nervous of creative writing courses. I went to Edinburgh Napier University with some trepidation, because I wasn't sure what I was letting myself in for. It has taught me so much. It has been an extraordinary experience. One of the most important aspects of the course is the atmosphere. It's like being straight back into a community of people who are all doing the same things each day that I'm trying to do. I arrogantly hoped that I might inspire some of the students. (I hope I have.) What I'm sure of, though, is that they have inspired me."

Rob Shearman, Writer in Residence September 2011 – August 2012

Creative Writing Residency

Digital

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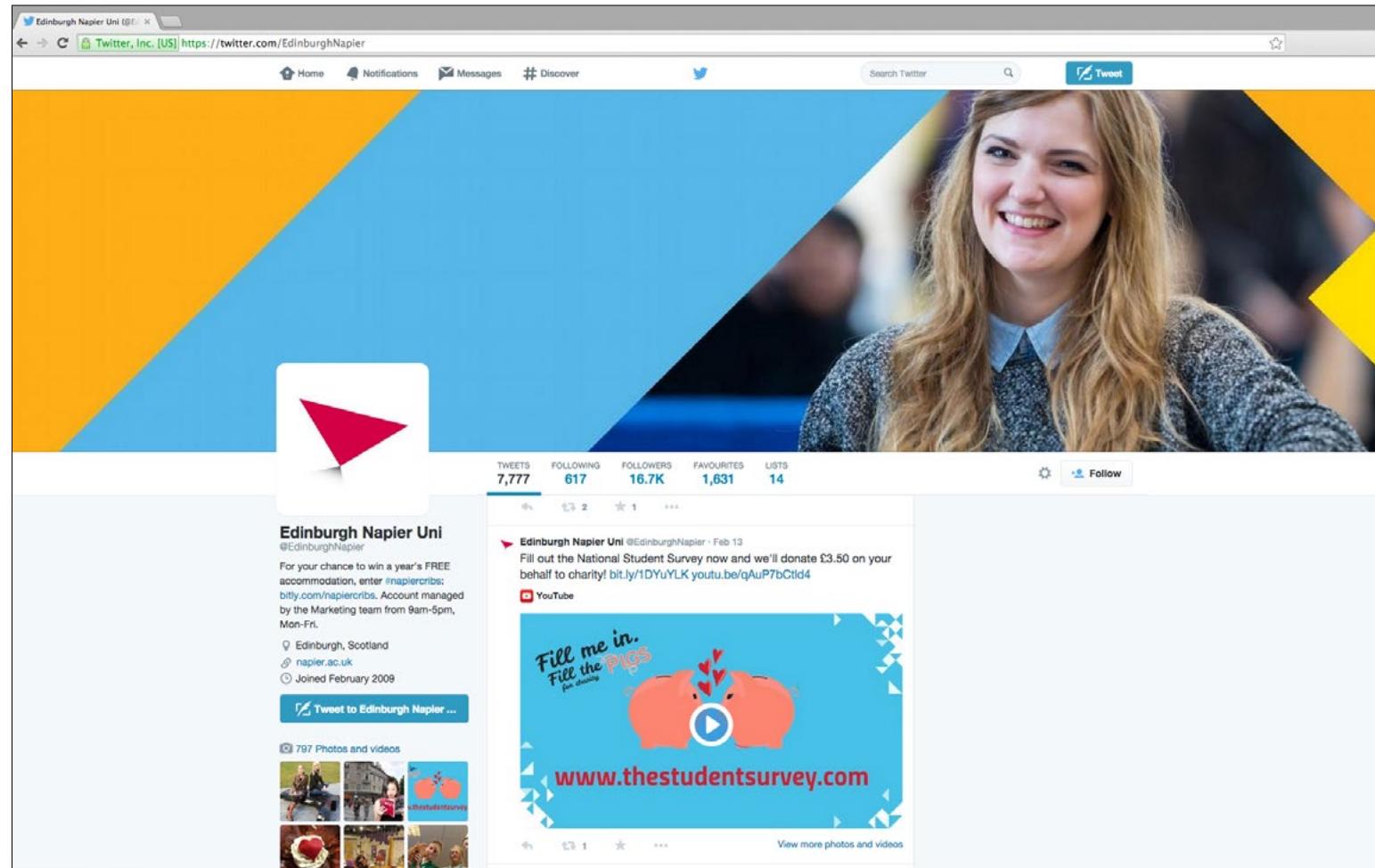
Napier graduate triumphs at business awards gala dinner after being named graduate f the year.

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Banners



Appendix

House style writing guidelines

Ages

Ages should be given in brackets as follows – **Gillian Clelland (21)**. Alternatively, use **a 21-year-old woman** or **the woman is 21 years old**.

Note where hyphens should and should not be used in these examples.

Ampersands

Use ampersands as part of titles in publications and in the names of courses, schools, departments and job titles within the University.

Apostrophes

Use an apostrophe in an abbreviation, such as **can't** or **don't**, or to indicate the possessive: **Edinburgh Napier's students**. Words that have been shortened but have now entered the common English language do not need an apostrophe – **phone, bus, piano, plane, flu, pub, etc. Its, yours, ours, theirs, hers** should not be written with an apostrophe. However, one exception to this is where **it's** is a contraction of it is. Possessive plurals take an apostrophe at the end: **Napier Students' Association**.

The possessive of Mr Jones is **Mr Jones's**, not Mr Jones'. He is not plural.

Do not use an apostrophe to indicate a plural: **CDs, PCs, 1990s** or **Dos & Don'ts** are correct. CD's, PC's, 1990's or Do's & Don'ts are incorrect.

Numbers do not take an apostrophe: size **12s, 100s, 1990s**.

Bias, neutrality & parochialisms

Treat people as people; no race, class, gender or age group should be stereotyped. Use **they, we** or **you** rather than single gender collective pronouns. Nurses can be male or female – as can authors, printers, engineers, etc... Alter ‘this country’ to ‘**Britain**’, ‘in the last few years’ to ‘**recently**’ or ‘**the early 2000s**’ – think of readers in other countries, or in the future.

Brackets

Where giving text in brackets, there should be no initial capital letter and the full stop should appear after the closing bracket if they enclose an addition to a sentence.

However, if the brackets contain a separate sentence then the original sentence should end with a full stop before the brackets open and the contents of the brackets should start with an initial capital and end with a full stop.

Square brackets **[]** should only be used to indicate words added by the present author in quotations.

Campus addresses

Use the following format for campus addresses

**Edinburgh Napier University,
Merchiston Campus, Colinton Road, Edinburgh, EH10 5DT.**

Capital letters

Adjectives from place names are lower case where these have entered the language – french windows, scotch whisky. Seasons of the year and points of the compass are also lower case (except if forming part of a proper noun). For example: South Queensferry is located to the north of Edinburgh.

Captions

People in pictures should be described, from the left, and if there are several names with job titles, they should be expressed consistently. For example, use – **From left: name, job title; name, job title; and name, job title.** Note the full stop at the end of the caption.

Colons

A colon is used to introduce a direct quote. For example, **the chief executive said:
“I am delighted at the new deal.”**

A colon is not needed with: **the chief executive said he was “delighted at the new deal”.**

A colon can also introduce a list.

Commas

Be wary of inserting commas when they are not necessary. As a general rule, if you would not naturally pause as you read a sentence then a comma is not needed. For example: **the man who invented the widget has retired** but **Jim Jones, who invented the widget, has retired.**

Company names

It is not necessary to add Ltd, plc etc unless there are legal reasons for doing so.

Courses

Degrees, short courses and similar are best described generically as **courses**, not programmes – particularly for an undergraduate audience.

Titles of courses or awards have initial capitals if the full name is being used, but not, for example, 'joint honours' which is a general description rather than a title of an award.

Remember that rather than use the word 'and' in course titles, you should use an ampersand (**&**), eg BEng Computer Networks & Distributed Systems.

Use hyphens in part-time and full-time when talking about courses or students and remember to use trimester not semester. You should also refer to **undergraduate** or **postgraduate** students using one word, with no hyphen or space. Do not abbreviate to UG/PG.

Dates

Keep dates simple and write them in the format day month year, eg **21 February 2010**. Do not use commas or superscript st, nd, rd, th after the date. If the year is evident then use day and month only, again without commas or st, nd, rd, th. Grouped dates should be elided to the shortest pronounceable form using an en-rule or dash (not a hyphen) eg **1993–6** or **1993–96** not 1993–1996. An exception is made where the decade and/or century changes, eg **1996–2003**. This does not apply to BC and AD dates, because 25–1BC means something different from 25–21BC. Where a single year, such as an academic or financial year, is made up of two calendar years, a forward slash is used, eg **2003/04** or **2003/4**. This leaves the dash to elide groups of academic or financial years if necessary, eg the years **1997/8–2003/4**.

Decades should be written as the **1980s** or **the eighties** (note no apostrophe is necessary).

Century numbers should be spelt out: **the fourteenth century** (note lower case century). AD and BC need only be used where there is any possibility of confusion. Where the date is precise AD precedes the date, BC follows the date. If being used loosely, both may follow the date, eg **AD 103, or first century AD**.

Email etiquette

Sending an email is the equivalent of using Edinburgh Napier University letterhead paper. Be courteous, check spelling and grammar and read back over messages before sending.

Always fill the 'Subject' field with a short, but meaningful, description.

NEVER USE BLOCK CAPITALS – it's the equivalent of shouting.

Resist the temptation to use backgrounds or colours; these can make the email difficult to read.

As described in the section on font, **12pt Arial** should be used whenever possible.

Email & website addresses

Email addresses should always be given in full:
"mailto:info@napier.ac.uk"

Website addresses should always start with **www**. Under normal circumstances, do not include http://. However some URLs do not include www – in these addresses, the http:// should remain.

Website addresses should also be given in their shortest possible form, eg the address of the page containing the information or the earliest possible page they will be able to easily navigate from. If you need to create a short form URL, such as www.napier.ac.uk/clearing, please contact the Web & Digital Communications team as soon as possible.

Email signatures

To ensure consistency across the University, all staff are requested to update their signature to the following standard layout utilising **Arial 12 point font**.

Example signature:

Professor Peter Starling PhD
Head of Research
School of Computing
Edinburgh Napier University
Merchiston Campus
Colinton Road
Edinburgh EH10 5DT
T 0131 455 6789
M 0771 234 5678
E p.starling@napier.ac.uk
www.napier.ac.uk

If you work internationally, you may want to add **Scotland** to your address and add the prefix **+44 (0)** to your phone number, eg **+44 (0)131 455 6789**

Font

The University's fonts are Titillium, Minion Pro and Interstate. It is recognised that you may not have these installed in your computer. Therefore, in general correspondence,

Edinburgh Napier University requires you to use a **typeface of 12 point (pt) Arial** in all standard written communications to meet accessibility guidelines.

For many partially sighted people, well-designed information using a plain, or sans serif, typeface at a size of 12pt is the recommended minimum for accessibility.

Formal titles & honours

Simplify formal titles as much as possible. For example, it is not necessary to use 'Her Majesty' or 'the Right Honourable'.

New Year and Queen's Birthday honours can be written as initials (MBE, OBE etc). A recipient is not awarded an order but is made a member of the order. It is generally unnecessary to include honours, doctorates or degrees in your text unless they are important to the context. Shortened titles, eg Dr and Prof, should be used in publications; full spellings should be used in communications such as formal letters.

It is important to check the individual's preference to avoid offence. For example, women may wish to be addressed as Mrs, Miss or Ms. Similarly, use chairman, chairwoman, chair or chairperson according to the individual's preference.

Where a knighthood has been awarded to a man, **Sir Fred** and **Lady Bloggs** is the correct way to describe that man and his wife. The woman's forename should not be included. A lady's forename should only be included where she has inherited or been awarded the title herself.

You can also consult a recent edition of Dodd's Parliamentary Companion or Debrett's People of Today, which are available from the University library.

Hyphens

Hyphens link compound phrases such as **middle-of-the-road** and **out-of-date**. Note where they are not used, eg **this is an out-of-date machine**, but **the machine is out of date**.

Link numbers, quantities and fractions with hyphens: **18,000-litre capacity**, **25-year old engineer**, **one-third share**.

Use hyphens in phrases such as **call-up**, **check-out**, **get-together** or to avoid awkward combinations of letters, such as **co-operate**, **pen-name**, **re-elect**, **ski-ing**. Use hyphens in **part-time**, **full-time** courses or students and in **Vice-Chancellor** but not in postgraduate or undergraduate which are single words.

Do not use hyphens to break words at the end of a column unless the word would normally carry a hyphen in that position. For example: **As a multi-site university, Edinburgh Napier is well integrated into Edinburgh city life. Our main campuses are easily accessible and are located across the centre and southwest of the capital, particularly in the heavily student-populated areas of Bruntsfield, Morningside and Tollcross.**

Italics

Italics can be used for footnotes or emphasis. They are also recommended to signify names and titles, such as of ships, houses, books, plays, television programmes, modules, songs or films. For example, ***The Times***, not 'The Times' or 'The Times.'

Lists

There are two main types of list:

- You can have a continuous sentence with several listed points picked out at the beginning, middle or end.
- You can have a list of separate points with an introductory statement (like this list).

In the list above, each of the points is fairly long and both are complete sentences, so they start with a capital letter and end with a full stop.

For the same type of list with short points it is better to set it out like this.

The student needs to take:

- a pad of paper
- a pen
- a ruler.

In this sort of list of separate, short points, only use a full stop at the end of the list.

Job titles

When applied to an identified person, job titles including **Principal & Vice-Chancellor**, **Deans**, **Heads of faculties and schools** and the **Directors of service departments**, should have initial capitals.

Remember to use a hyphen and ampersand in **Principal & Vice-Chancellor**.

However, the term **Vice Principal** should not be hyphenated.

With a list that is part of a continuous sentence, put semi-colons (;) after each point and start each with a lower case letter. It is important to remember that this type of list would flow as a normal sentence.

If you can prove that:

- **you were somewhere else at the time;**
- **you are not related to Mary; and**
- **you are over 21;**

then you should be OK.

In this example, if you only had to prove one of the three points then the word and at the end of the second point would be changed to or.

Use bullet points for each listed point. They draw the reader's attention to each point without giving them extra information to take in. Do not use a hyphen alongside a colon to introduce a list (eg :-) as this is unnecessary – the colon is sufficient punctuation on its own.

Modern

Use the word **modern** with care. For a student audience in particular, **contemporary** is preferred.

Naming conventions

Edinburgh Napier University, Edinburgh Napier or the University all take initial capitals. However, where a university or universities are being described in generic terms, use lower case – eg **choosing which university to go to**.

Edinburgh Napier Schools and service departments should be upper case whenever named in full. Where there is the word ‘and’ in the name it should always appear as an ampersand (&) – eg **School of Arts & Creative Industries**. Other major groups, such as the **University Court**, also take capitals.

Nations & places

Great Britain consists of **Scotland, England and Wales**. **The United Kingdom (UK is acceptable)** includes **England, Scotland, Wales and Northern Ireland** – it does not include the Channel Islands or the Isle of Man. **The British Isles** consist of **Great Britain plus Ireland (Northern and the Republic) and all the islands**.

Eire is incorrect. Use **the Republic of Ireland**. Take care when writing about other countries and note that names can change.

Numbers

Where they appear in text, numbers from zero to nine inclusive should be written in words, those from 10 upwards as figures. Exceptions are **£8, 9am, 30mph, 5st** (note no spaces between figure and letters). **Numbers in tables or graphs should be in figures** – this is also acceptable where space is limited.

Any number starting a sentence should be spelt out, eg **eleven students have set new records**. To avoid confusion, insert commas in numbers with four or more figures, such as **7,642** or **6,345,789**. **More than, fewer than or about** are acceptable but some is not. Use precise figures where possible.

Ordinal numbers such as first, second and third should be spelt out.

Million should be written out in phrases such as **six million students** but in the context of budgets etc, the following form of abbreviation should be used: **Edinburgh Napier University will spend £6m on a new library**. Where the million figure is not rounded in currency eg £4.31m use **over £4.3m or almost £4.5m**, unless writing financial accounts where precise figures are required. For parts of a million write the figure (**£250,000** rather than a quarter of a million or £1/4million).

Link numbers, quantities and fractions with a hyphen: **18,000-litre capacity, 25-year old engineer, one-third share**.

Omitted words

To mark omitted words use three points (...). This is called an ellipsis.

Online vocabulary

Online not on-line. **Email** not e-mail. **Website** and **webpage**, not web-site/web-page or web site/web page.

Orphans & widows

Orphans and widows are words or short lines at the beginning or end of a paragraph, or which are left dangling at the top or bottom of a column, separated from the rest of the paragraph. To avoid confusion, it is good practice to adjust the spacing and line breaks in your text to avoid orphans and widows wherever possible.

Phone numbers

Write the area code, then a space and then the rest of the number. Area codes can be three to five numbers long and should never be written in brackets. The rest of the number should usually have a space after the third or fourth digit. Some exceptions are permitted, for example, our main enquiries number should always be written in the format **08452 60 60 40**.

When writing a phone number for an international audience, write the international dialling code then a space and use brackets around the first zero: **+44 (0)131 656 5000**.

Plain English

The use of plain English is recommended in all written communications.

The Plain English Campaign describes plain English as:

- A message, written with the reader in mind and with the right tone of voice, that is clear and concise.
- Something that the intended audience can read, understand and act upon the first time they read it.

Plain English takes into account design and layout as well as language.

Top journalists, authors and experts agree that clear writing should have an average sentence length of 15 to 20 words. This does not mean that every sentence has to be the same length. Be punchy. Vary short sentences with long ones, sticking to one main point in a sentence, plus perhaps one other related point or idea.

- Prefer short words – long words will not impress potential students.
- Use everyday English – avoid jargon and explain any technical terms.
- Use active verbs as much as possible – '**we will do**' rather than 'it will be done'.
- Be concise.
- Imagine you are talking to your reader.
- Always check that your writing is clear, helpful, human and polite.

For further information on the Plain English Campaign visit: www.plainenglish.co.uk

Proof-reading

If you are providing copy (text) for a publication, always ask someone else to proof-read it before you submit. A fresh pair of eyes may pick up errors you have not, and probably would not. Always run a spell check using the UK English dictionary before finalising copy or communications – even on emails. Try to provide copy that's right first time – this avoids large correction costs and saves time.

When a proof is returned to you, check it against your original copy – some of the content may have been re-typed and errors may have been introduced. You are responsible for ensuring that the content is correct, not the designer.

Always re-read titles, headlines and captions as many designers will re-key these and therefore errors which weren't in your original copy may appear. Problems can also occur in the translation of formatting in your copy, from the PC version you supply to the designed proofs, which are usually created on an Apple Mac. You should therefore check that any symbols or italic copy still appear as they did on your original version.

If your copy is proofed back to you from a designer as page proofs (as it will appear once printed) check that no words have been split with hyphens to make them fit the design (see also Hyphens, for an example). You should also check to avoid one word lines at the end of paragraphs, or situations where the first or last line of a paragraph ends or begins a column of text. Finally, always check the table of contents against pages and page numbers to ensure it is correct. These are areas where errors often occur in publications.

Before you return page proofs to a designer with corrections you require made, it is worth taking a photocopy so that you can check your amendments have been made on subsequent page proofs.

Problems with skim reading when checking copy

Aoccdrni to a rseearchr at Cmabrigde Uinervtisy, it deosn't mttaer in waht oredr the lteers in a wrod are, the olny iprmoetnt tihng is that the frist and lsat lteer be at the rghit pclae.

The rset can be a total mses and you can stil raed it wouthit porbelm. Tihs is bcuseae the huamn mnid deos not raed ervey lteter by istlef, but the wrod as a whole.

Some professionals find it helps to read copy backwards. This can help you pay particular attention to the words and avoid skim reading while proofing.

Quotes

Use double quotes only to signify direct quoted speech. Where the quoted speech continues over more than one paragraph, open each paragraph with a double quote mark. Only close the quote marks at the end of the last paragraph of quoted speech, not at the end of each paragraph.

Use single quote marks to signify quotes within quotes, eg “**Danny said he was ‘delighted’ with the award,” Mr Smith explained.**

Also use single quote marks for nicknames: **Brad ‘Globetrotter’ Swaine.**

Do not use quote marks of any kind for names of ships, houses, books, plays, television programmes, modules, songs or films. If necessary, italics are recommended: His lecture ***Memoirs of a Category Error*** will be shown on ***Reporting Scotland*** tonight.

Where a quotation forms part of a longer sentence the closing quote precedes all punctuation except an exclamation mark, question mark, dash or brackets belonging to the quote. For example: ... **the chief executive said he was “delighted at the new deal”.** The full stop remains within the quote only if the quote is a complete sentence, or complete quote. For example: ... **the chief executive said: “I am delighted at the new deal made today.”**

Semi-colons

The semi-colon separates two or more clauses which are more or less of equal importance and are linked as a pair or series: **To err is human; to forgive, divine.** Use semi-colons after each point in a list that is part of a continuous sentence (see also Lists).

Singular & plural

Collective nouns are singular – **Edinburgh Napier University is**, not Edinburgh Napier University are. Similarly departments, divisions, companies, the Government, councils and committees are singular entities.

In sport, however, teams are plural – eg **Celtic are top of the league.** Possessive plurals take an apostrophe at the end: **Napier Students' Association.** The possessive of Mr Jones is **Mr Jones's**, not Mr Jones'. He is not plural.

Spellings

Use **British** spellings not American: **colour, centre, adviser** not color, center, advisor, etc. On the PC use **English (UK) dictionary** to spell check.

You can use **computer program**, but should use **programme** in all other instances. Use **ise** endings not **ize**, eg **realise** not **realize**, **organisation** not **organization**, etc. Note the use of **disk** in reference to computers but **disc** in reference to recordings.

Temperature

This should be expressed as **30 °C.** Note the space between the figure and °C only. Also note that the ° symbol sits with C not with figure.

Time

Use **9am**, **2pm** and **12noon**.

A full stop is used to separate hours and minutes,
eg **12.30pm** not 12:30pm.

Do not use the 24-hour clock.

Spell out hours and minutes except in a list of results, eg:

Marathon:

1 Fred Bloggs, 2hrs 45 mins 27 secs;

2 Fred Muggins, 2:55:10;

3 Fred Hogg, 3:03:17.

Weights & measures

In general, use the **metric system**. In historical works use the imperial system but provide a conversion table. No space should appear between the number and the measure: **9cm, 6kg**.

In printed copy, always use **per cent** as two words not % unless there are numerous examples in a story or the figures are in a table. On the web, the % symbol may be used.

Writing for the web

These are some of the top points to consider:

People don't plough through a document on the web from top to bottom, taking in and considering every word that you've written.

They come to a page with a goal in mind, scan the content for indicators that what they need is present on the page, and if they don't find that quickly, they'll go away and look elsewhere.

It's your job to cater for this behaviour.

It may mean writing in a style that you're not familiar with, and some of it may seem strange at first. But if you follow these instructions, your users will take in more, remember more, and be able to do more with what you've given them.





The F-shaped pattern

Usability expert Jakob Nielsen identified what he called the [“F-shaped pattern”](#) – this is the pattern your user’s eyes follow as they scan the page for information.

- They first read in a broad horizontal stroke across the upper content area.
- They then read across in a second horizontal movement.
- Then they scan the left-hand side of the content for keywords.

What does this mean for you?

▪ Front-load the important information on the page.

Make the key message or piece of information the first thing the reader sees. Don’t start with some waffly intro: think about what the user will be looking for on your page, and give it to them. If you don’t do that, chances are that they’ll never find it.

▪ Give the reader signposts. Use descriptive sub-headings, bulleted lists and images to guide your reader to where the information they need is on the page.

- **Keep sentences and paragraphs short.** Generally, keep sentences to about 12 words or fewer. Only express one idea in each paragraph. Ideally, keep paragraphs to one or two sentences each.

▪ Cut the word count.

One of the most effective things you can do to improve information retention is to *cut out the stuff that isn’t information*. Waffle turns readers off and hides the useful information.

- Think about what you want the reader to take away from the page and just say that.
- A good rule of thumb is to use **half the word count (or less) than you would in print.**