

## Distance Learning - Content Strategy

### CORE STRATEGY

This is the ultimate objective of all the content contained in the website:

*Become the global first choice for distance learning by actively engaging with customers across all platforms and providing the most accessible courses possible.*

### USERS

- **Prospective students of Safety, Health and Environment**
- **Prospective students of Occupational Hygiene**
- **Prospective students of Occupational Safety, Health and Environment**
- **Prospective students of Project Management**
- **Prospective students of Real Estate**
- **Prospective students of Facilities Management**

These users have a specific need to study one of the courses available and/or are at an advanced stage of the decision making process. They are interested in the finer details.

- **Existing students of Safety, Health and Environment**
- **Existing students of Occupational Hygiene**
- **Existing students of Occupational Safety, Health and Environment**
- **Existing students of Project Management**
- **Existing students of Real Estate**
- **Existing students of Facilities Management**

These students will need information pertaining to their particular course and the administration of the department.

- **Employers of health and safety professionals**

People or organisations that already employ health and safety professionals may be looking to put their employees through further training. They may also have an interest in the work of the school with a view to future collaborations and/or to advance the field.

- **Large organisations**
- **Medium organisations**
- **Small organisations**

An organisation of any size may be considering whether they need to employ a health and safety professional or whether to train an existing employee. Organisations such as these may be interested in the benefits of having these skills in house.

- **Project management professionals**
- **Real estate professionals**
- **Facilities management professionals**

These professionals may be working in the industry without any formal qualification in their chosen field to date. A qualification may now be required in order to progress their career or for their own personal satisfaction. These professionals may also have a desire to liaise with the school with a view to future collaborations and/or to advance the field.

- **IOSH**
- **BOHS**
- **IIRSM**
- **RICS**
- **CIOB**
- **APM**
- **PMI**

Professional institutes, societies and associations may, from time to time, take an interest in the standard of teaching within the industry. There may be a mutually beneficial relationship between these organisations and the school.

- **Other international occupational safety and health institutes, associations and societies**
- **Other international occupational hygiene institutes, associations and societies**
- **Other international project management institutes, associations and societies**
- **Other international facilities management institutes, associations and societies**

International institutes, societies and associations not currently affiliated with the school may wish to form a relationship in increase their legitimacy. The school may also wish this in order to attract more overseas students who may be unfamiliar with the current affiliations.

- **Management professionals**

Managers of people may be researching courses for their team members to take. They could be looking for the first time or potentially be interested in changing their preferred training supplier. They would be particularly interested in the cost, as their budget will probably be paying for the course, and required time commitments, as they will need to plan for the absence of their team member.

- **Emerging economies**

Some countries do not adhere to the same training standards and work place laws as those in the UK. In such countries, the uptake of the courses on offer can be relatively low. However, as these countries experience a surge in their economy and increased foreign investment, the need for the skills on offer increases. As there may be limited local access to the required training, these countries may need to access distance learning courses.

- **People with mobility restrictions (geographic)**
- **People with mobility restrictions (physical)**

These are people who are restricted by geography, such as oilrig workers, or face physical restrictions, such as mobility issues. They are going to be unable or unwilling to travel to use facilities. They may be primarily interested in what resources will be provided and how this is done. They may also be interested in the assessment process and how submissions are made. They are likely to favour courses with the least friction or barriers to their participation.

- **People with disabilities**

Users with disabilities will need the site to be broadly accessible to ensure that their disability is catered for. They may have to use assistive technologies to access the Internet. This may include software solutions such as screen readers and there may be a necessity for them to turn off JavaScript.

- **Prospective DL staff**

Should the unit be in a position to hire new team members, potential applicants might access the website as part of the research in to the school. They may require facts about the departments in order to tailor their application or interview technique accordingly. They may also use the site as a gauge of the quality of the school. This judgement may inform their decision to apply or not.

- **Site administrators**

Administrators may have limited time in which to manage the website. They therefore will want the content to be easy to curate and edit. This could include ease of navigation and a lack of repetition. The structure of any CMS used will be especially important to them.

## MESSAGE

### Primary message

This is the main piece of information that you want to communicate to your audience:

- **The distance learning courses available from the University of Greenwich are the best in the world.**

### Secondary message

These are the messages that work to support of the main message:

- **These are the courses that are available from the Distance Learning Unit.**
- **The courses are taught to the highest industry standards.**
- **The qualifications gained are globally recognised.**
- **The qualifications gained will improve your career prospects.**
- **We can give you better learning support than any of our competitors.**

## TOPICS

The courses available from the Distance Learning Unit.

- Inform

Why chose a course from the University of Greenwich?

- Inform
- Persuade

Eligibility to study.

- Inform

Industry news

- inform

The cost of a course

- Inform
- Persuade

What is included in the cost of the course?

- Inform
- Persuade

How are the courses assessed?

- Inform
- Persuade

Case study: a day in the life of (insert relevant profession).

- Inform

How a qualification from the Distance Learning Unit can benefit you.

- Inform
- Persuade

How a qualification from the Distance Learning Unit can benefit your organisation.

- Inform
- Persuade

Case study: meet one of our graduates.

- Persuade

Glossary of terms

- Validate

Free tools/downloads

- Instruct

## VOICE AND TONE

### **Voice**

The Distance Learning Unit has one clear voice that should be used in all messages. The voice is:

- Straightforward, but not abrupt or blunt
- Approachable
- Knowledgeable
- Professional, but not bureaucratic
- Efficient, but not officious
- Pragmatic but still open minded

### **Tone**

The voice of the Distance Learning Unit can take on different tones in order to communicate better with different audiences. The tones that can be used are:

*To prospective students, existing students, people with mobility restrictions, and people with disabilities:*

- Supportive
- Helpful without being obsequious
- Plain

*To all others:*

- Helpful without being obsequious
- Formal without being superior
- Plain