Writing on brand

November 2020

Executive summary

***Writing on Brand* provides the information you need to write effective communications for Curtin University. It gives insights into our brand personality and audience segments, and clear instructions on how you can adapt your writing to suit various media.**

These writing guidelines are part Curtin's brand toolkit. They complement guidelines in design, social media, video and written style.

Background research

University Marketing conducted an audit of the writing style guides in use and discovered 18 guides, splintered across various online sites and portals as well as in print. Some were outdated, others contained conflicting information – making it difficult for staff to know which guidelines to use. We also found extensive research had been done on different audience personas, but these were not available to general Curtin staff.

Writing in the absence of audience insight and clear writing instructions means Curtin's communications may lack professionalism and brand consistency, may not reflect our values or have a definitive, recognisable tone of voice. It can lead to poor communications, a confused audience and weaken our reputation.

Following the audit, we consulted representatives from various teams within Corporate Relations – Brand Marketing; Marketing Analytics, Digital and Engagement; Marketing Compliance; Faculty Marketing; Internal Communications; Media Relations and Alumni Relations – to determine the information they'd find most useful.

Staff wanted a comprehensive reference. They also wanted tips on improving their writing and access to different audience personas.

New guidelines

Writing on Brand addresses these needs. It is designed as a shared resource for University staff, accessed through the brand portal. It will help us keep Curtin's communications effective, recognisable and skilfully written to suit both the audience and the medium.

It is divided into three sections: brand personality, writing for your audience and writing for different media.

Brand personality is an overarching view of how Curtin's sorcerer personality underpins and energises our communications.

Writing for your audience provides a detailed breakdown of each audience persona, from how they are feeling to the types of communication they respond to best.

Writing for different media has tips on adapting and repurposing content to suit different methods of communication, from advertising to news stories, web pages to eDMs.

Thank you

Thank you to everyone who shared their input and feedback, especially Madi Stirling whose research on audience personas was invaluable. We hope you enjoy reading these guidelines and find them useful in your work at Curtin.

Contents

Curtin University

Curtin's brand personality

Brand personality defines Curtin in the marketplace and creates an emotional connection with others. It shapes the way people feel about our university, our courses, our research, our industry connections and our work in the community. It upholds our reputation.

Our brand is a key factor in all our communications and marketing campaigns. Understanding Curtin's brand personality will help you adopt a consistent and relevant tone of voice for writing Curtin communications and brand experiences.
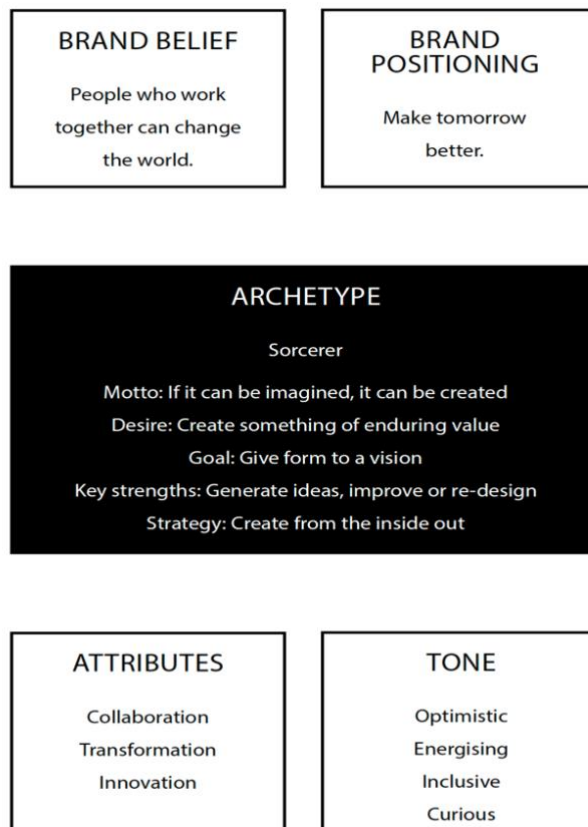
Curtin's brand personality is **sorcerer: the change maker**.

What is a sorcerer personality?

Like a magician, Curtin is a catalyst for change, transforming the ordinary into the extraordinary, empowering individuals, teams and the world around us. We are collaborative, transformative and innovative. We believe in making the world a better place. We are future-focused and excited about how we can shape tomorrow.

Our brand positioning is **Make tomorrow better**.

Other sorcerer organisations include RAC, Tesla, Dyson and Disney.

BRAND BELIEF

People who work together can change the world.

BRAND POSITIONING

Make tomorrow better.

ARCHETYPE

Sorcerer

Motto: If it can be imagined, it can be created
Desire: Create something of enduring value
Goal: Give form to a vision
Key strengths: Generate ideas, improve or re-design
Strategy: Create from the inside out

ATTRIBUTES

Collaboration
Transformation
Innovation

TONE

Optimistic
Energising
Inclusive
Curious

Consistency

Our audience views Curtin as a single, unified brand rather than a disparate collection of faculties, schools and services. This means all our communications, no matter how small or discrete, are a representation of the Curtin brand. They should all complement our overarching brand identity.

Having a consistent tone of voice and linking our marketing channels together strengthens our brand and gives our customers a positive and seamless experience of Curtin.

Marketing campaigns are integrated, with the same phrasing and messaging and the same look and feel across different touchpoints such as outdoor advertising, radio, digital display ads, eDMs, press ads, a microsite, signage and merchandise.

These Curtin Open Day communications are a good example of consistency in both brand and messaging across multiple channels.
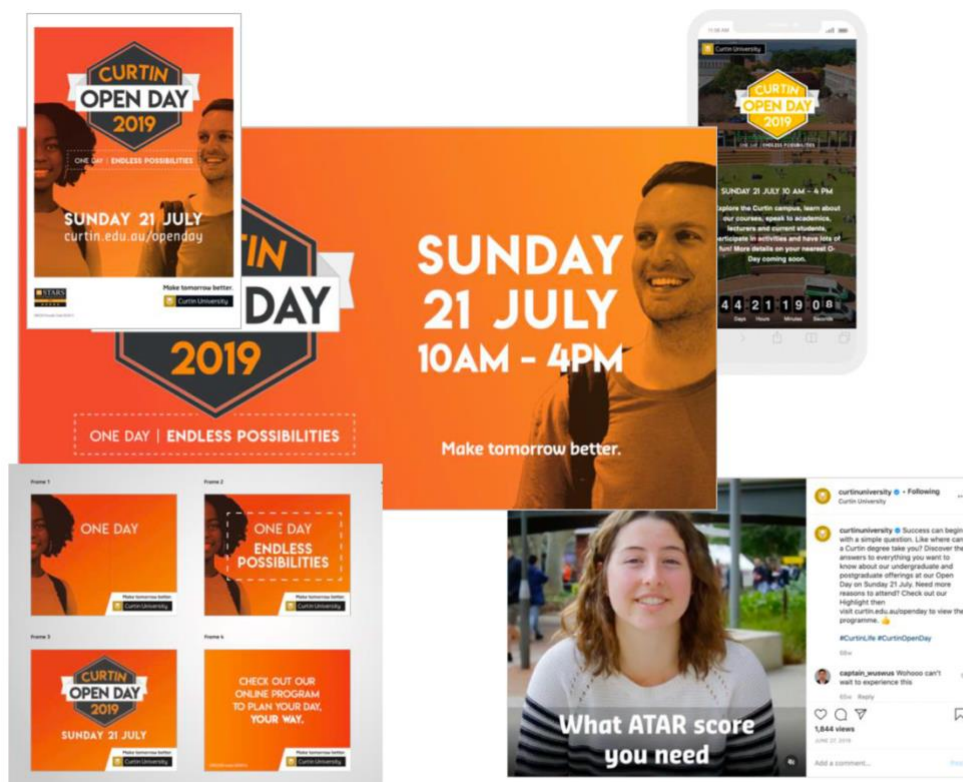
Legal requirements

All of our communications must comply with the following legislation:

- The Copyright Act 1968
- The Competition and Consumer Act 2010
- The Spam Act 2003
- The Education Services for Overseas Students Act (ESOS)

Before publishing any Curtin marketing material, complete and sign a Curtin Communications Quality Checklist [.pdf 732kB]. Keep a record of the signed checklist and any approvals.

Fact checking

Every statement made in Curtin communications must be correct at the time of publishing and be justified or supported by an authoritative source. Keep a record of your sources when you make statements about any of the following:

- Teaching
- Research
- Reputation, rankings and status
- Courses
- Facilities
- Activities and services
- Resources
- Employability or attributes of Curtin graduates
- Fees.

Approvals

All Curtin advertising is written and managed by University Marketing.

Before printing or publishing any Curtin communications, obtain written approval from anyone who has provided a quote or an image. A talent release form or email is acceptable. Talent release forms are valid for five years.

Where any images, music, audio files or video footage are copyright, obtain approval from the copyright owner and include a credit.

In this example, NASA approved the use of their image and a credit to NASA was inserted in the image box.

Where images contain Indigenous cultural and intellectual property, ask Curtin Legal Services to draft an alternative permission document.

For further advice or information on images and approvals, contact Curtin's Copyright Compliance Officer at library-copyright@curtin.edu.au

Curtin's planetary scientists will contribute to remote operations on the Moon and Mars as part of an exciting new Australian space consortium.

Image: NASA

Disclaimers

Disclaimers for Curtin communications are written by Curtin Legal Services.

Marketing communications use different disclaimers for different audiences:

- Domestic
- Domestic and International
- International only (onshore/offshore)
- International offshore only

There are also standard disclaimers used in course information, normally displayed as a footnote. If your course needs a disclaimer, choose an appropriate one from this list and follow the exact wording.

- This course is not available online
- Portfolio entry is accepted
- These majors must be studied together for accreditation purposes
- Intake may vary according to location
- Not all streams are offered at all locations
- This major can only be taken as part of a double major with …
- This course is not accredited by the Teacher Registration Board of Western Australia
- Due to unit availability, starting in semester 2 may increase the course duration
- You can also study this course as a two-year associate degree
- The final year of this course is available to study in Sri Lanka
- This course is only available to Australian and New Zealander students
- This course is not available to international onshore students studying on a student visa

STAT:
- Accepted
- May be used to demonstrate English proficiency only

If none of these disclaimers are relevant, contact Curtin Legal Services for advice. **Do not write** your own disclaimer.

Contact: legal@curtin.edu.au

See also

- Compliance

Curtin University

Writing for your audience

The first step is to decide exactly what message you want to convey. Think about the purpose of your communication. Do you want to inform, entertain, persuade or request an action?

The best communications are the simplest. Multiple messages can be confusing, so narrow down your purpose to a single overarching message. What's the most important thing you want to say? When you have a specific purpose in mind, you can tailor your message to suit your audience.

Define your audience

Knowing who you are communicating to affects the tone and vocabulary you choose. If you know your audience before you start writing, your communication will be more effective.

Audiences vary. Curtin has multiple audiences ranging from school children and their parents to big business and research centres. Consider what level of detail is appropriate for your audience. For example, year 10 high school students need basic information while researchers may want more detail.

There will be people reading your communication who fall outside your target audience or who are looking for something niche. Don't try to accommodate these outliers or your message will become cluttered.

Take a moment to assume your audience's perspective and reflect upon why your message is relevant to them. Consider what concerns or questions your audience may have. Also consider what method of communication would be the most effective for your audience.

Curtin's audience can be split into three main categories:

- Domestic
- International
- Mixed domestic and international

These categories can be further split into different segments and demographics. See the audience snapshots for a summary of each demographic, the motivations and challenges for each, and their preferred channels for communication.

Measure your success

Measuring the effectiveness of your communication can inform any further communications you send to your audience. You can check response rates through:

- web-page analytics – tracking a specific URL to the number of views or traffic
- gauging the number of responses to a call-to-action
- analysing the type of enquiries your communication generates – for example, quality enquiries with minimal questions related to the communications.

Tracking can be organised by the University Marketing Digital Marketing and Analytics Team. If you want to track your communication, please request it on your brief before submitting it through the brand portal.

See also

- Audience snapshots

Domestic audiences

Curtin's domestic audience is broad, ranging from school students to mature age, future students to influencers, undergraduate to postgraduate. But there are commonalities. Most speak English well and understand Australian vernacular. They're familiar with Australian or New Zealander culture and customs.

While plain language should always be used in Curtin's communications, this audience generally understands common Australian words and phrases such as *uni*, *heaps, ATM* and *WA*. This means you can use an Australian conversational tone in your communications.

Research by Painted Dog shows the undergraduate domestic audience is interested in information on graduate employment rates and course industry links. They read communications on work-integrated learning and internship possibilities, and employment outcomes of past students, both within Australia and globally.

The postgraduate domestic audience is interested in developing their career, the future of work and being agile. They're interested in content that showcases the benefits of Curtin courses in the workplace and how our courses align with global trends.

The domestic audience comprises these segments:

- Year 10
- Year 11
- Year 12
- Mature age
- Parents
- Regional
- Postgraduate career changer
- Postgraduate career progressor
- Secondary schools

Year 10

Thinking about studying / living in the now

This audience is the least concerned with gathering university information. They are in their fourth year at high school and more interested in their own social circle and current needs. For them, applying to university is a long way away, so they aren't thinking about it too much. They may however, be considering their career pathway as a whole, and deciding whether they would like to pursue an ATAR or a general pathway in year 11.

"I'm definitely going to uni, but not sure what course or which uni. Uni decisions make me nervous and I'm not really ready to make them yet."

Age

15–16

Key influencers

Parents, teachers, friends

Emotional context

- **Nervous** about making decisions
- **Confused** about options
- **Apathetic** towards decisions

Key life challenges

- Being asked to choose subjects for Year 11 when they feel ill-equipped
- Pressure from teachers and parents
- Experiencing positive and negative social situations, notably issues with friendship circles (peer pressure)
- Needing to 'fit in'

Motivations and goals

- Discovering their own strengths and interests
- Deciding on what type of career they want
- Finding out how which subjects and qualifications they need for that career

Digital/information challenges

- Not knowing where to start finding information
- Need digital signposting specific to them

Information required from university

- Help with understanding university terminology

- Assistance in discovering their passions
- Explanations of the different study areas
- The range of courses on offer
- Brand awareness as a whole as they may have previously been unaware of their choices of WA university
- The differences between the secondary school and the university experience – reassuring material

Preferred channels and touchpoints

- Avid users of social media platforms (Instagram and Snapchat)
- Prospectus
- School and on-campus visits
- Open days and events
- Older siblings and family
- University website

Do:

- use simple words
- weave in Curtin brand words
- write in a positive tone.

Don't:

- provide too much detail
- focus only on one area of interest or one faculty.

Year 11

Wanting to study / reconsidering or validating decisions

When on an ATAR pathway, this audience is concerned with succeeding. The difficulty in their subject matter increases, and there is pressure from their schools to perform. They may question their abilities to the point where some decide to pursue a non-ATAR pathway in Year 12. Year 11 students often need reassurance that they are not stuck with the decisions they have made and still have the freedom to change their minds. Non-ATAR students need clear communication of alternative uni pathway options.

"I know that I want a qualification from uni as a start to establish my career. It's a given that you need one."

Age

16–17

Key influencers

Parents, teachers, friends

Emotional context

- Making **decisions**
- **Unsure** if chosen correct path
- **Feeling pressure** and anxious

Life challenges

- Succeeding in an ATAR pathway when the subjects are more difficult than earlier high school years
- Anxiety related to the need to perform
- Maintaining self-esteem and happiness in the face of external pressures
- Questioning previous decisions to do with study
- Worried about making friends at university

Motivations and goals

- Performing well at school and within their abilities
- Studying the subjects they like
- Studying less courses

Digital/information challenges

- Unable to find prerequisites for courses
- Not understanding pathways available to them
- Finding out about the cost of going to university

Information required from university

- ATAR cut-offs for specific courses
- Information on what they should do if they think they will not reach the ATAR required for their chosen courses
- Information on getting into uni for school leavers not on an ATAR pathway
- Student perspective success stories and comparing school to university
- Brand information and why Curtin is the right choice for them

Preferred channels and touchpoints

- Avid users of social media platforms (Instagram and Snapchat)
- Events like Open Day
- Face-to-face
- School and on-campus visits
- University website
- Information sessions

Do:

- use testimonials that inspire
- write in a reassuring tone
- encourage curiosity.

Don't:

- tell your audience what to do
- project too far ahead.

Year 12

Applying to study / motivated by passions and interests

This audience is in their final year of secondary school. ATAR students are concerned with performance and tracking their progress. They are busy preparing for exams and big life changes, such as finishing school, turning 18 and preparing for graduation. This journey is laden with high-stress. When picking a course, this audience wants to know how the content is clearly linked to their future career and when choosing a university, they want to know if it offers their specific course of interest. They focus on course reputation when comparing universities.

"I'm excited to start my life and do something I will be passionate about. But at the same time, I don't know what to expect and scared I won't fit in."

Age

17–18

Key influencers

Self, parents

Emotional context

- **Scared** they won't fit in or make friends
- **Excited** to start a new chapter
- **Anxious** from not knowing what to expect

Life challenges

- Balancing school work with enjoying their last year at school
- Worrying about their ability to succeed in exams
- Narrowing their course interests and selections
- Receiving opinions from many (parents, teachers, unis) but still expected to make their own decisions

Motivations and goals

- To do the best they can academically
- Getting to the end of the year when they can relax
- Validating their career and future decisions

Digital/information challenges

- Need clarity around the TISC process, ordering TISC preferences, early offers and direct entry.

Information required from university

- Assistance with understanding additional eligibility criteria (eg interviews, UCAT)
- Information regarding career prospects from chosen course and a clear link to their future
- Evidence of high-quality teaching and industry links
- When choosing between two institutions for the same course, clear evidence of why to pick that uni
- Timelines and stages of application, what they need to do and at what point. When do they enrol in units and fill out eCAF form
- How to understand their UAAL
- Deferral information as an alternative to reapplying (if taking a gap year)
- Alternative entry options for those not on an ATAR pathway

Preferred channels and touchpoints

- Avid users of social media platforms (Instagram and Snapchat)
- Prospectus
- University website
- University events
- Face-to-face appointments
- Friends, older siblings and family
- School and teachers

Do:

- provide easy-to-read, clear instructions
- write in a welcoming tone
- link courses to careers
- tailor communications to their preferences
- write across platforms (omnichannel).

Don't:

- use Curtin jargon
- write about utopian research – stick to real research at Curtin.

Mature age

Seeking evidence of their professional competence

This audience is the highest maintenance in terms of information requirements. Their age may range from early 20s to advancing age. Unlike high schoolers, they are not in the habit of studying, and unlike traditional postgraduate applicants who already hold an undergraduate qualification, they are not familiar with the university system and how it works. They require assistance through most steps of the application process and are recruited best when feeling welcomed and worthy of the university environment. Because of their life experience and maturity, mature age students are motivated, resilient and likely to thrive.

"I've been working in entry level, minimum skill jobs and I am ready to take control of my career. I'm looking for a qualification to justify my career progression."

Age

20 and over

Key influencers

Spouse, family opinions, prevailing ideology (university as a pathway), financial circumstances

Emotional context

- Feeling **intimidated** among younger students
- Self-deprecating and **lacking confidence** in academic abilities
- **Determined** to try
- Feeling **stuck** in current career

Life challenges

- Financial and familial obligations
- Limited time and resources to accommodate study
- Belief in their inability to thrive
- They feel as though they have no time to waste

Motivations and goals

- Progress in career or new career
- Higher salary and need for evidence of competence
- Complete a qualification as quickly as possible
- Future proof their career for a changing economy

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Digital/information challenges

- Finding pathway information that relates to their particular circumstances, which is widely variable in this audience
- Finding the 'right person to speak with' is difficult

Information required from university

- Full range of study areas and courses from undergraduate and postgraduate
- Credit for recognised learning/advanced standing and how it can shorten course duration
- Information on flexible study options and online learning
- Non-standard eligibility requirements
- Course fee indicators and payment options
- Job outlook and opportunities after graduation
- Help with work/life/study balance
- Information on disability and access services at university
- Contact hour indicators and timetable planning
- Supportive and inclusive vocabulary

Preferred channels and touchpoints

- University website
- Friends and family
- Face-to-face
- Email

Do:
- use supportive, inclusive words and phrases
- link courses to careers
- use brand words like 'change'
- encourage gently.

Don't:
- hard sell
- overwhelm your audience with too many communications.

Parents

Motivated by realism and knowledge of the world

This audience is a key stakeholder in Curtin's domestic undergraduate recruitment. While some parents will remain out of the university application process, those who become involved both influence their child's decisions as future students and interact with universities on their behalf. Parents may be influenced themselves by stereotypes and word-of-mouth opinions. Their primary desire is for their child to make informed decisions, be aware of career opportunities and be outcomes driven. Parent pain points may not be the same as their child's pain points.

"I want my child to have a clear direction for study leading to a career they will enjoy. I know my child's strengths and want to ensure the university allows this to shine through."

Age

Mid-30s to 60s

Key influencers

Experience, spouse, family opinions, prevailing ideology (university is an expected post-secondary pathway)

Emotional context

- **Overwhelmed** by the university process
- So many course choices, **confused** which is best
- **Stressed** that decisions to do with child are out of their hands

Life challenges

- Understanding the current university system
- Supporting child through ATAR when they have little control over the process
- Busy lifestyle between family and work and don't have a lot of time to devote to university research

Motivations and goals

- To have happy, thriving children
- For children to have good job prospects after graduation
- For child to be supported in a time of changing circumstances

Digital/information challenges

- University processes may have changed considerably

- Lack of signposting means they go around in circles
- Online research often creates more questions that they need a face-to-face appointment to answer
- Difficulty finding prerequisite information on the website

Information required from university

- Alternative pathways information in the event their child misses out on eligibility criteria
- Course fees and how HECS-HELP works
- Careers information and details on utilising the Careers Centre throughout time at university
- Advice on logistics that child may not have thought of (SmartRiders, how to get to uni, parking, booklists)
- Data on graduate outcomes and employability

Preferred channels and touchpoints

- Website and online research
- Face-to-face appointments with course advisors
- Open Days

Do:

- go into detail
- explain things clearly
- link courses to careers and pathways
- give reasons to believe.

Don't:

- assume parents have prior knowledge of university
- split parent information across different sites – house it in one place.

Regional

Impending independence

This audience does not live in the Perth metropolitan area. While they may have similar informational needs as suburban secondary school students, they also have concerns around the cost of relocating to university and finding appropriate accommodation. This audience is more likely to take a gap year to become financially independent and are likely to apply for scholarships. Some choose their university and/or course based on where their friends are going. This audience is geared for independence at a younger age, however they may require more pastoral care given the limited access to their support system when at university.

"I'm worried about having to move out of home and fend for myself! Having to do all the things my parents do, and still finding time for study, sport and social activities."

Age

15–18

Key influencers

Self, parents, friends, career counsellors

Emotional context

- **Excited** for the future, opportunities in the city and gaining their independence
- **Apprehensive** about moving away
- **Sad** to leave friends behind

Life challenges

- Secondary school may not offer the prerequisite subjects they need
- Deciding which university and course is best for them
- Deciding whether or not to take a gap year
- Challenges related to moving away from family

Motivations and goals

- Taking the leap to independence and a new future
- Gaining entry into their chosen course and university
- Academic success

Digital/information challenges

- Lack of clarity around ATAR adjustments such as StepUp
- Difficulty finding adequate accommodation information (including dates, conditions and process)

Information required from university

- TISC process, ordering TISC preferences, early offers and direct entry.
- Scholarship information specific to their situation
- Accommodation and student housing options, with specific advice on when they need to get organised
- Support and wellbeing services
- Financial advice and expected costs of living
- Information on School of Isolated & Distance Education (www.side.wa.edu.au).
- Deferral information as an alternative to reapplying (if taking a gap year)

Preferred channels and touchpoints

- Avid users of social media platforms (Instagram and Snapchat)
- Prospectus
- School visits (NAPSA)
- University website
- Family and school career counsellors

Do:

- use supportive, inclusive language
- link to helpful resources, such as accommodation and scholarships
- include information about Perth
- give reasons to believe.

Don't:

- overwhelm your audience with too many communications
- over-promise.

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Postgraduate career changer

Searching for job satisfaction

This audience will usually have a tertiary qualification and several years of work experience. However, they may have decided to pursue a different field entirely for reasons such as a major life event, job dissatisfaction or financial pressures. This audience will have questions primarily around course fees, deferring fees, advanced standing and job outcomes from their chosen degree. Postgraduate career changers may be concerned with how artificial intelligence and new technologies will impact their careers.

"I wondered what I could do to break out of my current career. My motivation was to pursue my long-term interest and choose a career path with more versatile progression and diversity in the future."

Age

Mid-20s and over

Key influencers

Work situation, spouse, family opinions, financial circumstances

Emotional context

- **Dissatisfied** with current career
- **Nervous** about managing time and fitting study into their lifestyle
- Needing **change**
- **Worried** about finances

Life challenges

- Unhappiness in current job
- Financial and familial obligations
- Limited time and resources to accommodate study
- Time required to be away from family to study

Motivations and goals

- Finding satisfaction in a new career
- Pursuing a lifelong passion or interest
- Finding a university that offers their course of choice in the most manageable mode. They will pick a non-preferred university if the course mode suits them better

Digital/information challenges

- Finding adequate information on how a particular course will positively influence their career, job outcomes and employability
- Hard to find out about options for studying and working full-time.

Information required from university

- Criteria for course of interest
- Related courses in their field of interest
- Fees and payment options
- Advanced standing
- Study options (full-time, part-time, online)
- University facilities related to course
- Contact hour indicators and timetable planning
- Pathway options (e.g. graduate certificate as a pathway to a master degree)
- Industry connections and placement opportunities

Preferred channels and touchpoints

- University website
- Phone
- Email
- Face-to-face conversation with course advisor

Do:

- use Curtin brand phrases like "change is here"
- use an uplifting tone
- help your audience to picture themselves in the future
- use testimonials of other career changers to inspire.

Don't:

- assume they have knowledge of Curtin or understand Curtin jargon.

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Postgraduate career progressor

Time to take control

This audience will usually have a tertiary qualification and several years of work experience. Changing economic circumstances or ambition may lead them to return to university study. Many will desire to remain in their chosen company and industry, but want to pursue jobs with higher status, responsibility and pay.

"I want professional upskilling in my area and want to ensure that I go to the best institution for it."

Age

Mid-20s and over

Key influencers

Work situation, spouse, family opinions, financial circumstances

Emotional context

- **Driven** to succeed in the shortest space of time
- **Excited** to showcase their skills
- **Worried** about financial implications

Life challenges

- Identifying the best way to upskill for future career progression
- Limited time and resources to accommodate study
- Further study may require time away from family

Motivations and goals

- To become a manager or senior within company or industry
- To future proof their career

Digital/information challenges

- Finding information on how a particular course will positively influence their career
- Distinguishing the benefits of postgraduate courses over short courses and professional development courses
- Finding out what to do if they are ineligible for their preferred course

Information required from university
- Access to unbiased testimonials of graduates from course of interest
- Access to coordinators for in-depth information on course content and expectations
- Contact hour indicators and timetable planning
- Pathway options (e.g. graduate certificate as a pathway to a master degree program)
- Industry accreditation

Preferred channels and touchpoints
- University website
- Information sessions
- Postgraduate events
- Email
- Face-to-face conversations

Do:
- use words like innovative, agile, collaborative, forward-thinking
- write in an optimistic and energising tone
- help them to picture themselves in jobs of the future.

Don't:
- be unrealistic about time frames
- exaggerate the market demand.

Secondary schools

Staying up-to-date

Secondary school staff are interested in pathways to university, courses, professional development opportunities for their teachers, campus tours and university outreach programs.

Age

N/A

Key influencers

Government, School board, teachers, parents

Emotional context

- **Pressured** to meet school KPIs
- **Excited** for student's futures
- **Keen** to stay at the forefront of educational change

Challenges

- Finding time
- School funding pressures

Motivations and goals

- To help secondary-school students progress to university
- To be an effective link between primary and tertiary education
- To keep abreast of new research and evidence-based teaching
- Professional development

Digital/information challenges

- Contacting the appropriate representative at Curtin
- Navigating the Curtin website

Information required from the university

- Courses and prerequisites
- Application processes, changes to application processes
- Pathways to university
- Campus events, tours, parent information evenings

- Professional development opportunities

Channels and touchpoints

- Curtin Future Student Engagement staff members/school visits
- Year 10 Guide
- Curtin faculty course guides
- Curtin student ambassadors
- Curtin website and research site
- Teachers Big Day Out
- Open Day
- Professional development webpage on study.curtin.edu.au

Do:

- tap into the language used on high school websites and communications to parents
- provide information in bite-size chunks – use subheadings if your communication is long
- personalise your communications to the school – address them by name and write in second person.

Don't:

- use marketing spin
- send out an impersonal one-size-fits-all communication.

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International audiences

Curtin's international audience spans different countries and customs. While members of this audience may have a good grasp of the English language, they may not understand commonly used Australian words and phrases.

When you write for this audience, keep your sentences short and clear. Use simple words and obvious verbs. Avoid Australian abbreviations and idioms as they may be misinterpreted.

> *X* Check out our facilities
> ✓ Tour our facilities
>
> *X* Kick-start your career
> ✓ Start your career
>
> *X* our 240,000-strong alumni
> ✓ 240,000 alumni
>
> *X* ATM
> ✓ banking facilities

Be mindful of cultural and religious sensitivities when you craft your content. Use an appropriate tone and word choice for your audience and their country's customs.

Curtin's international audience is interested in university rankings, fees and scholarships, career outcomes, housing and living costs, activities in the city and dining out.

This audience comprises these segments:

- Undergraduate
- Postgraduate
- Parent
- Agent

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Undergraduate

Future and prestige-focused

This audience is concerned about their future and see international study as a pathway for career development and a better future. Having never attended university before, they must contend with the impending transformation from secondary school to university, and also navigate global admission criteria and migration requirements.

"University is a place for training my mind, and also a place for me to acquire skills, friends and qualifications for my career. Studying at a good university is an essential process toward a good job."

Age

Typically secondary school leavers but may also be mature age

Emotional context

- **Uncertain** about cultural differences
- **Enthusiastic** about travelling abroad
- **Worried** about all the paperwork

Life challenges

- Unable to get a prompt response to enquiries
- Understanding university information when they have never studied before
- Qualifying for a visa

Motivations and goals

- To have a successful career and well-paid employment
- To gain an international experience and enjoy it
- To study at a well-known, prestigious university
- To gain financial assistance to study

Digital/information challenges

- Information may not be relevant to their background
- Level of complication of webpages – desire simplicity
- Can't find global accreditation of courses
- Difficulty calculating tuition fees

Information required from university

- Scholarships information
- University rankings
- Internship or clinical experience available during course
- International fees

- Accommodation on campus
- Safety and security of campus
- Application deadlines
- Graduate outcomes for chosen course

Preferred channels and touchpoints

- University websites
- Emailing university advisors
- Information sessions
- Face-to-face with international agents
- Career and university expos and fairs

Do:

- write short, clear sentences
- use simple words and obvious verbs
- provide information on Perth
- provide information on Curtin English and pathways.

Don't:

- use Australian vernacular
- use idioms or abbreviations.

Postgraduate

Studying for professional growth

Prospective international postgraduate students may be considering further studies for accreditation requirements, a desire to upskill or to change career. They believe the course they study should have wide employment opportunities, however they will often choose their university based on global ranking comparisons and access to scholarships. Anecdotally, some have expressed motivations to use state-of-the-art facilities, be among stellar scholars and study at a university with an excellent research reputation.

"I look forward to study in a university with renowned reputation and vast funding assistance especially for international students. Having knowledgeable educators would also be a motivating factor towards the choice to study."

Age

20 and above

Emotional context

- **Dissatisfied** with current life stage or job
- **Apprehensive** about making big decisions on studying and migration
- **Worried** about not getting an offer

Life challenges

- Time poor with conflicting priorities
- Developing a timeline and plan for migration
- Career may feel on hold until further study
- Deciding between domestic or overseas postgraduate study

Motivations and goals

- Better career prospects and pay
- Bringing their skills back to their communities
- Finding work in Australia

Digital/information challenges

- Language barriers with universities – information overload and getting handballed between departments
- Application process is paper-based
- Finding and applying for appropriate scholarships
- Limited online support
- Too many options, making information gathering confusing

Curtin University

Information required from university

- Global rankings and reputation
- Scholarships information
- Eligibility requirements based on their current international qualifications
- Fee payment schedule
- International students' proportion and diversity
- Accommodation and housing availability

Preferred channels and touchpoints

- University web portals and websites
- Emailing
- International agents
- Social media (LinkedIn)
- Peers and word-of-mouth
- Fairs and expos

Do:

- link courses to careers in their country
- make closing dates and deadlines clear
- use inclusive, welcoming language
- highlight university rankings
- provide information for their family.

Don't:

- over-sell fun activities on campus – be mindful of cultural and religious sensitivities.

Curtin University

Parent

Career outcomes and fee conscious

International parents have a substantial influence in the decisions of international prospective students, particularly undergraduates. Supporting their child's decision to study abroad requires substantial financial and emotional investment. They may influence their child's choice of university, looking for high quality, global rankings and the best graduate opportunities. They often have high expectations for their child.

"University education enables my child to learn the specific knowledge in the career area they intend to pursue. Internship opportunities prepare them for the work environment."

Age

Mid-30s to 60s

Emotional context
- **Anxious** about what people think of them
- **Overwhelmed** by the amount of information available
- **Proud** – may lack confidence in agents

Life challenges
- Affordability of university study for their family
- May have conflict with their goals for their child and their child's interests

Motivations and goals
- Child to get a place at a prestigious overseas university
- They expect prestige and an internationally recognised qualification from their child's chosen course and university
- Child to have a good job and a secure future
- Expect return on investment for child's education

Digital/information challenges
- Accessibility of information when they do not speak English (translations)
- System accessibility
- Course information specific to international students e.g. eligibility based on international qualifications and fees
- Course structure and delivery schedule
- Large amount of clicks required to access university information and too many options

Information required from university

- Scholarship information
- Internships opportunities related to the workforce and future career
- How the course of choice will provide sufficient education for employment in that field
- Costs of living, accommodation and housing

Preferred channels and touchpoints

- University website
- University brochures
- University and careers fairs and expos
- Email
- Face-to-face with both international agents and regional managers
- Friends and colleagues

Do:

- use "reputation" words like excellence, global, recognised, professional, rankings
- focus on career opportunities
- be mindful of cultural and religious sensitivities
- keep a global perspective.

Don't:

- over-promise
- focus on fun.

Curtin University

Agent

Reputation focused

International agents are key stakeholders in bridging the gap between International prospective students, their influencers and global universities. Their goals relate to the reputation of their agency and commissions. Their primary responsibility is linking prospective students with universities, sharing information on university courses, ranking and facilities, country of destination and lifestyle/living information. They help students with processing applications for courses and student visas.

"I encourage students to study at a university for them, to obtain high qualifications, have a better learning experience, stay in Australia for enough time and gain practical experiences useful to their future careers."

Age

Any

Motivations and goals

- Optimise commissions
- Manage professional relationships with stakeholders (clients, employer and universities)
- Manage contracts with top global universities to use in marketing activities e.g. "We are the only agent that has a contract with all Australian universities"
- Maintain their reputation and credibility in the market to use for own marketing activities e.g. "Never has a visa refused"

Key professional challenges

- Assessment and admission timelines following an application, the ability to track the stages of an application
- Maintaining database of key selling points of universities: rankings, global recognition of courses, graduate outcomes and employment rates

Digital information challenges

- Fees and course information is for the next years intake only, difficult to advise students with long pipelines

Information required from university

- Current student and alumni testimonials and stories
- Scholarship information
- Employment rates of university graduates
- Course content and value propositions
- Employment opportunities and rankings

- Information for students bringing young children along to Australia
- International entry requirements and alternative pathways
- Location (country and city-related) information
- Accommodation and public transport information

Preferred channels and touchpoints

- Curtin website
- University regional managers and consultants
- Brochures are secondary sources but are often given to students to take away

Do:

- use "reputation" words like excellence, global, recognised, professional, rankings
- highlight Curtin's unique selling points
- focus on career opportunities
- provide information on Perth.

Don't:

- put too much information in one communication.

Mixed domestic and international audiences

Writing for a mixed domestic and international audience means that your communications must appeal to everyone. Use clear language and avoid Australian idioms and abbreviations (unless you are quoting someone). This audience is generally older than school-age, so make sure your tone doesn't sound too young. Your communications should be informative, inclusive and non-political.

Having a mixed audience can be a great platform to promote Curtin's brand, particularly how we empower individuals, teams and the world around us.

A mixed audience comprises these segments:

- Current student
- Researcher
- Alumni and community
- Corporate

See also

- Domestic audiences
- International audiences

Current student

Influenced by employability

This audience is studying an undergraduate course at Curtin or another university. They may be interested in further study for a variety of reasons: uncertainty in the job market; wanting to become more skilled and competitive; wanting to specialise or switch to a different area of study; or needing a further qualification for accreditation in their field.

"I'm almost finished with a three-year undergraduate course but I'm not certain I want that job anymore. I want to know my options for changing industry but not doing another whole undergrad."

Age

Mid 20s and over

Key influencers

Self, family opinions, industry accreditation demands

Emotional context

- **Exhausted** from study already
- **Keen** to commence career aligned job
- **Wary** of competitive job market

Life challenges

- Burn out from study and lack of motivation to continue
- Completed an undergraduate degree, but no longer want to work in this area
- Job scarcity

Motivations and goals

- Become more employable
- Become a specialist
- Find a fulfilling career
- High career expectations
- Stay agile

Digital/information challenges

- Finding Information on writing a competitive application
- Graduate certificates, graduate diplomas and master degrees in similar fields are not grouped or nested online, making it difficult to see progression

Information required from university

- Course weighted average required for postgraduate course of interest
- Networking opportunities
- Unique opportunities offered by Curtin
- Advice on entry into a postgraduate course not aligned to their undergraduate course
- Postgraduate courses relevant to their undergraduate course
- Opportunities to study short courses

Preferred channels and touchpoints

- Course coordinators
- Emailing and phoning
- University website
- Curtin Connect
- Industry regulator websites
- Alumni of postgraduate course of interest

Do:

- use language that motivates
- provide clear instructions in bite-sized chunks
- use subheadings
- communicate across platforms
- tailor your communication to the student's preferences.

Don't:

- put too much information in one communication
- write in officious language.

Curtin University

Researcher

Highly passionate about their field

This is an academic audience. They're accomplished in their field and communicate in (often specialised) academic vocabulary. They want to know about research outcomes in their field, how Curtin can support their research, Curtin's industry partnerships, and Curtin events and support services.

"I wanted to do something different, something that would change the world."

Age

Mid-20s and over

Key influencers

Supervisors, other researchers and academics, university rankings

Emotional context

- **Passionate** about their field of study
- **Driven** to promote positive change
- **Proud**

Key life challenges

- Often need research funding

Motivations and goals

- To publish their research
- To commercialise their research
- To influence the next generation positively
- To complete a doctorate
- To supervise postgraduate and doctoral students

Digital/information challenges

- Availability of supervisors
- Finding appropriate scholarships
- Using internal university systems

Information required from Curtin

- Scholarships, grants and other financial support
- How to find a research supervisor, including a description of their research interests
- How to promote their research to the public
- How to apply for a research degree
- Commercialising their research

Channels and touchpoints

- Curtin website/research site
- Networking events
- Research Rumble
- Curtin research news (including branded series such as People-Planet-Technology; The Future of Humanity; Health at Curtin)
- Curtin Research Office and Graduate Research School
- Research supervisors

Do:

- use academic vocabulary where appropriate
- use longer paragraphs and sentences if needed
- add visuals such as graphs and data boxes
- back up facts with sources.

Don't:

- write in a way that sounds opinionated – let the facts speak for themselves
- write in officious language
- skip on details.

Curtin University

Alumni and community

Shaped by prior experience

This audience may have previously had a connection with Curtin. They may be alumni, listeners of Curtin FM Radio, a patron of the John Curtin Gallery or John Curtin Prime Ministerial Library. They may have friends or family members that have attended Curtin, or they may live locally.

This audience often want to take part in alumni events to maintain their connection with Curtin, reconnect with their classmates or benefit from professional development. They may want to donate to a scholarship or support a Curtin student another way.

The alumni within this group may not necessarily identify themselves as Curtin alumni, but also as WAIT (Western Australian Institute of Technology) alumni, WA School of Mines (WASM) alumni, or Perth Technical College alumni.

 "One of the requirements of the John Curtin Undergraduate Scholarship is taking part in an international experience. It enabled me to find a media volunteer position at Rafiki Africa Ministries (a children's home) in Uganda, which has become a cornerstone for my career."

Age

Early 20s and over

Key influencers

Self, current postgraduate or research students, family

Emotional context

- **Shaped** by their prior experience (positively and negatively)
- **Unsure** how they can contact Curtin
- **Debating** whether to return to further study
- **Reminiscing** about "the good old days"

Key life challenges

- Financial and familial obligations

Motivations and goals

- Finding a fulfilling career
- Mentoring the next generation of students
- Supporting research initiatives at Curtin
- Philanthropy
- Feeling a sense of belonging

Digital/information challenges

- Older generations may struggle to use digital media

Information required from Curtin

- Further study options
- How to view their academic record
- Dates of Curtin alumni events
- Changes happening around campus
- Curtin research initiatives

Channels and touchpoints

- Brochures, flyers, posters and billboards
- Curtin FM Radio
- eDMs
- Curtin alumni website, newsletter and events
- Curtin news website
- Curtin Facebook page, LinkedIn page and other social media channels

Do:

- make sure the story has human interest
- use inclusive language
- subtly connect the communication with Curtin.

Don't:

- over-sell Curtin
- write marketing spin.

Corporate

Looking to the future

This audience wants to know whether a partnership with Curtin could benefit their organisation or their staff. Businesses, research organisations and sports entities may want a partnership that funnels graduates into their organisation, or they may want to engage in research that improves their products or operation systems.

"An alliance that delivers mutual benefits."

Motivations and goals

- To partner with research and increase their capabilities
- To recruit talented graduates to their organisation
- Professional development opportunities
- Meeting corporate social responsibility initiatives

Key professional challenges

- Changing landscape post-COVID
- Finding the right partnerships
- Funding

Digital/information challenges

- Getting in contact with the appropriate representative at Curtin
- Navigating the Curtin website

Information required from university

- Available partnerships and who they can contact
- Professional development opportunities
- Curtin events
- Sponsorship opportunities

Channels and touchpoints

- Research Office
- Faculty business managers
- Networking events
- Curtin website and research site

Do:

- check what other comms Curtin has sent to the organisation
- use engaging words like partnership, professional development, sponsorships, opportunity, link, collaboration
- link the industry to courses and research
- write from an industry perspective.

Don't:

- use academic language
- allude – use real examples.

Writing for different media

We communicate with our audience every day through different media – from radio adverts to email; and social media to web pages. There are many commonalities, such as simple, easy-to-read sentences, a friendly tone and use of personal pronouns. But there are many differences, resulting from the type of medium and how and where the communication will be seen.

Each medium requires a specific type of writing, and existing copy may need to be adapted to suit the medium. For example, the copy for a poster cannot be transferred to a webpage as is. The order of the information may not make sense online. Likewise, the information on a webpage isn't necessarily suitable for an eDM, even if it's about the same topic.

If you're submitting a request through the brand portal, provide base content with your brief. Base content is a bullet list of the facts and message you want to convey. Briefs should also outline the business requirement for the communication, who the audience is and the type of medium required. Include an example where possible.

A university marketing content writer will adapt your base content to suit the audience and the type/s of media needed.

Find out more about writing for each medium. These are the broad categories:

- Advertising
- Printed marketing material
- Web pages
- eDMs
- News stories
- Omnichannel

Advertising

All Curtin advertising is written and managed by University Marketing. The advertising guidelines are for university content creators tasked with writing advertising copy, however, they also contain useful information for staff members who are submitting a request for advertising.

Curtin's advertising framework gives the freedom to develop innovative and effective advertising concepts while maintaining the Curtin brand. The aim is to present a clean and contemporary representation of Curtin that is flexible for both image-led and text-based advertising.

Choose your advertising medium from the following options:

- Outdoor
- Digital display
- Radio
- Press

If you have questions or you need copy written for advertising, an editorial or a promotional piece, please submit your brief through the brand portal.

See also

- Curtin style guide
- Design style guide
- Social media guide
- Audience snapshots

Curtin University

Outdoor

All Curtin advertising is written and managed by University Marketing.

Outdoor ads are visual. They comprise a memorable image, a simple message, a call-to-action and the Curtin logo and tagline. They're usually placed on billboards, bus sides or buildings where they'll be seen by commuters. This means your audience will view the ad momentarily.

Placement

Before you start writing, find out where the ad will be placed. This will give you an idea of who'll see it and the speed they'll be travelling. It may be part of a suite of outdoor media, a row of billboards that sequentially tell a story as your audience travels past, or displayed on a large, digital screen.

Do:
- match the text with the image
- weave in some Curtin brand words.

Don't:
- make the call-to-action too long to recall.

Word count:
- 10 words.

Copy

Outdoor ads contain short, simple copy that complement an image. The copy is between seven and ten words, and focuses on a single message or unique selling point.

Write your message out and then cut it down gradually until you're saying what you want to say in the fewest words possible. Choose words that are memorable and will make an impact, such as a play on words. The image may support the copy to the point you can shave more words.

Whether you use a full stop at the end comes down to the rhythm of the words. As a general rule, you can use a full stop at the end of sentences, but not at the end of a phrase or fragment.

Adverts placed on outdoor digital screens can be interactive and specifically tailored to your audience. You can maximise the effectiveness of your campaign by displaying your ad at certain times of day, or incorporate a touch screen or QR or NFC code to encourage interaction. You can also write a set of ads that are rotated.

Data sharing between devices may open up options for personalising an outdoor ad as a person walks past.

Image

The image tells a story in seconds. It puts a picture in your audience's mind – one they should remember once they've passed by. The image and the words go hand-in-hand. The image must not limit copy space or distract from your message. Likewise, your copy shouldn't smother the image.

Call-to-action

Your audience will pass by your ad quickly. They won't see or recall long contact numbers and addresses. Use a vanity URL for simplicity, memorability and tracking.

Curtin University

See also

- Digital display
- Curtin style guide
- Design style guide
- Audience snapshots

Examples

Curtin University

Digital display

All Curtin advertising is written and managed by University Marketing.

Digital display ads are commonplace on the internet across multiple platforms. They're data-driven and tailored to your audiences' digital footprint. Digital display includes banners and tiles, and ads on social media platforms like Facebook, LinkedIn, Google and Instagram.

The ads may be prospecting – reaching out to customers for the first time – or retargeting – serving an ad to a user who has already engaged with related content.

There is usually a limit on the number of characters, including the spaces. Most digital display ads are displayed among other content, so you must capture your audiences' attention quickly.

Do:
- use action words to immediately engage your audience
- tell your audience what to do
- lead the audience to a place where they can get more details.

Don't:
- waffle
- include too much detail.

Word count:
- 25 words.

Simplicity is the key. Write one or two short, powerful sentences and finish with a brief call-to-action (CTA). Appeal to people's emotions and focus on benefits rather than features, using the fewest words possible.

Choose compelling and insightful words, and avoid details – top-level information is all that's needed. The CTA should click through to a Curtin campaign landing page, which contains specific information for an interested customer.

When you write retargeting ads, follow on from the previous message and strengthen it. The purpose is to remind the reader to follow the call-to-action, such as to register for an event. Retargeting ads often use words that express urgency, for example, 'hurry', 'now' and 'time'.

Curtin's digital display ads may be static or animated. If you are writing for an animated display ad, you may have the opportunity to write a message that's revealed progressively. Make sure the content from each frame flows into the next, like you're having a conversation with your audience. The CTA can be placed on the final frame.

Some ads include certain end frames or a call-to-action that is consistent with other campaigns.

See also

- Outdoor
- Curtin style guide
- Design style guide
- Social media guide
- Audience snapshots

Examples
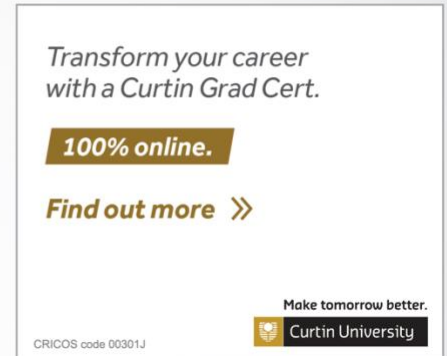
Curtin University

Radio

All Curtin advertising is written and managed by University Marketing.

An effective radio ad cuts through everyday life. At the time it is broadcast, your audience is likely to be preoccupied, with driving or studying, for example. Use clever wording to grab their attention and hold their interest through to the call-to-action.

Voice

Radio adverts are spoken. Before you write your ad, consider what type of voice will be appropriate – male or female, young or old, Australian or ethnically diverse. What tone of voice should be used?

Keep your target audience front-of-mind and think about which type of voice they'd respond to best. Also consider the traits of Curtin's brand personality: optimistic, energising, inclusive and curious. A distinctive voice stands out. Music and sound effects can bring your ad to life, but they may involve licence fees.

Do:
- choose a distinctive voice
- write a scenario your audience can relate to
- practise timing.

Don't:
- use words that are difficult to pronounce.

Word count:
- 25-60 words (depending on the length of the advert).

Script

Curtin's radio ads run for 15 or 30 seconds, so your wording must be impactful. Use vocabulary that is easy to pronounce, and suits the voice and audience of your ad; for example, a female course advisor speaking with a high school student.

The first few seconds are crucial. This is the time to grab your audience's attention, so the first line must be compelling. Starting with a question or a statement relevant to the listener helps grab the listeners' attention and create an emotional connection with them.

Keep your message succinct and include reasons to believe in your statements, such as Curtin's rankings. Avoid splitting hairs over specific details and avoid jargon or phrases that sound like we're overly talking about ourselves. Instead, like in a conversation, focus on creating realistic dialogue that will appeal to the listener.

Finish your ad with a clear call-to-action. A search term is more effective than a URL.

Round off with the campaign tagline, such as *Change is here* or Curtin's overarching tagline, *Make tomorrow better*. Choose one or the other; don't use both taglines.

Timing

A 15-second radio ad is one to two sentences including the CTA and Make tomorrow better tagline. Aim for around 25 words.

A 30-second radio ad is four to five sentences including the CTA and *Make tomorrow better* tagline. Aim for around 50-60 words.

Read your ad aloud to check the timing is accurate.

See also

- Curtin style guide
- Audience snapshots

Examples

15-second live reads

- Now you can get a conditional offer from Curtin University before you take your ATAR exams. Search **Curtin early offers** to find out more, and make tomorrow better.
- Get peace of mind before you head to your ATAR exams with an early offer from Curtin University. Search **Curtin early offers** to find out more, and make tomorrow better. Conditions apply.

30-second ad

Course advisor chatting one-on-one with school leavers:

Are you on track to get the ATAR you need for Curtin?

With their new early offers program, you could reserve your place at Curtin before you head into your exams, giving you more time to prepare and less time to worry.

Curtin is ranked in the top one per cent of universities worldwide, providing career-focused courses you can study around the globe.

Applying for an early offer is easy – simply search **Curtin early offers.**

Make tomorrow better.

Curtin University

Press

All Curtin advertising is written and managed by University Marketing.

Press adverts are highly visual with minimal text. Before you write your ad, think about where and when the ad will be placed, the type of publication it will feature in, whether it will be a stand-alone ad or part of a sequence, and whether it will be repeated.

You should have a very good idea of who'll be reading it. Also, keep an eye on our competitor's ads so that you do something different to them and make Curtin stand out.

Headline

Your headline is the first thing your audience will read, particularly the first few words. Readers decide whether to continue to read the ad or not after reading the first three words of the headline! This means you need to choose your words carefully.

Active words, verbs and unusual words can help to entice your audience.

> *X* Do you want to know where your passion lies?
> ✓ Follow your passion

Body copy

Keep your copy to a minimum, using just one or two sentences, and use a conversational tone to engage your audience. You need to convey why your audience should do what we are asking them to do. Writing your ad as a solution to a problem is often effective.

If you want to highlight a particular feature, include the benefit to the reader. To hold their interest, we need to be giving them something. Then, reinforce the value of Curtin by providing reasons to believe in us. This could include rankings, facilities or particular services.

Call-to-action

Always end your ad with a call-to-action – this is what we want our audience to do after reading the ad. If you include a link, add tracking so you can analyse the results.

Images

Visuals and white space are important to your ad. White space invites your reader in. Images must go hand-in-hand with the copy and keep to Curtin's photographic style. Photos often work well, but illustrations can also be used. Don't overload your ad with images or it will look cluttered. Also, try to use original artwork rather than stock images to make the brand stand out.

Do:

- write an eye-catching headline
- write your ad as a solution to a problem
- include reasons to believe.

Don't:

- write unsubstantiated statements
- talk about Curtin without relating to the audience
- forget to include Curtin's CRICOS code.

Word count:

- 25–100 words.

See also

- Curtin style guide
- Design style guide
- Social media guide
- Audience personas

Examples

Printed marketing material

Print marketing is holding its own as a strong and effective communication method, particularly for events where attendees can take a copy with them.

A printed communication is tangible and permanent – a key differentiator to temporary digital formats. Your audience can browse at their own pace, show other people, or put it aside to return to later.

High-quality printed materials can leave a lasting impression. Curtin's printed marketing materials follow a particular design, font and colours to promote the Curtin brand and reinforce brand recognition.

Curtin most often uses print media to market courses, research and services. Depending on the content, the format may be a poster, flyer or brochure, A4 printed sheets in a folder, or a large publication such as the Curtin Undergraduate Course Guide.

All printed marketing materials must include Curtin's copyright information and disclaimer.

Please request assistance from University Marketing for writing and design.

Find out more about writing content for these types of printed communications.

- Brochures
- Flyers
- Postcards
- Posters and banners

See also

- Curtin style guide
- Design style guide
- Audience snapshots

Curtin University

Brochures

A brochure can be a small booklet made from one piece of folded paper or a multi-page publication.

Curtin brochures usually promote Curtin courses, services or research initiatives, or provide information on events, partnerships and engagement opportunities.

A brochure is an ideal medium for events where visitors can take a copy home.

Folded brochures

There are various ways to fold your brochure; the layout you choose will affect how you arrange your content.

Before you start writing, decide what you'll say on each part of the brochure. Arrange your copy in an order that makes sense to your reader and follows the way they would naturally unfold the brochure to read it.

Usually, the front cover tells your reader what it is and why it's important to them. The inside pages take them on a journey. The back cover provides contact details.

To write the content for a brochure, divide your idea into small, manageable chunks with benefit-oriented subheadings. Write the copy for each chunk in short, succinct sentences with an engaging tone, as if you are talking to your reader face-to-face.

Focus on key features and benefits to your reader, but make sure any statement you make can be substantiated.

> *X* Ghent has produced some of the best law professionals worldwide.

> ✓Ghent is one of Europe's more prominent law schools.

The end of your brochure should provide clear instructions on what you want your reader to do next, and provide contact details.

Long brochures

Planning a brochure with numerous pages follows the same process. Draw up a 'flat plan' of your brochure showing the content on each page. The number of pages must be a multiple of four. Odd page numbers are always on the right-hand-side of a two-page spread.

Your content should flow naturally from one page to the next. Start a new page for each chapter or H1 heading. Make sure each page has a purpose. You can experiment with the order of content in the flat plan, but once the brochure is in layout, adding or removing pages is problematic as the pages must be in multiples of four.

See also

- Curtin style guide

Do:

- plan your brochure before you start writing
- start a new page or column for each new section
- include a table of contents for brochures more than 12 pages long.

Don't:

- add or remove pages or content once the brochure or publication has been laid out.

Word count:

- Folded: 150 words per page
- Multi-page A4: 400 words per page.

Curtin University

- Design style guide
- Social media guide
- Audience snapshots

Examples

Folded brochures

Half-Fold

Tri-Fold
(3-Panel Roll Fold)

Z-Fold
(3-Panel Accordian Fold)

4-Panel Accordian Fold

3-Panel Gate Fold

Double Gate Fold

Roll Fold

Double Parallel Fold

Vertical Half Fold

French Fold
(Quarter Fold)

Map Fold
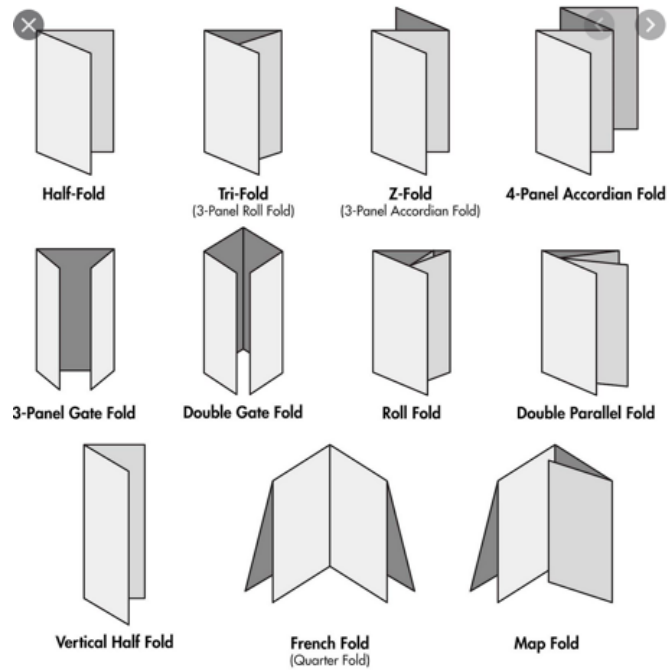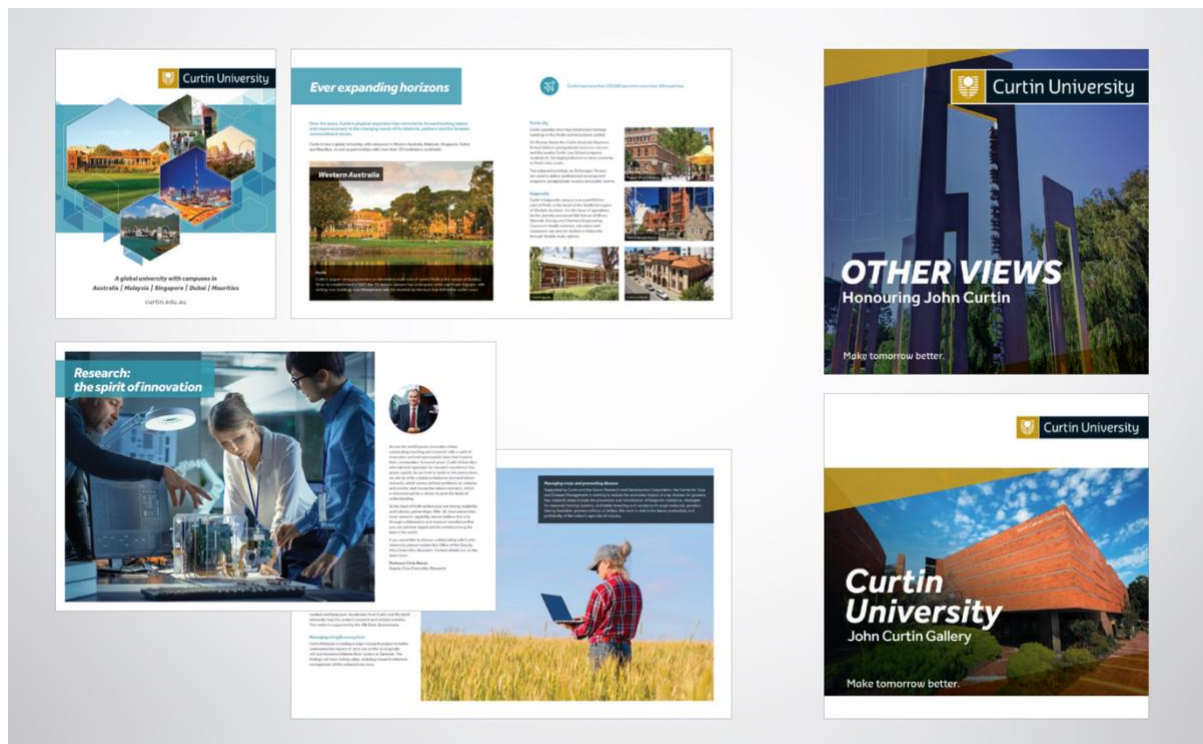
Tri-fold brochure

This brochure is the size of an A4 sheet. When folded, the third section becomes the front cover. The middle section becomes the back cover, while the first section is the first page the reader sees after the front cover. In this case, it sells the benefits of staying active.

The inside pages follow on from this, giving clear examples of the services offered to help you stay active. The back cover provides contact details, a call-to-action and directions.

Curtin University

ACTIVE AGEING

With age, our muscles reduce in size and strength, and our bones change structure, lose tissue and become weaker. These physical changes increase the risk of bone fractures.

Exercise can prevent or reverse many age- related changes to muscles, bones and joints.

Our active ageing exercise classes enable you to exercise in a safe environment with a specially designed program just for you. Each session is supervised by an Accredited Exercise Physiologist and will incorporate resistance and strength training, balance, flexibility and core strengthening exercises. Ask your health fund about cover for exercise physiology sessions.

CARDIAC REHABILITATION

Our cardiac program is a supervised exercise program for people who have experienced a cardiac event, live with a known cardiac condition, have diabetes, or have one or more 'cardiac risk factors', including obesity, hypertension, high cholesterol or a history of smoking.

The program is offered three times per week and involves a combination of aerobic and resistance training. You'll be assessed before and after each exercise session and closely monitored throughout by our Accredited Exercise Physiologist. Health fund rebates may apply.

CANCER RECOVERY

Curtin Health & Wellness clinic is a proud provider of the WA Cancer Council Life Now Exercise® program for people diagnosed with cancer.

Cancer Council WA advise that exercise helps reduce fatigue, improves muscle mass, bone density and physical function, and enhances general wellbeing and quality of life for those living with cancer.

The exercise program supervised by our Accredited Exercise Physiologist includes strength training for the upper and lower body, balance and core training. You'll also undertake aerobic exercise to improve cardiovascular fitness and maintain a healthy body composition.

Flat plan for a long brochure

OPEN DAY PRINTED PROGRAM: Flat plan
24pp 210x210 Home grown/Instagram style

Curtin University

Flyers

A flyer communicates your message on a single page, starting with an eye-catching headline.

Flyers are usually A5 or A4.

Space is limited, so aim for about 200 words (A5) or 400 words (A4). If you have a lot to say, you can use the back of the flyer, however, if your content is longer, a flyer may not be the best medium.

Like any effective communication, flyers should be written and designed with a specific audience in mind. You should also have a clear idea of where and how your flyers will be distributed.

Headline

The headline must capture the attention of your target audience. Aim for simplicity.

    ✗ Rural pathway entry to Curtin's Bachelor of Medicine/Surgery

    ✓ Train to be a rural doctor

Copy

Divide your content into short, easy to understand sections, clearly titled with subheadings. Leave adequate space for other page elements such as images, tables, infographics and testimonials. You don't need to fill up all of the page – less is more.

As you craft your content, put yourself in your reader's place. Each section should be relevant and answer any questions your audience may have, such as *What is it? Why is it important to me? What do I need to do?*

Make sure your statements can be substantiated and can't be mis-read or misinterpreted.

Course flyers

Course descriptions, course essentials and professional recognition must be taken directly from the approved copy in LOU for that course. Don't write a new version.

The search blurb is optional – but can make a good standfirst. You can put additional information about Curtin – such as pathways, facilities and partnerships – in pull-out boxes. You can also expand on the career opportunities section and add a testimonial.

Course flyers should read like a course advisor is speaking to your audience, not a peer.

    ✗ Curtin is the best university in the whole world!
    ✓ Curtin is ranked in the top 1% worldwide

Do:
- use bullet point lists
- add a call-to-action and a point of contact
- use a vanity URL
- include directions if the flyer promotes an event
- draw course information from LOU
- contact the UM content team for assistance.

Don't:
- over-use exclamation marks
- make vague or overreaching statements
- write your own course description
- fill up all the space on the page.

Word count:
- A5: 100 words front, 200 words back
- A4: 200 words front, 400 words back.

X Curtin is literally seconds away from Perth CBD!
✓Curtin Perth is located just 6km from the city centre.

X This course will get you any job you want!
✓ This course prepares you for a career in nursing.

See also

- Curtin style guide
- Design style guide
- Social media guide
- Audience snapshots

Examples

Postcards

These are a smaller, concise version of a flyer. Write copy for both sides. The front should have a headline and a tagline only. The back should have some detail and a call-to-action.

Content for marketing flyers and postcards must be proofread by the UM content team before printing.

See also

- Curtin style guide
- Design style guide
- Social media guide
- Audience snapshots

Examples

Curtin University
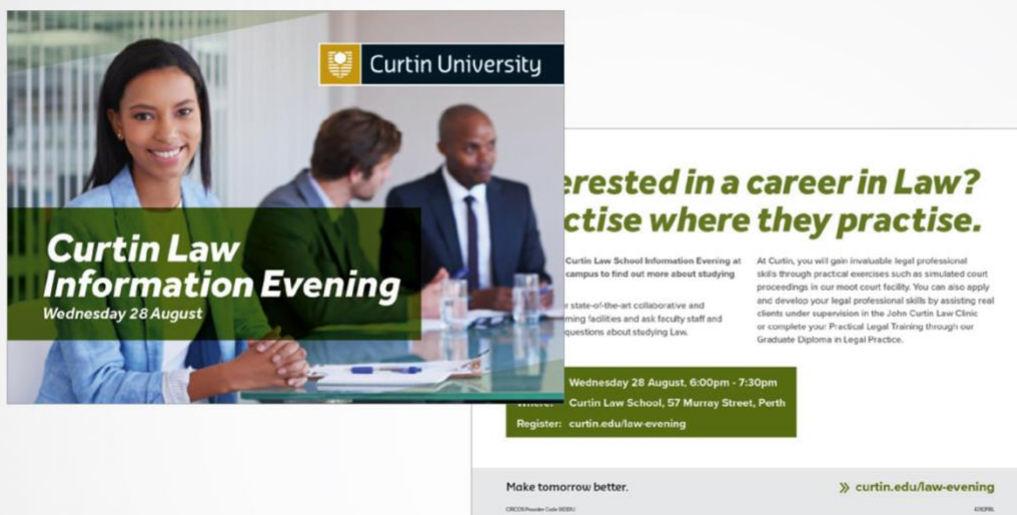
Posters and banners

Posters and banners are a snapshot of your communication. In the blink of an eye they must convey your message and clearly tell your audience what to do next.

Posters

First, write a headline that details exactly what your poster is about, such as an event or club meeting. Next, write a subheading that gives context to your headline. Beneath the subheading, add details in one or two paragraphs, using simple, engaging language that communicates your message quickly.

Put your call-to-action in a pull-out box so your audience can see it easily. Add strong visuals that match your message.

Pull-up banners

Pull-up banners are 2m high and commonly used to signpost Curtin's presence at a conference or event. When used to brand an information booth, they may only display a title, however they typically include a one or two paragraphs of detail, using simple, engaging language that communicates your message quickly.

Like outdoor advertising, a vanity URL is an effective call-to-action, as it is simple, memorable and trackable.

See also

- Curtin style guide
- Design style guide
- Social media guide
- Audience snapshots

Examples

Posters

Curtin University

Pull-up banners

Curtin University
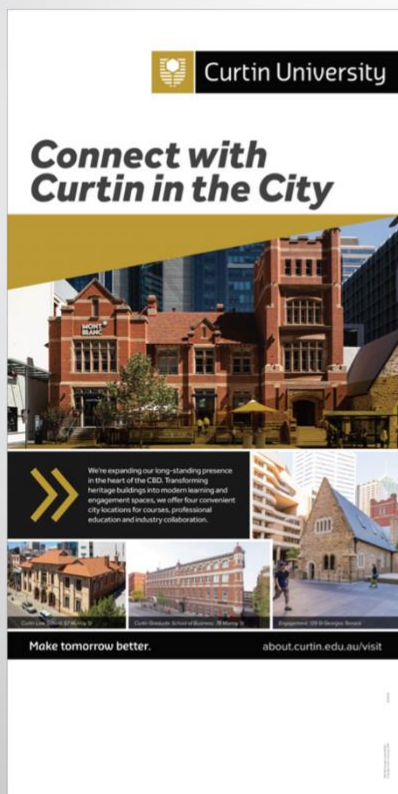
Web pages

Curtin's website is vast with an equally vast audience and exploring the site can be done in myriad ways.

The content on each page is written to suit a particular purpose and a particular audience. Some pages showcase Curtin's research while others display news stories or promote courses or services. Although the topic and content vary for each page, the Curtin brand and tone of voice should be consistent and evident on each one.

Learn more about writing content for specific Curtin web pages:

- Landing pages
- Campaign pages
- Course pages
- FAQs
- Online forms.

Do:

- audit existing relevant content
- link meaningful words
- use plain English
- use correct heading hierarchy
- find out what users are searching for.

Don't:

- include URLs in full
- link to PDFs, except where absolutely necessary
- overdo it with keywords.

Before you start

Think about information architecture – that is, how your web content will be structured. Plan where the new content will go and how it fits in with existing content. Should it have its own page, or be included on an existing page? Where should it be linked? Your audience may land on the page from different routes.

Well thought out navigation helps your audience find what they are looking for. It should tell them where they are and where they can go next. Review the navigation bars and make sure they have short and clear labels that accurately describe the information on the destination page.

Find the right tone

Engaging web pages have a friendly and conversational tone. They speak to the reader directly from a second person point-of-view.

X All applicants must submit their form before the closing date
✓ Submit your form before the closing date

X If individuals are in receipt of …
✓ If you hold

Your audience will skip over content that doesn't inform or is too detailed. When you edit your work, see how much text you can reduce without losing the point.

X Please be aware that in the event of the session being cancelled …
✓ If the session is cancelled …

X Family members wishing to attend the session are able to do so …
✓ Your family can attend the session …

Things to avoid

Jargon and unfamiliar acronyms:

- *X* In accordance with TEQSA
- ✓ In line with government requirements

- *X* Curtin's MBA is a recipient of EPAS accreditation from the EFMD
- ✓ Curtin's MBA is accredited by the European Foundation for Management Development

Using department or area names unless it is necessary and relevant to your audience:

- *X* The Safer Communities Team provides 24-hour security
- ✓ We provide 24-hour security

- *X* Curtin International will assess your application
- ✓ We will assess your application

Writing in a passive voice:

- *X* The form must be filled out by the student
- ✓ Complete the form

- *X* The app should be downloaded from
- ✓ Download the app from

Duplicating information

SEO keywords

Your web page can rank higher in search results if you include relevant keywords in your copy. Use keyword search tools such as Google Keyword Planner to identify the keywords associated with the topic of your web page. Include these words in your heading and body copy, but don't overdo it – Google can recognise keyword stuffing and your page will suffer.

If another Curtin page contains relevant content, link to it rather than duplicating the copy on your page. Google detects repeated content and this can dilute your page rankings.

Find out more about SEO in our SEO guide [.pdf sizekB]

Page title

The page title can appear in search results, browser tabs and social media posts. When using a content management system like Wordpress, the page title is often automatically populated. If you do have control of the page title, it should be no longer than 60 characters, reflect the page title and indicate the position of the page in the broader site.

- *X* Study, courses, architecture, Perth, undergraduate

- ✓ Browse our health courses | Undergraduates | Curtin University

Heading hierarchy

Sticking to the correct heading hierarchy makes your page easier to scan for users and adds structure and meaning for search engines and screen readers.

Curtin University

A web page must always begin with an H1, which can only be followed by H2s if subsections are required. If you need subsections of your H2s, you can only use H3s and so on. You shouldn't skip a level, for example, H1 to H3.

```
              ┌─────┐   ┌─────┐
              │ H2  │───│ H3  │
         ┌────│     │   ├─────┤
 ┌─────┐ │    └─────┘   │ H3  │
 │ H1  │─┤              └─────┘
 └─────┘ │    ┌─────┐   ┌─────┐
         └────│ H2  │───│ H3  │
              │     │   ├─────┤
              └─────┘   │ H3  │
                        └─────┘
```
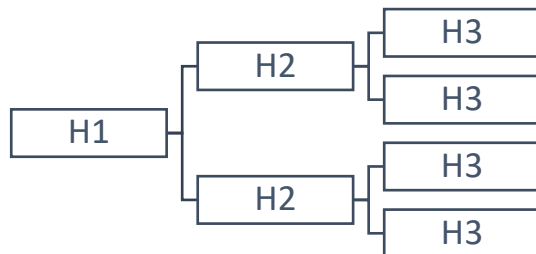
Links

Use meaningful words for links instead of *click here*, *learn more* or *go*.

> *X* It is a pathway for the two-year Master of Architecture. Click here for more information: study.curtin.edu.au/offering/course-pg-master-of-architecture--mc-archv2/

> ✓ It is a pathway for the two-year Master of Architecture

Email addresses should be written in full and linked.

> *X* Email mentoring for more information

> ✓ Email mentoring@curtin.edu.au for more information

Linking to PDFs

Only link to a PDF if the downloaded document is to be printed. PDFs provide a sub-standard web experience, particularly on small screens, and can be unreadable by screen readers.

If you must link to a PDF, give your file a meaningful title.

> *X* HUMFLD_220220final.pdf
> ✓ Humanities fieldwork guidelines.pdf

The download link should also state the format and file size:

> ✓ Humanities fieldwork guidelines [.pdf 565kB]

Images and videos

Only select images or videos that are relevant, add value and you have permission to use. Make sure they will not date quickly.

Images must have descriptive alt text that makes sense to search engines and people using screen readers. Videos must be captioned and uploaded to YouTube to be embedded on Curtin websites.

Calls-to-action

Use generic inboxes or phone numbers – not someone's name and mobile number.

See also

- Curtin style guide
- Audience snapshots
- SEO guide

Landing pages

Landing pages contain an overarching summary of the main topic and links to child pages that detail the topic.

The audience for a landing page is broad – they may arrive at the page from anywhere – so the purpose is to guide the user to the most relevant child page, depending on their interests. It's a place where they can make their own decisions, explore child pages and navigate back to for other options.

Examples of landing pages

- [Curtin homepage](#)
- [Study areas](#)
- [Curtin life](#)
- [Research](#)

The type of content you place on a landing page should be determined through audience research, UX testing and analytics. Plan your text carefully, separating the topics into logical, easy-to-read sections. Think 'audience first' and prioritise the information they're likely to be seeking.

Do:
- keep sentences simple
- ensure lead-in text relates to the content on the child page
- check all lead-ins are consistent in length, tone and style.

Don't:
- write sentences that read as a list
- link to unrelated pages
- congratulate people for arriving at the page.

Heading and standfirst

Start with a relevant heading for your page and a short paragraph (one or two sentences) introducing the topic in general terms. Your audience will scan for keywords and may make decisions in as little as three seconds – which means your message must come across quickly and as clearly as possible.

Choose dynamic words that engage your audience, and write one or two sentences that flow well and can be read at a glance. The copy should be short enough for the audience to see the different child page options. Be careful not to repeat the same words in a sentence and try not to start your sentence with a conjunction word.

Examples of standfirsts

X Whether you're starting your first degree, or progressing your career; it all starts with a world-class degree from Curtin.

✓ Start your career in our vibrant, innovative environment, with access to high-tech facilities and opportunities for workplace learning.

X Our strength is linked to the strength of our communities and our ability to make tomorrow better. Our mutually beneficial relationships strengthen our community and enhance teaching and learning for our students.

✓ Curtin is more than just a university for students. We're a globally recognised institution offering teaching expertise, innovative research, professional internships and community engagement.

Lead-in text

Child pages are introduced on a landing page with lead-in text. A lead-in comprises a heading with a short sentence underneath it that summarises what's on the destination page. Craft your heading and lead-in text as succinctly as possible using words that have impact. When you have written all the lead-ins for the page, look at them collectively as a group. They should all be consistent in tone, not repeat words or phrases, or read like lists. Also, check the spelling and the grammar. Even the shortest sentences should be grammatically correct.

Examples of lead-in text

X Chat to an area specialist, view and attend relevant information sessions, tour technology-rich facilities, watch inspiring videos, hear from our graduates and more.
✓ Take a virtual tour of our technology-rich facilities, chat to us live and discover what it's really like to study at Curtin.

X By partnering with a Curtin student, you will be playing an integral role in their education by providing quality [mentoring](#) and supervision of students during their [internship.](#)
✓ Play an integral role in a student's education as their mentor and supervisor during their internship.

What's happening at Curtin

Stay in the loop with our **events**, **news** and **podcast** series, *The Future of.*

Events News Podcasts

Top one per cent

With Curtin ranked in the top one per cent of universities worldwide in the highly regarded Academic Ranking of World Universities (ARWU) 2020, you'll experience high-quality teaching alongside world-class research.

See our rankings
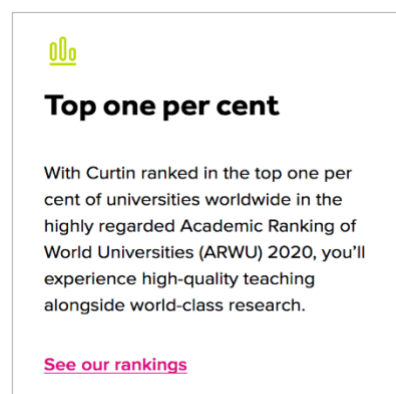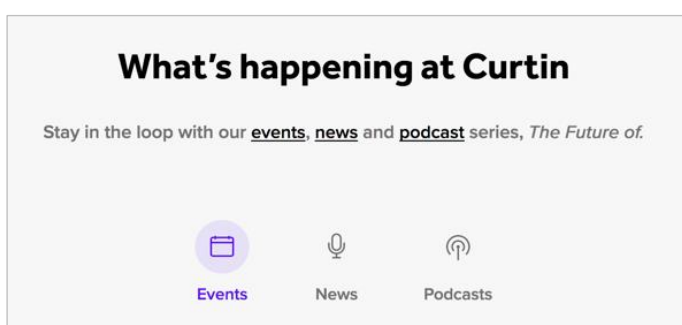
Child pages

These pages give your audience detail on a specific topic. Content is neatly ordered in well thought-out sections and paragraphs.

Some child pages are news articles or course pages – such as when a course is being promoted from a faculty landing page. In these cases, link directly to the existing information on the website. Don't write a new version.

See also

- Curtin style guide
- Audience snapshots

Curtin University

Campaign pages

A campaign page is a marketing page with a specific goal. Its purpose is to encourage the audience to act once they've read it, such as apply for an early course offer or make Curtin their first preference in a TISC application.

The type of content and USPs is ascertained by marketing analytics and the campaign strategy. Data and analytics from campaign pages can be captured and subsequently used for direct marketing – such as eDMs – and to measure the success of the campaign.

Campaign pages are created as temporary landing pages. Your audience will most likely land on a campaign page after responding to a Curtin ad promoting the campaign. The ads and the campaign page link together, which means the campaign page messaging and tone must match the ad messaging. The content you place on this page should reinforce the message and provide your audience with the information they are expecting.

Consider what information your audience wants to know and prioritise this at the top of the page. You need to capture your audience's attention from the start and include clear indicators of what's further down the page. The content order should follow the audience's interests. This may not necessarily be in the order you originally thought, but it will be the most effective. See the audience snapshots for guidance.

Think about different elements that could go on the page to make it both appealing and useful, such as course information, scholarship details, videos, story links or testimonials. Your wording should be informative and persuasive, to compel the reader to follow the call-to-action. Keep the tone bright and engaging, and demonstrate the benefits your audience will get from Curtin.

Wording on Curtin campaign pages must be proofread by the UM content team before publishing.

Example of linking an ad and a campaign page

Digital display ad message

Learn English and study in Western Australia

Campaign page

> *X* Our vibrant, global university takes your career anywhere in the world – just ask one of our 240,000 alumni.

> ✓Spend 12 weeks learning English language skills followed by a one-semester study program with Curtin University in Perth.

Call-to-action

Make this very clear. This is the what you want your audience to do. Ensure your call-to-action is easy to complete and the message isn't buried between paragraphs or down the page.

Contact point

Give your audience a contact point to ask any questions or to get help. Use an embedded form, generic inboxes or phone numbers – not someone's name and mobile number.

Concurrent campaigns

Different areas of the university may promote their courses and services at the same time for an overarching campaign, such as TISC or Open Day. These individual campaign pages must work in tandem to ensure Curtin is presented as a single, unified brand.

For example, Open Day campaign pages representing different faculties should match each other in style, tone and messaging, link together *and* link back to Curtin's overarching Open Day information.

Consistency in our communications increases brand recognition and produces better results.

See also

- Curtin style guide
- Social media guide
- Audience snapshots

Curtin University

Course pages

Curtin's course pages comprise a number of elements managed by different areas of the University. The pages are written in a marketing style and collectively represent an online catalogue that showcases our courses and encourages prospective students to apply for them.

The purpose of each page is to:

- provide course information to prospective students
- show how the course links students with industry
- describe facilities and work-integrated-learning opportunities
- demonstrate career pathways and occupations
- highlight unique selling points of the course
- act as a recruitment tool.

Do:

- write in second person and use contractions
- write in simple prose
- highlight the reasons and benefits of each course feature.

Don't:

- use officious language
- list numerous course elements in a single sentence
- offer little or no course detail.

These pages follow a template to ensure consistency. All content must stay within these boundaries, and meet our compliance policies and legal obligations. University Marketing cannot advertise or promote a course unless it is fully approved and registered. Courses promoted internationally must have a CRICOS code.

The course descriptions are written by the UM content team in consultation with the faculty marketing teams and course coordinators. See the course update process.

Search blurb/summary

- 20 words

This is an inspiring, short description of the course in 20 words or less. It shows up on the online search summary and at the top of the course page. Make sure your sentence flows well and is easy to read at a glance. Too much detail will make it clunky. Include commonly searched-for words so the course is more likely to feature in people's search results.

Examples of search blurbs

✓ An exciting course for aspiring professional medical scientists, focusing on pathology and diagnosing disease.

✓ Design attractive and sustainable interiors using visual ideas that work with changing trends and future lifestyles.

✓ Learn to manage the flow of goods and services from supplier to customer in the safest, fastest and most cost-effective way.

Don't repeat the name or duration of the course in the blurb. If it is a double degree, find the link between the two degrees and showcase why they go together.

X **Science, Commerce**
In this double degree you'll study majors from two different areas. You'll graduate with both a Bachelor of Science and a Bachelor of Commerce.

✓ Science, Commerce
Learn how to commercialise scientific discoveries and graduate with a competitive edge, ready for business, marketing and management roles within the science industry.

Course outline

- 250 words

To meet TEQSA guidelines for marketing courses and to retain accreditation, this section should clearly explain what students can expect from the course. A description of the industry with little course information <u>does not</u> meet the requirements.

The course outline should explain:

- why the discipline itself is important
- key elements of the course by year or by semester
- what's innovative about the course
- why the course is relevant to the future of the industry
- what opportunities the students can expect (work placement, travel, etc).

It is written in second person – use *you*, not *the student* or *applicants*. Write the content in a marketing style, giving reasons or benefits of each course feature. It should be friendly but factual; informative but interesting.

Vary your vocabulary and include important SEO words in the copy. When you have written your copy, check the start of each paragraph is different from the previous one.

Include links to related courses, for example, a course description for a graduate certificate should show links to higher courses such as graduate diploma and master degree.

X Students will undertake an industry project in their final year.

✓ In your final year, an industry project provides guided, practical experience in biomedical research.

X To satisfy professional requirements, students must complete at least 12 weeks or equivalent of exposure to professional engineering practice.

✓ You'll complete 12 weeks of professional engineering practice before graduating.

X The Department of Health Promotion and Sexology is affiliated with the internationally acclaimed Collaboration for Evidence, Research and Impact in Public Health (CERIPH) located at Curtin. Through the major grants it attracts, CERIPH will give you the opportunity to participate in ground-breaking health promotion research.

✓ There are opportunities to progress your skills and expertise in a professional environment at CERIPH, an internationally acclaimed research centre located at Curtin Perth.

X We have more than 40 years' experience teaching.

✓You'll learn from experienced tutors

X Your studies will focus particularly on professional accountability, competency to practise, evidence-based practice, critical thinking, diagnostic reasoning, clinical decision making and the quality use of medicines.

✓You'll become competent in clinical decision-making as you extend your abilities in diagnostic reasoning, and your knowledge of evidence-based practice and medicines.

Why study

- 50 words

This section is a summary of the course outline, written in dot points. It is mainly aimed at skim-readers and should be kept as brief as possible, highlighting industry relevance, facilities and student opportunities.

Professional recognition

- 50 words

Include professional memberships, course accreditations, award recognitions and avenues to register as a professional on graduation. This section can be written as a short paragraph if appropriate. Use semi-colons between each accrediting organisation if there are several of them.

Careers and industries

- 50 words

The format of this section varies from course to course, depending on the breadth of career options for graduates.

Most undergraduate courses show a bulleted list of careers and a bulleted list of the industries where those careers may be found. Keep the information top-level and list careers and industries in order of relevance.

Where bulleted lists are not appropriate, such as for specialist postgraduate courses, you can write a 50-word summary of the future of work in the discipline instead.

Value propositions

- 20 words

Add course-specific value propositions whenever possible. These are the course's unique selling points – things that will make prospective students prefer the Curtin course over similar courses offered by other universities. If the course does not have a unique selling point, you can choose to use general Curtin stats instead if they are relevant and have impact. Value propositions comprise an icon, a heading and a short sentence. Include your source. This can be in the copy or as a footnote underneath.

Examples of value propositions

Highly ranked course
Curtin University ranked 2nd nationally and 24th in the world for architecture in the 2019 URAP World Rankings.

Qualify sooner
Start working as a professional engineering graduate in just four years.

Get the Curtin edge
Access to leadership programs, specialist facilities and industry placements give you a competitive edge in the job market.

How this course will make you industry ready

- 50 words

This optional section provides examples of work experience, industry-standard facilities and other forms of work-integrated learning. If this type of information is already written in the course outline, you don't need to fill out this section.

Other sections

The other parts of the course pages are updated by other Curtin University teams or drawn from the handbook. Check they read well, and contact the relevant stakeholder if you think changes should be made.

See also

- Curtin style guide
- Audience snapshots
- Course update process

Example

Curtin University

FAQs

FAQs provide quick, online answers to a broad range of questions.

Crafting your answer

When a prospective student clicks on an FAQ, they're wanting a specific answer. Write the answer in simple, concise language that focuses on the question asked.

The length of your answer should range from 50 to 350 words, with two or three sentences per paragraph. If you need to draw attention to a particular part of your answer, use a subheading or bold a key word.

If the answer is detailed and covered elsewhere on the Curtin website, add a hyperlink to the relevant page rather than writing out all the information in the FAQ.

Avoid linking to PDFs, Word documents or PowerPoint presentations, and review the hyperlinks regularly to ensure the link is relevant and functional.

Multiple scenarios

Where your answer contains different scenarios, split your answer into smaller parts with subheadings so your audience can distinguish the different considerations. If you need to describe a sequence or process, use numbered lists or bullet lists to help your audience understand the order in which things will happen.

Tone and style

Your answers should be friendly, engaging and professional as if you are speaking to a prospective student face-to-face. Use the Curtin style guide to maintain language consistency, particularly with course types, spelling, acronyms, times, dates and locations.

See also

- Curtin style guide
- Audience snapshots

Examples

What scholarships are available?

There are many scholarships available for current students and prospective students. Some are offered by Curtin while others are funded by the government, industry sponsors and individuals.

Visit the Scholarships website to see which scholarships are currently available, and the eligibility criteria and application details for each scholarship. To receive regular updates on the scholarships that match your situation, sign up for the scholarships email alert.

What are my study options?

Depending on your course, you can choose to study full-time, part-time or online, giving you the flexibility to organise your study around other commitments such as work or family.

Study full-time

Full-time study at Curtin usually involves enrolling in four units per semester/trimester. This equates to around 30 hours overall work time per week, with a similar workload to full-time employment. Depending on the course, you may be required to attend lectures, tutorials, workshops, laboratories, fieldwork, work placements and undertake individual study. Your timetable and study hours may vary from day to day.

Study part-time

If your lifestyle doesn't allow for that much study, you can choose to study part-time instead, undertaking as few as one or two units per semester/trimester. This reduces your weekly workload considerably but extends the duration of your course. You can also change your study option each semester, for example, studying part-time in one semester, then full-time in the second semester. To assist your busy lifestyle, many postgraduate units are held in the evenings.

Study online

Curtin gives you the flexibility to study a range of courses online. These include undergraduate and postgraduate courses, MOOCS (Massive Open Online Courses) and MicroMasters programs. You can also study some Curtin courses online through Open Universities Australia. Please note: although some courses indicate they are online, you still may be required to attend a Curtin campus for practical tasks and exams.

Online forms

Online forms should be straight-forward, easy to complete and accessible on different devices.

The ==Data Onion [.pdf xxxkB]== document can help you plan a University Marketing form and guide you through the process.

> **Do:**
> - write questions in a logical order.
>
> **Don't:**
> - over-capitalise.

Simplicity

The simpler your form is, the better. People hesitate when they see complex forms. They may scan the form to decide whether they'll complete it. If it looks too complex, they may click away. Think about why you want a form and what you plan to do with the data. This will inform the length and what needs to be captured.

After you've planned your form, see if there are any fields you can remove. Make sure your audience doesn't have to re-input the same information in other fields.

Mark the mandatory fields, so your audience can see immediately if they don't have to complete every field.

Content

Your form should serve a particular purpose and follow a logical sequence that makes sense to your audience. Use simple, friendly language that provides clear direction as to the type of content you need in each field. Use the pronoun *you* to address your audience directly.

> ✗ State the month and year in which the following first happened.
> ✓ When did this happen?

Make important information or warnings as clear as possible.

> ✗ A Staff Member who applies for LWOP is expected to have considered the implications of this leave on any other benefit to which they are entitled, or may be receiving. Limited Service period (Christmas) eligibility can be affected.
> ✓ Applying for leave without pay may affect your other entitlements.

Don't capitalise everything. Refer to the Curtin style guide if you are unsure.

> ✗ Are you Salary Packaged?
> ✓ Do you have salary packaging?

Include feedback in your form, such as a message that indicates the form was submitted successfully or a message that a field hasn't been completed correctly.

Personal details drawn from an online form must be stored in line with Curtin's privacy policy.

See also

- Curtin style guide
- Audience snapshots

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eDMs

Electronic direct mailouts (eDMs) are emailed to people listed in a Curtin database.

We use eDMs for event registrations and reminders, and to communicate with prospective students who have opted in to hear more from Curtin.

They cover many topics including:

- upcoming short courses
- events
- scholarships
- the application process
- special offers.

eDMs are usually viewed on a mobile phone.

Subject line

Most people receive multiple emails a day, so your subject line must make your eDM noticeable and entice the recipient to open the email. When crafting your subject line, use active language, make it eye-catching and keep it short. Best practice is to write in title case and no more than 60 characters.

Examples of subject lines

- Top Tips …
- Last Chance
- How To …
- Get …
- Less Than …
- Three Ways to …
- Discover …
- Take Advantage …

Subject line testing

If you have several options for subject lines, send out your eDMs to a small sample of people and see which one has the most traction before sending the eDM out to the masses.

Preheaders

Some eDMs contain a subheading or description as another way of enticing the audience to open the email after the subject line. This is 85-100 characters and should *not* include a call-to-action.

Example of a preheader

Do:

- write with a personal tone and use 'we' and 'you'

- consider sending 'from' an individual rather than the organisation

- test your subject lines

- keep track of what comms your audience has already received.

Don't:

- be officious
- overload your audience with multiple communications
- write inconsistent messaging.

Word count:

- 50–300 words.

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Curtin University
Don't miss out Daniel, access Open Day on-demand   9/24/20
Re-live Open Day anytime before 30 September. View email online   ...

Copy

Engage your audience through relevant and useful content delivered in a warm and welcoming tone. You want to encourage dialogue, feedback and action.

Your first paragraph must be 'top line' and compelling. It introduces your reader to the topic. Make sure your audience knows exactly what the eDM is about from the very first line. Use personal pronouns (we, you) and friendly, engaging language. Consider asking your audience a question.

Include phrases like *happy to help* or *hope to hear from you*, so students and prospective students know we're there for them. For event reminders and registrations, check the wording used to promote the event in other marketing collateral to use consistent messaging.

If your eDM is part of a series, maintain consistency across that series, with the same tone of voice, so your audience clearly identifies Curtin as the sender and matches it with previous correspondence.

eDMs 'from' an individual

Sometimes it's appropriate to ghost-write an eDM as if it is a one-to-one communication from a Curtin staff member to the recipient. This could be the case with an eDM 'from' the Vice-Chancellor or a Future Student Advisor. In these cases, write in first-person using the pronoun 'I' and attempt to capture the voice of the sender in your tone. The sign-off should include the name of the 'sender'.

Always seek approval from the 'sender'.

Call-to-action

Always include a call-to-action – something you want your audience to do once they have read your message, such as seek more information. It should be up to four words long.

Place the call-to-action towards the top of your copy, ideally in the first two paragraphs so it can be seen on a mobile device.

Consider including some urgency words, like 'now' and 'today' and make sure the call-to-action has a direct link, rather than taking the reader to a Curtin webpage with a second link on it.

Research shows the word 'my' resonates more than the word 'your' in a call-to-action. For example, 'Download my guide', is more successful than 'Download your guide'.

Examples include:

- Apply now
- Find out more
- Search our courses
- Get involved
- Contact us.

See also

- Curtin style guide
- Audience snapshots

Examples

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News stories

Curtin produces news stories for online platforms and print publications. The purpose of news stories is to raise awareness of our activities and brand, and to inspire future students and partners to choose Curtin. Some stories are part of a series with a common theme, for example, neuroscience, scholarships or study abroad.

What makes a good news story?

Many interesting things happen at Curtin but not all of them are newsworthy. To determine whether something has the potential to be a news story, see whether the topic is:

- new or happened recently
- unusual, interesting or significant
- about people
- has clear links to Curtin.

Examples include:

- significant research projects and discoveries
- new industry partnerships
- alumni making a national or global impact
- students who've triumphed over adversity
- large events such as Open Day
- visits by dignitaries
- improved university rankings
- key Curtin awards.

Less newsworthy stories include:

- course launches
- building renovations
- events on Curtin's international campuses
- graduation ceremonies
- academic-book publishing
- Similar story to one recently published
- Story lacks a connection to people.

While it can be disappointing for a potential news story to be declined, the message may be promoted other ways, such as via social media, a media release, a testimonial or a flyer.

Do:

- write a headline that summarises the story but also intrigues
- include the most important information first and the background later.

Don't:

- write a news story like a movie with the highpoint near the end
- repeat the subject's name too often (use pronouns he/she/they where possible).

Word count:

- 300 – 1,500 words.

Tone

Write your Curtin news story in a journalistic tone. This is an objective tone of voice that steers the story with facts and interest to the audience without conveying your own opinion. Keep your sentences short and to the point.

Note: if your story is your own opinion, it should be clearly labelled 'opinion' and not 'news'.

Content order

Start by finding an angle for your story – the angle is the story perspective. It is often easier to find an angle after you have interviewed your subjects and know the type of information you have to hand. Make sure the angle you choose is of interest to others and stays consistent throughout your piece.

Next, find a fact from your proposed story that you determine is the most interesting – this can be used as your 'hook' – a paragraph that intrigues your audience and makes them want to read more. It can also help you to write the headline.

Write your content in decreasing order of importance, stating the most important facts first. This is called the 'inverted pyramid'. If your audience stops reading after a paragraph or two, your message has still been conveyed.

Your first paragraph – also known as the lead paragraph or standfirst – should contain the most newsworthy part of the story. Write the most unusual, most interesting and most significant details clearly and simply. Your reader should know the outcome after the first sentence of your story, but still want to read the rest.

List the main details first, followed by the minor details, which can be cut if space is needed. While news stories are factual, they should not read like an academic text, but as a true story. Use interesting adjectives to add colour and motion to your story, and describe the feelings and motivations of the people who feature in it.

Include facts from official documents or sources to give your story context. Good stories give an extra bit of information the audience did not expect to get – a gem they can remember and take away.

To finish your story, leave your audience with a lasting thought, which can be a quote.

Examples of story hooks

Open, gregarious and smiling, mathematics teacher Eddie Woo effortlessly captivates his audience.

Amanda Healy's business world juxtaposes the ruggedness of mechanical maintenance with the suppleness of luxury fabric.

A new branch of real-time analytics is predicting when and where a road incident will happen.

Quotes

Most stories express the opinions of the people featured in it as quotes. Introduce each quote with a lead-in sentence that's neutral and non-judgemental. Introduce, rather than repeat, the words in the quote.

> *X* Falasca says the cancer is very aggressive and the only way to manage it is to control it.

> "This cancer is very aggressive and you have to be realistic. It's about managing it and getting it under control."

> ✓ For Falasca, finding a cure would be the pinnacle of a long and productive career in oncology research, however, given the high morbidity of the disease, he believes that successful clinical trials may not necessarily equate to a cure.

> "My ambition is to cure it, but this cancer is very aggressive and you have to be realistic. It might not just be about the cure, it's about managing it and getting it under control."

Use the full name of the person for their first quote. Where there are quotes from more than one person in your story, make sure each person is identified clearly in the lead-in before the quote.

Curtin style is to use the surnames of featured people, however, if you have two people with the same surname, you can opt to use their first names for clarity. Some people prefer you to use their first name.

Use present tense "says" in quote attributions for news stories and past tense "said" for media releases or an external publication such as the *West Australian* newspaper.

Headline

Write your headline after you've drafted your story. The headline should highlight the most notable point of your story, in eight words or less. Don't waffle – get straight to the point using words that have impact. Headlines can be questions, statements or a play on words. Avoid using *Curtin* as the first word in your headline.

See also

- Curtin style guide
- Social media guide
- Audience snapshots

Examples

- [Woo-hoo! Teaching kids to love maths](#)
- [Australia needs pop-culture tourism](#)
- [Weaving silk and social responsibility](#)
- [Scholarships provide healing hands](#)

Curtin University

Omnichannel

Omnichannel marketing means using online and offline marketing channels with integrated data analytics to create a responsive, intuitive and personal service.

It allows customers to interact with us when and where they want to, and on whichever device they choose – and their experience will be unmistakably Curtin.

For omnichannel marketing to be successful, our teams and technologies need to align, with an overarching communications strategy, customer tracking and one central database.

In University Marketing, omnichannel marketing is used to some degree for student recruitment – using eDMs linked to a customer database and an automation marketing tool, which sends selected content to future students at identified decision points.

Do:
- work closely with those producing content for other channels
- link content, language and phrasing across channels
- keep track of customer decisions and preferences
- write content for different scenarios
- keep the tone consistent.

Don't:
- assume you know what a customer will do – use data analytics
- fall into siloed thinking.

Depending on their responses, they may receive further eDMs with tailored content, or content from other channels, such as relevant digital display ads or event invitations.

Keeping track of each person's journey in a central database is paramount. It provides visibility to all teams involved and helps the automation tool select appropriate content for the next interaction.

Writing omnichannel content

To write or update content for an automation tool, draw a map or calendar of the customer journey and the decision points along that journey.

Then, write multiple versions of your content to suit the different navigational decisions a customer could make, considering different demographics and personalities. You can write content that crosses different media or you can link to existing content on different platforms. Think about the purpose of each channel, and where that content fits in the audience's journey, for example outdoor advertising is used for awareness, but digital display adverts are used at the time of purchase.

The tone used in all of the content must be consistent for this to work. Consistency will give customers a seamless experience, whichever route they take.

Use a friendly and conversational tone, tailored to suit individual interests. Give your customer exactly the type of content *they* are seeking at that time, not necessarily what *we* want them to know about Curtin. See the audience snapshots to identify various student experiences and expectations.

Have a chain of content ready for all scenarios, including for customers who don't progress along the journey as expected, for those who make quick decisions, and for those who change their minds.

See also

- Curtin style guide
- Social media guide
- Audience snapshots