

Learning Design Standard

Content Design

Key content areas

The following table outlines content areas that need to be addressed.

Unit = area of learning.

Topic = component of area of learning.

Unit 1: Introduction to content design

Learning objective: Explain the principles associated with good content design

Topic title	Topic learning objectives	Critical content
1.1 Definition of content design	Define content design	1. Content design: <ul style="list-style-type: none">– creates content for user-centred services that work for the entire population– creates content that meets accessibility standards– creates content that works on all device formats (responsive design)
1.2 Principles of content design	Identify the principles of successful content design	1. Principles that underlie content design include: <ul style="list-style-type: none">– user-focused to meet needs– inclusive and accessible to meet the needs of all users– designed using data: content is evidence based on evidence such as statistics and analytics– owned by the content designer as part of an end-to-end creation/delivery process– simple and easy to understand using plain language, simple word choices and no jargon– communal: thinking, ideas, and outputs are shared– iterative, flexible and open to feedback: content will change and develop as a result of feedback and testing with relevant users and stakeholders– self-awareness: content designers are aware of their own biases and how these may influence content design and creation

Topic title	Topic learning objectives	Critical content
1.3 Role of the capability (content design) as part of the Digital Service Standard, service design and the delivery process	Explain how and where content design fits into service design	1. Recap digital service design: <ul style="list-style-type: none"> – Digital Transformation Agenda – Digital Service Standard (the Standard) – The role of the capability, content design, in the service design and delivery process: <ul style="list-style-type: none"> ▪ identifies user needs and demonstrates how content decisions support these needs ▪ creates content design hypotheses to improve the service ▪ works with product manager, user researcher, interaction designer and performance analyst to run design experiments ▪ delivers content that meets accessibility standards ▪ is confident in explaining content design decisions and rationale ▪ is open to and encourages critique from colleagues ▪ conduct content reviews and content audits of existing services – Working as part of a multidisciplinary team

Unit 2: Content design process

Learning objective: To apply the processes of content design

Topic title	Topic learning objectives	Critical content
2.1 User needs	Identify users and their needs	<ol style="list-style-type: none"> 1. Profiles of real users: based on pains, gains, and tasks, education, level of digital literacy, socio-economic, cultural background, geographic, user journeys 2. User research: understanding how user research is gathered, for example interviews, surveys 3. Participating in user research: bringing research and design thinking in early, working with the team on synthesis 4. Interpreting user research: <ul style="list-style-type: none"> – recognising needs: what does the user need from, or to find out from government? – discovering ways to best communicate with users – understanding the ways users access content
2.2 Government business needs	Recognise the user need government is trying to meet through different types of content	<ol style="list-style-type: none"> 1. The broad types of government content: <ul style="list-style-type: none"> – informational (for example, how to apply for a family benefit) – transactional (for example, actually applying for a family benefit)
2.3 Content research	Identify examples of content research techniques	<ol style="list-style-type: none"> 1. Potential examples include: <ul style="list-style-type: none"> – source content (for example, legislation, policy, procedure, ministerial announcements) – desktop research, existing content across other domains, online forums, social media) – researching metrics (for example, online data analytics) – stakeholder consultation (for example, policy and business owners, industry and community) – analysis of user research

Topic title	Topic learning objectives	Critical content
2.4 Plan content	Conduct required content planning	1. Factors to consider in content planning: <ul style="list-style-type: none"> – timeframes – ways of organising content (for example, mind mapping, storyboarding, writing tools) – accessibility and inclusivity requirements – consultation and engagement – stakeholder consultation and engagement – multidisciplinary team composition – multimedia elements – appropriate language and tone – available technology for authoring – digital literacy – content strategy: ensuring content is aligned with the agency's broader content strategy – evaluation: deciding how success will be measured (for example, performance analysis metrics)

Topic title	Topic learning objectives	Critical content
2.5 Content creation	Apply content design principles and skills to create content	<ol style="list-style-type: none"> 1. User-centred: create content with the user in mind based on user research 2. Accessibility e.g. alt text 3. Inclusivity 4. Ideation techniques 5. Structure: <ul style="list-style-type: none"> – content elements (for example, text, graphics, layout, hyperlinks, lists, headings, flow and logic) – frontloading (for example, keywords, trigger words) – agency specific requirements (style guides, templates) – pair writing with subject experts – team review 6. Search Engine Optimisation (SEO) 7. Writing for mobile first 8. Readability: plain english/language principles 9. Good writing, editing, spelling and grammar <ul style="list-style-type: none"> – appropriate tone/voice/language – punctuation for the screen – reading level
2.6 Content testing and iteration	Use the content testing, improvement and iteration cycle	<ol style="list-style-type: none"> 1. Testing draft content with users, draft content and applying feedback 2. Reporting and /presenting results of testing content with users 3. Fact checking by subject expert and stakeholders 4. Content critiques by the wider team 5. Using the results of content testing with evidence for the approach to content 6. Retesting and re-engaging 7. Iterating as many times as needed.

Topic title	Topic learning objectives	Critical content
2.7 Publishing and ongoing service management	Apply publishing and ongoing monitoring and evaluation as part of the content lifecycle	<ol style="list-style-type: none"> 1. Workflow: <ul style="list-style-type: none"> – stakeholder engagement and approval – agency content sign-off process 2. Publishing on the most appropriate platform for users (for example, website, digital service pages, eLearning, etc.) 3. Continuous monitoring and evaluation 4. Using metrics and analytics to maintain and improve the product or service. 5. Agile delivery: sprint planning, product backlog, delivering improvements in increments