


College Media and PR Conference

Morley College, London
8th March 2011

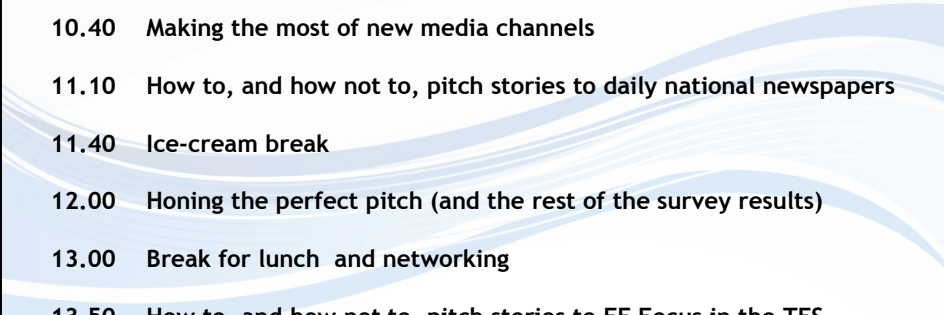
#FEpr

Lsect
Learning & skills ~ events,
consultancy and training



Conference programme

- 10.30 Welcome and introductions (and some survey results)
- 10.40 Making the most of new media channels
- 11.10 How to, and how not to, pitch stories to daily national newspapers
- 11.40 Ice-cream break
- 12.00 Honing the perfect pitch (and the rest of the survey results)
- 13.00 Break for lunch and networking
- 13.50 How to, and how not to, pitch stories to FE Focus in the TES
- 14.20 Campaign and reputation management - how to get yourself noticed
- 15.20 Closing remarks
- 15.30 College Media and PR Conference End



Who will you hear from?*

Jan Murray
Writing mostly for the Guardian

Mike Baker
BBC News Online Columnist

Chris Cook
The Financial Times

Joseph Lee
FE Focus (TES)

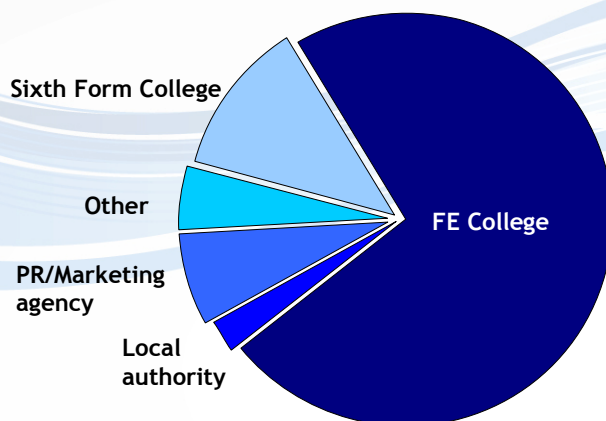
Ruth Sparkes
EMPRA

Ian Nash
Nash&Jones

* In order of appearance

Survey responses (part 1)

The 41 responses (out of 64 delegates)



Making the most of new media channels

Mike Baker

What is new media?

- New Media = web-based versions of old journalism
- Social Media = 'unofficial', user-generated, interactive. Not always journalism, may not be fact-checked, but often informative, targetted, nimble, knowledgeable.

Mike Baker Blog

<http://www.mikebakereducation.co.uk/>

Website pages

[Home page](#)

[Articles](#)

[Blog](#)

[Calendar](#)

[Links/Resources](#)

Education bloggers

- [Conor Ryan](#)
- [Joe Nutt](#)
- [Matthew Taylor](#)
- [Brian Micklethwait](#)
- [Warwick Mansell \(NAHT\)](#)
- [Mortarboard - Guardian](#)

Twitter

- [mikebakeredhack](#)
- [http://twitter.com/](#)

Why tweet?

- Promoting blogs,articles, events
- Making contacts
- Getting ideas
- Finding case studies/interviewees
- Receiving news alerts
- Receiving tip offs, background.
- Feedback (positive and negative)

Twitter features

- Followers
- Following
- Listed
- Mentions

Twitter applications

<http://www.tweetdeck.com/>

<http://paper.li/> - 'daily newspaper'

FE Twitterati

@nicklinford

@jan_murray

@josephlee or @tes_ferret

@xtophercook

@edgelearnrforum

@NIACEHQ

@FENews

General education tweeters

@pwhenshaw – publisher of Sec Ed
@dalebassett – Reform think tank
@SchoolDuggery – independent
@schooltruth – Fiona Millar
@MrMichaelShaw - TES
@Warwickmansell - freelance
@UKEdChat – teacher forum

More education tweeters

@GiftedPhoenix – G & T education
@schoolgate – Sarah Ebner, The
Times
@LKMco – Loic Menzies, consultant
@teachNetUK – SSAT project
@communityhubs – extended
activities
@Wholeducation – John Dunford
@mumsnettowers – MumsNet

Twitter Use

- [Survey of Twitter use by universities](#)

Facebook

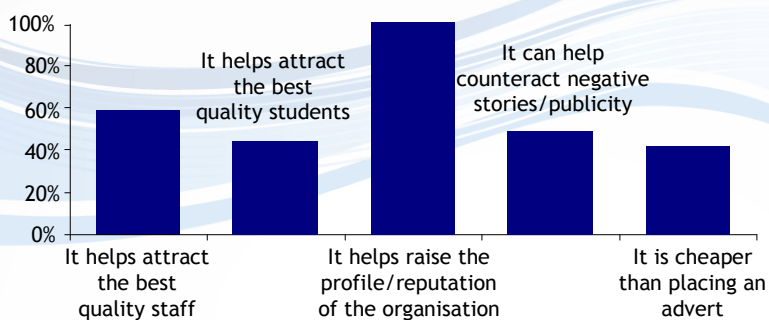
- [Save Teachers TV Group](#)
- [Save School Sport Partnerships](#)
- [AQA Protest Group](#)

Final thoughts

- Adapt to news agenda
- Don't bombard or complain
- Monitor bloggers/tweeters for their agenda
- Use interactivity
- Respect grass-roots nature of social media

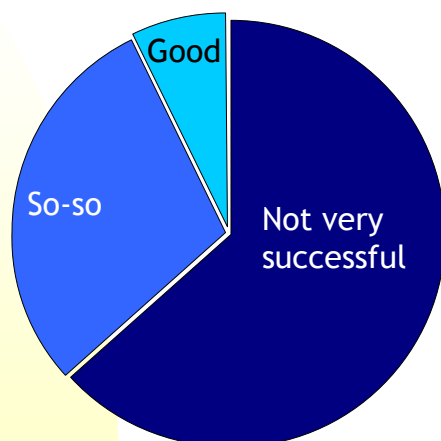
Survey responses (part 2)

What do you think are the advantages of gaining more national coverage for your organisation? (tick any that apply)?



Survey responses (part 2)

How successful do you feel you are at gaining national coverage for your organisation?



No-one
said very
successful

Survey responses (part 2)

Based on your answer before, why do you think this?

“Not nationally important enough?”

“We don't focus enough on marketing or have a dedicated strategy, it's all a bit ad hoc when people have the time on top of their other jobs to do something”

“We don't normally go for national coverage”

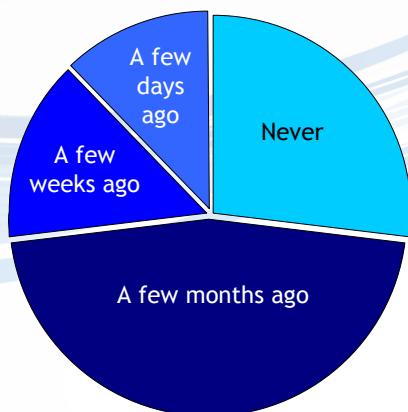
“Lack of time and resources. The College's relative isolation, geographically.”

“I have gained national coverage for the College in the TES FE Focus publication and The Independent, but having worked for the national papers before through a press agency, I'm very selective about which stories I send to the national press.”

“Standard press releases don't seem to work, attending this conference to find out why.”

Survey responses (part 2)

When was the last time you approached a national journalist with a story idea?



Chris Cook, Financial Times

How to, and how not to, pitch stories
to the national newspapers

A working day

- A typical Financial Times (UK edition) day:
 - 10:20 - Editor meets section editors
 - 16:30 - Editor meets section editors
 - 18:30 - First pages are “sent”
 - 23:00 - First editions arrive
 - 00:30 - Final UK edition is sent

The 3D chess game



ESOL

English language cuts seen as threat to integration plan

Switch to fees will affect immigrants
99,000 people set to lose free lessons

By Chris Cook, Education Correspondent

Cuts to English language courses threaten David Cameron's plans to abolish "state multiculturalism" and to encourage integration of the UK's immigrant communities, say further education colleges, teachers and students.

The prime minister, in a speech on improving integration this month, said: "There are practical things that we can do... That includes making sure that immigrants speak the language of their new home."

The Association of Colleges reckons that when funding changes take effect in September, 99,000 people who now receive free English lessons will no longer do so.

According to an AOC survey, two-thirds of people

English courses in colleges now enjoy free lessons. But while their courses will still be subsidised under the new arrangements, 80 per cent of these learners – more than half of the total – will be asked to pay fees.

Im Ashman is principal of Hackney Community College, a further education college in an area of East London with a large settled immigrant community. He says: "Lots of people who need English language won't be able to access it."

At Hackney, the rule changes would mean that many learners will need to pay from £750 up to £1,700 for English courses – an expense that is likely to affect take-up. Income support for individuals is £85 per week.

Mr Ashman said: "That's crazy for all sorts of reasons, including those that the prime minister talked about a couple of weeks ago, in terms of integration."

One learner at Hackney, Adalat Simsek, arrived in the UK 21 years ago from

How the benefit rules translate

Two-thirds of the 187,000 non-native speakers learning English at colleges do not currently pay course charges because they receive state benefits, says the Association of Colleges, writes Chris Cook.

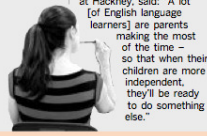
But from September, only recipients of "active" benefits – those that force recipients to prepare for work or to actively seek it, such as Jobseekers Allowance – will be eligible for free tuition.

More than half of learners of English – 99,000 individuals, the AOC estimates – who now receive free tuition will be asked to pay course fees, which can range from £400 to £1,700.

The government's welfare reforms will shift many claimants from "non-active" to active benefits. But it will take four years to assess Hackney's claimants to make the shift. Meantime, many will be unable to afford tuition.

The business department saves money by the decision. It says the change focuses on people very close to re-entering work "where English language skills are a barrier to entering employment".

Lesley Slater, a teacher at Hackney, said: "A lot of [English language learners] are parents making the most of the time – so that when their children are more independent, they'll be ready to do something else."



Ankara, Turkey, but spent 11 of those years working with other Turks, which impaired her English skills. She is a British citizen, but says: "I can't communicate with English society. Nobody speaks to me."

Mr Ashman noted the stress that poor language skills among adults places on schools, noting "the difficulty of teaching children to read and write when they can't do any practice at home, because their parents don't speak English".

Ms Simsek says: "I want to help our children with their homework... If I don't get education, my children may always be a problem for the government."

Mr Ashman said children suffer because they are used as interpreters: "Every time mum has to go to the doctors, they have to take the kid out of school to do the translation."

William Brownings, an English teacher at Hackney, said: "A lot of my students, after they finish the course

with me, get into some real skills training so they can get into the job market."

Suzan Arkawazi sought asylum in the UK in 2004 as a refugee from Kurdish Iraq. In Iraq, she worked as a secondary school biology teacher; she has qualifications from Baghdad University. But, now settled in the UK, she needs a high-level English language qualification if she is to retrain and re-enter the classroom.

Ms Arkawazi said: "If the government is not going to pay for us to study, then they should say you have to know basic English to come here [to live on the UK on a settlement visa]."

John Hayes, skills minister, said: "In January, we began a specific impact assessment [of English lessons], which officials have been working on because I am anxious to ensure that cuts do not have a disproportionate impact on vulnerable groups, notably disabled learners. That assessment will give us a chance said: "A lot of my students, after they finish the course

Pay business to train young apprentices, ministers told

By Chris Cook and Alistair Barber

Businesses should be paid from public funds to train young apprentices and provide internships, according to a report published by the government's adviser on reforming vocational education for young apprentices to offer youth apprenticeships. Prof Wolf would not introduce a general wage subsidy, she would pay employers when they are approved, despite the risk of fraud.

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Wolf Review



She said that Alison Wolf urges ministers to cut 'rogue agencies' and to overhaul funding to give pupils and colleges more freedom

Britain has long seen a lack of good vocational education in its Achilles heel. In 2004, Ramesh Mahtani, Labour prime minister, wrote "the development of technical education is the greatest need of this country". Since 2007, the government has produced a succession of reports on the topic, most of which were written with the intention of reforming the system. Alison Wolf joined the government to produce a report on reforming the system for non-students aged 14 to 16. She had much to do with the system's reform. She was the first to set up the Wolf Review. She was the first to set up the Wolf Review. She was the first to set up the Wolf Review.

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Wolf Review

Pay business to train young apprentices, ministers told

By Chris Cook and Alex Barker

Businesses should be paid from public funds to train young apprentices and provide internships, according to radical proposals to be unveiled by Alison Wolf, the government's adviser on reforming vocational education for under-19s.

Professor Wolf, who holds a chair in public sector management at King's College London, urges ministers to cut back "rogue agencies" clogging up the system and to overhaul

would be difficult to find money to fund her call for extra spending on apprenticeships, and the programme would require the support of Vince Cable, business secretary. His department is responsible for adult education and many of the vocational education institutions.

To encourage employers to offer youth apprenticeships, Prof Wolf would not introduce a general wage subsidy. She would "pay employers when they are providing the bits [of training] that we can theoretically

British Telecom

School leavers scramble for BT apprenticeships

100 applications for each available place

Tough contest for university courses

By Chris Cook, Education Correspondent

British Telecom has received more than 100 applications for each of the places on its apprenticeship scheme this year, as school leavers struggle to find places at university or jobs with prospects amid the worst youth unemployment in a generation.

BT has had almost 24,000 applications for its 221 apprenticeship positions, up from 9,000 last year. More young people

people than ever are now applying for places in education. The Financial Times calculates that this year about 150,000 people from the UK and EU who have applied for places for degrees will not receive offers from universities.

By the end of June, more than 600,000 individuals from the UK and EU had submitted applications for university places through the university admissions service Ucas - an 11.7 per cent rise compared with the same point in 2008, which in turn saw numbers 10 per cent higher than in 2005.

The scramble to find gainful employment or a place in higher education will come to a head on Thursday when A-level results

back on places because they took in more students than normal last year.

The admissions system is designed to produce a shortfall in university places - the process is intended to be competitive, and many of the students who have applied unsuccessfully will lack the qualifications, or desire, to go to university. This year's gap, however, is significantly higher than the average of about 80,000 places over the past decade.

Well-qualified students who discover on Thursday that they have not met entry conditions for their first-choice university will struggle to find alternatives to attend through clearing - the process of matching students at a loose end to

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Department for Education

National news

DfE misses building rules deadline

School planning is hit as timetable slips and cut construction costs are yet to be introduced. The DfE's business plan states that it should have revised school building regulations by the end of January and should have changed rules to exempt many new schools from needing to seek planning permission by February. The DfE has done neither. The department is also yet to publish a report into how it can improve the efficiency of its capital spending. While not mentioned in the business plan, officials had intended to publish it next during January. The DfE has been suspected by critics of strag-

gling to cope since last summer, when the cancellation of an important school rebuilding programme was announced, requiring Michael Gove, education secretary, to apologise to the House of Commons. Andy Hurreman, shadow education secretary, said on Monday: "Whatever Michael Gove touches turns to chaos. From school building to school sport, it's the same old story - no consultation, botched decisions and no grip on the detail". The business plan, part of a government-wide transparency effort, revealed the department was also due to publish a special educa-

tional needs green paper by December. Officials said in February that the DfE had received "a large number of responses from the call for evidence". They expect to publish it in the coming month. The delay to the green paper has become an increasing concern. The department's capital budget, which is being cut by 60 per cent. A rising school population and an aged school estate are serious stresses on this meagre pot. The planning reforms are also intended to cut the cost of one of the government's school policies: "free schools" - publicly funded schools, with freedom over

curriculum and teachers' pay, started from scratch by private groups. Rachel Wolf, director of the New Schools Network, a charity commissioned by the DfE to assist groups seeking to set up schools, said planning reform would help reduce the strain on the DfE's capital budget. "Without it, she said, free schools would be a "niche programme" and the department's capital budget would be "a serious problem". Late last year, the Department for Communities and Local Government consulted on changes to planning law that would allow schools to open in buildings ranging from restaurants

and pubs to shops and offices without the need for planning reform. "Those planning changes would also cut remaining powers by which local authorities could block schools. Response of local authorities to the consultation were overwhelmingly negative. Last month, the department said delays to building regulations "will not affect the timetable for implementing any free school projects". Mr Wolf said: "For every month that passed without reform it is more difficult for groups who do not know what else may be available."

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Ex-BA worker convicted of terror plot

By Jane Croft,
Law Courts Correspondent
A former software engineer for British Airways has been convicted of involvement in a plot to blow up a passenger aircraft. Ralph Karim, 31, was found guilty of four counts of engaging in conduct in preparation for terrorist acts by a jury at Woolwich Crown Court. The prosecution told the court Mr Karim had found a

Department for Education

DfE r

School planning is hit as timetable slips

Report on capital spending overdue

By Chris Cook, Education Correspondent

Fresh questions are facing the Department for Education over its ability to deliver the coalition's school reform policies after it missed key deadlines set out in its business plan.

As a result, promised changes to planning rules – intended to make it easier to open schools in a wide variety of existing buildings

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Immigration

MES FT Home > World > UK > Politics & policy

Universities more reliant on foreign fees

By Chris Cook, Education Correspondent
Published: March 7 2011 23:03 | Last updated: March 7 2011 23:03

English universities are more financially reliant on non-European Union students than ever before, according to the universities regulator, creating fresh difficulties for the government's attempts to reduce the inflow of foreign students.

The Higher Education Funding Council for England (HEFCE) says that fee income from foreign students grew by 17.8 per cent in 2009-10, contributing 9.6 per cent of the sector's earnings.

This will complicate the coalition's plans to cut student numbers as part of its drive to reduce net immigration to fewer than 100,000

EDITOR'S CHOICE
Universities urged to share ideas freely - Feb-27

Ji
cc
fr

Chris Cook

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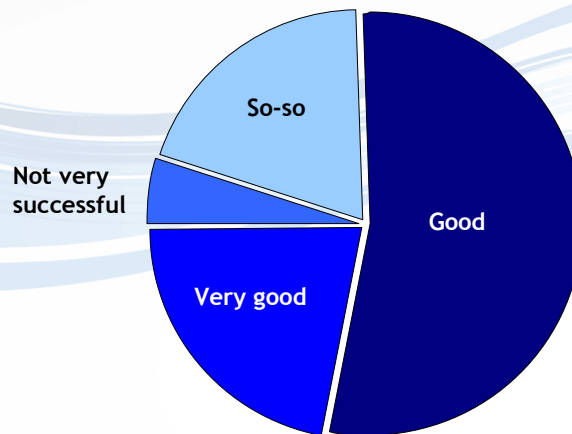
Ice-cream break!



Lsect
Learning & skills ~ events,
consultancy and training

Survey responses (part 2)

How successful do you feel you are at gaining local coverage for your organisation?



Survey responses (part 2)


Based on your answer before, why do you think this?

“Because I have made good contacts and well established stories with the local press. I am also the point of contact with press enquiries and am always readily available for discussion - with swift responses.”

“Could be improved if internal departments were quicker to respond.”

“We don't focus enough on marketing or have a dedicated strategy, it's all a bit ad hoc when people have the time on top of their other jobs to do something”


“The recession and the the impact on local newspaper industry has seen many of my contacts made redundant. Most journos now work freelance so the relationship with editors and papers has changed. I've lost about 50% PRINT coverage per term in the past 12 months when compared with last year's stats.”



Lsect College Media and PR Conference

8th March 2011

How to hone the perfect pitch by
Janet Murray



- Why colleges marketing/PR people could do better
- Dull stories 'hall of fame'
- What kind of stories interest Education Guardian
- Examples of good and bad pitches
- Pitching etiquette

- Why college marketing and PR people could do better
- Stories by Janet Murray in Education Guardian in the past 12 months: 20
- Stories by Janet Murray in Education Guardian that came from college marketing and PR people: 4
- Three of these were from the marketing / PR person

- Five of the stories were political / issues based (e.g. EMA, immigration, funding, UTCs)
- Four were on apprenticeships
- Three of these stories were interviews (John Hayes, principal of CityLit, principal of Harlow College)
- Two were on WorldSkills
- The remainder centred on questions on issues that affect the sector

- Will colleges with HE courses be accepting more students through clearing this year?
- Should fourteen-year-olds be allowed to go to college full time?
- Can young people from poor backgrounds afford to be apprentices?
- Why are some sixth form colleges so good at getting their students into Oxbridge?
- Why don't more colleges have active student unions?

Dull Stories: Hall of Fame

1. Opening of new buildings
2. VIP visits e.g. Princess Anne
3. Students going on field trips
4. Students raising money for charity
5. Lecturers raising money for charity
6. Awards ceremonies
7. Celebrations of achievement
8. Results
9. New courses
10. New appointments

What I have learnt about pitching stories to Education Guardian

- Political – issues that affect the sector and not just one college
- Original – a fresh take on an old issue/problem
- Unexpected – quirky, surprising
- New - legislation, rules, funding arrangements (but not buildings!)
- Controversial – e.g. cuts, pressures, changes in legislation etc
- Exclusive – the first bite of the cherry

Negative doesn't have to mean no comment

- An innovative way your college is tackling a problem e.g. the loss of EMA, funding cuts
- Comment/opinion on how colleges might ride out the rough times

The 'so what' factor?

- Could a journalist write 1000 words about this?
- Why would this particular editor want to commission this particular story at this particular time?

Jan,

I was wondering if you'd be interested in doing a story about a student leadership programme called Leadership Works. It provides training in presentation and teamwork skills and a new 'real-life' finance course, training and development for staff teams and college marketing and promotional programmes.

The whole programme stemmed from a community support project I initiated and through that I came to see how we could help colleges.

I'm also finding that with the team I've put together - educationalists and business and marketing people - we are able to help schools a lot AND support Macmillan Cancer Care, which is important for us and we have a policy for all colleges that we are not turning any away - if they only have a tiny budget, we are working to it and that's our promise, as part of putting something back into our local communities. I'm enjoying being a philanthropist as well as a business owner! Hope this new Government appreciates that...

This news story is being covered in our local media this week online and in print editions at xxxx so I'd now love to have some national coverage as this is a really unique story.

Ring or email me for more details

Kind regards

XXXXXX

Dear Jan

Here at Tipton College we're doing some really interesting work around helping our young people get into work. We used to hold free careers advice sessions in the evenings, but we've started running careers roadshows around the county, which is particularly good for our students who live in remote areas, who find it difficult to get home from college once the buses stop running at 8.30pm.

Would you be interested in doing a story about this for Education Guardian?

Jan

Dear Jan

I've got a story for you which I'm sure would work brilliantly for Education Guardian. A group of our art and design students have designed their own commemorative mug for the Royal Wedding. They will be selling it to staff and students in the run up to the Big Day.

We've got some great pictures of the students and their mugs and their lecturer Fay Jones is happy to talk to you.

Let me know when you'd like to speak to the staff and students.

XXXX

Hi Jan

Got a great story for you...just found out that Rob Halfon MP for Harlow just rang the college to ask if we can find him apprentice! We're hoping to match him up with someone in the next few days. It's likely to be someone who's Harlow born and bred and doing Business and Administration Level 3. Very interesting given the fact that apprenticeships seem to be the only area the new government is actually interested in investing in! If you are interested, it would be great if you could let me know asap, as it's going to be advertised on the Apprenticeship Matching Service website, so the story could get picked up by someone else. Give me a ring if you want more info.

Ruth

Dear Jan,

I have a story that may be of interest to you.

As you will be aware, as a direct result of the changes in fees universities have been inundated with applications for next year. It would seem that as a result many have decided to raise their offers. The Further Mathematics Support Programme (FMSP), which is managed by Mathematics in Education and Industry (MEI), enables students to study Further Mathematics AS/A level, even if their school/college is unable to offer it. Several of our students have received university offers in the last few days and have found that in order to gain a place on the course they want they are being asked for much higher offers than in previous years.

Whilst some university Maths, Computing and Economics courses have added Further Mathematics A level to their offer, the most significant change is in the number asking for the Sixth Term Entry Paper (STEP), the Cambridge University Mathematics entrance exam.

This used to only be required for Maths at Cambridge and Warwick, but we have heard that it is now also required for Maths at Bath and Imperial and for Computer Science at Cambridge and at Imperial. Other universities are considering it for next year, including UCL. There is an equality issue here. Most state schools cannot offer students any extra support for STEP, whilst those at independent schools often receive time-tabled classes to prepare them for the exams.

If you would like to discuss this issue further, give me a call. We may be able to put you in touch with students who have been directly affected.

Pitching Etiquette (1)

- Know the lead times of the publications you are pitching to
- Education Guardian works a work in advance (going to press on March 11th for publication March 15th). Mondays and Tuesdays are the best days to pitch for publication the following week.
- Most editors prefer emails these days. Only follow up with a phone call if you think you have a really exceptional (and timely) story.
- Find out the NAME of the person commissioning the section you are aiming for. Don't send to generic email addresses e.g. education@guardian.co.uk
- Pitch with particular slots/pages in mind. Don't say: 'this might work somewhere in the Education Guardian supplement'

Pitching Etiquette (2)

- Clearly label email headers with 'Story idea' and a summary of what it's about
- Could you write the standfirst of your story? If not, do you really have a story?
- Keep it brief: no more than a paragraph if possible
- Don't promise what you can't deliver: you may be asked to produce case studies and interviewees quickly (even the same day, if it's a national). You must be able to deliver.
- Provide a direct line number and a named contact

A word about exclusives...

- National editors are unlikely to be interested if you have sent your idea to numerous publications
- It's fine to set a deadline i.e. 'can I leave this with you for 24 hours?'
- Think of the boy who cried wolf. If you offer a lame exclusive just to capture an editor's attention e.g. Royal Wedding mugs it can backfire
- Next time that editor sees an email from you, they'll be expecting another lame story and might just hit the delete button straight away!

the **TES**



Making a splash in the specialist press

How to get your college into **FE Focus**

Joseph Lee - FE Focus reporter

Agenda

- Who's who
- How FE Focus works and how it can work for you
- Frequently asked questions
- Good stories and good, bad stories
- And finally...

Who's who

- Opinion editor, Mike Shaw
–020 3194 3000, michael.shaw@tes.co.uk
- Reporter, Joseph Lee
–020 3194 3268, joseph.lee@tes.co.uk
- Reporter, Stephen Exley
–020 3194 3127, stephen.exley@tes.co.uk

Who to contact

- If you've got a news story
 - Call me or Stephen, or email us both.
- If you want to write for the comment section
 - Get in touch with Mike.
- If we've made a terrible mistake...
 - Call Ed, or David if he's not around.

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How not to contact us

- By post



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New elements of FE Focus

- Further Afield
 - Round-up of what's going on around campuses.
- Double-page features
 - Longer analyses, in-depth interviews
- Redesigned comment and opinion section
 - All brought together on one spread

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A week at FE Focus

- Thursday
 - Begin planning week's coverage. The best time to pitch news.
- Friday
 - Writing FErret, call with gossip or jokes.
- Monday
 - Compiling Further Afield.
- Tuesday
 - Copy deadline for the following week's feature spread. Plan ahead to be included.
- DEADLINE DAY. Breaking news only, please!

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Frequently Asked Questions

- What sort of stories are you interested in?
 - The wrong question. Think like a journalist instead.
- Do you want a case study?
 - Not in isolation. Turn your case studies into stories.
- What's on your forward feature list?
 - Probably not enough. Why not take control of the agenda?

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Think like a journalist



66

Elements of a successful story

- Important
 - At the very least, as The Week has it, “boring but important”, affecting a lot of people
- Surprising
 - Confounding expectations, worlds colliding
- Moving
 - Triumph over tragedy, or just tragedy on its own
- To beat the news editor’s “so what?” aim for at least two out of three

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More suggestions

- Have two bites of the cherry
 - Daily newspapers won’t mind if we’ve covered it first, but we’ll be less likely to cover something that’s already been done to death
- Availability
 - Have the principal on the end of a mobile phone
- Take advantage of slow news days
 - Save something for the holidays
- You’re the expert – the subject and the reader

68

On bad news

- “We listened to consumers who said they wanted to eat fresh fruit, but apparently they lied.”
 - Spokesman for Wendy’s burger chain in the USA, announcing they were stopping the sale of fruit

69

Case study

- Barnsley College



70

And finally...

- If all else fails, try a picture of a cute animal



71

the TES

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www.tes.co.uk

Survey responses (part 2)

What would you do if a journalist called you today with a negative story about your organisation?



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empra the day job...

- Education Marketing & Public Relations Associates
- Established in 2006
- Exclusively education
 - FE Colleges
 - Secondary schools
 - Free schools and Academies
 - Primary schools
 - Education related



empra what to expect today...

➤ Case study: Harlow College



Harlow College: Objectives

➤ Support to:

- Get their voice heard
- Repair their reputation
- Generate new appeal to increase student take-up
- Engage the local and edu sector community
- Regain confidence



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➤ Called me.

- Living and working in Cornwall
- Read the reports
- Scared of principal
- Big job, didn't know if I had the stomach
- Didn't know if I had the expertise

➤ Phoned a friend, or two...



Harlow College: PR plan

- **Commissioned to raise reputation and in-take**
 - Worked with the local newspapers
 - Engaged education press
 - Worked with the staff/ stakeholders
 - Engaged the students
 - Presented the college – accurately, warts and all
 - Started to repair the 'Brand'

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Harlow College: 2008/9

- Firefighting
- Researching, planning
- Engaging, promoting
- Writing
- Evaluating
- Supporting

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Harlow College: 2008/9

Increasing confidence...

- More local coverage
- More public initiatives
- **2008** saw first positive national mention The Guardian College Voices – Jan Murray
- **2009** more positive national mentions – The Guardian, TES, The Independent



Harlow College: In 2010

College now among the country's best

Engineering apprenticeships get a boost from Essex county council

NEWS

8 August 2010

By CHRIS MOSS

Professor joins Harlow

A league table of success rates published by the Learning and Skills Council places the college 34th out of 726 similar establishments nationwide with an overall score of 80.4 per cent.

The figure puts county colleges in the shade, with Hertford Regional College recording an overall success rate of 77 per cent.



Tory MP spurs 'Oxbridge types' in favour of an apprentice

Essex pay paves the way to boost apprenticeships

A-level results 2010: A* grade puts pupils and universities to the test




Harlow College: 2011

EducationGuardian Further

Bankers? Maybe. Successful? Definitely

Janet Murray talks to Colin Hindmarch, once the most hated college principal, who now inspires envy




Principal reveals how failing Harlow changed its fortunes after 80 staff quit

No'to compromise as Coalition resolves to axe EMA

Let that be an exemplar to the rest?

Seize the day in our sector's state of flux



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Harlow College: 2011

MARTIN & SU WHAT'S ON NEW YEAR

Why buy shoes you've never ever worn? page 11

Entertainment for the start of 2011 page 25

How you can save money and the planet page 8

Harlow Scene YOUR NEW WEEKLY

Principal reacts to Ofsted report

FLU: Advice from NHS page 6

HIGHER PRICES AND DELAYS FOR RAIL COMMUTERS page 5

IF MIGUEL CAN DO IT, SO CAN YOU. RIPPED, DRY, REAL PEOPLE, REAL RESULTS.

Star HARLOW TOWN TAXIS

WIN tickets to West End page 11

www.harlowstar.co.uk

COLLEGE HANDED A GOOD REPORT

Jobs are boom as council looks to cut spending

COMPETITION WHAT'S ON PROPERTY

Great prize on offer as Truck Gift FHS SCENES page 18

Half term fun at The Lee Valley page 23

Old maltings converted to fine cottage 12 pages inside

Harlow Scene YOUR NEW WEEKLY

THE APPRENTICES SPECIAL REPORT

WE TALK TO WORKERS ON HARLOW COLLEGE COURSES page 6 & 7

The Flower Box

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Harlow College: 2011



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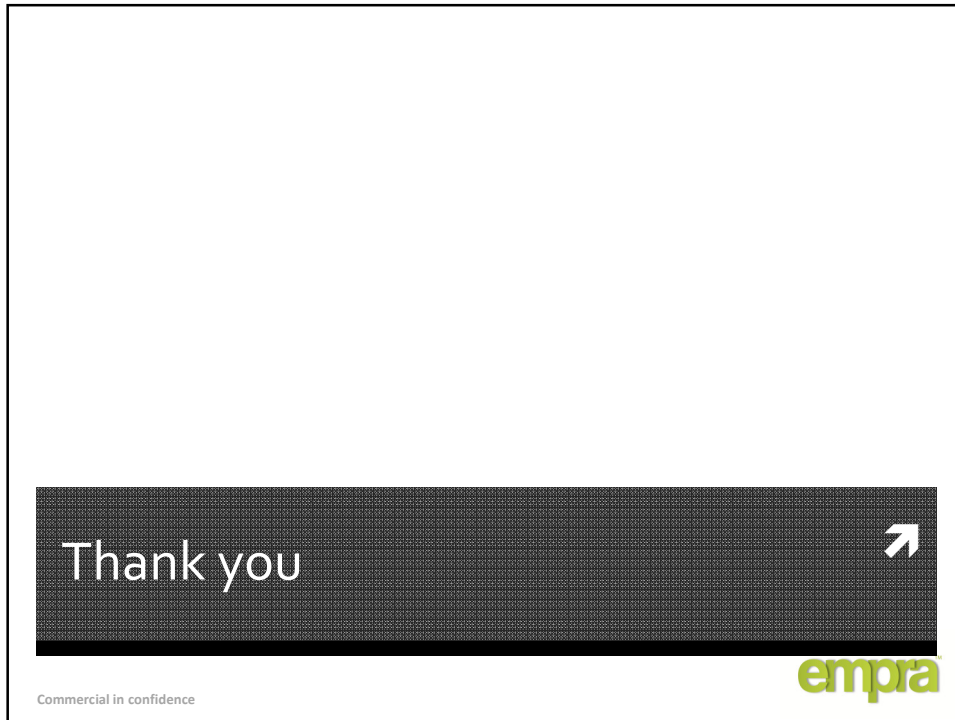
Critical successful factors

- changing tone of press reports
- Comments, including congratulations from those who were highly critical of the college
- sheer weight of positive articles
- morale of Governors, staff and students
- Ofsted's comments
- greatly increased recruitment of students to the college.

Colin Hindmarch, Principal

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for-HKF](http://uk.virginmoneygiving.com/Lsect-for-HKF)

Is it press or marketing?

- “Good press and media coverage and good marketing are or should be the same thing”

Two sides of the same argument

- There is a cyclical relationship between the two – at one time they are aligned, almost synonymous; at other times they are worlds apart.

Back to the good old days

- For Cameron's Big Society, read John Major's Back to Basics
- For deficit reduction, read 1% year-on-year efficiency drive (4-5% annually after inflation) that led to whole subject areas being axed and huge staff losses

Essentials of all good communications

- Consider what promotion and marketing means in a time of cuts – focus on the consumer, the student
- Good press and media coverage and good marketing are or should be the same thing
- Focus on the evidence of good practice that comes from your professional valuation of impact
- Turn bad stories to the good (e.g. recovery from poor Ofsted reports)
- Look to the evidence of successful PR in other colleges
- Encourage staff and managers in the college to get involved and come up with good stories
- Teach enthusiasts the rudiments of good journalism; encourage them to do press, TV and radio interviews and media relations
- Be a trouble shooter, remembering that good PR helps morale and boosts confidence
- Keep a directory of college expertise for Journalists

A success story

- The reason why Bexley succeeded in achieving so much was that it used very effective PR, which it extended into subsequent marketing campaigns.

Focus on the big messages

- Bexley College had “...a mission which matches the one set out for colleges in the recent further education white paper: namely that ***we should help our students gain the skills and qualifications needed for sustainable employment.***”

Ten steps to good campaigning

- Use your students as ambassadors – let them speak for the college
- Know your college's weaknesses as well as its strengths – be a trouble-shooter
- Keep control of the media outflow – but not as a control freak
- Draw support from partner and stakeholder organisations and the wider world of FE (Association of Colleges etc)
- Focus campaigns around big issues – legislation demands, Big Society, sustainable skills, skewed with a local emphasis
- Turn bad stories to the good
- Look to evidence of successful PR in other colleges
- Measure everything against the evidence of the impact the college makes
- Present everything as a positive gain or a solution to problems
- Remember, good press and PR can be synonymous with good marketing

Closing remarks

Survey responses (part 3)

Tell us something about you we wouldn't necessarily know

“When I ran a cinema, I posed naked for the local paper to promote the release of 'The Full Monty'. The photo made the front page.”

“Was a national tennis champion and coach, having coached in US when younger and one protege went on to become a grand slam winner. I live in Scotland and work in South Yorkshire”

“Before coming to the conference today, I would have been up at five, grooming and feeding my horse. Mad? Moi?”

“I'm currently in a national television advert for Party Bingo”

“I once rode on the Pepsi Max Big One at Blackpool Pleasure Beach with Robbie Williams!”

“I'm an alternative knitter....”

Thank you

Have a safe journey home