FE Works
Further Education
Reputation

Identity guidelines
The FE Reputation Strategy Group has developed these guidelines as part of a programme to enhance the reputation of the further education sector on a national level. Although the reputation of the sector is very positive on a local level, it is widely accepted that there is still work to be done to improve recognition of FE nationally.

To enhance the reputation of FE on a national level it was agreed that communications from sector groups or made on behalf of the sector should speak with a single voice, using a common set of core messages which reinforce the overarching theme that ‘FE Works’ for business, learners and communities.

To find out more about the FE Works theme and supporting messages please refer to the FE Works Communications toolkit which can be found on the LSC Campaign Resources Site.

The identity and visual style work in tandem with the messages and the theme to project consistent communications to stakeholder groups, speaking with one voice to amplify the story that the sector wishes to tell.

This identity is not intended to replace the individual brands of colleges and other training providers but will be used to inform communications made on behalf of the sector.

To find out more about the FE Reputation Strategy Group see: www.lsc.gov.uk/fersg
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1.0 The identity

How the identity model informs the visual style

The FE identity comprises of four elements, learned during extensive research into the sector. This research included Ipsos-Mori, media analysis, stakeholder workshops and desk research of several other sources of commentary, including the National Learner Panel and Association of Learning Providers.

The four elements are:

Progression – the central organising thought of the identity is “Further Education works”. It represents the ability of the sector to enable achievement for individuals, business, communities and the nation. It also represents the sector being ‘fit-for-purpose’ – the sector ‘works’. This central organising thought is supported by the following three pillars.

Personalisation – ‘how’ the sector delivers training and education, how flexible and accessible it is, and how it is tailored to suit the needs of the individual.

Experience – the ‘environment’ in which learning takes place and the approach to learning – it’s of high quality, it’s professional and it’s inspiring. It also draws upon its heritage and is rooted in the local community.

Tangible results – what the sector ‘promises’ to those who use it and its stakeholders. It shows that the sector delivers. The sector can show actual impact for the individual through improvements in confidence and employability. It can provide immediate, real benefits to business. It can improve the skills base of the nation and make England more competitive on a global level.
2.0 The identity toolkit

Our identity system includes treatments for the typeface, colour palette and graphic system. We also give guidance on photography, tone of voice and using the endline.

We’ve set out our recommendations for using these elements together to create high impact, high quality communications.

Accessibility, flexible, high quality etc

Colour

Typography

Photography

Graphic style

Tone of voice

Skills endline
3.0 Colour

Colour is a vital part of creating an impactful identity. In our palette, we use Green and Purple as our primary colours and use Orange, Magenta, Blue and Light Grey as a secondary palette.

Only use a maximum of two colours for each spread or section of a communication. Try to use the primary colours on the covers of communications but never use together.

**Primary colours**

- **Green**
  - C40 M0 Y100 K10
  - R115 G150 B0

- **Purple**
  - C58 M99 Y0 K0
  - R142 G57 B141

**Secondary colours**

- **Orange**
  - C0 M46 Y100 K0
  - R255 G161 B0

- **Magenta**
  - C0 M100 Y2 K0
  - R207 G0 B114

- **Blue**
  - C85 M21 Y0 K0
  - R0 G152 B219

- **Light Grey**
  - C10 M11 Y21 K19
  - R190 G185 B166

**Monotone colours**

- **Black**
  - C0 M0 Y0 K100
  - R0 G0 B0

- **Light Grey**
  - C0 M0 Y0 K60
  - R136 G136 B136
4.0 Typography

Primary typeface
Our primary typeface is Cooper Black.
Cooper Black must be used in print for all main headlines and can be used for pull-out quotes and copy.
If Cooper Black doesn't exist as part of your standard fonts then it can be purchased from www.linotype.com
Alternatively contact your local design agency where a professional designer should be able to create your marketing materials.
Cooper Black may be substituted with Arial Black when creating main headlines in digital applications only, i.e. when using the PowerPoint and Word templates.

Secondary typeface
Our secondary typeface is Arial.
Arial Regular is used for all body copy and Arial Bold for subheadings within body copy.
Body copy should be presented in 80% black (the RGB value for digital applications is R89 G89 B89).
Arial Regular is used for all caption copy and Arial Bold for caption headings. Arial Italic can be used to highlight text within body copy.

Online
Arial is used for all online communications, i.e. websites and e-newsletters.

Hello.
I’m Cooper Black. I’m soft, personable, and approachable.
Please use me as a headline font...

…and I’m Arial. I’m reliable, legible, and flexible. Please use me for everything apart from headlines.
4.1 Typography

To ensure our typography appears clear and consistent on all communications, it’s important to get the leading and tracking right. These examples show what to do and what not to do.

This is a heading that has leading that is too tight

This is a heading that has leading that is just right

This is a heading that has leading that is too loose

This is a heading that has spacing that is too tight

This is a heading that has spacing that is just right

This is a heading that has spacing that is too loose
5.0 Photography

Photography is informal, natural and optimistic. It brings further education to life showing the diversity of people and activities.

Images should depict discovery and prospects – either showing people in a learning scenario or in confident, contemplative mode. They also show tangible scenarios within say a workplace, focusing on hands on working activity. Images should convey a personal, individual sense of improving skills or career enhancement. Choose images that are engaging and easy to interpret.

Photography should not be staged or contrived, and should appear spontaneous and reportage in style, as though catching people in the moment. Images should be greyscaled and then warmed up in 4-colour to compliment the vibrant colour palate and help to frame the overall tone.

Locations help to tell a more meaningful story, but make sure that backgrounds aren’t too busy or cluttered. They should create atmosphere and give context, but an image should always focus on people or hands in action.
5.1 Photography

Here are some examples of the types of image and the treatment used to reinforce the identity of further education.

Some of the images below can be purchased from www.gettyimages.com
6.0 Graphic elements

Our grid system

This square grid sets down parameters for creating consistently effective graphic elements. It will ensure the graphic elements support the identity and also allows the flexibility needed to keep the message fresh and exciting so it reflects the bespoke nature of the further education sector and the services the sector provides.

See next page for guidance on creating the graphic system.
6.1 Graphic elements

Our graphic system

This graphic system is designed to reflect the overall tone of the identity. This is achieved by using rising diagonals, which reflect positivity, progression, motivation and aspiration.

Graphic shapes can be created in almost any way as long as the direction is upward from left to right. Use the grid system to guide the points of the shape. Examples of the system are shown here.

Portrait examples

Landscape examples
7.0 Tone of voice

Reflecting the right tone of voice in your writing is just as important as the visual style you use. The FE sector’s central organising thought is ‘progression’ and it’s important to reflect this in your writing.

Your use of language tools – such as sentence structure, word choice, tense, and grammar – will help you achieve the right tone of voice.

Some other terms that may help you find the right tone of voice are:

**Aspirational** – speak confidently about the things FE is doing well, and convince the reader that they can achieve even more.

**Motivational** – connect with your audience and move them to action.

**Energetic** (hard-working) – make your copy engaging and exciting.

**Light** – your aspirational goals can be achieved.

**Focused** – one clear, aligned voice that shows everyone is working together.
7.1 Tone of voice

Dos

• **Consider your audience** – the sector’s key stakeholders include central and local government, the media, employer representative bodies and learner representatives, as well as those working within the FE sector.

• **Be concise** – don’t use several words when one or two could be just as effective.

• **Be confident** – aim to inspire confidence in the FE sector, rather than ‘we can/ may/ usually/ could’ use ‘we do’

• **Be consistent** – if you come across a word or phrase that has more than one correct usage, make sure you always use that word or phrase in the same way.

• **Use an active writing style** – it will help you achieve a progressive tone.

  e.g. we help students achieve by … rather than, students can be helped to achieve by …

Don’ts

• **Avoid jargon and acronyms** – are you certain your whole audience will understand what you mean?

• **Don’t over simplify** – communication that feels ‘dumbed-down’ can be just as off-putting as communication that is too complicated.

• **Avoid negativity** – avoid making negative statements, as this will take away from the positive tone of your writing.

• **Avoid clichés** – try to avoid over-using words and phrases.

Check your work

When you have finished writing, take some time to look over what you have produced. Ask yourself:

• Are the main points clear?

• What will the audience think is the most important point?

• Is all additional information included?

• Can any copy be safely removed?

Ask someone to look at your work. Do they understand it? Do they find your message clear?

Your language will have an effect on the sector; make sure it’s a positive one.
The Skills campaign sets out to inspire the nation to want to learn. It’s about galvanising people to improve their skills and take control of their future. The campaign endline sums it up: Our future. It’s in our hands.

Always use this endline on front covers of your communications, preferably positioned in the top or bottom left corner.

Reflect the colours used in the communications or reverse the endline out of colour.

Master artwork

Never try to recreate or alter the endline in any way. Always use the master artwork, which you can find at the LSC Campaign Resources Site: http://217.160.210.43/LSC_campaignresources/
9.0 Application examples

The following examples show the recommended ways to use the identity across different applications.

Brochure cover

Brochure spreads
9.1 Application examples

Printed material

Prospectus cover

Prospectus spread

DL flyer cover and spread
9.2 Application examples

PowerPoint
9.3 Application examples

Events

Further Education 2008

13:00 Arrival and buffet lunch
13:40 Workshop plenary
14:00 Workshops
16:00 Launch & Networking
18:30 Depart

Adult Education Seminar
9.4 Application examples

Internet / events

Web page

Name lanyard / pen
10.0 Contact

For further information about the FE identity guidelines please contact

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