



long hours culture thriving in FE

The results of ACM's survey into working time demonstrate that the culture of working long hours is thriving in further education and that it eats into our members' home life. Worse, the incidence of stress is alarmingly high – and that is just in those members who have visited their doctor.

- One in seven members has been diagnosed as suffering from work-related stress by their doctor in the last 12 months.
- The legal limit of a 48-hour working week is being exceeded by almost two-thirds of members.
- Almost 90% of members take work home. Nearly a quarter work in excess of 10 hours a week at home.

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the results of acm's survey into working time

Facts and figures

- Almost two-thirds of members work on average in excess of the legal maximum 48-hour week.
- Only 4% of members have ever been asked by their employer to opt out of the working time regulations (ie agree voluntarily to waive their rights under the regulations in respect of the 48-hour week). This means a large number of colleges are acting unlawfully.
- Almost 90% of members take work home, with nearly a quarter working in excess of 10 hours a week at home.
- An alarming 58% of members said there were no arrangements at their workplace to bank hours and take time off in lieu. Even where there were such arrangements in place, a number commented that the heavy workload meant it was not practical to take advantage of them.
- Despite the long hours, taking time off sick as a result of workload pressure was not common, with only 11% indicating that they had done this.
- Worryingly, some 14% of members (one in seven) said they had been diagnosed as suffering from work-related stress by their doctor in the last 12 months. Of these, 48% work on average 49–60 hours a week and 22% over 60 hours a week.

The survey did not attempt to uncover the reasons for these long hours, but internal and external pressures such as frequent restructuring, red tape, targets and funding shortfalls will all play their part.

It's expected

Some members indicated that working late was part of the college culture and that there was little opportunity for flexible working arrangements. A senior postholder told us: 'The culture of being "seen as present" needs to change. More flexibility and time off in lieu should be encouraged.'

Sadly, in some colleges the pressure is more akin to bullying. One manager commented: 'In our college, managers are given new jobs on average every year, as well as keeping many of our old responsibilities. The view is that if one cannot successfully manage a job it is due to incompetence.' Another told us: 'Subtle changes that increase workloads become the norm, with allegations that if you cannot manage, it is down to one's poor time management.'

Health effects

The 14% stress rate found in the survey is undoubtedly worrying. However, stress can be caused by many hazards so it would perhaps be unwise on this evidence to say that working long hours is a major cause of work-related stress. Long hours clearly affect some members' health. One academic manager told us: 'Like many in education I tend to get viruses at the end of the first two terms. This doesn't count as sick leave but is due to pressure of work.' Another said: 'I feel the continued pressure is affecting my health and it has already been detrimental to my home life.'

The survey findings are a major challenge for ACM if we are to ever tackle the long hours culture and help members achieve a better work-life balance. This will mean developing campaign and bargaining priorities nationally and locally that are both realistic and sustainable. Consideration should be given to using all available channels including the TUC and the media, resorting to the law if necessary.

But as this member says, it is possible to tackle the problem. 'My working time has decreased dramatically since being given some admin help and a supportive line manager.'



Brendan Barber, TUC General Secretary;
Peter Pendle, ACM Chief Executive and General Secretary;
and Mike Riley, FA referee

ACM conference – launch pad for two new campaigns

ACM held another successful annual conference at Solihull in March. Almost 100 delegates heard keynote addresses from David Hunter, Chief Executive, FENTO; Chris Hughes, Chief Executive, LSDA; and Peter Lauener on behalf of DfES. Lynne Sedgmore gave her first national address since her appointment as Chief Executive of the Centre for Excellence in Leadership, and Brendan Barber, TUC General Secretary, spoke of the growing influence of managerial and professional unions. Copies of speakers' presentations are available on the ACM website.

The highlight of the conference was the presentation by international football referee and former college manager, Mike Riley. Mike, who will be England's representative at Euro 2004, spent seven years as director of finance at Nelson and Colne College in Burnley before becoming a full-time professional referee. In his entertaining contribution he outlined the similarities and differences between managing a college and refereeing a match involving £22m stars. He felt being a college manager was much more stressful!

Finally, ACM used the conference to launch two campaigns. One will focus on managers' workloads and the European working time directive. The second will seek a staff development entitlement for managers in conjunction with the Centre for Excellence in Leadership. These campaigns will be rolled out during the summer and details will be available on the website and in future editions of *ACM news*.

Report of the ACM AGM

ACM's AGM was held on 25 March 2004 at the Renaissance Solihull Hotel and attended by 45 members from across the UK. The President, Richard Atkins, opened the meeting by informing members that work had commenced on a new three-year strategic plan to take effect from August 2004 and commented that he was looking forward to the Association's continued growth as an independent niche organisation. The General Secretary, Peter Pendle, then outlined ACM's key achievements during 2003:

- a 6.5% increase in membership
- an 8% increase in turnover
- a surplus of £15,600 achieved
- successful lobbying in terms of the removal of retrospective clawback of college funding
- two further publications in the College Manager series produced: *The organised college manager* and *MIS for managers*
- continued growth of the professional development and training portfolio
- a settlement of £300,000 achieved for a member suffering from work-related stress.

The General Secretary informed members that work had commenced on a workload, stress and work-life balance campaign and improvements to the current caseworker service were planned over the next 12 months with the aim of providing additional support to branches by directly employing regional caseworkers. He presented a paper containing a proposed amendment to the constitution to increase the number of reserved places on Council for Wales by one. The resolution was approved unanimously.

The audited statement of accounts for 2003 was presented by the Honorary Treasurer, who commended ACM's staff for their hard work on maintaining the excellent financial position held by the Association. The audited statement of accounts for 2003 was approved unanimously as was the appointment of Horwath Clark Whitehill as auditors for the Association's financial accounts for the year ended 31 December 2005.

There was no other business and the President thanked members for their attendance, Council for its support during the year, David Watkins for his continued work as Honorary Treasurer, and Peter Pendle and his team for their achievements.

ACM Council report

Council met on 21 and 22 May in London. The President, Dorothy Jones, welcomed members, particularly the newly elected members to their first Council meeting. Council received from the General Secretary's office a report on the formation of a National Committee for Wales, statistics on recruitment, membership figures, constitutional affairs, an update on the Association's submission made in February as part of the comprehensive spending review and the new three-year strategic plan.

Discussion took place on the format of future annual conferences and it was agreed to:

- keep the delegate fee as low as possible
- hold the conference on one day only
- provide sessions that would 'add value' to a manager's skill base and make it worthwhile to be out of the college for a day.

Networking and sharing information were identified as motivators for members to attend conferences.

The DfES' FE sector governance consultation document was discussed. It was agreed that the Association's response would raise issues such as the lack of black and ethnic minority governors and clerks, the relationship between college boards and the DfES, the lack of a national database of governors, employment of an independent clerk and whether governors should be paid expenses.

Meetings of the Education Committee and Employment and Services Committee also took place. Members discussed issues including Strategic Area Reviews; regionalisation of Learning and Skills Councils (LSCs); the engaging with employers project; workforce development; the Tomlinson report; the sector re-branding project; negotiations in England and Wales; ACM's working time survey, helpline and caseworker service; and pension issues. John Brennan, AoC Chief Executive, joined members for a discussion on LSC priority, non-priority and discouraged provision.

The next meeting of Council will be held on 1 and 2 October 2004 in Chester.

ACM welcomes new president

Dorothy Jones is the new President of ACM. Dorothy, Principal of Southwark College, London, has been a member of ACM Council for the last five years. She has 25 years' experience of working in London colleges and has worked with ACM to campaign on a number of issues including proposed changes to pensions and widening participation in further education. Dorothy is a passionate advocate of supporting and developing provision for disadvantaged inner-city communities. The funding of colleges, ACM's new strategic plan and pensions will be her priorities for the forthcoming year.



Dorothy Jones, ACM President

Restructuring season in full swing

The restructuring season is under way with a vengeance this term. One in four calls to our helpline is on restructuring issues, and some colleges are making redundancies across the board.

With the increase in restructuring we are seeing even more examples of poor practice. The main problems are a lack of consultation, too much haste, and the questionable selection of who stays and who goes. There are also many examples of colleges making people re-apply for the job they already perform. This is unnecessary in practice, unfair on the individuals concerned, and unless there is to be an overall reduction in the number of employees, might even be unlawful.

ACM has produced some guidance for branches on how to deal with restructuring. It looks at what information should be given to branches, consultation rights, and what to be aware of in terms of bad practice. ACM branch officers can obtain a copy from the new branch area on the website, or by sending an email request to helpline@acm.uk.com

Commenting on the recent upturn in restructuring activity, David Green, ACM's Head of Employment Relations, said: 'The situation is definitely getting worse. But that's not all. We are increasingly alarmed at the practices being followed by some colleges when they restructure. Surely they must realise that sacking good managers and handling change badly only creates resentment and reduces trust for the future.'

Given the present climate, ACM is determined to be more proactive in this area and is urging members to let us know as soon as news breaks of an impending restructure. We are also more likely to use legal channels if we believe our members are being treated unlawfully or where colleges fail to fulfil their legal duties to consult with ACM.

National Committee for Wales

At a meeting in May of ACM members drawn from colleges across Wales it was agreed to proceed with proposals to form a National Committee for Wales. Each Welsh branch will be invited to nominate one representative onto the committee and there will be a further five directly elected seats. Both the directly elected National Council members for Wales will also sit on the committee. A key function for the new committee will be to advise on the national negotiations on pay in Wales. National Council will consider final proposals in October and it is hoped to hold the first meeting of the new committee in the autumn.

Advice on setting up a branch

Having an ACM branch at your college is a distinct advantage. It enables the collective views of members to be heard by the college, it allows better communication of ACM information to members, and provides ACM with a profile in order to increase its membership.

If you want to set up a branch at your college then advice is only a few mouse clicks away. From our new branch area on the ACM website you will be able to download briefings and model documents designed to help you recruit, organise and apply for union recognition. Go to www.acm.uk.com and follow the branches link.

London and south-east members

A reminder to all members that ACM now has a full-time regional caseworker covering London and the south-east. Patrick Boardman took up his new post in April and is available to give members or branches advice, support and representation without the need to call head office. If you work in the region you can contact Patrick directly on 020 8579 8550.

lobbying activities

Pension scheme reviews

Following the government's announcement that the pension age is to be increased to 65 across the public sector, reviews of the Teachers' and local government schemes have been in progress.

In the Teachers' scheme the review group is continuing to look at changes to scheme benefits, Inland Revenue proposals on simplification, and a revision of the joining rules. The aim is to secure automatic membership for part-time staff and to improve benefits in areas such as ill-health retirement, added years and unmarried partners (who currently have no benefits). What has not been discussed is the key question of the pension age increase. To ACM, the DfES seems confident the change will happen and so much of the review process is about making it more palatable.

In the local government scheme, draft regulations have already been issued to bring about a number of proposed changes. The earliest at which scheme benefits can be paid, other than on ill-health grounds, will be increased from age 50 to 55 years. However, this will not apply to anyone who is 50 or over on 31 March 2005. Also, the '85-year rule' will be withdrawn, although those who reach 60 before 1 April 2013 and satisfy the present 85-year rule will not be adversely affected.

The Local Government Employers' Organisation is also pressing for the current redundancy/early retirement provisions to be brought more into line with the Teachers' scheme. In other words, it wants access to an enhanced pension for those made redundant to be at the employer's discretion.

Blow to part-time pension claims

As members will know, a legal challenge has been taking place in the UK against the exclusion of part-time workers from their occupational pension schemes. It has led to a large number of employment tribunal applications being submitted by women on the grounds of equal pay and unlawful sex discrimination. It has also led to a number of test cases being heard to resolve key legal arguments.

Although it was ruled in the test cases that claims must be submitted within six months of leaving employment with the same employer, the issue of what counted as a stable employment relationship went to an appeal.

Unfortunately, the outcome of the appeal means that a large number of claims, particularly in the education sector, will fail because they are out of time. Put simply, a stable employment relationship is broken if the terms of the part-time contract altered radically. The example given was a move to a permanent contract.

Since many tribunal applicants would have moved from part-time to full-time work, the stable employment relationship would have ended at that time. Therefore, unless a tribunal claim was submitted within six months of this happening, it will be ruled out of time.

David Green, ACM's Head of Employment Relations, said: 'This issue of the stable employment relationship has been a blow to many ACM members. Although some employers have taken steps to reach an out-of-court settlement, most are relying on the appeal outcome to get claims thrown out.'

Members who submitted a tribunal application are advised to call the ACM helpline on 0116 285 4055 for more information.

Pay negotiations

In England

Progress was made on completing work on the 2003/05 pay negotiations at a meeting of the English National Joint Forum (NJF) on Friday 7 May in London. The following joint statement was agreed:

The NJF is pleased to report that it is making good progress in its negotiations on the development of joint agreements on guidelines on performance management, job evaluation and career pathways, and families. Our goal is to complete negotiations by 30 June 2004 in support of the implementation of the second year of the modernising pay arrangements recommendations agreed in 2003.

Further reports will be posted on the ACM website.

In Wales

A meeting of the Wales National Negotiating Committee took place on Monday 10 May in Cardiff when an agreement was reached that will hopefully complete negotiations on the second year of a three-year pay deal. All the unions have indicated their willingness to accept the settlement. The deal means that managers in Wales will receive a 2.5% increase in salary with effect from 1 April 2004.

In addition, the following principles have been agreed by fforwm with regard to managers' pay and will be recommended to colleges.

- Colleges should protect existing differentials for managers.
- No manager should be paid less than staff they are managing.
- Any unused funds from the monies allocated to pay should be used to improve the pay of managers.

Negotiations will now begin on year three, which will focus on pay arrangements for managers and support staff. Although concerns remain about funding for year three, a letter has been received from the Education Minister that seems to indicate a willingness to fund the final year of the deal.

ACM members began work on forming the Association's negotiating position for the year three discussions at a meeting on 25 May in Newtown.

ACM help leads to equal pay

A call to the ACM helpline has resulted in a pay rise for a member, giving her a salary equal to that of her male colleagues. The member, who performed the same job as the men but was on a lower salary, called ACM after promises of a pay rise failed to materialise.

An explanation of the law on equal pay, together with some advice on how to approach the issue, brought instant results. The member told us that once it was known she had been in touch with ACM, her and another female colleague were awarded a £2500 backdated pay rise, bringing them into line with their male colleagues.

How to enjoy rather than endure a meeting

NIACE has published a new resource that explains the 'ingredients' for running successful and inclusive meetings. The authors, Annette Zera and Susan Murray, use a cookery book format to communicate over 80 tried and tested methods for many meeting types. Whether you want to foster creative thinking, generate new ideas or make effective decisions, the guide helps you to make effective use of your time. There is also an accompanying CD-ROM that provides all the resources from the book, making it easy for you to customise and share them with colleagues. The simple exercises will not only help you to plan your meetings effectively, but will also ensure that everyone participates in a focused and purposeful meeting.

Getting on brilliantly, priced at £65, is available from NIACE, Publications Sales, Dept E, 21 De Montfort Street, Leicester LE1 7GE. Alternatively, order online at www.niace.org.uk/Publications/G/Gettingon.htm

acm responds comments on the interim report of the Working Group on 14–19 Reform

This Association welcomes the recommendations of the Working Group on 14–19 Reform. We hope and believe that we are progressing towards the development of a unified, inclusive, high-quality curriculum and qualifications framework for young people's learning that commands the confidence of students, parents, employers and teachers. It is heartening that the current proposals have met with support from diverse areas of the education system – including Oxford University admissions tutors, the Secondary Heads Association (SHA), school teachers and the FE sector. We look forward to reading the final report from the Working Group in the autumn.

Summary of key points

Tackling disengagement

Of the challenges the new framework is expected to address, perhaps the most important is that of the UK's high drop-out rate at 16. At present, significant numbers of young people leave education at 16 with no qualifications and few skills. This is totally unacceptable to the equity and skills agendas. The new programmes must, therefore, **motivate** 14–16 year olds in order to lift levels of participation and progression.

Status of vocational education

The best way to address the low status of vocational education is not to wring our hands about the British class system, but to create vocational learning programmes that are high quality, fit employers' needs and motivate young people. Addressing the status issue has taken us in the wrong direction in the past: we have sought to academicise the vocational curriculum, qualifications and assessment in the hope that some of the status accorded to academic qualifications would rub off. On the contrary, vocational curricula, and particularly assessment, must be fit for purpose.

Performance tables

We agree with SHA that 'Performance tables, based on achievement by 16–18 year olds in separate institutions, must be abolished and replaced by a more intelligent approach to accountability.'¹ All accountability measures (performance tables, provider reviews) should reflect value added; these calculations should be made on a basis agreed across all providers.

Employers

It is essential that employers make a sizeable input into the design of vocational qualifications.

¹ Response of the Secondary Heads Association to the *Interim report of the Working Group on 14–19 curriculum and qualifications reform*

Assessment

The volume of assessment is well documented and there is a growing consensus across the profession that we need to rebalance the ratio of external to internal assessment, and the overall burden of assessment. Gaining teachers' commitment to the new proposals will depend on addressing these issues.

The most able students

The greater the consensus around the new proposals the better. On these grounds, as well as the intrinsic merit of the issue, it is important to be confident that the system addresses the needs of the most able.

Timescale

2014 is a long way away. While it is essential that the details of the new proposals are carefully planned and tested before being fully implemented, some action is called for in the shorter term to address the most urgent challenges such as the poverty of low expectations. We recognise that several other strategies are in place in this regard (the Increased Flexibility Programme, the Education Maintenance Allowance and basic skills).

Timescale and Modern Apprenticeships

We recommend that the unitisation of Modern Apprenticeships (MAs) should be a matter of urgency. At present when people leave MAs early, they leave with nothing, and have nothing to return with. Unitisation will help to improve the high drop-out rate from MAs, although on this count it is also important to address the issue of better initial placement of students.

Individual needs and across-the-board standards

Colleges want a more flexible framework that enables them to build programmes around individual needs. We recognise that flexibility has to be balanced by and articulated with benchmark standards and generic skills. The importance of better communication skills, teamwork skills and initiative is emphasised by employers – not just with regard to the less able, and not just with regard to vocational students, but across the board.

HE progression 1

Stronger vocational qualifications need to be linked with foundation degrees: the new 14–19 offer will constitute a transparent and intelligent supply route into these higher qualifications.

HE progression 2

The new curriculum and qualifications could be undermined if university admissions tutors fail to use the advanced diploma as the main entry criterion but pick and choose achievement in elements of the programme. SHA proposes that in order to ensure that the advanced diploma becomes the common currency for university admissions, the advanced diploma should be a mandatory requirement for university entrance for 18 and 19 year olds and that universities should only be funded for those 18 and 19 year olds possessing an advanced diploma. While the Association sympathises with this proposal we are concerned that it may withdraw the flexibility some universities exercise with respect to under-achieving, disadvantaged learners. We would propose that a voluntary, though binding, agreement is sought from universities that they will, except in specified circumstances, give greatest weight to the whole diploma in considering applicants for admission to their courses.

The interim report of the Working Group on 14–19 Reform can be downloaded from www.14-19reform.gov.uk

sector news

further education and the skills strategy

Two members of staff from the Learning and Skills Council – Caroline Neville, National Director of Learning, and David Way, National Director of Skills – report on colleges' role in implementing the Skills Strategy.

The Skills Strategy is more than just an initiative – it is a major strategic shift in post-16 education and training that will influence the work of public sector organisations and a range of government organisations for at least the rest of the decade. Colleges will be key players, with the potential to make a major contribution to the Strategy's delivery through full engagement in its aims and values.

What are the aims of the Strategy?

The Strategy focuses on the need to improve the level of skills in the workforce, in particular to reduce significantly the incidence of low skills. Around seven million people of working age do not have the skills and qualifications considered necessary for good employability. Research shows that these individuals are the least likely to be offered training by their employers¹ and may also be reluctant to develop their own skills, often reflecting poor experiences at school. They are often trapped in low-paid work that can be marginal, so typically, an individual will experience cycles of employment and unemployment. Their skills levels are limiting the achievement of their personal potential and reducing their contribution to the economy and the community. The overarching aim of the Skills Strategy is to improve the skills levels in the workforce, focusing particularly on the low skilled, by stimulating demand for and facilitating education and training which meets the needs of low-skilled individuals and their employers.

Underpinning this overall aim, the Strategy includes a wide range of approaches, including more focused support for:

- individuals (eg the entitlement to a first full Level 2, adult learning grants, reforming information, advice and guidance services)
- employers (eg regional and sector skills needs, targeted business support, increased training in the workplace).

Alongside this, a major review of qualifications and the adult curriculum, with the aim of developing a flexible credit-based system, is in progress.

What does this mean for colleges?

Colleges already have an excellent record of providing high-quality education and training to adults. Every year thousands of people with low skills or no qualifications develop both their confidence and skills levels by undertaking FE courses. Positive engagement in the Skills Strategy will mean building on this work, actively focusing on low-skilled individuals, some of whom will be reluctant to return to learning and will need active encouragement to do so. The FE sector has extensive experience of meeting the needs of such learners and providing them with a second chance to achieve their personal potential. However, this work must increase significantly if the aim of the Strategy is to be achieved.

Another major opportunity for the FE sector is to further develop training for employers. Many colleges work closely with local employers to meet their training needs, and Centres of Vocational Excellence have often facilitated more of this work. One of the *Success for all* measures is that of employer engagement, and colleges are already involved in delivering both established (eg work-based learning) and experimental (such as employer training pilot and sector pilots) training offers designed to meet employer needs. Through these pilots we are learning valuable lessons about how best to work with employers by assessing individual skills needs, developing a training plan to 'teach to the skill gap', and providing funding for the training provider to deliver training in the workplace during normal working hours. The Skills Strategy emphasises the potential for colleges to actively work with employers to address skills needs.

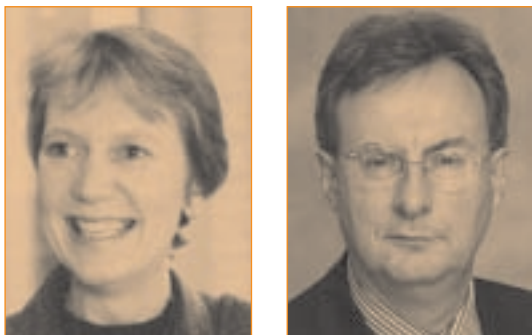
¹ An employee already qualified to Level 2 or above has a much greater chance of being offered training by their employer than those without Level 2 (*Developing a national skills strategy and delivery plan: underlying evidence*, paragraph 34)

How will the Skills Strategy be resourced?

Public money is scarce and must be used effectively in order to meet the highest priority needs. The Strategy is largely about refocusing existing resources on the low skilled, in a similar way to the priority given to basic skills learners through *Skills for life*.

Establishing priority needs does not mean that other education and training, for example to individuals who are already highly skilled, is not valuable and worthwhile. However, it does mean that where such learners are able to pay towards the cost of their learning (currently 25% of basic costs) then a greater contribution is likely to be expected in future. A joint DfES/LSC consultation document on fees is due out in summer 2004. The level of fees and the collection of fees will be considered in this consultation.

Currently all learners attract a 75% public subsidy for the basic costs of their course (which averages to around 80% of the total cost). Priority groups including 16–18 year olds, basic skills learners and those on means-tested benefits attract 100% public subsidy. The Skills Strategy introduces a new priority group of low-skilled learners (measured as those without a full ² Level 2 who are pursuing their first full ² Level 2 qualification. As colleges engage with the Strategy, they will engage more priority learners, and there will be a shift towards meeting the highest priority needs.



Caroline Neville and David Way

How quickly will FE provision have to change?

The Skills Strategy was published in July 2003, and development work on its implementation has been under way since then. The funding dialogues for 2004/05 included, for the first time, figures for the overall number of full Level 2 programmes taken by adults in the college. The prior qualification levels of learners on full Level 2 programmes are often not recorded, but Labour Force Survey data indicates that around 42% of individuals doing a full Level 2 are not already qualified to Level 2 or above. These are the very individuals that the Skills Strategy targets. Individual institutions, particularly course tutors, may well have a better understanding of the prior qualifications of learners, and these are likely to vary with the type of programme and the local area.

Key aspects of the Skills Strategy are being trialled in the north-east and south-east regions in 2004/05. These trials will provide important lessons to inform the full roll-out from 2005/06. However, as part of their strategic planning process, college managers need to consider how the aims of the Strategy can be addressed by their institution; the opportunities and issues that could arise and how these could be met.

The Skills Strategy reflects many of the values that are core to further education. It is important for the sector to engage positively and actively in delivering the Strategy. Further education is a key player and should be centre stage.

References

21st century skills; realising our potential
www.dfes.gov.uk/skillsstrategy

Developing a national skills strategy and delivery plan: progress report
www.dfes.gov.uk

Developing a national skills strategy and delivery plan: underlying evidence
www.dfes.gov.uk

Funding adult learning: technical document
www.lsc.gov.uk

² A full Level 2 refers to any qualification equivalent in standard and breadth to five GCSEs at A*–C or an NVQ at Level 2 (*21st century skills; realising our potential*, footnote 11)

Financial statement to members

Enclosed with this newsletter is the Association's financial statement to members. It is a legal requirement of the Certification Office for Trades Unions and Employers' Associations for this information to be distributed to members. If you have any queries regarding the statement, please contact Sara McCaffrey, Head of Corporate Services, on 0116 275 5076 or by e-mail at saramccaffrey@acm.uk.com

ACM events

Each year ACM holds a series of events in various locations throughout the UK. Details of the training events available in 2004 are outlined below. Further information and online booking is available at www.acm.uk.com or contact Kathryn Hall, Events Coordinator, on 0116 275 5076 or by email at events@acm.uk.com

12 October 2004
Manchester City Centre

Styles of leadership and learning

One-day masterclass for managers | Cost £299

We all have preferred ways of approaching situations, but our natural tendencies are not always appropriate. Developing a wide repertoire of leadership and learning styles so that you can adapt your approach to each specific situation will help you to be a more effective leader.

See the flyer included with this newsletter. Places are limited so please book early

5-6 November 2004
Birmingham City Centre

Branch networking event

Details will be circulated to branch officers and contacts. For further information contact David Green, Head of Employment Relations, on 0116 275 5076 or by email at davidgreen@acm.uk.com

2 December 2004
Birmingham City Centre

Strategic skills for middle managers

One-day masterclass for managers | Cost £299

How do you translate the college's strategic plan into practical reality for your team? Superb strategic plans do not produce high-performing and successful colleges by themselves. For that a college needs superb strategy implementation. Poor implementation of strategy can lead to poor performance.

See the flyer included with this newsletter. Places are limited so please book early

In-house training from ACM

ACM runs bespoke training courses for individual colleges on a variety of employment relations matters. If your college is in search of good practice or wants to update its managers on aspects of employment law, please give ACM a call. Fees for colleges are very competitive and in-house training can be a cost-effective way of delivering quality training to your managers. Contact David Green, Head of Employment Relations, for more details. Tel 0116 285 4055 or email davidgreen@acm.uk.com

Credit where it's due

Through the Bank of Scotland, ACM has negotiated excellent rates on credit cards that are exclusive to ACM members. For further details take a look at the information sheet and application form enclosed with this newsletter, or visit the ACM website.

Change of contact details

Please help us to ensure that we have your correct contact details. If you have changed employer or moved home, please email us at membership@acm.uk.com and we will update our records. Let us know if you have a new email address, too.

Request for an ACM information pack and application form

I am considering joining ACM, please provide me with further information.

Full name

Job title

Name of organisation and address

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