

IMPACT REVIEW 2009-10







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Foreword

Helping teachers and trainers achieve the highest standards of professional excellence is supported by almost all members of the Institute for Learning (IfL). We believe that teachers and trainers across the further education and skills sector deserve high status. We know, from engaging with members, that you also really value our focus on continuing professional development (CPD), and being able to express views to IfL in order to influence national policy.

IfL was created in 2002 as your independent professional body by teachers and partners. Like the long-established Law Society and the Royal College of Nursing, IfL as your professional body is here for the long run to give status for members in the decades ahead for our profession.

Over this coming year, IfL will move to self-financing, as the government's temporary subsidy is ending. Like other professional bodies, we will be asking teachers and trainers to pay their own membership fees. We know that a number of colleges and providers intend to pay part of or the full fee for each of their teachers and trainers, seeing this as an investment in professionalism and their attractiveness as an employer, just as many organisations pay professional body fees for their finance and human resources staff. We applaud leaders who intend to be supportive and invest in teachers' and trainers' professional membership.

IfL is increasingly valued by members. Independent research conducted over the last few months finds that "members think well of IfL and there has been little negative comment. IfL has an unusually positive member relationship compared to most membership bodies."¹

We are very encouraged by this feedback from teachers and trainers, but not complacent. IfL is determined to offer services that members value even more highly. IfL's board, elected from the membership and selected partner agencies, confirms IfL's three strategic priorities for teachers and trainers across further education and skills over the next three years as:

- Promoting benefits that are supporting professional excellence, through continuing professional development
- Increasing the status of teachers and trainers
- Giving members an influential voice on policy.

IfL values of professionalism, development and innovation, autonomy, integrity and equality underpin all our work for the profession.

IfL's 2008–09 *Impact Review* showed that IfL was making a difference for teachers and trainers, and I am pleased that during 2009 to 2010, IfL's impact is even greater.

We thank our many partner agencies and friends – you are too many to name but you know who you are. Our professional body is led by members for members, and in turn, for their learners. Together, we have created a powerful

professional movement of teachers and trainers and raised the standing of practitioners, and our FE and skills sector overall, as an engine for economic growth, fairness and strong communities.



Looking ahead – what IfL will offer members



Through independent research, face-to-face discussions and online dialogue, we have listened to members and we are responding to the priorities that teachers and trainers have set IfL.

Over the next year, IfL's services to support your practice will include:

- access to information and resources for IfL members to support you in your professional development
- development in teaching skills and knowledge, and other CPD activity
- career development and progression across all grades of IfL membership
- giving professional influence, drawing on a range of opportunities through which your views can be heard
- Professional Formation and gaining QTLS or ATLS professional status
- networking opportunities: online and regionally
- enhanced membership benefits packages
- an improved website and online channels to engage with IfL, including social media and online communities
- staying in tune with teachers' and trainers' views and opinions and engaging in dialogue with members, partner agencies and policy makers.

“Professional formation gives you a sense of achievement and validation as a tutor, a feeling that the efforts you put in are rewarded and there is a benchmark within the sector.”

QTLS candidate

“Just to email to let you know I find the newsletter a real asset. I regularly use it and certainly get benefit from it, so thank you.”

Member email

“IfL has sparked us into doing more CPD; for example we created ‘Phil’s swift half hours’, where he helps teachers, just-in-time, to brush up their skills in using new technologies for teaching.”

Team of teachers and programme leaders at City College, Norwich

“Thank you for the kind invitation to join in celebrations of the tremendous work and impact IfL is having in raising our professional status. We all strongly feel that IfL’s promotion of ‘dual professional status’ affords us the required competencies to best support our employers and learners, and the hospitality industry in general.”

Charnwood Training

“I wish I had read On the Agenda as I have just bought a new computer and hadn’t realised IfL had negotiated a good discounted rate for members.”

Member feedback



IfL in numbers

- Over 1 million visits to the IfL website
- 205,000 IfL members at April 2010 peak
- Over 106,000 members using IfL's REfLECT to support their CPD
- 78,000 calls answered by the IfL team this year
- Over 11,000 members individually supported through IfL's CETT Connections
- 5,300 members responded to a survey on initial teacher education
- Over 5,000 members responded to IfL's initial call for evidence for the Wolf Review of vocational education
- Over 5,000 members responded to the survey about brilliant teaching and training and CPD that works
- 3,102 members to date awarded QTLS or ATLS
- Over 700 IfL members volunteer to help other teachers and trainers
- 362 days a year and seven days a week the IfL team are available by phone
- On average 90 per cent of new joiners rate the experience positively
- 88 per cent of members want parity between QTLS and QTS
- Over 70 per cent of members willing to pay their own membership fees in principle
- 49.2 hours' CPD a year on average per member
- Three high-profile awards ceremonies for QTLS and ATLS with leading national figures.



Benefits – making a difference

- IfL has focused on developing a range of benefits and CPD resources for members that helps you in your practice, working towards being the very best teachers and trainers you can be.
- IfL is committed to giving services to support the profession offering the highest standards of teaching and training so that young people and adult learners have good learning experiences and success.
- IfL gives members easy access to research evidence on teaching and training, and information in one place to support your practice.

Impact and outcomes

In 2010, IfL spoke to over 5,000 members and experts to publish *Brilliant teaching and training in FE and skills: A guide to effective CPD*, funded by the Learning and Skills Improvement Service (LSIS). This research is already influencing individuals' CPD, as well as colleges' and providers' CPD strategies and investment.

The top five CPD strategies identified are:

- reflective practice
- online resources
- in-house team working
- peer observation
- mentoring.

As college and provider budgets are increasingly under pressure, IfL's report is helping the sector save money through investing in cost-effective CPD while continuing to drive up the quality of teaching and training.

[You can read the full report here.](#)

REfLECT is a benefit used by IfL members. Some organisations, such as Thanet College, have embedded REfLECT across their organisation to support and help share teachers' CPD and reflective practice.

In partnership with NUS, IfL's encouragement of teachers and trainers to seek and listen to their learners' views is helping to improve the quality of teaching, especially in using new technologies and social media.

Teachers and programme leaders at City College Norwich say that IfL has transformed how they think about CPD, motivating them to lead their own and carry out more CPD to improve their practice.

On behalf of BIS, IfL has given bursaries of £400 to teachers and trainers for their initial teaching qualification.

The concept promoted by IfL of teachers and trainers as dual professionals, expert in their subject or vocational area and in teaching methods, is a clear driver for CPD. Early analysis shows that members spent an average of 49.2 hours on CPD in 2009–10, balancing the time between subject or vocational updating and teaching methods.

IfL's review of CPD for 2008–09 promoted good practice last year. [You can read the full report here.](#)

IfL encourages members to ask for and give each other support for great teaching and learning, and we are delighted that IfL member, Geoff Petty, has started an 'Ask the expert' column in our magazine *InTuition*.





Key facts and figures

- Over 80 per cent of members declared their CPD hours by the end of August, for 2009–10.
- On average, IfL members are spending 19 hours a year more on CPD than the 30 required.
- Over 106,000 members have chosen to use IfL's REfLECT, an e-portfolio designed to support planning, recording and reflecting on CPD.
- Over the last year, IfL has published and sent to each member:
 - *InTuition*, quarterly, which provides resources to help members with their CPD
 - *On the Agenda*, which gives monthly news about IfL, FE and skills, and the latest CPD resources
 - *Informed*, which was introduced to provide monthly policy updates relevant to teachers and trainers.
- IfL has given 24 research bursaries to date to support teaching and training.
- Following a successful pilot this year, IfL's online communities will be introduced to all members in 2011.
- IfL's nine regional advisers and over 700 IfL Volunteer Connections help other teachers and trainers, especially with planning and reviewing their CPD using REfLECT.
- Each regional CETT Connection supports over 1,000 other members, on average.
- Members can speak to somebody from IfL by phone seven days a week. Over the year, we have responded to over 78,000 calls within our target 20-second response time.
- IfL offers a growing range of discounts on goods and services related to professional practice, including from Dell, Apple and Microsoft, as well as careers counselling and professional indemnity insurance.







Raising status

IfL is determined that teachers and trainers in further education and skills should have proper recognition for their professionalism and their expertise in teaching young people and adults.



IfL supports teachers and trainers through their Professional Formation and awards the full professional status of Qualified Teacher Learning and Skills (QTLS) and Associate Teacher Learning and Skills (ATLS).

- IfL continues to work towards QTLS being accorded parity of status with Qualified Teacher Status (QTS) for teaching in schools.
- IfL raises the profile of teachers and trainers in the national press and media and with policymakers, highlighting their dual professionalism as experts in teaching methods and up-to-date in their subject or vocational area.
- IfL has progressive membership grades and recognises the high status of fellows.
- IfL's approach to regulations is based on ensuring high and improving standards and on trusting and supporting individual professionals to do their best, while giving supportive challenge as needed.
- IfL's Code of Professional Practice offers protection to learners, employers and the wider society.



Impact and outcomes

IfL's Professional Formation process leading to QTLS or ATLS is designed to raise status and make a difference to the quality of teaching and training, for learners' success.

This year, IfL has held three high-profile awards ceremonies for QTLS and ATLS, with keynote speeches from John Hayes MP, the Minister for Further Education, Skills and Lifelong Learning, Sir Mike Tomlinson and Baroness Sharp.

“Going through the QTLS process has boosted my confidence and enabled me to transform my teaching and benefit my learners. I have a much clearer sense of direction now, and was really pleased to get a grade 1 in my latest annual observation.”

A member from City and Islington College

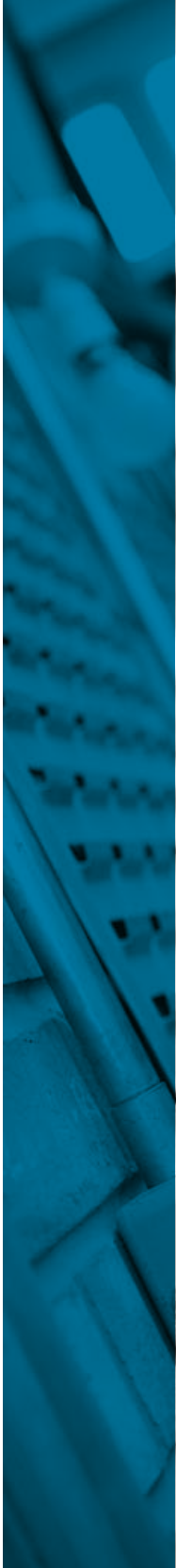
“QTLS is very important in terms of recognising under one banner all that I have done, as a professional teacher and as a vocational expert. School teachers have QTS, and we should be on a par with them. I am encouraging my colleagues to gain QTLS, and am assisting them with the process.”

A member teaching pre-apprenticeship courses with Jaguar Cars

Key facts and figures

- 3,102 members to date awarded QTLS or ATLS
- Over 2,000 IfL members are Fellows, and have a master's degree level qualification in education
- 98 per cent of members who declared their CPD last year had completed more than the required number of hours, confirming the status of teachers and trainers as up-to-date professionals
- 88 per cent of those teachers and trainers who gave their views to IfL for the Wolf Review of vocational education believe that parity of status between QTLS and QTS is necessary for effective vocational education for young people across school and college settings
- 82.4 per cent of those presenting evidence for QTLS or ATLS are successful in this rigorous process
- 70 IfL members are trained reviewers of CPD and Professional Formation; 'by the sector for the sector'
- IfL's evidence to two high-level parliamentary inquiries into initial teacher education raises the status of teachers and trainers (*Select Committee* and *Skills Commission*, both published February 2010)
- A route for members with overseas qualifications to gain QTLS and ATLS has been established following a successful pilot.





Voice

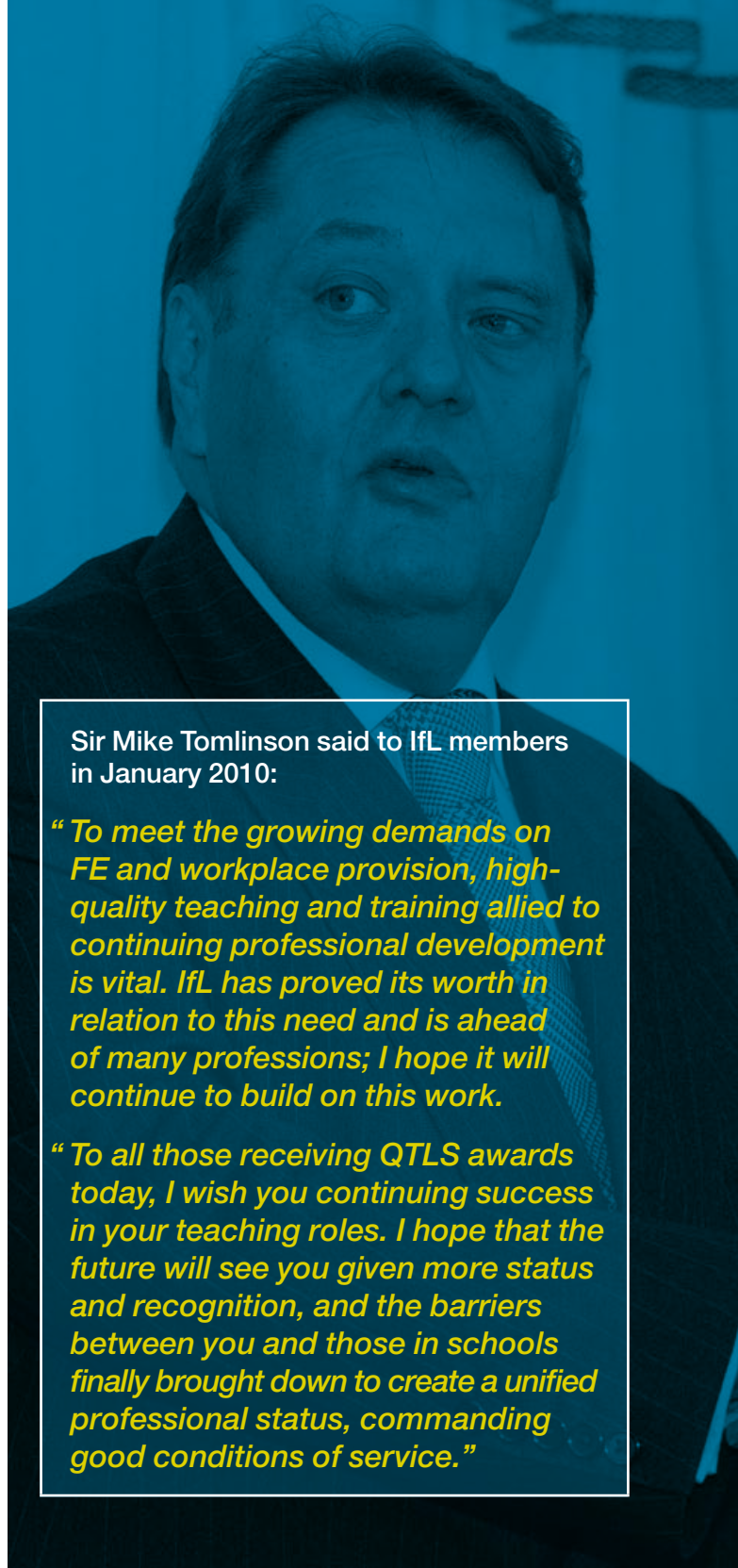
IfL is led by and for its members, whose influence on IfL's direction as a professional body is paramount.

IfL members teach around five million young and adult learners every year and work closely with employees and employers. With their invaluable perspectives, they offer a distinctive voice for influencing the development and implementation of national policy.

- IfL engages with members and seeks their views through phone calls, surveys, discussions, seminars and social media channels.
- IfL's Advisory Council, comprising up to 45 elected members and 15 stakeholders, focuses on policy development for IfL.
- IfL representatives speak at conferences and events to raise the profile of members nationally, and their views on policy.
- IfL responds to government consultations and select committee invitations, to ensure that members' voice and evidence inform national policy.

Impact and outcomes

IfL has established a broad policy consensus for the merits of QTLS and QTS being recognised equally for teaching in school settings and in further education.



Sir Mike Tomlinson said to IfL members in January 2010:

“To meet the growing demands on FE and workplace provision, high-quality teaching and training allied to continuing professional development is vital. IfL has proved its worth in relation to this need and is ahead of many professions; I hope it will continue to build on this work.”

“To all those receiving QTLS awards today, I wish you continuing success in your teaching roles. I hope that the future will see you given more status and recognition, and the barriers between you and those in schools finally brought down to create a unified professional status, commanding good conditions of service.”

John Hayes, Minister of State for Further Education, Skills and Lifelong Learning, said to IfL members in December 2010:

“Attaining QTLS or ATLS status plays an invaluable role in demonstrating the professionalism of FE teachers and trainers.”

IfL has secured extensive press coverage for the issue of parity between QTLS and QTS and has gained support from leading figures, including Baroness Sharp, who said (September 2010):

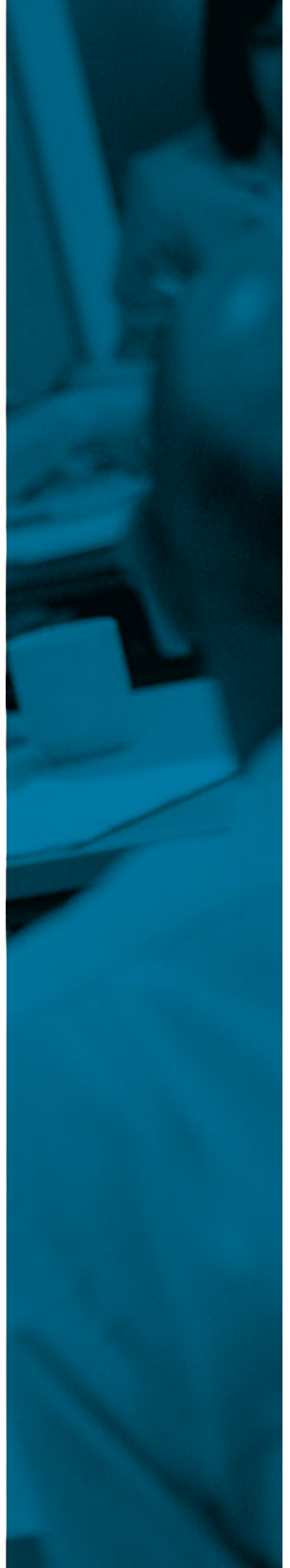
“Education at all levels depends crucially upon the quality of its teachers... the sector requires that its teachers prove their competence both as good teachers and as good professionals within their own vocational or subject sphere.

“Given this double professionalism, it really is extraordinary that there is still no alignment of qualifications between the school and FE sectors. The Skills Commission in which I participated earlier this year called for a unified approach for QTS and QTLS to be introduced as quickly as possible for all teachers of young people, and within the coalition [government] I shall be doing my best to make sure that this advice is heeded.”

Evidence given by IfL to the government’s select committee on initial teacher education majored on parity between QTLS and QTS. Its report published February 2010, recommended that with immediate effect teachers with QTLS should be able to teach 14–19 year olds in a schools setting. Similarly, the Skills Commission, whose independent inquiry also published in February 2010, recommended that parity of status, possibly expressed as a ‘universal QTS’ is vital.

IfL has helped influence policy development in the following areas:

- the government’s skills strategies
- government funding of further education
- Ofsted, and its increased focus on teaching and training in its inspections
- prison education, to reduce reoffending
- special education needs for young people, so that the contribution of further education teachers is recognised as more central
- sector research for partner organisations, including the 157 Group, LSIS, Lifelong Learning UK and the Mixed Economy Group
- Initial Teacher Training and funding support for trainee teachers
- standards for teachers and related roles.



Key facts and figures



- Over 5,000 teachers and trainers and leading experts contributed to *Brilliant teaching and training in FE and skills: A guide to effective CPD for teachers, trainers and leaders*, which guides IfL's influencing of policy on teaching and CPD
- Over 5,000 members responded to the Wolf Review of vocational education
- 5,300 members responded to a survey on initial teacher education
- Over 1,000 members responded to IfL's consultation on skills
- IfL members' views are illustrated through regular quick polls on the IfL website. When asked if functional skills should be embedded or taught separately, 3,376 members shared their views, which were featured in a member article for *InTuition*
- Over 1,000 teachers and trainers from a structured sample talked to researchers about their priorities, what they want from IfL and the difference they want to make to policy
- Over 200 members responded to the Treasury's call for ideas on efficiencies
- IfL listens and responds to members and members interact with each other through IfL's Twitter, Facebook and LinkedIn pages
- IfL called for an independent inquiry into world-class teaching and training.

Calendar of what IfL has done

November 2009

IfL chair, Sue Crowley, presents LSIS Star Awards to FE teachers

Meetings with TDA about QTS and QTLS, and TDA's assessment-only route to QTS

The government publishes the Skills for Growth white paper, and announces that IfL must become self-financing

IfL gives John Tomlinson memorial lecture to specialists in teaching learners with learning difficulties and/or disabilities

December 2009

Elected Advisory Council members announced, with 45 member and 15 stakeholder places

IfL runs winter symposium with leading figures on CPD for FE teachers and trainers



IfL attends Association of School and College Leaders Council, whose policy committee agrees to support parity of QTLS and QTS in schools

Meetings with MIND and head of Education Olympics illustrate the range of partners wanting to work with IfL, to support teachers and trainers

2008–09 Review of CPD published

January 2010

First meeting of the Advisory Council with a focus on stages of a teacher's or trainer's career, and QTLS and QTS

IfL congratulates three IfL members honoured in the Queen's New Year Honours List



February 2010

Sir Mike Tomlinson speaks at IfL's QTLS and ATLS awards ceremony

The government's Select Committee Report on Initial Teacher Training heeds IfL's evidence and recommends that teachers with QTLS should be able to teach in school settings

The Skills Commission's Independent Inquiry into teacher training for vocational teachers also recommends parity between QTLS and QTS

March 2010

IfL meets the Association of Colleges about the benefits of IfL membership for teachers

April 2010

IfL members renew their membership for the year

May 2010

Elected Non-Executive Board (NEB) is announced, with nine members and three stakeholders

Advisory Council meets to focus on CPD and Ofsted's work

IfL launches i-REFLECT application for iPhone and iPod touch

June 2010

IfL gives keynote speech to university teacher educators at UCET event on QTLS and QTS

IfL participates in Institute of Education 14–19 forum

July 2010

IfL's research with over 5,000 practitioners, funded by LSIS, leads to the publication of IfL's Brilliant teaching and training in FE and skills: A guide to effective CPD for teachers, trainers and leaders

Lee Davies, deputy chief executive of IfL, is elected vice-president of the Chartered Institute of Plumbing and Heating Engineering (CIPHE)

IfL gives evidence to the Bureaucracy Reduction Group, which supports IfL's streamlined approaches

IfL's chair attends Ministerial Standing Group

Toni Fazaeli is guest speaker at Newcastle College's graduation for FE teachers gaining the Diploma in Teaching in the Lifelong Learning Sector (DTLLS)

August 2010

Meeting with Sixth Form Colleges' Forum about what IfL membership offers teachers

Over 80 per cent of teachers and trainers declare their CPD by the end of August

September 2010

John Chorley is elected as the first ever president of IfL

IfL seeks members' views on a range of key government consultations, and over 1,000 respond to the Skills for sustainable growth strategy

Baroness Sharp speaks at QTLS and ATLS awards ceremony at the House of Lords

IfL meets AoC's Quality and Performance Committee and shares IfL research findings on brilliant teaching and effective CPD

IfL attends launch and agrees to contribute to NIACE's independent inquiry into literacy, chaired by Lord Boswell



October 2010

IfL calls for independent inquiry into world-class teaching and training in FE and skills

IfL gives evidence to the government's consultation on prison education

IfL gives keynote speech to Association of Learning Providers conference

November 2010

Over 5,000 teachers and trainers respond to IfL's call for views on vocational education for the Wolf Review

IfL and NUS launch joint teaching and learning campaign

IfL welcomes Rob Wye as the new chief executive of LSIS and looks forward to working closely in partnership



December 2010

Minister John Hayes speaks at QTLS and ATLS awards ceremony at the House of Commons



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