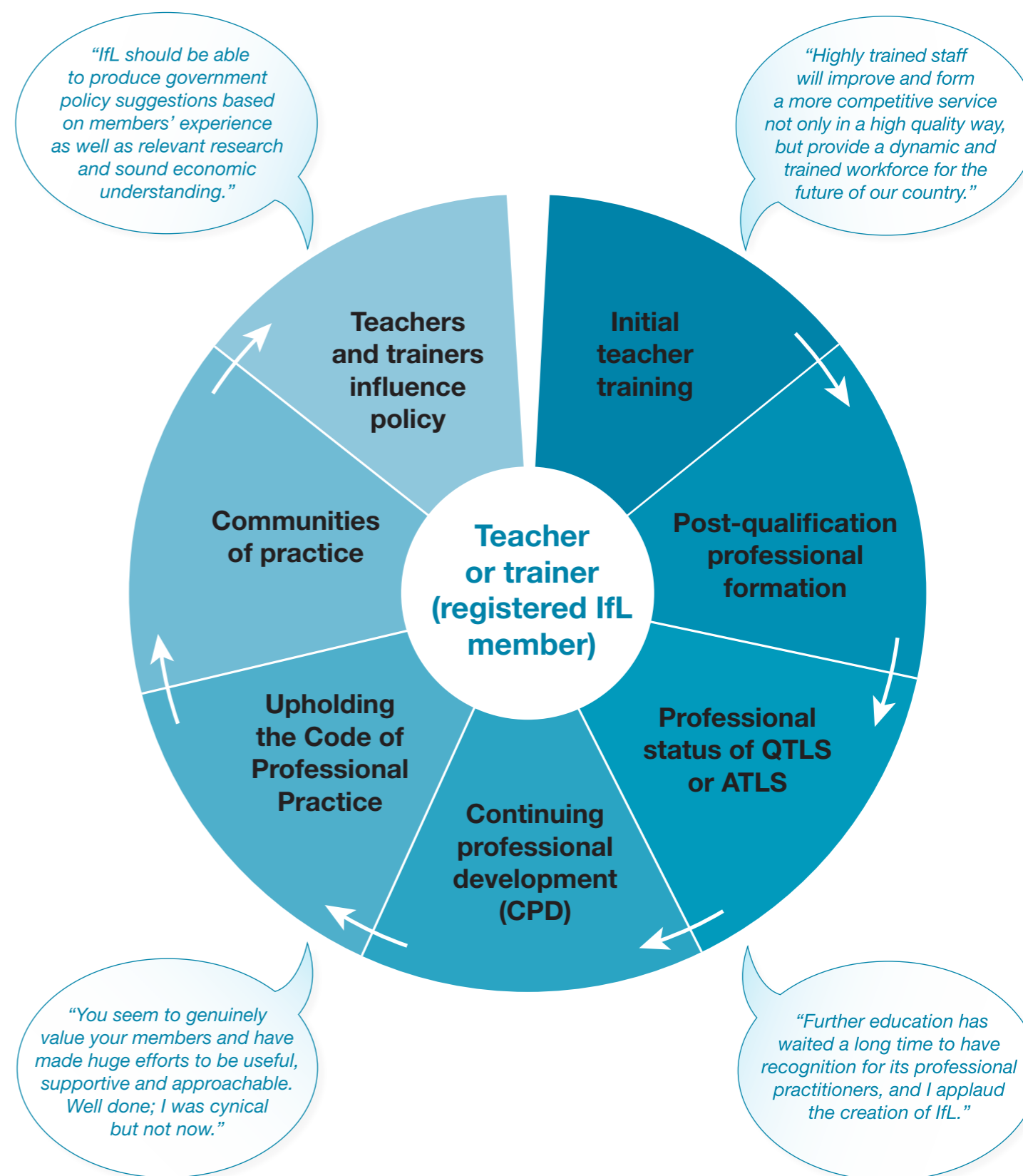


IfL's distinctive role in the professional career journey of a teacher or trainer in FE and skills

Initial teacher training	<ul style="list-style-type: none"> IfL encourages members to take up and complete their initial training and to start their related continuing professional development (CPD). LLUK sets standards. Colleges, providers and universities deliver PTLLS, CTLLS and DTLLS programmes. Awarding bodies accredit.
Post-qualification professional formation	<ul style="list-style-type: none"> IfL leads arrangements for professional formation for new and existing teachers and trainers.
Professional status of QTLS or ATLS	<ul style="list-style-type: none"> IfL confers QTLS and ATLS professional status after a member's successful completion of professional formation.
Continuing professional development (CPD)	<ul style="list-style-type: none"> IfL encourages teachers and trainers to update their dual professionalism – teaching methods and their vocational or subject area. IfL offers members use of REFLECT, a personal online space, to support planning, reviewing and recording their CPD (REFLECT can align with the employer's systems). IfL asks every member to declare completion of at least 30 hours of CPD a year (pro rata for part-time teachers and trainers). IfL samples declarations and reports on effective CPD each autumn. IfL provides guidance on CPD, giving links to information and to agencies that provide CPD programmes. IfL gives bursaries for action research by teachers and trainers. Other national or local organisations, including LSIS, provide CPD.
Upholding the Code of Professional Practice	<ul style="list-style-type: none"> Like other professional bodies, IfL developed a Code, in consultation with members, to foster professional pride. IfL has arrangements for upholding the Code, investigates allegations of a breach of the Code, and can issue sanctions.
Communities of practice	<ul style="list-style-type: none"> IfL is uniquely placed across its membership to develop distinctive communities of practice for teachers and trainers.
Teachers and trainers influence policy	<ul style="list-style-type: none"> IfL leads arrangements, for example, IfL members were consulted about the Ofsted framework and LSIS new National Improvement Strategy.

IfL plays a key role at every stage of a teacher's or trainer's professional career journey



IfL is an independent professional body, led by members for members. IfL works in partnership with the leaders of colleges and providers, employers, trade unions and a range of agencies.