

student
lecturer
learning
FE college
professional formation
benefits
ssor
community learning **CPD**
Services
voice
tor
public services
trainee teacher
offender learning
teacher
instructor

Welcome to the Institute for Learning



This handbook will provide you with information on how IfL works for you and the benefits and support that you can expect. We encourage you to use this guide as a quick reference on all elements of your IfL membership.

At IfL we strive to continuously improve and better meet the needs of our members. If you have any feedback on this handbook, please let us know at chiefexecutive@ifl.ac.uk. We welcome your comments.

I look forward to our working together as we continue to enhance the professional status of teachers and trainers across our diverse sector and wish you every success in the year ahead.

A handwritten signature in blue ink that reads "Toni Fazaeli".

Toni Fazaeli
Chief Executive

Contents

▶ About IfL

▶ IfL Vision, Values and Strategy

▶ About IfL Governance

▶ Membership Grades

▶ Member Benefits

▶ REfLECT

▶ Professional Formation: Gaining QTLS and ATLS

▶ Professional Standards and Qualifications

▶ Your Continuing Professional Development (CPD)

▶ The Code of Professional Practice

About IfL



The Institute for Learning (IfL) is the independent professional body for teachers, trainers, tutors, assessors and other professionals working in further education (FE) and skills.

Our members work across the learning and skills sector; including further education colleges, sixth form colleges, work-based learning, adult and community learning, offender learning, the voluntary sector or any other context where young people and adults develop the skills and knowledge required to lead successful and rewarding lives.

In this handbook we explain how your professional body works for you and what you can expect from your membership. Recognising that you work in a sector faced with rapid change, this handbook will be updated regularly. We hope that you find this to be a useful resource that helps you to get the most out of your membership.

Benefits

To support our members' success, IfL offers a range of benefits and services including support on continuing professional development (CPD), networking and volunteering opportunities and discounts and offers. We will continue to develop these benefits in the future to ensure that as an IfL member, you enjoy enhanced status and feel supported in your professional practice.

Professional status

IfL celebrates the 'dual professionalism' of our members through the conferral of Qualified Teacher Learning and Skills (QTLS) and Associate Teacher Learning and Skills (ATLS) status. Referred to as Professional Formation, our members demonstrate that they expertly couple the skills and knowledge gained through initial teacher training with their subject expertise for the benefit of their learners.

We also require members to complete and declare at least 30 hours of continuing professional development (CPD) each year (pro rata for part time). From engineering lecturers to hairdressing trainers; science teachers to basic skills tutors; motor vehicle assessors to shipbuilding instructors, IfL members are demonstrating their professionalism as highly skilled subject experts who provide brilliant teaching and learning.

As an IfL member you commit to a Code of Professional Practice which sets out the expectations our profession has for those working across the sector. The Code is an important element of IfL's work in promoting the status of teaching and training professionals, providing you with a protective framework for your practice and the wider public with an enhanced level of safeguarding.

Voice

IfL continues to work to raise the profile and status of teachers and trainers in the eyes of policy makers, the sector's leaders, the media and the wider public.

We provide many opportunities for you to use your individual and collective voice to influence the growth and development of your professional body, through the IfL Advisory Council, regular member surveys and volunteering opportunities. We also give members a national voice with opportunities to have your say in consultations and research projects to influence policy and decision making throughout the further education and skills sector.

Read on for detailed information about your IfL membership. You can also visit our website www.ifl.ac.uk to access this handbook in an alternative format.

IfL Vision, Values and Strategy



Our vision is that our membership will be served well by IfL and that teachers and trainers will be truly recognised for the value that they provide to learners, the community and economy.

We strive to be a world-class professional body. IfL is distinctive as the professional body for teachers and trainers in the FE and skills sector.

Our values and beliefs

WE VALUE:	WE BELIEVE THAT OUR MEMBERS:
Professionalism	Strive for excellence in teaching and learning, and high levels of subject or vocational expertise, placing the interests and progression of learners at the very heart of their practice. Members have dual professionalism.
Development	Continually develop their expertise individually and within communities of practice.
Autonomy	Should be trusted to exercise informed judgement.
Integrity	Use their skills and knowledge wisely to benefit all learners, the public and their organisation, and are respected, trustworthy members of society.
Equality	Are celebrated for the diversity of their backgrounds and as positive role models for learners and colleagues, and should have fair opportunities for success in their career, whatever their background.

Strategic Aims: Benefits, Status and Voice

In February 2009, IfL launched a five-year strategy that outlined the strategic aims that will see our values and beliefs put into action for the benefit of members and their learners.

The following strategic aims are the priorities that steer IfL's work:

Priority one: Benefits

Provide a distinctive range of services and benefits that are of value to members and that support:

- **Professional development:** support individual teacher's and trainer's learning so that they can maintain their high professional status and have long-term continuing professional development interests as career teachers
- **Discourse:** stimulate professional discourse about teaching, training and learning in the FE and skills sector
- **Development for collective membership:** promote excellence in teaching, training and learning for the benefit of individual learners, communities, and the economy

Priority two: Professional status

- Promote and raise the standing of FE and skills teachers and trainers, and the profession as a career of choice
- Consolidate and build recognition of the value of teachers and trainers for their learners and the well-being of the nation, its citizens and the economy
- Uphold the standards of professional practice
- Promote the licence to practise, through QTLS or ATLS, as a marriage of subject expertise with teaching skills, knowledge and experience, complemented by a commitment to lifelong professional development

Priority three: Voice

- Be an advocate for teachers and trainers and give them a voice to influence
- By virtue of universal membership, offer a representative and authoritative voice for teachers and trainers through their own professional body, rather than a select and partisan group
- Be a world-class professional body for teachers and trainers, giving our members' voice and opinions a central role in policy decision-making

About IfL Governance



The 2009 IfL Annual General Meeting voted to introduce a new governance structure designed to increase member participation and representation. The revised structure is two-tiered comprising an Advisory Council that discusses policy and shapes strategy for the professional body and a Non-Executive Board of Directors that is responsible for the running of IfL as a not-for-profit company.

Advisory Council

The Advisory Council consists of 45 member representatives elected for four-year terms by IfL Members, Associates and Fellows. There are nine seats reserved for regional representation, five for equality and diversity and six for members from different parts of the sector.

Elections are held annually on an internet-only ballot conducted by an independent, specialised organisation and are decided by the single transferrable vote method. Voting rights are assigned to Members, Fellows and Associates but not Affiliates. Those eligible to stand and to vote will be sent emails when nominations are being sought and personal security codes just before voting begins.

There are also up to 15 named representatives of partner organisations chosen by the Advisory Council according to the following criteria:

- Focus and involvement in the FE sector with a wide commitment to further development of the professionalism of teachers, trainers and assessors
- National reach and significant coverage for teachers and trainers
- A credible history and a sustainable future

There are also five non-voting observers. In 2010 these include representatives from the Department for Business, Innovation and Skills (BIS), the Department for Children, Schools and Families (DCSF), Ofsted, the Learning and Skills Improvement Service (LSIS) and the General Teaching Council for England (GTCE).

The Advisory Council meets three times annually with the autumn meeting incorporating the AGM. The meetings are chaired by the President, elected annually from the member representatives on the Advisory Council.

Details of IfL's governance structure, elections and a full list of Advisory Council members can be found at www.ifl.ac.uk

Non-Executive Board

The Non-Executive Board is IfL's Board of Directors with full responsibility for business and strategic direction. The Board consists of nine member representatives and three stakeholder representatives elected by and from the Advisory Council. They meet at least eight times a year for short, focused business meetings and elect their Chair from the group. There is a mechanism for co-opting experts in legal and financial matters and organisational development to assist the Board. The Audit and Remuneration committees are chaired by members of the Non-Executive Board.

The company

The Institute for Learning is a not-for-profit private company limited by guarantee, registered in England and Wales in 2002. IfL's constitution is contained in the Memorandum of Association containing the company's objects and the Articles of Association which are the procedures for running the company. IfL is bound by these documents and by company law, namely the Companies Act 2006.

Membership Grades



IfL is an independent professional body. The membership grade criteria are designed to be inclusive with regards to the diversity of roles found across the further education (FE) and skills sector, and the wider teaching and training environment. Most IfL members have teaching or training roles and some members may work in related areas such as learning support or assessment. Others may come from teaching and training backgrounds but have moved into management or leadership roles.

Member and Associate grades are relative to the qualifications our members hold and incorporate the Further Education Teachers' Qualifications Regulations (England) 2007 (which can be found on the IfL website).

Grades of membership are linked to the level of professional teaching and training qualifications gained, together with the extent of teaching experience.

The profiles which typify each grade are:

Affiliate

This category includes those with

- Level 3/4 PTLLS (C&G 7303)
- City and Guilds 7302 Certificate or Diploma in Delivering Learning
- ABC level 3 Certificate in Facilitating Learning
- Stage 1 of City and Guilds 730/ 7301/ 7306/ 7307
- Trainee teachers and others working towards post-16 education and training qualifications
- Those in learning support roles
- Those with an interest in the sector and work of the Institute
- Experienced practitioners within post-16 education, who do not hold a teaching qualification

Associate (AIfL)

- Level 3/4 Certificate to Teach in the Lifelong Learning Sector CTLLS (7304), or equivalent
- 7407 level 4 stage 1 or 2*
- Assessor awards (e.g. A1 or D32/D33)
- City and Guilds 730/ 7301/ 7306/ 7307 (all stages)
- Learning (or Training) and Development NVQ 3 or 4
- Direct Training and Support NVQ3
- CIPD Certificate in Training Practice

*For those in a full teaching role before September 2007

Member (MIfL)

- A minimum of the level 5 Diploma to Teach in the Lifelong Learning Sector DTLLS (7305) or equivalent
- PGCE
- Cert. Ed
- General Professional Recognition Learning and Skills (GPRLS)/B4
- 7407 level 4 Stage 3** or 7407 level 4 stage 1 or 2***
- QTS confirmed by the General Teaching Council of England (GTCE)
- Art Teachers' Certificate/Diploma
- BSc (Hons) Education and Training
- BEd
- Postgraduate Certificates or Diplomas accredited by the Higher Education Academy

** For those in a full teaching role before September 2007

*** For part time teachers employed before September 2007

Fellow (FIfL)

Highly experienced practitioners within post-16 education and training, who hold higher degrees in the areas of education/training research and development including

- MEd
- MAEd
- PhD (education or training)

in addition to their teaching qualification.

All teachers and trainers across FE and skills need to be members of IfL and new teachers and trainers are required to join IfL within six months of appointment and to maintain their membership throughout their careers.

Member Benefits



IfL provides you with a range of benefits and services to help you in your professional practice.

You can find out about IfL member benefits via the website www.ifl.ac.uk. To access exclusive membership offers and services you will need to login using your membership number or email address and password. Further benefits are also available through IfL communications in addition to a range of opportunities for you to get involved in the work of your professional body.

Careers and CPD

Support for professional development is a key benefit requested by members, and IfL is committed to developing this area of our work. Already you can:

- Access REfLECT, an online personalised learning space for your continuing professional development (CPD). REfLECT is exclusive to IfL members and can also be accessed via the web or mobile devices.
- Take advantage of support and tools to enable you to gain licensed status (QTLS or ATLS) through Professional Formation
- Use resources, links and tools to support and add to your CPD including IfL's member magazine *InTuition* and regular email updates, including *On the Agenda*

IfL community

As a member of IfL you are part of a wider community of over 200,000 teachers and trainers from across the learning and skills sector. IfL membership provides a platform to share your voice and influence education sector policy and decision-making.

- IfL provides access to a range of social networking opportunities for you to share your experiences, exchange resources and ask questions through blogs, REfLECT and wider social media including Facebook and Twitter. We are working to develop this technology further in response to member feedback.
- Participate in IfL's Research and Policy hub with access to sector research papers and consultations from IfL and partner organisations. You can also share resources for publication on our website.
- IfL works with a range of sector partners to identify the needs of teachers and trainers in the sector as well as demonstrate to learners and stakeholders the continued commitment to professional development shared by our membership

Get involved

There are a number of ways that you can get involved in your professional body at a level that suits you.

- Contribute to the governance of IfL through the election of Advisory Council members or stand for a position on the Council
- Get involved in IfL Volunteer Connections where you can attend events and access support and guidance on CPD resources and share ideas for effective practice. These in turn can be shared with colleagues where you work.
- Write your own articles, or produce video, podcasts or photos for IfL publications including *InTuition*, newsletters or our website

Discounts and offers

IfL regularly negotiates exclusive offers and discounts for you on a range of products and services including software, journals, courses, and memberships with other bodies.

We want to provide benefits that are valued by you. Please contact us at suggestions@ifl.ac.uk if you would like to suggest a new member benefit that you would value and we will look into the possibility of providing it. We welcome your ideas.

REFLECT



IfL provides a range of benefits and services, including REfLECT: an innovative and secure online personal learning space. Over 86,000 IfL members already use REfLECT, which has been designed by teachers for teachers.

Strategies for CPD

One of IfL's strategies for CPD is to promote the use of technology to support professional development. We encourage you to develop your knowledge and skills as reflective practitioners through planning, recording and assessing the impact of learning. There are several tools in REfLECT that support this process.

Benefits of REfLECT

You can use REfLECT to record your CPD and to prepare your Professional Formation webfolio to gain QTLS or ATLS status, before sending to IfL. With REfLECT you can securely store a range of files, including lesson plans, your CV and personal notes and actions, which can then be accessed from anywhere online or via a mobile device.

IfL members have identified many benefits in using REfLECT including:

- improved skills in using new technologies
- ability to share examples of good practice with colleagues and managers
- access to new tools and techniques to support professional practice
- flexibility of use as teachers and trainers are often on the move

“Thank you to IfL for supplying this tool for recording CPD. It’s easy to use and is a fantastic vehicle for sharing continuous improvement across our organisation.”

**Sarah Piggott,
Learning and Development Coordinator,
Beneast Training**

“Compiling your portfolio for professional formation on REfLECT is straightforward and secure, and can support your work tremendously. IfL is to be commended for providing this powerful e-tool for members.”

**Benson Ferrari,
Hertfordshire Literacy Project (HELP)**

Support

In line with member feedback, IfL provides guidance, information and workshops on the use of REfLECT. You can access these resources through the following channels:

- training and coaching opportunities through IfL Volunteer Connections
- a number of guidance resources are available at www.ifl.ac.uk, including posters and Flash presentations
- Moodle Connect which sends updates of your activities from Moodle to REfLECT and also enables compatibility with other systems

You can access REfLECT to support you plan and review in your professional development at www.ifl.ac.uk/REFLECT

Professional Formation: Gaining QTLS and ATLS



QTLS and ATLS are conferred solely by IfL and, together with the requirement to remain in good standing through CPD, constitute the licence to practise in FE and skills.

Qualified Teacher Learning and Skills (QTLS) and Associate Teacher Learning and Skills (ATLS) status were introduced in the Further Education Teachers' Qualification Regulations (England) 2007.

Who is required to undertake Professional Formation?

Please refer to the table below to find out if you are required to undertake Professional Formation as part of the 2007 regulations.

DATE OF EMPLOYMENT AS TEACHER	LICENSED PRACTITIONER REQUIREMENTS
Before September 2007	Not required but encouraged as a demonstration of currency of teaching practice.
From September 2007 onwards	<p>Associate Teacher: Associate Teacher Learning and Skills (ATLS) for those with a level 3 or 4 qualification.</p> <p>Full Teacher: Qualified Teacher Learning and Skills (QTLS) for those with a level 5 qualification.</p>

All teachers or trainers employed after 1 September 2007 are required to achieve QTLS or ATLS status within 5 years of appointment.

If you were employed in the sector before September 2007 you are not required to achieve QTLS or ATLS, but are encouraged to do so as a demonstration of the currency of your teaching practice.

How do you gain QTLS or ATLS?

Once you have gained your initial teacher training (ITT) qualification, you need to go through Professional Formation. This is a post-qualification process in which you provide evidence of your professional practice via the specially designed webfolio in REfLECT, IfL's personal online learning tool, to demonstrate:

- effective use of the skills and knowledge gained whilst training to be a teacher
- capacity to meet the occupational standards required of a teacher

What is involved in Professional Formation?

There are three stages in this process, which are available at different times of the year. Details and dates of the timescales are available on the IfL website.

Stage 1:

Expressing your intention to apply for QTLS or ATLS

Stage 2:

Collecting and collating the evidence in the webfolio in REfLECT and when completed, sharing this with your supporter

Stage 3:

Sending in your completed webfolio of evidence to IfL to be reviewed and moderated before gaining the award

What kind of evidence needs to be collected for Professional Formation?

The different elements of evidence to be included in the REfLECT webfolio are as follows:

My teaching biography:

- your route into teaching
- the role(s) you have
- the context in which you teach

Standardised elements:

- completion and certificates of an approved ITT qualification
- confirmation through certificates or equivalence of numeracy and literacy skills, at or above Level 2
- supporting testimony
- declaration of suitability

Personalised elements:

- subject currency
- teaching and learning
- self-evaluation
- professional development planning
- reflective practice

For each of the above elements, it is necessary to provide some narrative or explanation and supporting evidence.

Professional Standards and Qualifications



IfL was established as a voluntary professional membership organisation in 2002 by teachers and others in the further education sector, five years before the regulation of the profession. IfL offers all of the benefits and features of a professional body and encompasses the regulation of the teaching and training profession in England with its broad portfolio of work.

Regulating the Profession

The requirements set out in the 2007 regulations apply to teaching in further education colleges in England. These were later extended to encompass teaching and training roles in other areas of publicly funded provision. In essence, a college or learning provider is required to employ only teachers and trainers who are members of IfL. A number of other learning providers in both the public and private sectors have chosen to align their practice to the regulations and require their teachers and trainers to be members.

The Further Education Teachers' Qualification Regulations (England) 2007 details the qualification requirements for teachers and trainers entering the profession after September 2007 and introduced a new suite of teaching qualifications (outlined overleaf). Earlier teaching and training qualifications have been mapped to the new standards and this information is used by IfL to determine your membership grade.

In addition to setting out the qualification framework, these regulations require all new teachers and trainers to achieve professional status, QTLS or ATLS, within five years of appointment through the process of Professional Formation. Further details about Professional Formation can be found in this handbook.

The Further Education Teachers' CPD and Registration Regulations (England) 2007, applies to all current and future teachers and trainers. They require teachers and trainers to be members of IfL and to **complete a minimum of 30 hours of continuing professional development (CPD) each year**, or a pro rata equivalent (of a minimum of 6 hours) for members who work in a part-time, fractional or sessional capacity.

New teachers and trainers are required to join IfL within six months of appointment and to maintain their membership throughout their careers.

Professional standards

The *Overarching Professional Standards for Teachers, Tutors and Trainers* were developed by Lifelong Learning UK (LLUK) in partnership with other sector bodies, including IfL. The standards set out the requirements that new entrants to the sector should be expected to demonstrate, that are relevant to all teachers, tutors and trainers and place the emphasis on competence in teaching a particular subject specialism. Three principal qualifications were developed from the standards:

- Preparing to Teach in the Lifelong Learning Sector (PTLLS)
- Certificate in Teaching in the Lifelong Learning Sector (CTLLS)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS)

Professional standards

The *Overarching Professional Standards for Teachers, Tutors and Trainers in the Lifelong Learning Sector* provide for the generic initial teacher training of new entrants to the sector. They do not cover the subject specialist skills and knowledge that teachers and trainers require. Other than in Skills for Life, where separate standards set out the requirements for subject specialists, teachers and trainers in further education and skills bring their subject expertise with them from their earlier careers and experiences. On entering the sector and throughout their careers, IfL members will be guided by both the overarching professional standards and the standards which relate to their subject specialism.

IfL recognises this **dual professional identity** of our members within the model of professional practice. This model describes the key factors that will impact on your professionalism as an IfL member in terms of:

- maintaining your subject expertise (what you teach)
- your skills and knowledge in teaching and learning (how you teach)
- the context within which you work (where you teach)

Using this model along with the overarching professional standards provides a structure where you as a teacher or trainer can reflect on your practice, plan your professional development and critically analyse the impact your CPD has on your practice and the experience and success of your learners.

Your Continuing Professional Development (CPD)



Continuing professional development (CPD) is a hallmark of a professional and, like most professional bodies IfL requires evidence of individual member's commitment to CPD.

Well qualified, confident and accomplished teachers, trainers and tutors are committed to updating their understanding of learning and their expertise in their vocational or subject area. CPD is the key to effective practice for teaching and learning.

IfL has adopted a flexible and responsive approach to CPD that takes into account the diversity of our members. Our approach has six guiding principles:

1. Focus on learner impact

At the start and at the heart of our approach to CPD is a commitment to improving teaching and learning for the benefit of learners. We encourage you to:

- plan and design your CPD to develop your practice and benefit your learners
- reflect on the success and impact of CPD on your practice and learners; and share your professional learning with peers, subject leaders and line managers

2. Ongoing reflection and continuity

A long-term commitment to CPD requires an approach of continuous improvement and reflection over many years. It is important for you to carry forward learning, reflections and ideas from each year, thereby building a robust and learner-responsive CPD journey throughout your career.

3. Importance of dual professionalism

CPD should cover both your subject or vocational expertise and your teaching practice. You will have your own personal priorities for CPD, depending on who, what and where you teach and the stage of your career. Ensure that your reflection includes the breadth of these priorities and influences.

4. Broad range of CPD activities

IfL's definition of CPD encourages you to include professional development from coaching, mentoring and peer review to courses, workshops and formal study. Crucially, research shows that critical reflection on professional learning and activities improves practice and demonstrates continuous development. Analysis of the planning and impact of your CPD works for you and your learners.

5. Technology is integral

IfL embraces the innovative use of technology to support and enhance professional development in order to plan, review and share evidence, and share your CPD. Technology is a powerful enabler for CPD to improve teaching and learning practice and learner impact.

6. Organisational performance improvement

Organisations that truly engage their employees in professional development are more successful in terms of positive performance outcomes – customer satisfaction, staff retention, well-managed change, and building trust and confidence in the organisation. IfL is working with colleges and providers to establish flexible systems and support for teachers' and trainers' personally tailored CPD as a vital part of their strategy for organisational development.

Telling us about your CPD

By 31 August each year, you are required to tell us about your CPD and the hours you have completed, for the previous year. This is referred to as **declaring your CPD and is an essential part of your professional practice**. Declaring your CPD is completed via a quick and simple online self-declaration process. IfL samples members' CPD and we may ask to see more detail of the work you have done so that we can review the kind of developments that are taking place across the sector. If you are chosen to be part of a sample of effective practice we will contact you and let you know the kinds of things we would like to see.

Based on positive feedback from members, we strongly recommend that you use REfLECT, your online learning space as a portfolio for you to record your CPD. This is your own secure space designed to support you in keeping an account of your CPD activities and reflections. It is a much easier process to share your record of CPD with us, with your employer and your colleagues if you use REfLECT.

What counts as CPD?

A wide range of formal and informal activities count as professional development as long as you are able to answer these questions:

- Have you reflected on the learning you have gained from your professional development activities?
- Have the activities and the reflection made a difference to how you teach or train?
- Can you show any evidence of the difference and the impact it has made on your learners?
- How has it helped colleagues or the organisation in which you work?

You need to spend at least 30 hours each year on professional development or pro-rata if you are a part-time teacher or trainer with a minimum of six hours per year.

For suggestions of effective CPD activities, visit our website for resources and tips from IfL and other members. Resources also include a personal CPD cycle and a calendar to help you plan your development.

The Code of Professional Practice



IfL's Code of Professional Practice describes the standards of behaviour the profession expects of members. Together, the overarching professional standards and qualifications, the model for professional practice and the Code of Professional Practice create the professional framework for teachers and trainers across the sector.

The Code is a statement based upon principles (or behaviours) of best practice, which celebrate professional identity, autonomy and the expertise inherent in our members' teaching roles. The Code applies to all IfL members and reflects the fact that teachers are expected to act in the best interests of learners and the wider public.

As with other professions, the Code is part of being a professional and alleged breaches of the Code are fairly and formally considered. Periodically, the Code will be reviewed to ensure that it remains relevant and reflects contemporary professional practice.

Members alleged to be in breach of the Code will have this considered under IfL's Disciplinary Procedures Rules and may be asked to explain their actions. IfL is committed to assisting members address issues relating to their professional practice and, where feasible, will seek to offer support and guidance on how to improve their practice rather than initiate disciplinary proceedings.

The seven core behaviours of the Code are:

Behaviour 1: Professional integrity

The members shall:

- 1** meet their professional responsibilities consistent with IfL's Professional Values
- 2** use reasonable professional judgement when discharging differing responsibilities and obligations to learners, colleagues, institutions and the wider profession
- 3** uphold the reputation of the profession by never unjustly or knowingly damaging the professional reputation of another or furthering their own position unfairly at the expense of another
- 4** comply with all reasonable assessment and quality procedures and obligations
- 5** uphold the standing and reputation of IfL and not knowingly undermine or misrepresent its views, their IfL membership, any qualification or professional status

Behaviour 2: Respect

The members shall at all times:

- 1 respect the rights of learners and colleagues in accordance with relevant legislation and organisation requirements
- 2 act in a manner which recognises diversity as an asset and does not discriminate in respect of race, gender, disability and/or learning difficulty, age, sexual orientation or religion and belief

Behaviour 3: Reasonable care

Members shall take reasonable care to ensure the safety and welfare of learners and comply with relevant statutory provisions to support their well-being and development.

Behaviour 4: Professional practice

Members shall provide evidence to IfL that they have complied with the current CPD policy and requirements.

Behaviour 5: Criminal offence disclosure

Any member shall notify IfL as soon as practicable after cautioning or conviction for a criminal offence. IfL reserves the right to act on such information through its disciplinary process.

Behaviour 6: Responsibility during IfL investigations

A member shall use their best endeavours to assist in any investigation and shall not seek to dissuade, penalise or discourage a person from bringing a complaint against any member, interfere with or otherwise compromise due process.

Behaviour 7: Responsibility to IfL

The members shall at all times act in accordance with IfL’s conditions of membership, which will be subject to change from time to time.

The Disciplinary Process

Allegations made against a member can be investigated if they relate to misconduct, a relevant caution or conviction, or any concern that relates to their professional behaviour. The procedures for dealing with concerns about the professional practice of members are described in detail in the Disciplinary Procedures Rules which can be found on the IfL website.

Anyone can raise a concern about an IfL member including learners, other members and the general public. We can also consider cases where a member is cautioned for or convicted of a criminal offence, or where action has been taken against them by another regulatory body.

We are unable to deal with complaints that are made anonymously or verbally, those that relate to contractual issues or concerns over a member’s teaching competence. There are also a number of matters, which we must refer to other professional bodies or relevant authorities. If this is the case, we will tell the member and provide them with the relevant details.

IfL operates a four-stage complaints process:



Based on the situation, IfL may apply appropriate measures to members who are found to have breached the Code of Practice. These include:

- A letter of Advice
- A reprimand
- A Conditional Registration Order
- A Suspension Order
- An Expulsion Order

Any measure imposed will depend upon the circumstances of the case. A disciplinary order imposed by IfL relates only to a member’s class and status within the Institute, and bears no connection to relationships outside of that such as membership of another organisation or employment.

