

2008–09 Impact review

Making a difference for teachers and trainers





“The staff in FE change lives; we inspire, stimulate, challenge and help our learners achieve their potential in ways that deserve to be recognised. Our professional body should be one we are proud to be part of, but only our membership can make it so.”

Jacki Hughes, teacher at Preston College and IfL Council member

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The Institute for Learning (IfL) was formed in 2002 and is the professional body for teachers, tutors, trainers and student teachers in the further education and skills sector, including adult and community learning, emergency and public services, FE colleges, the armed services, sixth-form colleges, the voluntary and community sector and work-based learning. An independent professional body, IfL is governed by an elected Council and works closely with several sector organisations, unions and employer bodies.

Throughout this document, we use the term ‘teachers and trainers’ to cover all those in FE and skills teaching roles, including lecturers, teachers, trainers, assessors, instructors, tutors and trainee teachers. We use the term ‘FE and skills’ to cover the full diversity of the sector.

We would like to thank the IfL members, learners, IfL staff and sector leaders whose photographs appear in this review.



“There is no doubt that without you as teachers and trainers, and without the quality and effectiveness of the institutions in which you work, we will simply not get to be in the top eight nations of the world by 2020. You are a critical part of our success and it’s important the nation recognises and acknowledges that you’re not trailing industry, but trailblazing for industry.”

Chris Humphries, chief executive of the UK Commission for Employment and Skills (UKCES), on the Ambition 2020 video filmed jointly by IfL and UKCES in July 2009

Foreword

Dear IfL member

Now that we have completed the first year of full membership, we want to share with you the progress that the Institute for Learning (IfL) is making for you – the teachers and trainers across further education and skills. Many of you say that IfL is embarking on a bold and developmental journey for the profession and that this is a long journey.

As your professional body, we are focused on delivering our three strategic priorities, which we developed with our members and set out in our Five-Year Strategy:

1. bringing **benefits** to help support your practice with learners
2. working to raise your **status**
3. giving you more of a **voice** to influence policy.

We know that many of you are deeply committed to and value having your own professional body for teachers and trainers across FE and skills.

Our latest annual members’ survey shows that nine out of ten respondents think that the benefits IfL offers are fair, good or excellent, and there are suggestions too about how we can improve.

You have told us that it is vital that you and IfL can stand proud alongside other professionals such as engineers, lawyers, doctors, nurses and midwives, as well as teachers in schools.

Together, we have come a long way over the last year and have put the central role of teachers and trainers for your learners, your communities and the nation firmly on the map. IfL is successfully influencing leaders of colleges and providers to develop a more flexible approach to continuing professional development (CPD) in the sector, to better meet the needs of teachers and trainers.

We are also pursuing our quest for parity with schoolteachers through the mutual recognition of Qualified Teacher Learning and Skills (QTLS) and Qualified Teacher Status (QTS).

We recognise that the recession has had a far-reaching impact on you and your colleagues, your learners and local companies. In a recent survey of members, over 80 per cent said your teaching role had changed significantly as a result of the changed economic climate. Sadly, some teachers and trainers are losing their jobs, but you say that IfL helps to retain your identity as a teacher, stay in touch and focus on CPD relating to your dual professionalism. Staying up-to-date with your subject or vocational area and with teaching methods is key to ensuring that you are well-placed for economic recovery.

The Department for Business, Innovation and Skills (BIS) pays the £30 standard IfL membership fee for all teachers and trainers working in colleges and providers funded by the Learning and Skills Council and its successor bodies. This demonstrates the importance placed on your professional roles and confirms trust in the profession and in IfL as an independent professional body, led through an elected Council, by members, for members.

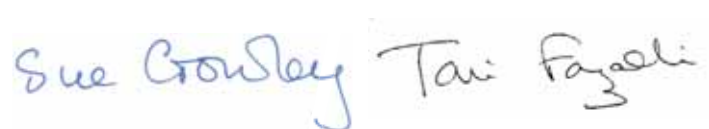
We appreciate the government's commitment to helping IfL become established quickly and cost-effectively. The requirement for registration with IfL allows us to have an influential voice, drawing on more than 195,000 members from across the diversity of FE and skills.

Key achievements

- Nine out of ten survey respondents value IfL member benefits.
- More than 350 IfL Volunteer Connections and 11 IfL CETT Connections have engaged directly with more than 4,400 members to support them in the regions.
- In the first six months, 271 members achieved professional status through QTLS or ATLS.
- IfL now has more than 195,000 members.
- New governance structure ensures even greater member representation, with 45 elected members on the Advisory Council and nine on the Board.

With the increasing pressures on public spending, it is important that we do everything we can to offer value for money. The scale of our membership enables us to negotiate effectively for a range of benefits and discounts for members from other organisations, such as the Open University, responding to what you said was a priority in last year's membership survey.

We would love to hear your views on this report about the difference we see that IfL is starting to make for you and colleagues, our members. We would also like to hear your ideas for future years.



Sue Crowley
Chair

Toni Fazaeli
Chief Executive

Economic value

We recognise the current pressures upon the public purse. As a membership body working across further education and skills, we believe IfL has an important role to play in supporting more value for money and potential savings, and maximising the value of funds directed towards improving teaching, training and the experience and success of learners.

We believe IfL can contribute to this by:

- offering the government a cost-effective route to professionalising the sector's teachers and trainers
- bringing economies of scale to the provision of sector-wide services that support teachers and trainers throughout their careers, with potential savings for individual colleges and providers
- by virtue of our large membership, providing members with valuable discounts on benefits and services, helping the public pound to go further
- ensuring that IfL operates efficiently, utilising our resources to best effect and in response to the direction of our Council and membership.

Cost-effective deployment of government funds

Teachers and trainers need to join IfL, and the government pays the standard annual fee of £30 per eligible member as an investment in your professionalism. This accounts for about 95 per cent of our income and is paid directly to IfL, minimising administration costs. This means we can keep the membership fee low and ensure that the income is directed at frontline services for members.

Efficiencies are also achieved through providing the only direct and rapid communications access to all teachers and trainers across the FE and skills sector, for canvassing your views and sharing key information with you.

Providing efficiencies for colleges and providers

Colleges and providers are expected to make efficiency savings and focus expenditure and investment on teaching and learning. Because they need excellent quality to be competitive, they back IfL for supporting the professionalism of the workforce and greater CPD opportunities for all teachers and trainers. Colleges and providers can benefit from the economies of scale offered by IfL through:

- adoption of REfLECT as an organisation-wide tool, removing the need to purchase CPD systems, and saving time spent recording evidence of CPD
- free local, regional and national seminars, workshops and development days to focus teachers and trainers on ambitious CPD goals, reviewing the impact on practice and learners, and recording this, which is also an indicator of return on investment.

Benefits for members

Over the last 18 months, we have responded to members' requests by introducing new benefits and services. The benefits we now offer as part of IfL membership are on a par with those offered by many other professional bodies, whose membership fees are considerably higher. CPD is an important factor in career progression and job security, so it is no surprise that members value benefits and services relating to CPD very highly.

Increasing the efficiency of IfL

One of our priorities is to maximise the resources we can dedicate to serving the needs of teachers and trainers and the success of their learners. We have taken a number of steps to ensure that we evaluate all our costs and maximise efficiencies where possible, while recognising the resource needs of a growing organisation.

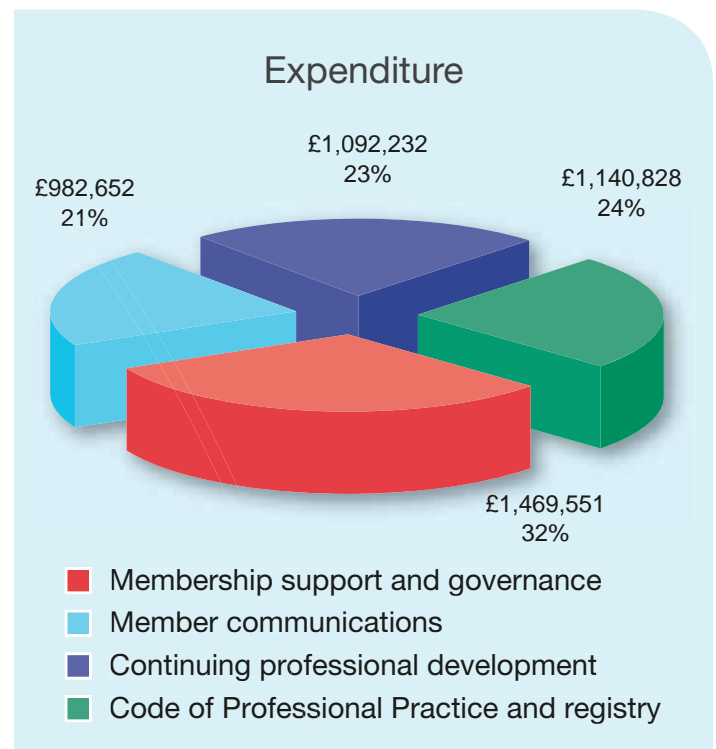
Our move to more suitable accommodation in May 2009 has, for example, reduced the cost of office space per head and of hiring external venues for events. We are also driving down unit costs for professional formation and for awarding QTLS and ATLS, as we scale up these arrangements.

Annual accounts 2008–09

Our audited annual accounts are an important vehicle for showing sound stewardship of public money and fees received from members.

As a not-for-profit membership organisation, we aim to use funds efficiently to provide services that make a difference to teaching practice and to learners; that our members value; that raise the professional status of members; and that ensure that your voice influences FE and skills policy. The chart opposite shows how we spent the funds in 2008-09.

Several colleges and providers have said that they consider the national investment in the low standard fee to be good value and very worthwhile, and are glad that funding arrangements for IfL do not place administrative burdens on them. Senior leaders in a large college said that a year ago they were committed to IfL in principle, but are now wholly convinced of our value: "IfL does so much more for our college than we could ever do with the equivalent spend on an extra teacher."



The value of members' contribution

IfL works to increase the recognition of the immense value of your work to the social and economic well-being of our nation, and to help ensure that you have the initial training and CPD you need to be at the leading edge and contributing to:

- a resilient and productive economy
- active citizenship and cohesive communities
- social mobility and a more equal society
- health and well-being
- family life
- older people's lives
- international development
- sustainability.



“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, Herefordshire Literacy Project (HELP)

“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 Pigott, learning and development coordinator, Beneast Training

“The highlight of the day was the convenience of using the mobile phone to record CPD on REfLECT, its spontaneity and later expansion on it. It serves as a very effective means of putting those thoughts into words. Many thanks to the IfL for this great facility and well done.”

Joyce Elemson, Volunteer Connection

- Over 80,000 members are using REfLECT to plan, review and record their CPD.
- Helpline with 30 IfL-trained operators handles an average of 8,800 calls a month.
- 92 per cent of members responding to the 2008 survey rated the value of benefits offered as fair to excellent, and 61 per cent rated them good or excellent value.
- Nearly nine out of ten members are aware of the CPD requirements¹.
- Nearly eight out of ten members have visited the IfL website and nine out of ten visitors rate it as fair to excellent.
- Nearly all members who read IfL’s *On the Agenda* e-newsletter and *Intuition* magazine value them.

¹ Early findings from 2009 survey.

Benefits

IfL's aim is to provide a range of services and benefits that will be valued by members and will help to enhance your professional practice, advancing your teaching, training and learning expertise and offering opportunities for professional networking and discourse. Following the 2008 membership survey, IfL developed benefits that members had asked for, including improved member communications and the launch of a new website in March.

Supporting members

Members asked for clearer information about IfL and CPD, and so in partnership with the Learning and Skills Improvement Service (LSIS) we established a network of IfL CETT Connections, who are experienced practitioners working for Centres for Excellence in Teacher Training (CETTs). Their role is to provide regional support to fellow IfL members through workshops, online forums, local networks, resources in REfLECT and subject-specific support.

We also invited IfL Volunteer Connections to carry out a similar role within their own organisations, and this counts towards their own CPD.

The impact of the IfL Connections' coverage has been marked. Between March and September 2009, more than 4,400 individual members were directly engaged with this programme. The greatest impact has been in:

- raising awareness of IfL and our work
- addressing the needs of members in the region
- embedding IfL's approach in initial teacher training
- supporting effective approaches to CPD
- improving the sector's knowledge of CPD, REfLECT, professional formation and IfL's role in conferring professional status through QTLS and ATLS.

New services and support

New member benefits introduced in response to our first member survey in autumn 2008 include discounts and ready information relating to being a professional teacher or trainer. Examples include:

- free access to Open University CPD programmes, with a saving of about £45 each
- 10-13 per cent discount on Dell or Apple computers, and a dedicated IfL Apple online store
- no joining fee to the RSA and automatic referral to Fellow status, worth £70
- opportunity to apply for a £1,000 Hewett/Driver Action Research Bursary, managed by IfL
- links to a range of useful information, including policy summaries, the LSIS Excellence Gateway and policy and qualification developments.

Supporting CPD

Supporting members to lead your own CPD and plan, review and record it in ways that support your practice is a priority for IfL. Evidence shows that reflective practitioners committed to their own CPD are highly effective. We are already seeing an increase in the quality and extent of reflection on CPD by individual IfL members, especially when REfLECT, IfL's personal learning space, is used.

The number of members using REfLECT has grown to more than 80,000 in just 12 months. As well as allowing teachers and trainers to plan, review and record their CPD, REfLECT helps increase their skills in using new technologies. Members can choose to use REfLECT or a simple online form to declare CPD.

IfL believes that as professionals, teachers and trainers should be trusted to declare their hours of CPD, without detailed checking. We will sample CPD records, to discover and share findings with IfL's members about the kinds of CPD that work best for you and your learners.



Dedicated to brilliant teaching and training

IfL's new recognition scheme gives colleges and providers the chance to publicly affirm that they will encourage and support their teachers and trainers to register with IfL and:

- carry out the required number of hours' continuing professional development
- gain professional status through QTLS or ATLS
- use IfL's personal learning space, REfLECT, to plan, review and record their CPD, and also to improve their skills in using new technologies.

- In the first six months, 271 members achieved Qualified Teacher Learning and Skills (QTLS) status or Associate Teacher Learning and Skills (ATLS) status.
- IfL's new *Dedicated to brilliant teaching and training* recognition scheme has already attracted expressions of interest from over 100 leaders.
- 9,500 college and provider leaders receive regular updates from IfL showcasing the importance of practitioners.
- By 30 September 2009, more than 110,000 members had declared their hours of CPD, demonstrating their professionalism.
- Press coverage has raised the profile of teachers and trainers, with IfL being mentioned in more than 70 articles in national, regional and local media between January and September 2009.

Status

Our aim is to promote the professionalism of teachers and trainers and to raise your standing. We recognise, celebrate and promote the status of members throughout your careers, by:

- promoting the high level, rigour and relevance of initial teacher education qualifications¹
- conferring full professional status of ATLS or QTLS through the post-qualification development process of professional formation
- supporting members' CPD as the hallmark of a professional who is truly expert in their subject or vocational area and teaching and training practice.

Working with your employers

Members work for more than 9,500 different employers. Good colleges and providers recognise the professionalism of their teachers and trainers and support you in determining your own priorities and plans for CPD to strengthen your practice and ensure success for your learners and your career.

We encourage members' employers to support your professional development as a critical part of their being or becoming a high-performing college or provider. Our activities include:

- publishing *Insight* (formerly *Inform*), a regular newsletter updating employers on IfL's work and how they can support teachers and trainers well
- building relationships with employer membership bodies, including ALP, AoC, Hoxex and NIACE

- encouraging employers to publicly affirm their support for professional teachers and trainers
- regular visits by IfL staff to colleges and providers
- speaking at forums and conferences
- maintaining a strong media presence to raise your status and the profile of IfL's work.

QTLS, ATLS and parity of esteem

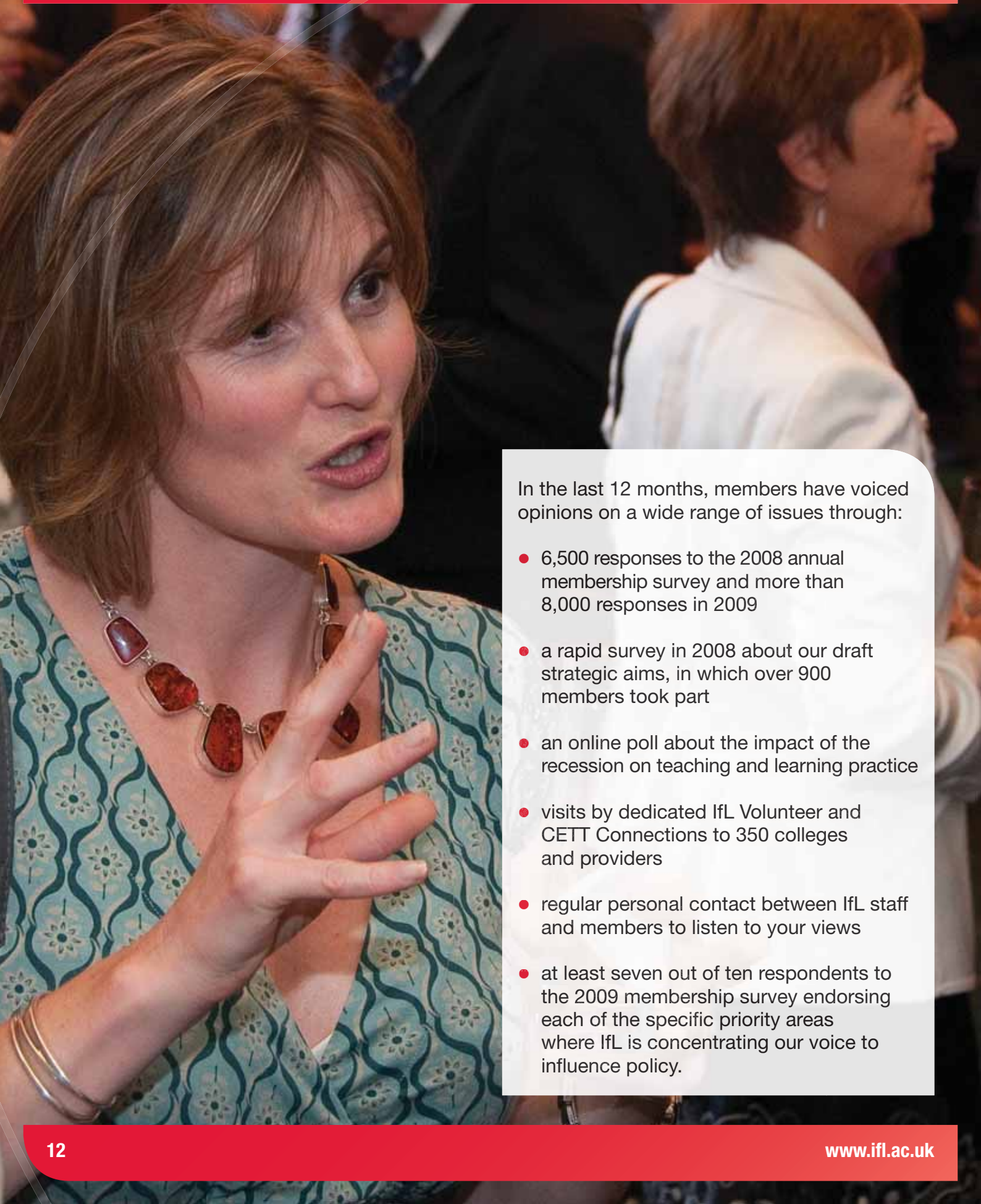
IfL's formal conferral of professional status through QTLS or ATLS recognises the skills and expertise of teachers and trainers. It is also an important step towards our goal of parity of esteem with other professions and mutual recognition of professional status with schoolteachers who have Qualified Teacher Status (QTS), which we believe would benefit 14–19 provision greatly, and members' careers. IfL is working to influence policy in this area.

Public and professional esteem

IfL members play an important role in transforming the lives of learners and the well-being and productivity of the nation. We are working to raise awareness of this and to enhance the esteem in which FE teaching and training is held as a career of choice for subject and vocational experts. In June, IfL gave evidence to a parliamentary select committee. We also made a film with UKCES about the importance of teachers and trainers to the economy.

IfL's Code of Professional Practice and the mechanisms by which it is upheld support members as professionals, whilst assuring others of the standards they can expect. There are rigorous, fair and open procedures to identify any breaches of the Code and support members to redress these.

¹ Preparing to Teach in the Lifelong Learning Sector (PTLLS) followed by Certificate in Teaching in the Lifelong Learning Sector (CTLLS) or Diploma in Teaching in the Lifelong Learning Sector (DTLLS) qualifications



In the last 12 months, members have voiced opinions on a wide range of issues through:

- 6,500 responses to the 2008 annual membership survey and more than 8,000 responses in 2009
- a rapid survey in 2008 about our draft strategic aims, in which over 900 members took part
- an online poll about the impact of the recession on teaching and learning practice
- visits by dedicated IfL Volunteer and CETT Connections to 350 colleges and providers
- regular personal contact between IfL staff and members to listen to your views
- at least seven out of ten respondents to the 2009 membership survey endorsing each of the specific priority areas where IfL is concentrating our voice to influence policy.

Voice

It is a priority for IfL to enable the collective voice of more than 195,000 members to influence policy, decision-making and policy implementation in a way that supports your professionalism and status, and properly recognises the difference you make to millions of learners every year.

IfL's profile and reputation has grown, and others at senior levels increasingly see us as a valuable, accessible and professional voice of teachers and trainers. This year, IfL has played an active role for members in meetings with national agencies, the government and a select committee.

Hearing from IfL members

Seeking the views of members through our surveys, as well as your active participation and engagement with IfL, is a vital part of our work. We look for ways to hear your feedback through formal and informal routes, online using new technologies, face-to-face discussions in groups, and through conversations.

What you say informs our thinking and helps us understand the week-by-week reality of teachers and trainers across the sector. We also hear the priority you give to issues that will help bring improvements to you as professionals, and support you in the vital role of delivering excellent teaching and training.

Influencing decision-makers

The strength of IfL's voice means that we are now invited regularly to be part of sector-led groups and policy consultations. Building external relationships, representing IfL and being advocates for our members are key roles of the chief executive, deputy chief executive and senior leadership team.

Senior staff regularly work with the leaders of key partners and representative associations such as ALP, AoC, NIACE, NUS and UCU, and sector agencies, including Becta, LLUK and LSIS.

Our chair, Sue Crowley, is a member of the Ministerial Standing Group.

Examples of IfL membership input to influence policy include responses to consultations on the new National Improvement Strategy; schoolteacher regulations; and Ofsted's inspection framework.

Parity between QTLS and QTS

In our quest for parity of esteem for FE and skills teachers with schoolteachers, IfL has:

- given evidence to the Children, Schools and Families Select Committee in June 2009
- given evidence to the Skills Commission led by Sir Mike Tomlinson in August 2009
- worked with chief executives of FE and skills agencies to elicit their support for QTLS equating to QTS
- worked with schools agencies, including ASCL, GTC, TDA and with DCSF to raise the issue
- responded to DCSF's consultation on schoolteachers' regulations
- prepared IfL's response to TDA's consultation on the assessment-only route to QTS
- secured significant press coverage for IfL on the need for more porous arrangements in both directions for QTS and QTLS.

“City & Guilds very much supports IfL in its promotion of moves towards equivalence between teachers in schools and FE – recognising that they are different sectors, but that there should be equivalence rather than QTS transferring towards QTLS but not vice versa.”



- More than 900 members took part in IfL regional events in June 2008, and similar numbers in June 2009.
- IfL Facebook page launched, which has more than 1,200 members.
- IfL launched new website in March 2009.
- We have communicated with more than 9,500 leaders of colleges and providers.
- IfL's personal learning space, REfLECT, is being integrated into several LSIS programmes, and by LLUK, JISC, RSCs NIACE and LSN, so that members can easily include CPD from these programmes in REfLECT.
- Between June and September 2009, IfL's chief executive and deputy chief executive had top-level meetings with more than 40 partner organisations to benefit members.
- IfL's chief executive and chair visited colleges and providers for café discussions with members.

Working with members and partners

The partnership between IfL's staff and you, our members, is at the heart of what IfL does. We want to ensure that our combined voice shapes your professional body. We also want to create opportunities for the development of communities of practice for IfL members.

In response to our 2008 survey, we have improved how we work and communicate with you through:

- an improved joining process that gives you more autonomy and control over your member records
- a helpline with more than 30 trained operators to answer your questions about IfL, CPD and using REfLECT
- a range of new benefits, including discounted training and IT, and access to key information
- a new IfL website, which is easier to navigate
- an electronic version of your *InTuition* magazine
- regular *On the Agenda* e-bulletins.

We have also improved opportunities for you to interact with each other. An IfL Connections team with over 350 volunteers in colleges and providers gives information, advice and guidance to members and managers; and IfL now has a Facebook presence.

Members have voted for a new Council structure that increases the number of elected members to 45 on the Advisory Council and nine on the Board. With an increased Council majority, elected members will have a greater say in leading the strategic direction of your professional body and steering IfL's work.

Partnership with trade unions

We meet unions, including UCU, to listen to priorities and views from teachers and trainers who are also in a trade union. We actively share relevant issues coming from your feedback to us. As a professional body, IfL is different from a trade union and does not negotiate terms and conditions or pay; these matters are the remit of the unions and employer bodies.

Partnership with leaders of colleges and providers, your employers

We communicate with more than 9,500 leaders so that they are aware of IfL and our work, and can support you and your professional body. We aim to:

- raise the status of teachers and trainers, and the value of IfL
- encourage your employers to trust you as professionals
- encourage your employers to invest in your expertise
- increase your influence with employers, based on your special knowledge and insights into the needs of learners and employers.

We work closely with membership bodies for leaders, such as the AoC, ALP, Holesx and NIACE, to raise the importance and value of what you as frontline teachers and trainers do. In spring, IfL discussed with the AoC, LLUK and PPC the importance of mutual recognition of QTLS and QTS. With IfL, these bodies also gave strong evidence to the select committee hearing in June 2009 that FE teachers with QTLS should be viewed as qualified to teach in schools.


Partnership with national agencies

We work hard to ensure that practitioners' interests feature in national policy and decision-making meetings. Examples include our work with:

- LSIS and the National Improvement Partnership Board on a number of strategic projects
- NBP, AoC, WLN, land-based colleges, Unison and others to develop a new equality and diversity self-assessment framework for membership bodies in the FE and skills sector
- UKCES to make a joint film, building on *Ambition 2020* and praising teachers' and trainers' central role for the national economy.

Our year

Sept 2008	2–4	IfL hosts briefings for WBL and ACL leaders, HR and staff development managers in London, Birmingham and Leeds.
	30	IfL welcomes an increased number of members from WBL and ACL providers.
Oct 2008		IfL hosts CPD workshops exploring REfLECT, IfL’s online tool and personal learning space for members to plan and reflect on their professional practice and record their CPD activities.
November 2008	6	Stakeholder event on HMS Belfast to update partners on IfL’s work and get views for the Five-Year Strategy.
	24	 <p>Jean Bartley, learning support tutor at Herefordshire College of Technology, wins this year’s STAR award in the Teaching, Training and Learning Practitioner category, sponsored by IfL.</p>
	28	IfL publishes a report of its first membership survey.
		IfL chief executive meets members around the country in café discussions.
Dec 2008	11	IfL joins the National Improvement Partnership Board as one of 19 partners to help develop the new National Improvement Strategy, led by LSIS.
Feb 2009	4	IfL publishes its Five-Year Strategy and launches it at an event, online and on YouTube.
	16	2009 Council elections: nominations for the six available places close.

March 2009	4	2009 Council elections: voting begins.
	4	IfL welcomes the publication of Ofsted’s report, <i>The initial training of further education teachers</i> . IfL’s chief executive says the report is a credit to the teachers and lecturers leading the initial teacher training programmes.
	12	IfL’s new website and database go live.
	12	IfL’s page on Facebook is created.
	25	2009 Council elections: voting closes.
April 2009	31	2009 Council elections: IfL announces the election of one associate and five member representatives.
	1	IfL calls for a resolution to the college buildings crisis and hails teachers and trainers for continuing to serve learners in difficult circumstances.
	21–22	First training session for IfL’s investigating and professional practice committee to uphold the Code.
	23	IfL welcomes the Budget pledge to provide additional funding for training and subsidies for young people, but wants CPD investment for teachers and trainers in FE and skills.
	28	 <p>IfL highlights teachers’ and trainers’ vital contribution to tackling unemployment and the recession.</p> <p>IfL CETT Connections will offer regional workshops, online forums, local networks, resources in REfLECT and subject-specific support.</p>

May 2009	11–15	IfL runs free half-day courses for IfL Volunteer Connections advisers.
	21	IfL conducts an online poll, asking members how they have found their teaching or training role changing in the light of economic downturn.
	27	 <p>Lee Davies, IfL's deputy chief executive, is honoured at Buckingham Palace when His Royal Highness the Duke of Edinburgh presents him with a Highly Commended Certificate in recognition for his outstanding contribution to vocational training and development.</p>
June 2009	5	The 2008–09 CPD self-declaration window opens, and members can make their declarations online.
	8	Giving evidence to a select committee inquiry into training and development arrangements for FE and skills teachers, IfL highlights the disparity between schoolteachers and those who teach or train in FE and skills.
	22–24	IfL and the European Institute for E-Learning (EIfEL) host Learning Forum London events for leading experts in e-learning, e-portfolios and the use of emerging technologies for learning networks and communities from around the world.
		IfL chair travels around the country for café discussions with members.
July 2009	13	 <p>At a ceremony attended by the minister of state for further education and skills, Kevin Brennan MP, IfL awards licensed practitioner status to the first group of teachers and trainers in the sector to complete the professional formation process and gain QTLS or ATLS status.</p>
	August 2009	<p>19 IfL and LSIS launch Research Development Fellowships, a bursary scheme offering £130,000 to fund practitioner-led research projects during the 2009–10 financial year.</p> <p>29 IfL gives written evidence to the Skills Commission on initial training for vocational education teachers.</p> <p>31 Already, more than 65,000 IfL members are using REFLECT – the online, personal learning space provided by IfL as a member benefit – to plan, review and record their CPD.</p> <p>31 Deadline for teachers and trainers in FE and skills to declare their CPD for the first time ever.</p>
September 2009	8	At IfL's seventh annual general meeting, Fellows vote for a new governance structure and more teacher and trainer representation on the IfL Council.
		Joint IfL and UKCES film endorses the key role of teachers and trainers for the economy.
		IfL launches monthly networking events for IfL Volunteer Connections.



What staff most enjoy about working for IfL:

“The best aspect of working for IfL is the commitment by senior management and Council to getting the best out of staff by supporting training and development needs.”

“Being deaf presents some extra challenges in my day-to-day work, but all my IfL colleagues understand my communications needs. IfL offers training too, and my manager is learning sign language, which is great as this enables us to communicate directly.”

“It’s been a great learning experience working alongside some very skilled and creative teachers.”

“IfL offers a busy and vibrant environment, where I have been encouraged to develop and grow with the organisation to serve our members.”

“The ‘can do’ attitude of IfL is both encouraging and infectious. Practitioners do face barriers [in engaging with CPD] and the IfL Volunteer Connections can help them overcome these barriers.”

Jane Marsh, Volunteer Connection

Our organisation

IfL's values underpin our strategy for developing our organisation and workforce. Our staff are determined to deliver benefits that you value, help raise the status of teaching and training professionals, and ensure that your voice is heard by policymakers.

Our 47 staff are drawn from a rich pool of professional backgrounds within and beyond the sector, including:

- teaching and training
- leadership, quality improvement and inspection
- other professional bodies
- communications and customer services
- information technology and data management
- finance
- human resources
- business management.

The recent rapid growth in membership has enabled us to recruit more staff to deliver our services and add valuable expertise in the areas of member engagement, IT development and finance. This year, we have also added a team of CPD reviewers and professional practice panel members, drawn from our membership, who bring a rich vein of teaching and training experience and insight to our processes.

We know that nurturing and developing the skills of our staff is critical to delivering a quality service to our members. Over the last year, our staff have had the opportunity to hear the first-hand experiences of teachers and tutors in the sector through our *Week in the life of a member* talks. We are also:

- actively working towards achieving Investors in People status
- identifying opportunities to offer apprenticeships
- developing senior managers as mentors through the Black Leadership Initiative
- arranging secondments from the sector and partner agencies to IfL.

Through IfL's single equality strategy, we will continue to build a culture that positively celebrates diversity and involvement for all our staff.

We are also contributing to the development of a pioneering new framework for equality and diversity self-assessment for membership bodies, with a number of other sector associations.

With approximately one member of staff for every 4,000 members or so, we know we need to work hard to create an efficient yet dynamic culture that is very responsive to members and attracts, inspires and retains talented staff for your professional body.

Governance

IfL is governed by its Council and members have voted to increase your representation through a new Advisory Council comprising:

- **45 member representatives**, elected by IfL members, fellows and associates, with nine seats reserved for regional representation, five for equality and diversity and six for members from different parts of the sector
- representatives from up to **15 stakeholder bodies** chosen for their focus and involvement in the sector; a strong commitment to professionalism for teachers and trainers; a national reach; a credible history and a sustainable future
- **non-voting observers** nominated by their government department or organisation.

Glossary

ACL	adult and community learning
ALP	Association of Learning Providers
AoC	Association of Colleges
ATLS	Associate Teacher Learning and Skills
BIS	Department for Business, Innovation and Skills
BME	black and minority ethnic
CPD	continuing professional development
CTLLS	Certificate in Teaching in the Lifelong Learning Sector
DCSF	Department for Children, Schools and Families
DIUS	Department for Innovation, Universities and Skills (now BIS)
DTLLS	Diploma in Teaching in the Lifelong Learning Sector
FE	further education
GTC	General Teaching Council
Holox	network of local adult learning providers
IfL	Institute for Learning
LLUK	Lifelong Learning UK
LSC	Learning and Skills Council
LSIS	Learning and Skills Improvement Service
NBP	Network for Black Professionals
NIACE	National Institute of Adult Continuing Education
NUS	National Union of Students
Ofsted	Office for Standards in Education, Children's Services and Skills
PPC	Principals' Professional Council
PTLLS	Preparing to Teach in the Lifelong Learning Sector
QTLS	Qualified Teacher Learning and Skills
QTS	Qualified Teacher Status
RSC	JISC Regional Support Centre
TDA	Training and Development Agency
UCU	University and College Union
UKCES	UK Commission for Employment and Skills
WBL	work-based learning
WLN	Women's Leadership Network

Our vision and values

Our vision is our membership will be served well by IfL and that FE practitioners will be truly recognised for excellent teaching and training for learners. We strive to be a world-class professional body. IfL is distinctive as the professional body for teachers and trainers in FE and skills. Our values and beliefs are:

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.

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