



# **International qualified teacher status (iQTS): inspection report**

**The University of Chichester**

**February 2026**

## Contents

Summary of iQTS inspection and grading	3
Purpose of iQTS inspection	3
Information about this iQTS provider	4
In-person inspection activities	4
Remote inspection activities	5
Summary of inspection findings	5
Areas of strength	5
Areas identified for improvement	6
Compliance of provision with iQTS criteria	6
Quality of leadership and management	6
Quality of programme delivery and design	9
Next steps	11
Contact us	11
Glossary of terms	12
Annex A: Inspection gradings	13

## Summary of iQTS inspection and grading

The University of Chichester was inspected by Penta International, a Department for Education (DfE) approved iQTS inspectorate, referred to in this document as 'the inspectorate'.

The inspection took place between 9<sup>th</sup> February and 13<sup>th</sup> February 2026. The inspectorate assessed the provider's iQTS provision to be:

Grade 1

The provision is compliant with the iQTS criteria and other core iQTS documents. The quality of leadership and management and the quality of programme design and delivery meets all requirements and exceeds in most areas.

---

## Purpose of iQTS inspection

The purpose of iQTS inspection is to:

- ensure that delivery of iQTS is compliant with the:
  - [iQTS criteria](#)
  - [Initial Teacher Training and Early Career Framework \(ITTECF\)](#)
  - [iQTS Teachers' Standards](#)
- assess and evaluate the effectiveness of:
  - provider leadership and management
  - programme design and delivery
- give independent external assurance that iQTS provision meets DfE's quality expectations and legal requirements
- protect and maintain the integrity and reputation of the quality of iQTS
- identify key strengths and where relevant, provide recommendations to the provider on what it should do to improve
- inform:
  - trainees considering undertaking iQTS
  - schools considering employing iQTS trainees or partnering with an iQTS provider as a placement school
  - parents with children attending a school staffed by iQTS trainees or iQTS holders
  - governments and organisations who have an interest in iQTS quality and standards

The inspection of a provider's iQTS provision and its subsequent grading is entirely separate from the inspection and grading of its domestic initial teacher training (ITT).

For more information, read the [International qualified teacher status \(iQTS\): inspection policy - GOV.UK](#) in full.

## Information about this iQTS provider

The University of Chichester is an initial teacher training (ITT) provider accredited by DfE to deliver qualified teacher status (QTS) programmes in England.

DfE approval for iQTS delivery is an extension of The University of Chichester's domestic ITT accreditation. The provider was approved to deliver iQTS in the academic year 2024/25 and is now in its second year of iQTS delivery.

In the academic year 2025/26, The University of Chichester offers iQTS training in the following countries:

- Germany
- Ireland
- Luxembourg
- Morocco
- Slovakia
- Spain
- United Arab Emirates
- Vietnam

A total of 8 iQTS trainees are undertaking the primary and secondary iQTS programme with this provider.

This provider also offers an academic award with their iQTS programme. However, academic awards are beyond the remit of iQTS inspection, and the inspectorate cannot make any comment on the quality of this provider's academic award.

## In-person inspection activities

The inspectorate's in-person inspection included:

- meeting iQTS provider staff as part of the review and collection of inspection evidence
- visiting one overseas placement school in Germany, partnering with the provider in the academic year 2025/26, to carry out a lesson observation, observe mentor feedback and meet with the trainee and the school-based mentor
- meeting an iQTS trainee, iQTS mentor and other members of school staff involved in iQTS delivery

## Remote inspection activities

The inspectorate also conducted remote inspection activities with another three placement schools partnering with the provider. These activities also involved:

- meeting iQTS provider staff as part of the review and collection of inspection evidence. These included meetings with the Head of School of Education, Head of Teacher Education Programmes, iQTS Programme Co-ordinator and lead mentors
- scrutiny of the compliance grid and the full evidence base supplied by the provider to include full oversight of online platforms
- remote inspection activities with three placement schools partnering with the provider. These activities also involved meeting iQTS trainees, iQTS mentors, second school placement mentors and other members of school staff, alongside observation of lesson delivery, mentor meetings and trainee portfolios.

## Summary of inspection findings

The provider's overall grade is based on the inspectorate's assessment of the following 3 elements:

- compliance of provision with the iQTS criteria
- quality of leadership and management
- quality of programme design and delivery

Grade 1 is the highest grade that can be awarded and grade 4 is the lowest.

A full description of iQTS inspection gradings can be seen at Annex A.

## Areas of strength

- Safeguarding is rooted thoroughly across recruitment, training and placement activity. This creates a strong safeguarding culture and ensures trainees apply safeguarding responsibilities confidently across international contexts.
- Assessment processes are clear, structured and evidence based. This enables accurate tracking of trainee progress and secures reliable final judgements against the Teachers' Standards.
- The provider delivers a highly valued, research-informed curriculum that is carefully sequenced and fully aligned with the ITTECF and iQTS Teachers' Standards. This enables trainees to develop secure professional knowledge and classroom practice over time.

- Trainees' teaching practices consistently demonstrate strong learner engagement, and positive and respectful relationships. Trainees tackle misconceptions confidently and ensure that new learning takes place.
- Trainees are provided with regular and purposeful opportunities to collaborate. This fosters effective peer support and enables trainees to learn from one another's experiences and practice.
- Lead mentors provide highly effective expert support and oversight that strengthens trainee and mentor development.
- The programme places strong emphasis on trainee wellbeing. Proactive monitoring, structured pastoral support and responsive intervention supports trainee engagement and retention well.
- Leadership and governance provide clear strategic direction and strong operational oversight. This helps to ensure that the programme remains compliant, responsive and improvement focused.

### **Areas identified for improvement**

- Strengthen oversight of in-school mentor engagement with training to further enhance the consistency of the trainee experience.
- Continue to refine quality assurance systems to maintain rigour and effectiveness as trainee numbers grow and the programme expands.

### **Compliance of provision with iQTS criteria**

The provider was compliant with the iQTS criteria.

### **Quality of leadership and management**

1. The University of Chichester's website presents clear, accessible and comprehensive information. This enables prospective trainees and partner schools to understand programme expectations, entry requirements and training structure. This helps trainees to make informed recruitment decisions and establishes professional expectations before trainees begin the programme.
2. Leaders have established robust systems to ensure that candidates accepted onto the programme are suitable. Admissions processes are thorough and carefully quality assured. Pre-entry checks verify academic qualifications, English language competency and safeguarding suitability through multiple verification routes.

3. Leaders ensure that safeguarding is fully embedded across all aspects of programme delivery. Roles and responsibilities are clearly defined, and safeguarding expectations are reinforced throughout training and placement experiences. Leaders maintain strong oversight across international contexts and ensure trainees develop a secure understanding of safeguarding expectations and professional conduct. Trainees and school partners are confident about the provider's safeguarding expertise and support.
4. Leadership and governance structures are well defined and operate effectively. Programme leaders maintain clear oversight of trainee progress, placement quality and mentor support through structured monitoring systems and regular communication with school partners. Strong and flexible leadership enables staff to provide continuity and maintain programme quality during periods of growth or operational contingency.
5. Lead mentors play a significant leadership and quality assurance role within the programme. Trainees and mentors consistently describe lead mentors as highly responsive and accessible sources of professional guidance. Lead mentors provide targeted support, monitor trainee progress closely and intervene promptly where concerns arise. Their detailed understanding of trainees' professional development ensures that assessment judgements and support strategies are accurate and well informed. This responsive approach contributes significantly to positive trainee experiences and strong outcomes.
6. While mentor training is accessible and well designed, engagement varies across placement settings. On occasion, mentors were not fully aware of their role in supporting intensive training and practice (ITAP) activity. Strengthening oversight of in-school mentor engagement with training, including monitoring completion and evaluating its impact, would enhance consistency in the trainee experience.
7. The provider demonstrates a strong commitment to trainee wellbeing. Wellbeing is carefully planned and integrated across programme design and delivery. Leaders recognise potential placement and workload pressure points and check wellbeing regularly throughout the training programme. Investment in professional development for the programme co-ordinator has strengthened strategic leadership of wellbeing. The structured wellbeing strategy supports both formal and informal opportunities for trainees to discuss workload, professional pressures and personal wellbeing. Evidence shows that trainees feel well supported and valued throughout the programme.
8. Partnership arrangements are clearly structured and underpinned by well-defined agreements that establish shared accountability between the provider and placement schools. Partnership induction meeting (PIM) and ongoing professional dialogue supports relationship building well. Communication with

school leaders and mentors is timely and supportive. This ensures that programme expectations and responsibilities are understood by everyone.

9. The PIM confirms placement suitability and clarifies operational expectations at the outset of the partnership. Communication with schools is clear, consistent and solutions focused. School leaders report that guidance is clear and accessible, and that the university checks understanding through professional dialogue rather than relying solely on written communication.
10. Leaders maintain partnership quality effectively. Lead mentor virtual visits, joint observations and quality assurance checks ensure consistency across international placements. Trainees describe lead mentors as approachable, knowledgeable and professionally supportive. Evidence shows that lead mentors provide effective support to both trainees and mentors, intervening promptly where concerns arise. Their oversight ensures that assessment decisions are accurate, reliable and based on triangulated evidence.
11. Quality assurance processes are comprehensive, systematic and embedded across the programme. Leaders draw on a wide range of evidence, including trainee feedback, mentor evaluations, programme data, observations and review meetings, to monitor effectiveness. This ensures the programme remains responsive to need. Digital platforms provide real-time oversight of trainee engagement, assessment evidence and professional reflections, enabling leaders to identify emerging concerns quickly and implement targeted support.
12. External examiner scrutiny adds a further layer of assurance, contributing to the accuracy and reliability of assessment decisions.
13. Self-evaluation is reflective and demonstrates a clear commitment to continuous improvement. Leaders triangulate evidence from *Abyasa*, mentor logs and quality assurance visits to inform improvement planning. Priorities are closely aligned to programme data and trainee outcomes.
14. Leaders ensure compliance with statutory and regulatory requirements through strong engagement with national teacher education networks such as Universities' Council for the Education of Teachers (UCET). These partnerships help leaders to remain informed about legislative changes and emerging research developments. Leaders apply this knowledge effectively to maintain programme compliance and ensure training reflects current professional expectations.
15. As trainee numbers increase and the programme expands, leaders are well placed to continue refining quality assurance systems. Further development of

monitoring processes may support even earlier identification of potential placement or mentoring risks.

16. Overall, leadership and management provide strategic direction, clear operational oversight and highly effective support systems. This secures high-quality training and positive trainee outcomes.

## Quality of programme delivery and design

17. Programme design is a significant strength. The curriculum is coherent, carefully sequenced and aligned with the ITTECF and iQTS Teachers' Standards. It is structured around five core strands of behaviour management, curriculum and subject knowledge, pedagogy, assessment and professional behaviours, which are revisited regularly. This enables trainees to build secure foundational knowledge before applying it in increasingly complex contexts.
18. Core concepts are introduced through guided reading, structured study and expert-led seminars. Trainees then move into peer planning, peer teaching and observed practice. This staged approach enables trainees to build confidence and competence gradually and helps to ensure that practical application is firmly grounded in research-informed practice. Evidence confirms that trainees make clear connections between university-based learning, school-based experience and assessment expectations.
19. Digital platforms are used effectively to support delivery. *Moodle* provides structured access to learning materials, while *Abyasa* enables real time monitoring of engagement, reflections, observations and assessment evidence. This digital infrastructure supports consistency across international placements and enhances quality assurance.
20. The curriculum is grounded in research and theory. Taught sessions draw on a wide range of pedagogical literature. Trainees learn about different strategies such as 'flipped learning', peer collaboration and structured reflection. *Moodle*, the IT platform provides access to readings, recordings and weekly plans, supporting trainees to prepare effectively for seminars.
21. Programme timelines and weekly plans are shared in advance. This supports trainees to organise their study and prepare effectively for upcoming content. *Moodle* releases materials in manageable stages, providing essential information at the right time while avoiding cognitive overload. This deliberate pacing enables trainees to focus on key concepts, engage meaningfully with readings and tasks, and develop their practice in line with the theoretical input provided. Trainees value the coherence between taught content, school-based tasks and lead mentor discussions.

22. Weekly seminars are substantive, relevant and well received. Trainees report that these sessions provide meaningful professional challenge, and opportunities to work together on practical strategies. This bolsters their classroom practice. The structure of these sessions supports international contexts and encourages trainees to reflect on diverse educational settings.
23. Peer collaboration is a strong feature of the programme. Trainees actively support one another through structured group work and informal networks. Opportunities for peer dialogue and shared reflection enrich learning and strengthen professional confidence.
24. Pre-seminar activities, such as those used to prepare trainees for the bilingualism seminar, are effective. They enhance readiness for collaborative discussion and deeper engagement in taught sessions. These tasks reflect thoughtful curriculum design that values contextualised learning and promotes early professional reflection.
25. ITAPs are well designed and implemented. The provider has identified routines, questioning and modelling as key areas for intensive development. Each ITAP block includes 25 hours of planned activity and 5 hours of expert support, with a clear focus on linking theory to practice. Trainee reflections show strong engagement with ITAP content. Impact statements demonstrate tangible improvements in classroom routines, pupil engagement and learning. Trainees report that ITAPs have a positive impact on their confidence and practice.
26. School-based training is clearly structured and ensures that trainees meet the minimum requirement of 120 days in school. The programme ensures that trainees experience teaching across four consecutive year groups, and the second school placement (SSP) is well established. Every trainee in the existing cohort has experienced an 'in person' SSP for a minimum of two weeks.
27. Lead mentors provide consistent, expert support through regular visits, joint observations, feedback sessions and curriculum input. Trainees value the regular and purposeful professional dialogue with lead mentors. Mentor/trainee meetings are structured around observation, reflection and SMART target-setting, supported by clear documentation. Weekly logs and *Abyasa* platform uploads provide a rich evidence base for monitoring progress.
28. Assessment processes are robust, transparent and well aligned with curriculum expectations. The progressive assessment grid supports trainees to understand what practice looks like at different stages. Weekly reflections, mentor logs and lead mentor reviews build a comprehensive picture of

development over time. Interim and final assessments are triangulated, rigorous and evidence-based. This helps to ensure that no trainee is recommended for the award of iQTS until all standards are securely met. Trainees are adept at articulating their learning and linking theory to practice.

29. Trainee outcomes are strong, 100% of the current cohort are on target to achieve their iQTS qualification. Observations during inspection showed high levels of pupil engagement, positive relationships, confident addressing of misconceptions and secure evidence of new learning. Trainees are reflective and understand clearly how to adapt teaching to meet pupils' needs. Employment outcomes are strong, with most of this academic year's trainees already offered roles in their placement schools. These outcomes reflect the programme's coherent emphasis on reflective practice, targeted feedback and pedagogical application.
30. Overall, programme design and delivery are characterised by clear professional intent, purposeful structure and sustained impact on trainee practice.

## **Next steps**

The provider will work on the areas identified for improvement in this report. DfE will assess their progress within 3 months.

The provider will be inspected again in 3 to 4 years' time.

## **Contact us**

If you have questions about this report or any other aspect of the iQTS programme, please contact us at [iqts.policy@education.gov.uk](mailto:iqts.policy@education.gov.uk).

## Glossary of terms

Term	Definition/Explanation
<a href="#">Initial Teacher Training and Early Career Framework (ITTECF)</a>	The ITTECF framework sets out what trainee and early career teachers need to know, and know how to do, at the start of their careers. It captures the minimum entitlement to training for both in a single framework that will come into effect from autumn 2025. iQTS providers should continue to use the ITTECF as they did the <a href="#">ITT Core Content Framework (CCF, 2019)</a> ensuring that all framework statements are covered.
DfE	Department for Education.
Inspection	The process carried out by DfE-approved inspectorates to ensure that delivery of iQTS is compliant with the iQTS criteria, the <a href="#">Initial Teacher Training and Early Career Framework (ITTECF)</a> and iQTS Teachers' Standards.
Inspectorates	Independent companies who quality assure products and services in overseas and domestic education.
iQTS	International qualified teacher status.
<a href="#">International qualified teacher status Teachers' Standards</a>	Standards which trainees must meet by the end of the programme to be awarded iQTS.
<a href="#">International qualified teacher status: criteria for providers</a>	Statutory guidance on the criteria that providers and their partners must meet to provide iQTS.
<a href="#">International qualified teacher status (iQTS): inspection policy - GOV.UK</a>	Sets out DfE's inspection policy and gives information about how inspections are carried out.
ITT	Initial teacher training.
ITT provider	Initial teacher training provider accredited by DfE to deliver training leading to QTS.
QTS	Qualified teacher status.
Working days	Monday to Friday, excluding national holidays, which will differ overseas.

## Annex A: Inspection gradings

Grade 1	Grade 2	Grade 3	Grade 4
<p>The provision is compliant with the iQTS criteria and other core iQTS documents.</p> <p>The quality of leadership and management and the quality of programme design and delivery meets all requirements and exceeds in most areas.</p>	<p>The provision is compliant with the iQTS criteria and other core iQTS documents.</p> <p>The quality of leadership and management and the quality of the programme design and delivery meets all requirements and may exceed in some areas</p>	<p>The provision does not fully comply with the iQTS criteria and other core iQTS documents.</p> <p>The non-compliance is minor, easily rectifiable and does not have significant negative impact on the learning of trainees or their development into qualified teachers. It also does not significantly affect the quality of leadership, management or the quality of programme design and delivery.</p>	<p>The provision is not compliant with the iQTS criteria and all other core iQTS documents.</p> <p>Non-compliance has a significant negative impact on the quality of leadership and management and the quality of programme design and delivery. Recommendations are significant; therefore, reinspection will be required.</p>