



part of Independent Schools Inspectorate

International qualified teacher status (iQTS): inspection report

National Institute of Teaching and Education (NITE), Coventry University

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Summary of iQTS inspection and grading

The National Institute of Teaching and Education was inspected by The Independent Schools Inspectorate (ISI), a Department for Education (DfE) approved iQTS inspectorate, referred to in this document as ‘the inspectorate’.

The inspection took place between 10 and 14 November 2025. 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 National Institute of Teaching and Education 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 National Institute of Teaching and Education's domestic ITT accreditation. The provider was approved to deliver iQTS in the academic year 2023/24 and is now in its second year of iQTS delivery.

In the academic year 2024/25, the National Institute of Teaching and Education offers iQTS training in the following countries:

- Bermuda
- China
- Germany
- Greece
- Ireland
- Isle of Man
- Italy
- Japan
- Luxembourg
- Malaysia
- Netherlands
- Northern Ireland
- Poland
- Qatar
- Singapore
- Spain
- Sweden
- Thailand
- UAE
- Uganda
- Ukraine
- Uzbekistan
- Vietnam
- Zambia

A total of 310 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 in-person inspection included:

- meeting iQTS provider staff as part of the review and collection of inspection evidence
- visiting one overseas placement school in Northern Ireland, partnering with the provider in the academic year 2025/26, to carry out joint lesson

observations, observe mentor feedback and meet with trainees and school-based mentors

- meeting with local authority partners in Northern Ireland
- meeting iQTS trainees, iQTS mentors and other members of school staff involved in iQTS delivery.

Remote inspection activities

Inspectors conducted remote inspection activities with 18 placement schools which partner with the provider. These activities involved meeting iQTS trainees. Inspectors also met with iQTS mentors and other members of school staff including senior leaders.

Inspectors reviewed policy documents, curriculum plans, learning materials, resources on the virtual learning environment, application and suitability records, and trainees' online learning portfolios.

Summary of inspection findings

The provider's overall grade is based on inspectors' assessment of the following three 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

- The development of a flexible delivery model that means the programme is accessible to trainees working in different contexts and geographical locations. This means that trainees can access the training programme alongside their other commitments, providing a route into qualified teaching roles.
- The high-quality training content that is underpinned by relevant learning theories and cognitive science. This ensures that trainees develop a secure understanding of the most effective pedagogical methods and strategies that help their pupils to learn and make progress.

- Carefully selected and delivered intensive training and practice topics that support trainees to apply their understanding of evidence-based approaches in their classroom practice.
- High levels of academic and pastoral support provided by tutors, university lead mentors and other university professionals. This helps trainees to manage their workloads and wellbeing and successfully complete the training programme.
- Rigorous and systematic quality assurance processes to ensure school partners understand their roles and responsibilities and support trainees well to progress and achieve.

Areas identified for improvement

- Leaders should ensure that quality assurance mechanisms are suitably robust to swiftly identify the rare instances where issues arise with the quality of school-based mentoring.

Compliance of provision with iQTS criteria

The provider is compliant with the iQTS criteria.

Quality of leadership and management

1. Leaders ensure that candidates have clear and accurate information about the iQTS provision, including the entry requirements, the age phases/ranges and subject specialisms offered. This ensures that candidates are well-placed to make informed choices.
2. Leaders have implemented systematic recruitment and selection processes at both the application and interview stages. This ensures that candidates meet all iQTS entry requirements and have the potential to meet the iQTS teachers' standards by the end of the programme.
3. Candidate suitability checking processes are robust. Leaders ensure the necessary safeguarding checks are made before trainees can progress onto the course. There are rigorous processes to ensure that trainees' qualifications are appropriate and authentic and meet the criteria outlined on the provider's website.
4. The provider has clear arrangements in place to ensure applicants are treated fairly and consistently. Details of the complaints procedure are accessible and straightforward.
5. Leaders have developed a well-considered and well-designed iQTS curriculum which meets the needs and aspirations of trainees. The flexible

delivery model, range of subject pathways, and modes of study provide trainees with accessible routes into teacher training that allow them to follow their career goals.

6. Leaders adapt the curriculum well, where necessary, to reflect the requirements and context of the many areas where the iQTS programme is delivered. Adaptations are fully understood by overseas partner schools, mentors and trainees. For example, trainees understand the requirements of safeguarding guidance in Keeping Children Safe in Education in the United Kingdom (UK) and how they compare with safeguarding guidance in their host countries.
7. Comprehensive assessment arrangements are in place to ensure mentors, trainers, and managers have an accurate understanding of the progress trainees are making throughout their course. Well-planned mentor meetings, progress reviews, teaching observations, and assessor visits ensure that trainees' progress is systematically monitored throughout the programme. Leaders act swiftly to put in place additional support arrangements when trainees are not making at least the progress expected. These arrangements help trainees to catch up and achieve well.
8. There are effective processes and systems to assess and improve the trainees' English and mathematics skills throughout the course. Trainees' skills are robustly assessed at the start of their programme. Where required, trainees are well supported to develop their fundamental English and mathematics skills throughout the programme. Leaders ensure that trainees' English and mathematics skills are at the required level before the award of iQTS.
9. Trainees benefit from a dual-mentoring system where they receive subject support and guidance from their school-based mentor, as well as ongoing academic and pastoral support from their university lead mentor. This ensures trainees are well supported in managing their workloads and developing their classroom practice.
10. School-based mentors typically complete comprehensive induction training and receive detailed guidance on how to support and build on trainees' university-based training when in school. School-based mentors also benefit from support from university lead mentors throughout the trainees' programme.
11. Leaders have carefully considered an ongoing mentor training curriculum to further support the development of school-based mentors' skills and knowledge. Leaders recognise that not all school-based mentors benefit from the additional training opportunities provided to enhance their skills. Leaders have developed a central hub to improve access to training resources in order to ensure the integrity of the partnership agreement is upheld. However, it is too soon to see the full impact of these arrangements.

12. Partner school onboarding processes are effective, supported by clear partnership agreements. These arrangements ensure that staff in schools understand their roles and responsibilities and are well prepared to meet trainees' needs.
13. Governance and oversight arrangements are comprehensive. Leaders and managers ensure all aspects of provision are carefully monitored. They usually intervene swiftly to support schools, where required, to ensure trainees are well supported and benefit from high-quality placements.
14. Internal and external quality assurance processes are comprehensive and enable leaders to evaluate the quality of training and school placements accurately. Leaders have developed a detailed quality framework that clearly sets out the various layers of quality assurance mechanisms in place.
15. Leaders have invested in experienced and supportive visiting assessors and university lead mentors to ensure that trainees undergo accurate formative and summative assessments of their knowledge, understanding and skills. Leaders ensure that trainees benefit from regular, accurate and constructive feedback that helps them to improve over time.
16. Leaders have a comprehensive range of reporting and oversight mechanisms in place, which allow them to respond to feedback from key stakeholders, including suitably qualified and experienced external examiners. Leaders take feedback seriously and implement timely improvements based on a systematic analysis of data.
17. Leaders have established a strong culture of ongoing continuous improvement. University staff implement the use of self-assessment and a development plan to enhance the course and support trainees more broadly, including considering ways to reduce the workload of trainees where possible.
18. Leaders have secure procedures in place to ensure the award of iQTS is fully supported and accurate, following appropriate examination and assessment boards.

Quality of programme delivery and design

19. Trainees benefit from a well-considered and planned training and assessment programme which is adjusted and adapted appropriately to take account of the local context of the school and trainee.
20. The evidence-based curriculum is coherently sequenced to support trainees in developing their foundation skills, such as behaviour and classroom management, at the start of their programme.
21. Where required, the training programme, underpinned by high-quality online resources, supports trainees well in developing their fundamental mathematics and English skills.

22. Trainers draw on a wide range of relevant learning theories to ensure that trainees use respected, evidence-based strategies to inform their approaches to teaching. As a result, trainees can confidently articulate their planning choices and make sound links between learning theory and their own teaching practice.
23. Well-constructed intensive training and practice (ITAP) topics are focused on developing trainees' skills in critical areas such as modelling and guided practice, questioning, and metacognition. The structure of intensive training and practice sessions helps trainees further their academic knowledge and understanding. Lectures and seminars delivered by subject experts help trainees to understand the key concepts and theoretical underpinning of different strategies and techniques. School-based mentors support trainees to apply their learning in their own classroom teaching practice.
24. Trainees are provided with a range of opportunities to observe experienced colleagues as part of their ITAPs to see how important skills and approaches are used in different contexts. Trainees are well supported in becoming reflective practitioners, enabling them to adapt their methods to best meet their pupils' needs.
25. Trainees benefit from extensive, high-quality learning resources and academic reading, which informs their knowledge and skills. Resources reflect current evidence-based approaches and are presented as videos and interactive online content, allowing trainees to learn at their own pace and at convenient times.
26. The programme makes effective use of learning technologies, which allow trainees studying in a wide range of time zones to access training materials and tutorials. Leaders have designed the programme to enable a suitable degree of flexibility for trainees across different time zones. Programme leaders ensure international trainees have opportunities to have contact with their peers to discuss learning theories and effective classroom practice and to prepare and apply those aspects of teaching confidently in a range of contexts.
27. Trainees benefit from the expert guidance and support of experienced and well-qualified tutors, assessors and mentors. Colleagues work well together to share information on trainees' strengths and targets to ensure trainees develop their subject and age-specific skills.
28. Trainees are well supported to develop their detailed learning portfolios, which demonstrate their progress in critical thinking and practical skills over time. Trainees are encouraged to think critically, using well-selected theories to inform their practice. This helps trainees to fully understand the various approaches to teaching. Trainees learn the why as well as the how.
29. Trainees benefit from an online international conference where they explore contextual differences in education and curriculum in global contexts. This

helps to develop trainees' understanding of teaching across a broad range of contexts.

30. The programme prepares trainees well for teaching in primary, middle and secondary phases with suitable adaptations to the courses for each phase and school context. There is a clear link between university training sessions and school-based practice to help trainees develop confidence in their subject and age-phase skills.
31. Trainees complete the required numbers of days in school as part of their teaching practice. This is monitored well by university lead mentors and visiting assessors.
32. Trainees are supported well by their mentors, who are accessible and responsive to their individual needs. Mentors provide trainees with prompt, helpful guidance when queries arise. University lead mentors give clear direction to trainees to ensure that they remain on track with their work, making suitable adjustments when needed.
33. School-based mentors typically receive a detailed initial induction to help them understand their roles and responsibilities. Ongoing professional development guidance for school-based mentors is offered through interactions with the university lead mentor and visiting assessors throughout the programme.
34. School-based mentors receive weekly newsletters which keep them informed about the focus of central training as the course progresses. This means that mentors can align their support of trainees to the particular focus of their university learning. Newsletters provide school-based mentors with useful questions they can pose to their trainees to check their understanding of the training curriculum, as well as links to helpful guided reading. Most mentors find these resources helpful, although not all have the time needed to exploit the benefits of these resources fully.
35. Robust assessment and feedback mechanisms help trainees and school-based mentors to understand trainees' strengths and areas for development. Trainees are supported to develop their understanding and practice through clear, personalised action plans with regular targets. University lead mentors suitably monitor trainees' progress toward these targets.
36. Quality assurance activities completed by visiting assessors help to ensure assessments of trainees' knowledge and practice are accurate and robust. School-based mentors receive some constructive feedback and guidance from visiting assessors and university lead mentors to ensure they provide trainees with accurate feedback and support. However, current quality assurance mechanisms do not always help leaders to act swiftly to identify and rectify rare instances where school-based mentoring is less effective.
37. Trainees in need of additional support are identified quickly and suitable strategies to help their development are implemented and monitored. This allows trainees to make progress and achieve.

38. Trainees benefit from well-organised second school placements. These placements provide trainees with a valuable point of contrast with their main placement school. This ensures that trainees have a wide range of opportunities to teach in different contexts and broaden their skills and experience. Suitable mitigations are in place for times when trainees encounter difficulties with securing a second placement.
39. Robust procedures are in place to clearly demonstrate that trainees meet the iQTS Teachers' Standards at the end of their training. Progress review meetings, a final review point, and monitoring of trainees' engagement with course materials ensure that trainees have developed the required skills and competencies. Trainees have a secure understanding of the standards they need to demonstrate by the end of their programme.

Next steps

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

The provider will be inspected again in three to four 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.

Glossary of terms

Term	Definition/Explanation
<u>Initial Teacher Training and Early Career Framework (ITTECF)</u>	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 <u>ITT Core Content Framework (CCF, 2019)</u> 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 <u>Initial Teacher Training and Early Career Framework (ITTECF)</u> and iQTS Teachers' Standards.
Inspectorates	Independent companies who quality assure products and services in overseas and domestic education.
iQTS	International qualified teacher status.
<u>International qualified teacher status Teachers' Standards</u>	Standards which trainees must meet by the end of the programme to be awarded iQTS.
<u>International qualified teacher status: criteria for providers</u>	Statutory guidance on the criteria that providers and their partners must meet to provide iQTS.
<u>International qualified teacher status (iQTS): inspection policy - GOV.UK</u>	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>