

What to expect on the iPGCE with iQTS Primary (5-11 years) programme

Why should I gain iQTS?

iQTS stands for “International Qualified Teacher Status” and is a UK-government recognised qualification. Once you successfully complete the iQTS qualification you will be automatically awarded ‘QTS’ which will enable you to teach in English schools and is recognised throughout the world. To achieve iQTS, you need to be able to demonstrate that you have met the iQTS Teachers’ Standards:

iQTS Teachers’ Standards
1) Set high expectations which inspire, motivate and challenge pupils
2) Promote good progress and outcomes by pupils
3) Demonstrate good subject and curriculum knowledge
4) Plan and teach well-structured lessons
5) Adapt teaching to respond to the strengths and needs of all pupils
6) Make accurate and productive use of assessment
7) Manage behaviour effectively to ensure a good and safe learning environment
8) Fulfil wider professional responsibilities
Part Two: demonstrate consistently high standards of personal and professional conduct

Our iQTS programme will support you to learn about effective teaching and demonstrate your achievement of these standards.

What are the benefits of an iPGCE?

iPGCE stands for ‘International Post Graduate Certificate of Education’ and is an academic award from the University of Chichester. When you study on our iPGCE with iQTS programme you will be expected to engage with the latest evidence and research about effective teaching and learning. The iPGCE recognises this engagement with research and demonstrates your achievement to prospective employers. An academic qualification, such as the iPGCE, is required to work in some countries. The iPGCE is worth 60 Level 7 credits and can be used towards further study for an MA degree. If you are considering applying for iQTS without an iPGCE, please contact us to discuss this route.

Why should I study for the iPGCE with iQTS Primary with the University of Chichester?

The University of Chichester has a distinguished 180-year history of delivering successful teacher preparation programmes and our teachers are making a difference in the lives of children and young people in schools around the world. Our iPGCE with iQTS course is designed around small group online teaching and support, that will give you the high-quality personalised student experience and training for which Chichester is known. Our online provision will enable you to access your teacher education through a mixture of live lectures and seminar meetings, recorded lectures, small-group discussions and challenging practical tasks, so that you can work together with peers and expert subject specialists to extend your knowledge and develop, reflect on and critique practice.

The University of Chichester’s International Qualified Teacher Status (iQTS) programme has been awarded Grade 1, the highest possible outcome, in its [recent inspection](#) by Penta International (a Department for Education approved iQTS inspectorate). This excellent result reflects the University’s ongoing commitment to high-quality teacher education in international settings. It follows the

University's 2023 Ofsted inspection of its UK-based initial teacher education, which also achieved the top grade of 'Outstanding'.

How is the course organised?

The iPGCE with iQTS Primary programme is a distance learning course and can be studied from any country. The course lasts for 36 weeks and is divided into three strands:

- Professional Studies – where you will learn about the principles underpinning effective education, such as inclusion, equality and diversity
- Curriculum Studies – where you will develop the subject expertise necessary to become a teacher in your chosen subject and phase of education
- School Experience – where you will develop your competence and confidence as a teacher

What do I need to do in school?

You will need to be placed in a school for 36 weeks of the year. This can be a school where you are employed or where you are volunteering. The school will need to agree that you can spend one day per week studying on the iQTS programme (this will usually be one full day or two half-days – it is not practicable to do this course in shorter periods throughout the week). Each week you will be expected to spend a minimum of 15 hours in classrooms (teaching, observing, etc).

While you are in school, you will take increasing responsibility for the classes you teach as the course progresses. If you have previously worked in the school, you will start with the same level of responsibility that you had prior to starting the course (though with 1 day per week for studying). If you are new to working or volunteering at the school, you will start by observing and working with groups or individuals and gradually build up your teaching responsibilities over the course.

You will complete weekly training activities and tasks while you are in school – these will be linked to your iQTS/iPGCE study and typically involve observing, speaking with experienced colleagues, or applying your learning to your practice and reflecting on this. The university will provide full guidance for each task, and you will respond via an online portfolio system.

The iQTS/iPGCE course is designed to enable you to teach over a minimum of 4 consecutive school years - therefore you will need to spend time working with different age groups within your school. In the case of Primary students, this will likely involve periods working in classes with younger or older pupils.

What is Intensive Training and Practice (ITAP)?

Intensive Training and Practice (ITAP) is a dedicated part of your iQTS programme that helps you develop evidence-informed and inclusive teaching. It provides focused opportunities to connect research, theory and classroom practice while refining approaches that support all pupils to participate, progress and succeed.

ITAP is additional to your normal placement experience. Across the programme, you will complete a minimum of 20 days (4 weeks) of ITAP, including 25 hours of ITAP activity and 5 hours of expert support per week during designated ITAP periods.

Working closely with your mentor and university tutors, you will engage in observation, professional discussion, deliberate practice and reflection to strengthen your teaching.

How will I be supported in school and throughout the course?

Every student will be assigned a mentor and a lead mentor. The mentor will be someone who works in your placement school (e.g. your line manager or another experienced teacher) while the lead mentor will be a member of staff from the university.

Your mentor will be asked to meet with you fortnightly to review your progress and discuss your learning. They will also observe you regularly to give you feedback on your progress.

Your lead mentor will meet you online over Teams at least 6 times over the year. They will also review your mentor meeting reports and give you feedback on your assignments or tasks. They will also observe you teach – this will be remote via our online observation system. The lead mentor and mentor will both watch you and discuss your progress and set you targets for the next phase of your development.

How does the study time work?

Each week, you will undertake up to 6 hours of directed study. This will take up a full day at the start of the programme but will reduce to half-day per week in the final third of the course as you take on more teaching responsibility. The focus of study will relate to the topic for the week, and you will have a balance of Professional Studies and Curriculum Studies topics to cover. In addition to your directed study time, you will also be expected to engage in independent learning to maximise your development as a teacher.

A typical study day might consist of 6 hours of directed work – this is an example of a Primary study day:

Topic	Activity	Time
Professional Studies – How do I adapt teaching to meet the needs of all learners in my class	Recorded video introduction lecture	45 min
	Reading: Adaptive Teaching in the Primary Classroom	30 min
	Online Group Activity: Which principles of adaptive teaching can we apply in these scenarios	30 min
	* Live Teams Seminar: Applying adaptive teaching in the Primary Classroom	1 hour 15 min
Curriculum Studies – How do I teach Primary Computing?	* Live Teams Seminar: Teaching Computing in Primary Schools	1 hour 15 min
	Subject Knowledge Audit	15 min
	Recorded video lecture: Teaching Online Safety	45 min
	Online Group Activity: Evaluating resources for teaching online safety	20 min
	Individual Task: Planning and evaluating a computing lesson	25 min

The Live Teams Sessions (marked *) are compulsory and will be timetabled in advance but the other tasks can be completed at any point on the study day, and your tutors will advise what order to complete them in.

For student teachers starting September 2027, the Live Teams Seminars will be scheduled on Wednesdays between 11.00am and 2.30pm UK time (with a scheduled break at the midway point).

Do I need to complete a second school placement?

Ideally, all students will spend approximately 2-4 weeks in a different school. This requirement may not apply to students who have previous teaching experience in a different school prior to beginning the course. If it is not possible to arrange a second school placement, students will complete a one-week virtual school shadowing task including video observation and/or remote teaching.

How will I be assessed?

To achieve iQTS, you will need to demonstrate that you have achieved the iQTS Teachers' Standards. You will do this by completing the school tasks that are designed to build up over time to provide a portfolio of work that demonstrates that all areas of the standards have been met. Part of this evidence will be the reports of your mentor and lead mentor observations – these will need to show that by the end of the course, you are able to teach effectively so that the pupils in your class make sufficient progress in their learning.

To achieve the iPGCE award, you will also need to submit three written assignments:

- Foundations of Curriculum and Pedagogy – a 4000-word assignment analysing the purpose and place of a subject in the curriculum and evaluating effective pedagogical practice
- Developing as an Inclusive and Adaptive Teacher – a 4000-word assignment evaluating the effectiveness of a scheme of work that you have adapted and taught to meet the needs of pupils
- Professional Identity in Practice – a critical reflection on your progress and development as a teacher (incorporating your portfolio of school-based tasks)

These will be submitted at three points during the year in line with the three phases of the programme, typically January, April and June. You will be invited to online tutorials with a subject tutor to support you with each assignment.

Will I need to complete induction in the UK after I complete the course?

If an iQTS holder chooses to teach in England, as an early career teacher they'll benefit from a two-year induction period alongside their work in school. They'll earn a salary and get mentoring and continuous professional development to help them succeed as a teacher.

While induction is a requirement to teach in most schools in England, they do not need to complete an induction period to teach outside the UK. However, if they wish, they can choose to complete an early career teacher induction at a [Department for Education-accredited British School Overseas](#).

Even though some teachers already have significant teaching experience when they enter the maintained sector for the first time, they are still required to serve statutory induction. In such cases, appropriate bodies have discretion to reduce the length of the induction period to a minimum of one term (based on a school year of three terms) to recognise this experience.

How can I find out more?

More information can be found on the course website:

<https://www.chi.ac.uk/teaching/course/ipgce/>

If you have any questions, or would like to speak to a member of the iQTS team, please email us at: iQTS@chi.ac.uk