



Department
for Education

International Qualified Teacher Status (iQTS)

Government consultation response

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Foreword by the Secretary of State for Education

Teaching is a genuinely global profession – one that links communities from Dudley to Djibouti. Teachers wherever they are, will face very different challenges. Some of these will be local to them but some are universal. But I have found that teachers all share the same aspirations for helping the young people they teach make the most of their potential and be ready to take the world in their stride.


Here in this country we are blessed with some of the world's finest teachers and this is down to the quality and rigour of our teacher training. I want as many people as possible to be able to benefit from this, as well as creating more opportunities for those in different countries to collaborate in our mission to help all young people get a great start in life.

It is our goal to create a qualification that provides more opportunities for teachers around the world to train to high standards and work in a range of international settings. The Department for Education is committed to fulfilling the government's ambitions set out in the International Education Strategy 2021 Update by supporting opportunities to export excellence in initial teacher training. Just as UK professional qualifications in accountancy, surveying and other disciplines are seen as a hallmark of quality across the globe, I want this to be the case for teaching also.

This consultation response is a significant step towards achieving this. We are committed to helping those who already provide our excellent teacher training to meet global demand for high quality professional development. This document sets out how we will work with providers to develop a new, UK government-backed qualification called International Qualified Teacher Status (iQTS). It is our intention that this qualification should be led by the sector and backed by evidence of what we know works.

I am delighted that the initial response to the blueprint for the qualification has been overwhelmingly positive. Most of those who responded to the consultation believe that there is already a high demand for a qualification like this internationally. We have listened closely to what our teaching professionals have told us and their views have helped us shape our thinking.

This response sets out how we will design the framework for iQTS, including introducing an Expert Working Group. We will continue to work with the sector as we develop the framework and delivery strategy. This qualification is an exciting new development in teacher training and I am looking forward to seeing the next stages come to fruition.



Rt. Hon. Gavin Williamson CBE MP

Introduction

1. In February 2021, the Department for Education (DfE) launched a 12-week public consultation on International Qualified Teacher Status (iQTS), a new international teaching qualification. This consultation set out the government's vision for iQTS to provide new and growing opportunities for English-style teacher training overseas and to meet global demand for high quality education for teachers.
2. The consultation introduced a proposed framework for the qualification, based on English methods and standards of teacher training, and asked for views on each element of the framework. This included:
 - standards and entry criteria
 - course content and school experience
 - methods of delivery and quality assurance
 - professional recognition in England

It also asked for views on the capacity of initial teacher training (ITT) providers to offer iQTS, perceived demand internationally and pilot delivery of the qualification.

3. The framework proposed close alignment with the foundations and requirements of English initial teacher training to maintain standards and protect the reputation of our domestic training provision as a gold standard globally. It also suggested that some adaptations or additions may be necessary for the range of international contexts trainees will be in. To ensure quality, it proposed that iQTS should be limited to accredited English ITT providers and that there should be rigorous inspection of the training provision.
4. We sought to engage as many people as possible during the consultation period, primarily through encouraging completion of the online consultation survey. We also ran an extensive series of stakeholder roundtables as well as one-to-one discussions with organisations and individuals. Both the online survey and roundtable events were widely promoted through social media, stakeholder communication channels, sector representative organisations and other events.
5. This document is the government's response to the consultation findings. It is the first phase of a longer-term piece of policy development and will inform planning and delivery of the iQTS pilot. It sets out key decisions on the qualification's framework and what is required for implementation, and outlines how we will work with the profession to take this forward. Further details are set out in the 'Next Steps' section of this document.
6. For iQTS to be a success, we must take the time to develop the proposals with the sector and monitor and evaluate the delivery of the qualification during the pilot

phase. Detailed guidance for ITT providers, schools and trainees will follow in due course, along with further detail on the pilot.

Part 1: Overview of responses received and the government's response

Summary of responses

7. The consultation ran from 6 February 2021 to 3 May 2021. We received 264 responses to the survey and a further 7 written responses via email. Some of these responses were from organisations representing hundreds of members.

Type of respondent organisation	Total	Percent
Initial Teacher Training provider - Higher Education Institution (HEI)	24	9%
Initial Teacher Training provider - School centred initial teacher training (SCITT)	21	8%
Initial Teacher Training representative body	5	2%
University	20	8%
Primary school	8	3%
Secondary school	19	7%
Multi Academy Trust	8	3%
International school	95	36%
Organisation representing international schools	7	3%
Other	57	21%

8. Respondents who identified as 'other' included unions, independent education consultants, other teacher training organisations and those responding in an individual capacity.

9. We held a series of 8 roundtable events during the consultation period, as well as many one-to-one discussions with organisations and individuals. These events attracted over 220 people from across the sector and allowed us to explore attendees' views in more depth.

10. This response is the result of a detailed analysis of all the responses received, including both qualitative and quantitative responses to the online survey, outputs from discussion at consultation events and organisational responses.

Main findings from the consultation

11. This summary is not an exhaustive list of all of the points made, and the absence of a particular theme or issue does not indicate that it is less important. A full analysis of responses for each question, along with the government's response, can be found in Part 2 of this document, 'Detailed analysis of responses'.
12. Overall, the response to the proposals for iQTS was very positive, and respondents largely agreed with the framework set out. There was clear interest both from ITT providers in offering iQTS, and from the international sector on potential demand all over the world in a range of different settings. In coming to decisions about how to take forward these proposals, we have considered all the responses and sought to understand the breadth of views and the reasoning behind these views.
13. Developing a high quality, attractive qualification which can help accredited English ITT providers expand their international offering and support the development of excellent teachers globally is at the heart of our proposals. Teaching is an increasingly globalised profession, and increasing the pool of highly qualified teachers around the world will bring benefits both internationally and domestically.
14. The majority of respondents agreed that the various elements of the iQTS framework, including the iQTS Teachers' Standards, entry requirements and application of the Core Content Framework (CCF), should remain aligned with the requirements for English initial teacher training. On quality assurance, there was significant support for creating a robust inspection framework and limiting the delivery of iQTS to accredited English ITT providers to maintain high standards.
15. Responses highlighted that QTS is perceived as a gold standard globally and that providing a route to QTS would therefore be desirable in many international settings.

Government response

16. We will create a new international teaching qualification called International Qualified Teacher Status (iQTS), beginning with a small pilot before moving to full roll-out. iQTS will be a UK government-backed qualification, based on English methods and standards. It will be delivered by accredited English initial teacher training providers, and will be accessible to trainees all over the world.

17. We have convened an iQTS Expert Working Group (EWG) of sector experts to advise officials on the next stage of policy development. The EWG will work on a number of outputs, including the iQTS Teachers' Standards, iQTS Criteria for providers, and further guidance. Outputs from the group will be tested with other sector experts.
18. iQTS will align closely with the requirements and standards for English initial teacher training, with flexibility allowed for a variety of international contexts. We believe that close alignment will assure candidates and schools of the quality and value of the qualification, and ensure trainees receive the very best of initial teacher training.
19. In terms of quality assurance, accredited English ITT providers will be approved to offer iQTS through an approvals process. A robust inspection regime will ensure quality is maintained across the provision of iQTS and will ensure that trainees have access to quality training. It will also instil confidence in the qualification, evidencing that it can only be delivered through a commitment to quality assurance, which will also be key for international recognition. We will create a framework of approved inspectorates with expert knowledge of both initial teacher training and the international education sector to inspect the provision of the training.
20. We recognise that a key finding of the consultation is the international demand for iQTS to be equivalent to QTS. iQTS will be a teaching qualification, unlike QTS which is a professional status. Given that respondents overwhelmingly agreed with our proposal that iQTS should align with all requirements for English ITT, we propose that iQTS should be recognised as equivalent to QTS. For those who want or need QTS, there will be a route to achieve this status through the system for recognition of professional qualifications. We will take this forward as part of broader changes to our arrangements for recognising overseas teaching qualifications in line with the government's Professional Qualifications Bill.
21. Since the iQTS consultation was launched, DfE has published the report from the Chair of the ITT Market Review. The report sets out recommendations from the Chair and expert group on how the ITT sector can provide consistently high-quality training, in line with the Core Content Framework, in a more efficient and effective market. The aim of the review was to make recommendations on how to ensure:
 - all trainees receive high quality training
 - the ITT market maintains the capacity to deliver enough trainees and is accessible to candidates
 - the ITT system benefits all schools

22. The report was published on 5 July and a public consultation was launched at the same time, to which the government will respond later this year.

23. The report sets out 14 recommendations. Some of the suggested changes include:

- new quality requirements including:
 - intensive placements
 - a strong focus on evidence based practice
 - a new lead mentor role and specialist training for mentors so they can provide high-quality support to trainees
- rigorous quality assurance arrangements across ITT partnerships to check the standards of courses
- accrediting all ITT providers based on the new quality requirements

24. Given that iQTS will be closely aligned to English ITT, DfE reserves the right to amend iQTS in line with any domestic changes in the ITT landscape, including following the government response to the Expert Advisory Group final report and ITT Market Review consultation. iQTS will allow the benefits to be shared around the world.

Part 2: Detailed analysis of responses

Question 1

How should we balance English and international teaching standards?

	Total	Percent
The iQTS standards should remain as close as possible to the English Teachers' Standards, with a) the option to add local or international school-based standards or b) caveats only allowed where local law takes precedence	187	71%
The iQTS standards should be adapted to be broader and more reflective of the range of international settings	77	29%

25. 71% of respondents agreed that the iQTS Teachers' Standards should remain as close as possible to the English [Teachers' Standards](#), with either the option to add supplementary context-specific standards (52%) or only allowing caveats where local law takes precedence (19%). Responses suggested that these two options should not be mutually exclusive, and that a mixture of the two would produce a set of standards which would be achievable in a range of contexts.

26. For those who were in favour of close alignment, the key reasons were:

- to maintain the integrity and reputation of the qualification;
- to ensure consistency and mirror the expectations of ITT in England;
- to ensure credibility through parity with QTS, in order to allow for iQTS to be recognised as equivalent;
- to allow iQTS holders to teach in England; and
- to retain the English basis of the qualification.

It was noted by some that flexibility is needed to take into account the local context and culture, for example, where requirements contradict local laws or customs or there is a local alternative.

27. Many respondents stated that the standards could be added to or enhanced to make them work in a variety of contexts, but nothing should be taken away. A large number of people suggested that the English Teachers' Standards are achievable globally as a core requirement, with the exception of Part Two, in

particular on ‘not undermining fundamental British Values’¹. Several respondents suggested that international or global values could be a suitable replacement.

28. Those who argued that the standards should be broader (29%) referred to the importance of including international educational approaches, skills and teaching techniques, as well as the need to be sensitive to the educational priorities of other cultures.

Government response

We will retain the English Teachers’ Standards in their entirety for iQTS, with the exception of Part Two in which we will consider adaptations to reflect the international context. The iQTS Teachers’ Standards will be accompanied by guidance which details how they can be applied internationally to take into account the trainee’s local context. Further detail will follow in the aforementioned guidance in due course.

Adapting the standards significantly would preclude parity with QTS and diminish the English basis of the qualification. If the standards are too broad or flexible, there will be too many variants and trainees will not have a comparable experience, impacting the value and reputation of the qualification.

Question 2

Do you agree that the entry criteria should remain as aligned as possible to English ITT entry requirements? (As set out in the consultation and below)

	Total	Percent
Yes	186	70%
No – they should be more adaptable to different international contexts	78	30%

29. A large majority (70%) of respondents agreed that the entry criteria should remain aligned to English ITT entry requirements, including academic requirements, level of English proficiency, teaching experience and safeguarding checks.

¹ [Teachers’ Standards: overview](#)

30. 51 respondents specifically mentioned in their responses that academic qualifications needed to be equivalent to domestic requirements. The reasoning for this was to ensure that iQTS remains a gold standard, high quality qualification which produces talented and highly skilled teachers on a par with QTS. For clarity, the consultation proposed that candidates need: GCSE grade 4 standard **equivalent** in maths and English and a first degree (i.e. an undergraduate degree, not a first class degree) from a UK higher education institution or an **equivalent qualification from another country**. Given that the majority of iQTS trainees are likely to have studied outside of the UK, equivalent qualifications are essential. Many respondents stated that clarity is needed on what equivalent means, and that there must be a straightforward way for candidates to check if their qualifications are equivalent.
31. Many respondents stated that the entry criteria should be as aligned as possible to those in England to ensure the standards and credibility are retained, and iQTS holders are of a high calibre. Equivalence with QTS is important, it was felt, so that minimum standards are upheld, iQTS has the same perceived value, and to allow for international mobility. Several respondents commented that the entry criteria should remain high, but agreed that providers could offer preparatory courses to help some candidates meet the requirements.
32. A number of respondents highlighted that safeguarding was paramount, and that providers should ensure that every measure is taken to submit candidates to appropriate pre-selection checks.
33. Among the 30% who thought the entry criteria should be adapted to different international contexts, some stated that in certain countries having a degree is not a requirement to be a teacher, so some potential candidates would be excluded. Some in-service, unqualified teachers may be skilled practitioners, but do not hold a degree.

Government response

The entry criteria for iQTS will mirror the entry criteria for English ITT courses to ensure consistency and maintain high standards. The only exception will be the requirement to demonstrate GCSE grade 4 standard equivalent in English. Assessing equivalency for English GCSE does not account for countries where English is learned as a foreign language. Candidates' English proficiency will be tested in other ways, as set out below, as well as through providers assuring fundamental English as part of the course. There will be clear guidance on what 'equivalent' means for the degree and GCSE-level requirements.

To demonstrate proficiency in the English language, candidates will need an IELTS score of 6.5 or higher (or equivalent score in another English language testing system), or to have completed some of their education in English, for example a degree studied in English.

Where the entry criteria cannot be met initially, we think there is an added opportunity for providers to offer preparatory courses to help some candidates meet these requirements.

Question 3

Do you agree that the English ITT Core Content Framework should be used in its entirety for iQTS, with explanatory notes for international users?

	Total	Percent
Yes	198	75%
No – it should be adapted	66	25%

34. Three quarters of respondents agreed that the English [ITT Core Content Framework](#) (CCF) should be used in its entirety for iQTS as the minimum training entitlement. Many stated this would ensure consistency between iQTS and QTS, maintain a high standard of practice and protect the reputation of the qualification.
35. Several respondents noted that while the CCF should be retained as the core requirement for trainees, there would need to be flexibility in how it is applied internationally to take into consideration the varying local contexts. Explanatory notes and guidance would need to be clear in detailing how local laws and customs should be taken into account. Social and cultural appropriateness was also raised in relation to building on the CCF.
36. Those who stated that the CCF should be adapted suggested that it needed to include international research in teaching and education. Some respondents touched on the need for key concepts such as mental wellbeing, cultural sensitivity and awareness and tolerance to be considered within adaptations. A few respondents highlighted that some elements of the CCF would need to be flexibly applied internationally, for example the importance of subject specific training as in certain regions much of the teacher training locally is neither phase or subject specific.

Government response

We will include the ITT Core Content Framework in its entirety for iQTS to ensure parity with QTS and allow iQTS trainees to benefit from the same core entitlement. The CCF is based on the best available evidence and will provide robust foundations for iQTS courses to be built on. We will develop guidance to sit alongside the CCF to account for the context the trainee is in. Adapting the CCF would dilute the English basis of iQTS and make equivalency with QTS more challenging.

iQTS providers should build on the CCF to design curricula which allow iQTS trainees to meet the iQTS Teachers' Standards and reflect their local context. This may include host country curricula or local assessment methods. Additionally, where statutory or technical elements do not exist in a certain country, trainees should work with the equivalent in that country, but still have an understanding of all parts of the CCF. Providers will have flexibility over the structure and delivery of courses. They will also be able to offer an academic qualification such as a PGCE as part of an iQTS course.

Question 4

Do you agree that the requirement to train in at least 2 schools should be retained?

	Total	Percent
Yes	154	58%
No	110	42%

37. Initial teacher training criteria in England requires trainees to have taught in at least two schools before being recommended for QTS². This requirement was mirrored in the iQTS consultation document.

38. Responses to this question highlighted both the benefits of experiencing different school settings and the challenges of sourcing additional placements internationally. Of the 58% who agreed that the two school requirement should be maintained, many emphasised the importance of experiencing different settings, school practices and intakes for a trainee's development. They also highlighted

² At the time of publication, references to training in 2 schools have been removed due to Covid-19.

that a breadth of experience is necessary to maintain the high quality skills a world class qualification demands.

39. A significant minority (42%) did not agree that the two school requirement should be retained. Many respondents noted that while experience of different settings is important for teacher development, there may be significant challenges for trainees in either finding a second school placement or being released from their role. Trainees already working in a school will have contracts which mean they can't leave to do a placement elsewhere, or there may not be a suitable school nearby.
40. Several respondents proposed alternatives to the second placement, such as teaching practice in a different key stage, remotely observing other trainees in their provider's cohort in different countries or observing teachers in England through their provider's domestic partnerships. Some suggested that a much shorter second placement could be feasible, and others suggested that the trainee could even experience a placement in England as part of an exchange with domestic trainees.

Government response

To allow some flexibility in the two school requirement, we propose that it should be highly encouraged wherever possible, but not mandatory. Experience of more than one setting is an essential part of trainees' development, but we recognise that there can be flexibility in how this experience is achieved. Where a physical second placement may not be possible, advances in technology provide other ways of getting experience of a different setting.

If every effort has been made to facilitate a second placement, but it has not been possible, providers must show evidence of trainees gaining experience of another setting in an alternative way. This could be via observations and remote teaching through providers' existing partnerships internationally or in England.

Any prior experience the trainee has of teaching in another school before beginning an iQTS programme should also be taken into account by the provider.

Question 5

Do you agree that ITT providers should have the freedom to be flexible in how they deliver iQTS, including no limitations on online/distance learning?

	Total	Percent
Yes	185	70%
No, there should be some face-to-face contact	79	30%

41. 70% of respondents agreed that given the global reach of iQTS, flexibility on delivery was needed, with no limitations on remote learning. Of those who agreed, many stated that moving to online learning during the Covid-19 pandemic has evidenced that remote delivery can work successfully. Many mentioned the flexibility and innovation that has developed over the past year, and the success of technology platforms for virtual learning.
42. Of the 30% who disagreed, there was a clear consensus that face-to-face contact is important for observing the trainee and providing feedback. Several respondents stated that while the input from the provider could be entirely remote, the provision of a suitably trained school-based mentor who can offer face-to-face guidance and support is essential. This was highlighted in particular in relation to observations of teaching practice and giving feedback.

Government response

As iQTS will be a global qualification, ITT providers will be given the flexibility to determine their own methods of delivery for iQTS, including no limitations on distance learning. For some, this may involve a blended approach with some face-to-face contact and some online learning, for example if a provider has an overseas campus or flying faculty arrangements. For others, delivery of course content will be entirely remote.

However, we recognise that for the training provision to be high quality and sufficiently support the trainee, access to suitable mentor support is essential. A key building block of setting up iQTS successfully is ensuring that mentors based in the trainee's school are trained to understand the iQTS framework and support trainees to meet the requirements. School-based mentors will be vital for observing the trainee in person and providing valuable feedback. Technology will also allow for the ITT provider to stream live or watch recorded observations where appropriate.

ITT providers should work in close partnership with placement schools to ensure that mentors are highly trained and skilled to support iQTS trainees in their development. We propose using the 2016 Mentor Standards³ as the basis for provider-led mentor

³ [National Standards for school-based initial teacher training \(ITT\) mentors, 2016](#)

training. Having a robust mentor training programme in place will be a prerequisite to offering iQTS.

Question 6

Do you agree that the delivery language should be English?

	Total	Percent
Yes	206	78%
No	58	22%

43. Respondents overwhelmingly agreed that the delivery language for iQTS should be English. A large majority of respondents stated that as iQTS is an English qualification, the delivery of the training should remain in English. Many people also said that it would help ensure parity with QTS in England. If iQTS provides a route for teachers to come and teach in England, they must be able to teach in English. While there is the potential for some of the course content to be available in other languages, the assessment of trainees' progress and teaching must be in English.

44. There were concerns about the challenges of quality assurance if iQTS was offered in multiple languages, and also about the associated cost and resourcing implications. Several respondents commented that the initial roll-out and first few years of delivery should be in English, with the potential to expand to more languages in the future.

Government response

The delivery language for iQTS will be English, at least initially and into the medium term. This will allow for robust quality assurance of the training provision, and assessment of trainees. It will also align with domestic requirements and maintain high standards, ensuring parity with QTS.

Once iQTS is established, there may be an opportunity in the future to consider delivery in additional languages.

Question 7

Do you agree that provision of iQTS should be limited to accredited English ITT providers?

	Total	Percent
Yes	159	60%
No, more providers should be able to offer iQTS	105	40%

45. A large majority of respondents agreed that the provision of iQTS should be limited to accredited English ITT providers. Reasoning for this included: to protect the reputation of iQTS; to ensure the quality of training is equal to ITT provision in England; to maintain the highest professional standards; and because the expertise and knowledge is already in place. Others added that for integrity, the qualification should be delivered and quality assured by those who are reputable in the delivery of QTS and ITT.
46. Some respondents stated that the reputation of English ITT is high because providers have been assessed against a 'golden' Ofsted benchmark to ensure the quality of provision. Others asserted that there was a risk standards might be lowered by non-accredited providers who didn't have the same level of experience or evidence of quality assurance of their provision.
47. Among the 40% who stated that more providers should be able to offer iQTS, several mentioned that providers working internationally may be more sensitive to international contexts and could provide better contextual knowledge. Others commented that providers should be chosen based on merit, not location, and that a number of global education providers could meet the same standards.

Government response

To ensure quality and protect the reputation of our excellent teacher training, we will limit the provision of iQTS to providers who are accredited and inspected in England, at least initially. iQTS will build on the sound knowledge and expertise accredited providers have of delivering ITT in England.

Providers will need to be approved by the DfE to offer iQTS. Given that providers will have already been through the ITT accreditation process, the approvals process will be a lighter touch system.

In order to be approved to offer iQTS, providers must design training which meets the Secretary of State for Education’s iQTS Criteria. All trainees must meet the iQTS Teachers’ Standards in order to be awarded iQTS.

iQTS providers will be approved to award iQTS themselves, assuming the trainee has successfully completed the course and met all of the iQTS Teachers’ Standards. The Teaching Regulation Agency (TRA) will maintain a central record of all iQTS holders.

Question 8

Do you agree that the inspection of iQTS provision should be as rigorous as the inspection of English ITT?

	Total	Percent
Yes	239	91%
No	25	9%

48. The vast majority of respondents (91%) agreed that the inspection of iQTS should be as rigorous as the inspection of English ITT. Many respondents stated that this was essential for quality assurance and to ensure that iQTS is recognised and respected to the same extent as QTS. This was raised both in terms of recognition in England and recognition internationally by other governments.

49. Respondents also noted that a rigorous inspection framework ensures credibility, protects the value of the qualification and maintains expected standards. The perceived value of iQTS will be based on its rigour and reputation, supported by an effective quality assurance system. It will also ensure the uniformity of the qualification and secure equal provision for trainees across the world.

50. Many respondents who agreed with the proposal highlighted that inspection must be undertaken by bodies with experience of both the international sector and teacher training. Cultural understanding of each market should be considered as part of the approach. Others emphasised that iQTS providers and inspectorates should be seen as partners, working to deliver high quality across the world.

51. For those who disagreed (9%), concerns were raised around the term “rigorous” in the context of international inspections of the iQTS provision. A few respondents preferred a lighter touch, more adaptable form of inspection based on peer-to-peer support and collaboration rather than a formal inspection approach. Respondents

suggested that inspections, in some contexts, would prove too demanding for trainees and advocated for greater flexibility with the approach to iQTS inspections.

52. Several respondents stated that the cost of inspection should not prohibit providers from entering the market or increase the cost of the qualification to the extent that it becomes unaffordable for candidates.

Government response

We will create a framework of approved inspectorates to quality assure the provision of iQTS. Potential inspectorates will have to evidence expertise and experience in initial teacher training and working in an international education context. Given the global nature of iQTS delivery, we anticipate that the inspection regime will follow a hybrid model of some in-person visits and some virtual elements.

Allowing for part of the inspection to be virtual will help reduce the cost of inspection. As part of the approvals process to offer iQTS, providers will have to arrange for and fund inspections with a DfE-approved iQTS inspectorate.

Inspections will not take place in the first year of a provider offering iQTS. Instead, there will be monitoring and evaluation of the iQTS provision and progress. The inspection framework will be closely aligned to domestic inspection of ITT to ensure consistency and maintain high standards.

DfE reserves the right to amend the iQTS inspection framework in line with any future changes to inspection in England to ensure consistency and protect the quality and reputation of the qualification.

Further detailed information on the inspection regime will follow in due course.

Question 9

Do you think we should create two forms of iQTS?

	Total	Percent
Yes	113	43%
No	151	57%

53. The consultation proposed two forms of iQTS:

- A more broadly achievable English-style teaching qualification that could be taken up in a range of settings, but with no direct link to professional recognition in England
- A qualification for specific English-medium contexts, with delivery and inspection arrangements equivalent to those in England, that would lead to recognition for English QTS on completion

The majority of respondents (57%) disagreed that two forms of iQTS should be created. Many respondents stated that having two versions would cause confusion internationally and would make it hard for employers to understand which version had been gained and the associated value. It may also cause confusion for potential candidates, in knowing which to choose and which future employers will accept. Pricing the two forms differently may also result in some candidates being excluded from one of them.

54. Respondents also raised the issue of two forms of iQTS potentially leading to a two-tier system where it may be perceived that one form is preferable to the other. As a result, many respondents suggested that there should be one iQTS with the same standards as English QTS. It should be globally recognised as equivalent, including in England, to ensure credibility. Responses made clear that there is high demand for a QTS equivalent qualification internationally.

55. For those who agreed that there should be two forms, the main reasons were: attracting more candidates with different goals and needs by offering a choice; flexibility to support a complex and varied international market; and providing the ability to complete the non-QTS route as long as there is a mechanism to transition to QTS in the future.

Government response

We will create one, high quality qualification, closely aligned to the gold standard requirements for English QTS. We recognise that having two versions may cause confusion for candidates and recruiting schools. In order to be attractive across the world for both trainees and schools, and meet demand for a robust, UK-government backed qualification, we believe one version with parity to QTS is preferable. It is clear that QTS is in high demand internationally, and we explore this further in the subsequent questions.

Question 10

Do you think there should be any circumstances in which completing iQTS should lead to English QTS?

	Total	Percent
Yes	215	81%
No	49	19%

56. An overwhelming majority (81%) of respondents stated that there should be circumstances in which iQTS leads to English QTS. 44 people specifically mentioned that equivalence to QTS was important, particularly for recognition globally, and 34 people stated in their responses that iQTS should lead to QTS in all cases. Many respondents mentioned that QTS is important for the international market and that international schools often require teachers to have it. Others mentioned that iQTS trainees may wish to teach in England, so iQTS should allow them to meet the requirements to do so.
57. A number of respondents added that making iQTS a government-backed qualification equivalent to QTS is what would distinguish it from other qualifications currently on the market. For this to happen, respondents noted that it would be vital that the training is as rigorous as English ITT leading to QTS. This would include making the iQTS criteria the same standard as the English ITT criteria, applying the same methods of quality assurance, and school experience taking place in an appropriate environment which is quality assured and risk assessed by the provider. If alongside these requirements trainees can evidence that they have met the iQTS Teachers' Standards, iQTS should lead to QTS.
58. Some respondents suggested that QTS should only be considered if a trainee has completed their placements in an English-medium setting. Some suggested that it should be an English-medium setting specifically teaching the English National Curriculum. Others proposed restricting QTS even further to trainees with placements in schools inspected under the DfE-recognised BSO inspection scheme. Further suggestions included considering a fast-tracked, modified version of the Assessment Only route for iQTS holders to achieve QTS.

Government response

It is clear from responses that equivalency to QTS is an overwhelming priority for many respondents. Giving iQTS parity with QTS would help with maintaining the gold standard reputation of English ITT, provide more opportunities for iQTS holders and enhance the marketability of the qualification. It would also support global recognition of the qualification by employers and other ministries of education around the world.

Given that iQTS will closely align to English ITT, in terms of entry requirements, standards, course content, school experience and quality assurance, we propose that iQTS should be recognised as equivalent to QTS. The government already awards QTS to teachers who are qualified and recognised teachers in certain countries outside of England and therefore we assess it is consistent to extend recognition to those teachers who have completed iQTS.

Those who have successfully completed the iQTS qualification would be eligible to apply for the professional status of QTS through DfE's system for recognising overseas school teachers for QTS. Once awarded iQTS by their provider, if a candidate wishes to gain QTS they will apply through the Teaching Regulation Agency (TRA), alongside other teachers who are already eligible for QTS on the basis of having an overseas qualification. The government will be reviewing our recognition arrangements for overseas teaching qualifications in line with the Professional Qualifications Bill, and will introduce a route for recognition for iQTS as part of any changes.

Recognising iQTS as equivalent to QTS would also permit iQTS holders to teach in England if they so wished, supporting the domestic teaching workforce.

Question 11

What arrangements should the Department put in place to ensure that iQTS trainees in these circumstances have had an equivalent experience to trainees undergoing ITT in England in order to be awarded QTS?

59. There were a variety of written responses with suggestions in answer to this question, with nearly all respondents offering insights. The most common included: quality mentoring and training of mentors; a robust inspection regime; internal and external moderation of standards; regular observation of trainees; risk assessments of placements; an annual check on placement providers; and ensuring trainees are in schools where leaders hold QTS and relevant National Professional Qualifications.

Government response

The iQTS framework will closely mirror the requirements for ITT in England. This means that trainees will undergo an equivalent experience in terms of input and support, and course content will be the same. Nothing will be taken away from the core elements of English ITT, but international context will be added, resulting in a high quality training experience which takes into account local surroundings.

As previously mentioned, quality assurance will also align closely to domestic requirements in terms of using accredited providers, the inspection framework and internal and external moderation of the training provision.

We are committed to ensuring that mentoring plays a fundamental role in the delivery of iQTS. Further detail will be provided on mentor requirements in due course.

Question 12

Would it be possible to deliver an environment that replicates the requirements for achieving QTS in England, as described above?

	Total	Percent
Yes	211	80%
No	53	20%

60. A large majority of respondents (80%) said that it would be possible to deliver an environment that replicates the requirements for achieving QTS in England. Many respondents stated that if candidates can be facilitated to meet all of the iQTS criteria and iQTS Teachers' Standards with regular observation and assessment, this would be possible. Some proposed that this would be most easily achieved in British international schools, or other English-medium international schools.

61. 26 respondents specifically mentioned that schools inspected under the DfE-recognised BSO inspection scheme would offer suitable placements as they already meet a gold standard approved by the DfE and can host NQTs. Others suggested that international schools affiliated with British international school organisations could offer a suitable environment. Some respondents stated that it

is possible to train teachers to the same high standards in an equivalent manner to domestically in a variety of settings.

62. 25 respondents specifically mentioned that there would need to be quality assurance processes that replicated the English system. Some stated that while technology could be harnessed to allow ITT providers to observe trainees and monitor progress and implementation of training, in-person observation by a school-based mentor would be key for support and development.

Government response

As we enter the next phase of policy development, we will consider how to ensure that the iQTS framework can provide all trainees with an experience that is equal to ITT trainees in England.

Question 13

What is your view of demand for a qualification like this in the international education market? a) High demand b) Some demand c) No demand

Please explain where you think demand will be highest, being as specific as you can e.g., by including which regions and/or countries.

	Total	Percent
High demand	182	69%
Some demand	78	30%
No demand	4	1%

63. 99% of respondents stated that there would be high or some demand for iQTS internationally. The areas mentioned most frequently were the Middle East (57 times), China (48 times), Asia (39 times), South East Asia (24 times), India (23 times), Africa (20 times) and the EU (19 times), although many more countries and regions were also identified all over the world.

Government response

We welcome the majority response (69%) being that there would be high demand for iQTS in the international education market, with a further 30% stating that there would be some demand. This confirms our view that there is significant demand for high quality English style teacher training globally, and that iQTS will support ITT providers to meet that demand. Our ambition is that iQTS will be delivered all over the world in a wide variety of different contexts.

Question 14

Which of the following do you think are potential markets for iQTS? Select all that apply: a) the global state sector b) the local private sector c) the British international school sector d) the wider international school sector e) other - please explain f) none

	Total	Percent
The global state sector	108	42%
The local private sector	104	39%
The British international school sector	214	81%
The wider international school sector	213	81%
Other- please explain	18	7%
None	3	1%

64. The greatest potential markets identified for iQTS were the British international school sector and the wider international school sector, both with 81%. Around 40% of respondents also thought there would be demand in both the local private sector and global state sector. Just 1% thought there would be no demand.

Government response

Our ambition is for iQTS to be accessible in a range of different school settings, and we are pleased to see that respondents identified demand in the global state sector, the local private sector, and the British and wider international school sector.

Question 15

Do you have any further comments on what would make this qualification marketable?

	Total	Percent
Yes	141	53%
No	123	47%

65. 23% of the respondents who gave additional comments reiterated that in order for iQTS to be attractive internationally, there should be a link back to English QTS and that DfE should recognise iQTS as equivalent to QTS. As well as this, respondents highlighted that this would be the first government-backed international teacher training qualification for the UK, and therefore trainees and educators around the world would consider it to have value and therefore be more attractive.

66. Several respondents commented that it would be important for the qualification to be accessible and reasonably priced to meet all economies in order to reach trainees in both international schools and local schools. Respondents suggested that for iQTS to have greater appeal across markets, the pathway to achieving iQTS should be more flexible, with the potential for candidates to have access to part or full funding for the course. Respondents advocated for a form of iQTS that complements the various curricula taught around the world in different school types, in order to reach more trainees.

Government response

The government will consider options for making iQTS accessible and marketable around the world in the next phase of policy development. This will ensure that accredited English ITT providers can expand into the international teacher training market with a distinct new offer and ensure that trainees around the world have access to high quality initial teacher training.

Question 16

If you are an accredited English ITT provider, do you believe that you have the capacity to offer this new qualification? a) Yes, in the short term b) Yes, in the medium term c) Possibly in the longer term d) No e) n/a

	Total	Percent
Yes, in the short term	43	17%

Yes, in the medium term	29	11%
Possibly in the longer term	18	7%
No	10	4%
N/a	159	61%

Government response

The Department for Education is grateful to respondents who disclosed their capacity to offer iQTS. We are pleased to see that 72% of providers who submitted a response believe that they could offer iQTS in the short or medium term. A further 18% stated that they could offer it in the longer term. Plans for early and wider roll-out are outlined in the 'Next steps' section of this document.

Question 17

Would you be interested in working with the DfE as a delivery partner for early rollout? a) Yes b) No c) n/a

	Total	Percent
Yes	153	58%
No	20	8%
N/a	90	34%

Government response

The Department for Education is grateful to respondents who expressed interest in partnering with the DfE as a delivery partner for early roll-out. We are delighted to see that 58% of respondents would like to be involved in the pilot. Plans for early roll-out are outlined in the 'Next steps' section of this document.

Question 18

Would you be interested in taking part in ongoing user research for iQTS? a) Yes b) No

	Total	Percent
Yes	195	74%
No	69	26%

Government response

The Department of Education is grateful to respondents who wish to take part in our user research for iQTS. Our ongoing user research will help inform key policy considerations going forward.

Question 19

Finally, do you have any other comments on the proposals set out in this consultation?

	Total	Percent
Yes	63	24%
No	201	76%

67. Respondents who left further comments on proposals set out in this consultation were predominantly positive and supportive of the development of iQTS. Respondents commented that iQTS would be an opportunity to support teacher mobility internationally, as well as an opportunity to meet the demand for teacher training opportunities within the international education sector. The importance of UK government backing was also highlighted as an important factor, as well as the significance of a route to QTS via iQTS.

68. A few respondents expressed concern over the take up of iQTS if it were not to be recognised as equivalent to QTS in England. Others had concerns over the name 'iQTS', if it didn't lead to QTS. 15% of respondents also took this opportunity to highlight their interest in partnering with the Department for Education in piloting iQTS.

69. Generally, respondents were supportive of iQTS as a qualification that would be harnessing the best of English methods of teacher training and giving teachers around the world the opportunity to train to high standards and increase the pool of qualified teachers. In order to succeed in delivering iQTS, respondents

commented on the need for international collaboration with teachers, policy makers and educational leaders to ensure that iQTS is suitably designed.

Government response

The DfE is grateful to respondents for taking the time to provide further feedback on proposals set out in the iQTS consultation. The DfE too sees iQTS as an opportunity for teachers around the world to benefit from quality and evidence-based teacher training, that leads to better quality education around the world, whilst providing exciting new export opportunities for English teacher training providers. Respondents who expressed interest in taking part in the pilot of iQTS should read our next steps, which highlight the government's planned approach to the pilot.

The DfE will continue to engage the sector domestically and internationally on iQTS. It is our ambition to demonstrate that iQTS will be a high quality teaching qualification, backed by the UK government and accessible in a range of international settings around the world. The DfE will recognise iQTS as equivalent to QTS and we will seek to collaborate with international partners on matters of recognition.

Part 3: Next steps

70. This response is the first stage of a longer-term programme of work and will feed into the iQTS pilot and subsequent full roll-out. Within this document we have set out some key decisions which will shape the design and implementation of iQTS.

71. We will take the time to develop these proposals based on the consultation feedback to ensure that they are fit for purpose, while ensuring that iQTS can be rolled out as soon as is feasible.

72. For the next critical phase of work we aim to:

- Appoint an Expert Working Group for iQTS.
- Publish further detailed guidance on the framework criteria for iQTS. This will require intensive work of our Expert Working Group and other sector experts in anticipation of pilot delivery in the near future.
- Publish guidance on the application process to become a pilot provider.

Expert group

73. We have appointed an Expert Working Group on iQTS. The group is composed of HEI providers, SCITT providers, headteachers, international associations and other sector experts, chaired by the Department for Education.

74. The group will be tasked with producing a set of recommendations for the framework of iQTS, which DfE officials will use to draft the final products. The group will base their recommendations on feedback from the consultation and within the parameters of Ministerial decisions. This will be a time limited group and will be expected to produce a set of recommendations by the end of summer 2021.

75. The recommendations and outputs from the group will be tested with other sector experts throughout the period in which the group is convened.

Further guidance

76. Following the recommendations put forward by the Expert Working Group, we will publish a number of pieces of detailed guidance to support iQTS. This will include: the iQTS Criteria for providers; the iQTS Teachers' Standards; guidance for applying the CCF internationally; and public facing guidance for potential candidates. These will be published in the autumn.

77. Alongside this, there will also be further detail published on the pilot and the application process to become a pilot provider. Further information will also be provided on the inspection framework.

Pilot approach

78. We will adopt a pilot approach to the delivery of iQTS to allow us to test and learn during the first year, and ensure that the framework created is appropriate. This will help inform a successful long term roll-out of the qualification. It is expected that pilot delivery of iQTS will commence in September 2022.

79. The pilot will consist of a handful of providers, each with a relatively small number of candidates. Requirements to be involved in the pilot will include as a minimum: proven capacity to provide a quality offering in a short space of time, expertise in the international education sector and established international offerings and partnerships. We hope for a mix of HEIs and SCITTs of different sizes, and a global reach of trainees to assess the performance of iQTS in different countries. As previously mentioned, providers will need to be existing accredited English ITT providers who have gone through the DfE's accreditation scheme.

80. Details on the process for applying to be a pilot provider will be released in the early autumn. Applications will open in the autumn, and we hope to have appointed our pilot providers by the end of 2021 or early 2022.

Annex A: List of organisations that responded to the consultation

A number of respondents answered in a private capacity, or asked to remain anonymous.

- Acacia International School, Kampala, Uganda
- Academe Education
- Activate Learning
- AGCAS
- AGS Salalah
- AlphaPlus Consultancy Ltd
- Amity International School Amsterdam
- Astra Alliance
- Astra SCITT and Teaching School Hub (Dr Challoner's Grammar School)
- Awards for Training and Higher Education (ATHE)
- Bath and North East Somerset Council
- Beaconhouse Malaysia
- Beaminster School
- Bishop Chadwick Catholic Education Trust
- Bishop Wilkinson Catholic Education Trust
- Bluecoat Primary Academy
- Board of Education
- British Council
- British Embassy, Mexico
- British International School Ho Chi Minh City
- British International School of Tbilisi
- British International school of Tunis
- British School Al Khubairat
- British School Jakarta
- British School Muscat
- British School of Gran Canaria
- British School of Tirana
- Bromsgrove International School Thailand
- BSD Education
- Cambridge Assessment International Education
- Cambridge International Assessment
- Cambridge School
- Carmel Teacher Training Partnership
- Catholic Education Service
- Center for Global Development
- Charter International School, Bangkok, Thailand
- Chengelo school
- Chichester College Group
- COBIS
- Cognita Schools
- Colchester Teacher Training Consortium
- Crown Private School
- DHSZ
- Dipont Education
- Doha College
- Dulwich College International
- Durham University; International School of Geneva
- E Qualitas
- Ecctis
- Educe Mentoring and Coaching
- Education Workforce Council
- EduReach Education
- El Alsson British International School, Cairo
- ELT Pedagogical Inspectorate

- English Nursery and Primary School, Moscow
- ENS
- E-Qualitas Professional Services
- Essex Teacher Training
- European School of Munich
- Evolution International School
- Evolve Global Solutions Ltd
- Faculty of Education, University of Cambridge
- FOBISIA (Federation of British International Schools in Asia)
- Fox International Consulting
- Future Education Ltd.
- Futures Educational Systems
- Garden International school
- Get into Teaching
- Grammar School
- Gulf British Academy
- Harris Initial Teacher Education
- Harrow International
- Harrow School, Beijing
- Haybridge Alliance SCITT
- Hua Hin International School
- IBS
- Independent School
- Independent Schools Council
- Independent Schools Inspectorate
- Innovative Skills UK Ltd
- Institute of Health and Social Care studies
- International Baccalaureate
- International Community School
- International Education Consultant
- International School of Samui
- International School Rheintal
- Invictus International School
- Jesan primary school
- Jewish Teacher Training Partnership (LSJS)
- Kellett School, the British International School in Hong Kong
- Kent and Medway Training
- Kinabalu International School
- King's College Alicante
- King's College London
- Kuwait International English School
- Kuwait National English School
- Lancaster School
- Le Régent International School
- Letovo School
- Lincoln College International
- Lion Alliance Teaching School
- Liverpool John Moores University
- London Metropolitan University
- Loughborough College
- Metaverse Learning
- MillionPlus
- Ministry of Education
- Modern English School Cairo
- Moreland University
- Mount Kelly School Hong Kong
- My Online Schooling
- NAHT
- NASBTT
- NASUWT - The Teachers' Union
- National Online Teacher Training
- NCFE
- NEU
- Newton British Group
- NHL Stenden
- NIST International School
- NOCN Group
- Nottingham Institute of Education, NTU
- Nottinghamshire Torch SCITT
- Outwood Grange Academies Trust
- Overseas Chinese Academy Chiway
- Oxford Brookes University

- Pate's Grammar School and Odyssey Teaching School Hub
- People 1st International
- Plymouth Institute of Education, University of Plymouth
- Pocklington School
- POWIIS, Penang
- Primary School Vorarlberg, Austria
- Qatar International School
- Quality Assured Registered TVET Teacher Training for GEMS Education
- Queen's University Belfast
- Renaissance International School Saigon
- Connecting Classrooms programme
- Riiid Inc
- Saint Andrew's International High School
- Saint Helena Government Education and Employment Directorate
- Sekolah Ciputra, Surabaya
- Shenzhen College of International Education
- Shida High School
- Shrewsbury International School Hong Kong
- Shrewsbury International School Riverside Bangkok
- Sri KDU Schools
- St Julian's School
- St. Francis College
- Staffordshire University
- Suklaa Ltd
- Sunmarke School
- Suraasa
- Sybil Elgar School
- Teacher at Vietnam Australia International School
- TES Global
- Tes Institute
- The Association of British Schools Overseas
- The British School Kathmandu
- The British School of Guangzhou
- The British School of Kuwait
- The British School, Rio de Janeiro
- The English College in Prague
- The English School of Mongolia
- The Institute of Mathematics and its Applications
- The International School Parkcity
- The Learning For Life Partnership
- The Safeguarding Alliance
- Trainer at the British Council - Uganda
- Tribal Education Ltd
- UCET
- UCL Institute of Education
- United learning
- Universitas Ciputra Surabaya
- University of Bedfordshire
- University of Birmingham
- University of Buckingham
- University of Derby
- University of East Anglia
- University of East London
- University of Essex
- University of Leicester
- University of Northampton
- University of Portsmouth
- University of Reading
- University of Sheffield
- University of Sunderland
- University of Sussex
- University of Wolverhampton
- University of Worcester
- Vienna International School
- Warwick Academy
- Wellington College
- Wellington College China

- Whittle School and Studios
- Wise Owl English School

- Wrexham County Borough Council



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